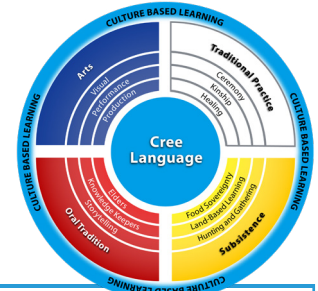


Social Studies



 Knowledge	Understanding	Skills & Procedures	ᑭᓴᓴᓴ Nehiyaw Ways of Knowing	Other Suggestions
PREAMBLE: Teachers can increase their own understandings of Indigenous ways of knowing and being and history in relation to social studies curricular outcomes through the following recommended courses: - Indigenous Administration Courses: Continuing Education: Northern Lakes College - University of Alberta: Indigenous Canada				
ORGANIZING IDEA Time and Place (TP): Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.				
GUIDING QUESTION In what ways might the ancient world have relevance today?				
LEARNING OUTCOME STP 1.1 Students examine ancient civilizations.				
The rise of civilizations and empires depends on internal and external factors, for example, - organized structures - strong leadership - military power - innovations - wealth - opportunity The decline of civilizations and empires is caused by internal and external factors, for example, - environmental changes - rebellions - expenses - struggles for power and leadership - changes to values and belief systems - war and military conquest [continued]	Legacies of ancient civilizations continue.	Explain the rise and fall of civilizations. [continued]		

 Knowledge	Understanding	Skills & Procedures	ᑭᓐᓂᓐ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5TP 1.1 Students examine ancient civilizations.				
[continued] Innovations in contemporary societies have evolved from innovations originating in ancient civilizations, for example, • writing systems • agriculture • architecture • calendars • trade, currency, and economics • literature and philosophy • mathematics and science • systems of decision making • rights and freedoms Social scientists (historians, archaeologists, anthropologists, geographers) study evidence of ancient civilizations to learn about the past. Interpretations of the past can evolve based on new evidence and technology.		[continued] Examine the evolution of innovations from ancient civilizations. Compare the work of historians, archaeologists, anthropologists, and geographers. Distinguish between primary and secondary sources. Compare information provided by primary and secondary sources. Imagine ways that advancements in technology could change interpretations of history.	 Place Names     Orienteering Series (5 videos)   Stories and Legends Series   Conflicting Accounts – Frog Lake Massacre	Elders' Words: <i>Traditionally women made decisions and oversaw the Headmen. We didn't have chiefs; we had Headmen.</i>  Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation  Amnesty International: Red Dress Day  Moose Hide Campaign  Empowering the Spirit: The Kairos Blanket Exercise   The Blanket Exercise: Teaching Tool for Grades 4 to 12  Justice for Aboriginal Peoples -- It's time  Rupertsland Institute: Land Scrip Lesson Plan and Resources

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᓴᑦᓴᑦ Nehiyaw Ways of Knowing	Other Suggestions
GUIDING QUESTION How has geography contributed to the development of civilizations and empires?				
LEARNING OUTCOME 5TP 2.1 Students examine how geographical features and environmental changes contributed to the settlement and trade of ancient civilizations.				
Ancient civilizations were complex societies that existed thousands of years ago (3000 BCE–500 CE) in different locations around the world; for example, • Egypt • Greece • Rome • China • India • Arab civilizations Geographical features, such as abundant water, fertile soil, and moderate climate in river valleys, supported agriculture in ancient civilizations. Many ancient civilizations were located along river valleys or coastlines. Location can be described using elevation, latitude, and longitude. Increased agriculture led to a greater number of settled societies. Geographical features, such as oceans and bays along coastlines, supported trade and travel in ancient civilizations. Changes in the environment, including natural disasters such as volcanic eruptions, can cause people to adapt or move. Changes, including building infrastructure such as aqueducts, can be made to the environment to meet needs.	Environment and settlement of people are interrelated.	Compare the locations of multiple ancient civilizations. Justify the settlement of ancient civilizations along river valleys and coastlines. Determine effects of environmental change on human behaviour.	  7 Year Cycle   Stories and Legends Series, including The Legend of Muskrat     All videos, stories and legends on the Indigenous Culture Based Learning website focus on the seamless connection between the environment, environmental changes and cycles, and Woodland Cree behaviour and practices.	Explore examples of: • Treaty reserve locations • Coastal First Nations locations • First Nation communities Explore the understanding as a First Nations worldview.  8th Fire - Episode 3 - Whose Land Is It Anyway?

