**Social Studies 9: Assignment 5 (Week of May 6 - 12)**

Due Date: **Tuesday, May 12**

**Introduction:**

Hello class and welcome to your week five assignment for Socials 9 Mrs. Switzer’s class. As usual, this week there is a general assignment, as well as an extension assignment. The extension assignment is **optional** and can be found in a separate section of this document called **“Extension/Enrichment Assignments.”**

Your assignment is due **Tuesday, May 12th** and should be sent to Mrs. Switzer using ***Teams*** in **Office.com**. To get help with your assignment you can show up to the **Office Hours** to ask a question or you can simply email me. Good luck and remember to reach out for help if you need it!

**Teacher email contact:**

Mrs. Soleil Switzer sswitzer@sd79.bc.ca

**Office Hours:**

Office hours are an **optional**, drop-in session to get help from Teachers.

Access Zoom at <https://zoom.us/join>.

**Time:** Monday May 8, 2020 11:00 AM -12:00 PM

<https://us02web.zoom.us/j/88201100430?pwd=WGp6aC9oWnU4YXFaVzh1VFFXeldsUT09>

**Meeting ID:** 882 0110 0430

**Password**: 9FJyhZ

**Assignment Instructions:**

The first task for Mrs. Switzer’s class is different than the other classes as you have already watched Episode 1 – World Collides of the series Canada The Story of Us. Instead you will explore a topic involving pre-contact Canada.

**Learning Intentions**:

* Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* Assess how the actions of individuals or groups affect events, decisions, or developments*.*
* Investigate sources and evidence

**Task 1: Pre-Contact Canada Inquiry**

Over the past few weeks, you have had the opportunity to explore primary and secondary sources. For this task, you are going to practice thinking like a historian. You must use primary and secondary documents. As a historian you should prioritize the information from the sources, use your judgment to decide if the source is reliable, recognize causes and consequences to events of the past, analyze the sources with eyes of a person in that day and age, and apply ethical and humanistic judgment.

**Your Task**

1. Take a look at the list of topics in the table below. Choose one from one of the six historical concepts (historical significance, evidence and interpretation, continuity and change, cause and consequence, historical perspectives, and ethical judgement).
2. Review at least one example of primary evidence and one of secondary evidence using the pieces offered or others you have found. If you would like to investigate a different topic, you will need to find your own primary and secondary sources.
3. Write a paragraph or two (min. 150 words) focusing on answering the question associated with your topic. Your writing should be your opinion not just a summary of the information you gathered. Please provide a list of the resources you used and any images or photos that you found interesting or support your opinion.

**Inquiry Topics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Historical Concept** | **Question** | **Primary Evidence** | **Secondary Evidence** |
| Historical Significance:What and who should be remembered, researched and taught? | **Why is the Haudenosaunee Confederacy still relevant today?** | The Haudenosaunee Thanksgiving Address: <https://americanindian.si.edu/environment/pdf/01_02_Thanksgiving_Address.pdf> | History of the Haudenosaunee Confederacy:<https://www.haudenosauneeconfederacy.com/confederacys-creation/> Haudenosaunee Treaty: <https://blog.nmai.si.edu/main/2014/09/6-nations-haudenosaunee-us-treaty.html> |
| Evidence and interpretation: Is the evidence credible and adequate to support the conclusions reached? | **How does new archeological evidence inform or refute past understandings about the origin of Indigenous people in North America?** | Map of Canadian place names with Indigenous roots: <https://www.ammsa.com/sites/default/files/articles/article-photos/11-sn_ws_can-givennames.jpg> Photos of artifacts found in Heiltsuk territory: <https://www.ancient-origins.net/news-history-archaeology/14000-old-heiltsuk-village-site-found-british-columbia-could-it-be-oldest-021317> | The Origins of the Native Peoples: <https://www.beringia.com/exhibits/first-people> ‘Surprise’ DNA profile linking 24,000-year-old Siberian skeleton to modern Native Americans could rewrite First Nations’ story, experts say:<https://nationalpost.com/news/surprise-dna-profile-linking-24000-year-old-siberian-skeleton-to-modern-native-americans-could-rewrite-first-nations-story>Groundbreaking genetic study links living First Nation woman to 5,500-year-old ancestor:<https://nationalpost.com/news/canada/groundbreaking-genetic-study-links-living-first-nation-woman-to-5500-year-old-ancestor> |
| Continuity and change: How are lives and conditions alike over time and how have they changed? | **How were canoes developed in different parts of Canada?** | Canoe development: <https://www.canadianicons.ca/collections/canoe> | Canadian Canoe History: <https://www.canadashistory.ca/explore/travel/paddling-through-history>HBC History:<http://www.hbcheritage.ca/things/technology/the-canoe> |
| Cause and consequence: Why did historical events happen the way they did and what are the consequences? | **How did the hierarchical societies develop on the West Coast?** | Royal BC Museum archival photos:<https://royalbcmuseum.bc.ca/exhibits/bc-archives-time-machine/galler07/frames/wc_peop.htm> | Canadian Museum of History, A History of the Native Peoples of Canada (written by the museum): <https://www.historymuseum.ca/cmc/exhibitions/archeo/hnpc/npvol28e.html> |
| Historical perspective: What does past look like when viewed through lenses of the time? | **Why was pemmican so significant in the prairies?** | Influence of pemmican on the Plains:<http://firstpeoplesofcanada.com/fp_metis/fp_metis3.html>Historical pemmican recipes:<http://faculty.marianopolis.edu/c.belanger/quebechistory/encyclopedia/Pemmican-Indianfood-CanadianHistory.htm> | Pemmican proclamation: <https://www.thecanadianencyclopedia.ca/en/article/pemmican-proclamation> |
| Ethical judgment: Is what happened right and fair? | **What was the significance of the potlatch on the West Coast, and how was this impacted by contact?** | Potlatch historical archived regalia and photos:<https://www.umista.ca/pages/collection-history> Simon Fraser University online exhibit: <https://www.sfu.ca/brc/online_exhibits/masks-2-0/the-potlatch-ban.html> | History of the potlatch on the West Coast:<https://www.mysteriesofcanada.com/first-nations/potlach/> |

