**North East School Division Planning Organizer**



**Social Studies Grade 8**

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| **Stage 1 – Begin With the End in Mind** | | | |
| **Big Ideas:** What do we want students to remember 40 years from now? | | | |
| Who am I? Where do I come from? Who is responsible for the mistakes of the past?  How do responsibilities govern/dictate our relationships? Can wronged cultures ever truly forgive and forget?  Can cultures of the world co-exist peaceably? How does the past shape the present and influence the future?  How can we find hope within conflict and despair? How does the place of our birth shape our identity?  How has conflict changed over time? How has it stayed the same? Is identity about “nature” or “nurture”?  Is identity a choice? Are there consequences? | | | |
| **Goals:** Unit | | | |
| **Interactions and Interdependence**   * examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures, and nations (IN). | **Dynamic Relationships**   * analyze the dynamic relationships of people with land, environments, events, and ideas as they have affected the past, shape the present, and influence the future (DR). | **Power and Authority**   * investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations (PA). | **Resources and Wealth**   * examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment (RW). |
| **Theme:** Gr. 8 – The Individual in Canadian Society | | | |
| **Outcomes:** Circle the verbs or skills, underline the qualifiers. | | | |
| **DR 8.1:** Develop an understanding of the significance of land on the evolution of Canadian identity.  **DR 8.2:** Describe the influence of the treaty relationship on Canadian identity.  **DR 8.3:** Assess how\* historical events in Canada have affected the present Canadian identity. \*how = impact of | | | |
| **Enduring Understandings:** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | | **Essential Questions:** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. | |
| * The land has a significant influence on the evolution of Canadian identity. * Canadian identity is a mosaic that is difficult to define. * Canadian identity is closely tied to/influenced by that of U.S.A.’s. * Treaties influence the identity of all Canadians. * Treaties benefit all Canadians. * Treaties are an enduring mutual obligation. * Treaty oral and written histories are equally important, but this has often led to interpretation challenges. * People are the caretakers of the Earth, and are responsible for it. * Our past has a way of impacting our future. * People in power don’t always make the right choices, and relationships can be broken. * Canadian history is riddled with examples of injustices. * Sometimes time doesn’t heal all wounds. * First Nations traditionally held a different view of land ownership. * Views about land and ownership differ in various cultures and these differences have impacted populations, and how groups of people treat other groups of people. * A country’s identity is reflected in its arts, culture and recreation. * First Nations, Métis and Inuit people have their own unique perspectives as well as shared perspectives. * Perspectives change over time as do our interpretations of past events. | | * What is identity? What defines it? What makes someone or something “Canadian”? * Do we shape our identity or does our identity shape us? * What’s the difference between an identity and a stereotype? Why is one desirable while the other is not? * Why is the American persuasion so prevalent in Canada and invasive with respect to Canadian culture and identity? * What is the influence of media/pop culture? Do we define it or does it define us? * What are treaties? Who do treaties affect? Why do we still have treaties? What does “mutually binding” mean? How many treaties affect Saskatchewan? * What was promised in the treaties? What has been fulfilled? What has yet to be fulfilled? Who is responsible for fulfillment? * What is the historical and present day importance of the treaties? * What happened to Aboriginal children in the Residential School system? * Who is responsible for our Earth? * How have examples of past injustices shaped relationships today? * How does where we’ve been affect where we are and where we’re going? * How do beliefs about the land differ? * How do beliefs change? How do perspectives change? | |
| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes? | | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb. | |
| * First Nations and Crown/European settlers’ different views of land (ownership) (DR 8.1b, 8.2a). * Treaties fulfilled and unfulfilled (DR 8.2b,c,d). * Treaty relationships (DR 8.2b). * Promises, entitlements, and provisions made to First Nations because of treaty agreements. Ex: Treaty Land Entitlement (DR 8.2b,c,d). * Mutually binding obligations mean responsibility is borne by both parties (DR 8.2e). * Treaty benefits for Aboriginal and non-Aboriginal Canadians (DR 8.2e). * Canadian identity (as explored through: history, land, economy, literature, songs, media, art, dance, sport, recreation, and relationships with other countries) (DR 8.1a,b,d,e, 8.3a,b,c,d,e). * Basic research skills including source location, source reliability, citing, note-taking, and sorting information.   **Terms to Know:**  Treaty Sacred Circles Alexander Morris  Crown Poundmaker Medicine Chest  Adhesions Aboriginal Treaty Rights Treaty Territory Map  Treaty Land Entitlement Residential Schools Reserves  Designated Lands Group of Seven Canadian Identity  Pop Culture Mass Media Stereotype  Milgaard Suffrage Delgamuukw Case  GDP Economy Resources  Hutterite/Ethnic Settlement Identity Aboriginal  First Nations Inuit Métis | | * *Describe* influence of varying views of land in treaty relationship (DR 8.2a). * *Illustrate* (map) designated lands in Canada (ex: reserves, heritage sites, wildlife refuges) & explain designations (DR 8.1c). * *Investigate* importance of land in Canadian economy (agriculture, hydroelectricity, fishing, mining, forestry, tourism), & *speculate* impact on identity of Canadians (DR 8.1d). * *Investigate* impact of land on identity of First Nations, Métis, and Inuit peoples (DR 8.1e). * *Describe* Canada’s role in world conflicts since the beginning of the 20th century (DR 8.3a). * *Assess* the impact of a variety of important historical events in shaping the Canadian identity (DR 8.3b). * *Examine* influence of American mass media and popular culture on Canadian way of life (DR 8.3c). * *Analyse* similarities and differences in values, beliefs, and ways of life of Canadians and Americans (DR 8.3d). * *Compare* perspectives in cases of injustice in Canadian history (DR 8.3 e). * Compare and contrast. * Describe examples. * Draw conclusions and support opinion with evidence. * Propose solutions to issues/problems/concerns. | |