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ORGANIZING IDEA					
Systems (S): Evaluating processes and structures of organizations builds understanding of decision making in the world.					
GUIDING QUESTION					
How did power and control contribute to civilizations and empires?					
LEARNING OUTCOME					
5S 1.1 Students examine government systems and organization of civilizations and empires.					
Agricultural and technological advancements in ancient civilizations, including irrigation and domesticated animal labour, increased agricultural production and decreased labour requirements. Urban settlements grew as labour specialized beyond agriculture. The exchange of excess agricultural products for goods and services developed trade in ancient civilizations. Economic practices that developed in response to growing urban settlements included • exchanging goods at markets • storing valuables in banks • buying goods and services with the first forms of currency • supporting government services with taxation Taxation first developed in ancient civilizations. As ancient civilizations grew through expansionism, extensive networks of land-based and water-based trade routes developed, for example, • the trans-Saharan trade route • the Royal Road • the Silk Road Trade routes provided opportunities to exchange goods, such as food and spices, over great distances, increasing the variety of products available in places around the world. [continued]	Technological advancements and interactions resulted in social, political, economic, and environmental transformations of civilizations and empires. Taxes are ways the government collects money from citizens to protect communities and provide services.	Relate advancements in agriculture to the development of urban settlements. Relate economic practices in ancient civilizations to economic practices in contemporary societies. Identify trade routes that connected ancient civilizations. Explain impacts of expanding trade in ancient civilizations.		Examine trading routes in relation to the fur trade.	

 Knowledge	Understanding	Skills & Procedures	ᑭᑦᑲᑦᑲᑦ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME 5S 1.1 Students examine government systems and organization of civilizations and empires.				
[continued] International trade increased contact between civilizations and empires, which allowed for the spread of cultures, innovations, and ideas; for example, • religions and belief systems • gunpowder • medicine				
GUIDING QUESTION In what ways were societies organized throughout history?				
LEARNING OUTCOME 5S 2.1 Students examine government and social systems in ancient civilizations and empires.				
Authoritarian governments, including monarchies and dictatorships, are ruled by a single leader or small group of leaders. Authoritarian leaders may claim power and authority through divinity rights (divine right of kings, mandate of heaven), heredity, and force. Followers of authoritarian leaders can be motivated by tradition, desire for stability, and fear. Social systems in ancient civilizations were patriarchal (patriarchy), matriarchal, or egalitarian. In patriarchal and matriarchal (matriarchy) social systems, power is based on gender. In egalitarian social systems, power is not based on gender. [continued]	Power can be maintained through government and social systems.	Differentiate between ancient civilizations and empires. Explain authoritarian governments. Discuss ways authoritarian leaders gain and maintain power. Compare opportunities and challenges for different social classes within an ancient civilization or empire. Describe ways gender influenced roles in social systems within an ancient civilization or empire.	 Powwow and Dance Series (11 videos)	Elders' Words: <i>Traditionally, our system was matriarchal. The women made decisions and oversaw the headmen.</i> Examine First Nations perspectives on the roles of males and females.

	Knowledge	Understanding	Skills & Procedures	ᑭᐱᐅᐅ Nehiyaw Ways of Knowing	Other Suggestions
LEARNING OUTCOME					
5S 2.1 Students examine government and social systems in ancient civilizations and empires.					
[continued] Social systems in ancient civilizations and empires were hierarchical and could cause divisions. • The highest social class included the fewest people with more power, privilege, rights, and freedoms based on heredity, wealth, occupation, and education • The lower social classes (enslaved people) included the most people with less power, privilege, rights, and freedoms. Empires grew through trade and military conquest, and took over more land, for example, • Persia • Rome • Greece • Arab African empires experienced economic disputes that resulted in the end of some empires and the beginning of others, for example, • Kush and Axum • Ghana, Mali, and Songhai • Ife and the kingdom of Benin					

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ORGANIZING IDEA Citizenship (C): Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.				
GUIDING QUESTION How can citizens become active and informed?				
LEARNING OUTCOME 5C 1.1 Students investigate ways to learn about the world and take action for change.				
The study of historical issues and events, such as those in ancient civilizations and empires, can provide insight into contemporary issues and events, for example, • the evolution of technology • the economic impact of exploration and trade • the successes and failures of social and government systems Informed citizens seek information from multiple sources that present various perspectives on issues and events. Consideration of various perspectives can support development of empathy for the actions and values of others. Informed citizens can respond to issues and events by taking actions, such as sharing information, collecting donations, volunteering, and changing personal behaviours.	Informed citizenship is empowering.	Relate historical issues and events to contemporary issues and events. Compare perspectives about an issue or event. Investigate an event or issue using multiple sources. Describe opportunities of informed citizenship.	 Fire Teachings: Focus on continuing environmental influences.	Investigate the legacy of residential schools.  Examine the Articles of the United Nations Declaration on the Rights of Indigenous Peoples.  Project of Heart: Teacher Guides and Lesson Plans Use Project of Heart as an example of a social justice project and develop a project around a topic such as residential schools and Orange Shirt Day.  Orange Shirt Day/ Residential Schools: Orange Shirt Day and Beyond from Empowering the Spirit  Orange Shirt Day Society: For Teachers  Rupertsland Institute: National Day for Truth and Reconciliation  Amnesty International: Red Dress Day  Moose Hide Campaign