**Task 2: “Ordre de Bon Temps” or “Order of Good Cheer” Project**

Your second task is modelled from the “Order of Good Cheer” which was established over 400 years ago by Samuel de Champlain. Much like our current situation, the new settlers were forced to stay indoors for long periods of time during the long, cold North American winters.

To maintain spirits and past the time the residents would take turns providing the main meal of the day, bringing good cheer to the settlement.

**Your second task for this assignment is to bring “Good Cheer” to your household (see below for some ideas) and share it with your teacher.**

If you are lacking motivation, watch this short video: <https://www.youtube.com/watch?v=8YuBxP4CKZc>

In times such as these it’s more important than ever to keep smiling with the people we care about.

Good luck and have fun!

**Some ideas to consider:**

Like Champlain’s settlers, you could focus on food:

* + Prepare a meal for everyone in the household
	+ Prepare a tasty snack or drink for the household

Or you could take on or help with a home improvement task:

* + Clean your room
	+ Reorganize a space
	+ Build or help fix a part of the house
	+ Weed a garden bed

Or you could organize some form of entertainment:

* + Movie night
	+ Board game night
	+ Prepare a performance for your family
	+ Play a song for the household

Or you could organize some form of physical activity

* + Hide and go seek
	+ Indoor game (ping pong, darts, pool, etc.)

**Tell me about your Good Cheer Project:**

1. What did you do? Please describe it in detail.
2. How was it received? Ask participants to provide feedback.

**Assessment Criteria / Rubric:**

Self-evaluate by highlighting the box that best fits the answers you submitted.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competencies**  | **Emerging**  | **Developing**  | **Proficient**  | **Extending**  |
|   **Reading Comprehension and Clarity**  | Answers reflect **minima**l understanding of material.  Work is very difficult to follow and incomplete. | Answers reflect **some** understanding of the material.   Work is unclear and partially complete.  | Answers reflect a **strong** understanding of the material.  Work is clear and fully complete.  | Answers reflect a **sophisticated** interpretation of the material. Work is robust, detailed and thorough.  |
| **Creative and /or Critical Thinking** |  Answers reflect zero creative or critical thinking  |  Answers reflect some creative or critical thinking  |  Answers reflect quality creative or critical thinking  |  Answers reflect exceptional creative or critical thinking.  |

**Teacher Comments:**

**Extension Assignment:**

**Option 1.** Post a picture of your project on Padlet: <https://padlet.com/barker_jp/pandemic2020>

**Password:** pan2020

Teachers might not accept every contribution if it is not school appropriate, if there is no name attached, or if the amount of contributions being made by one person are deemed too many.

**Option 2.** Post a before and after picture in the table below with a caption.

Mr. Sheridan’s Example:

|  |  |
| --- | --- |
| **Before** | **After** |
| Time to tackle the weeds and think about planting some flowers. | Weeding done with approval from dad.  |

Your example:

|  |  |
| --- | --- |
| Before | After |
|  |  |