**Social Studies 9: Assignment #8 (May 27 – June 2, 2020)**

Introduction:

Due Date:**Tuesday, June 2**

Hello everyone and welcome to week 7. You have three tasks to complete this week:

1. Connect to an Elder or a Place

**Learning Intention**: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

1. Tell Your Story

**Learning Intention:** Assess the significance of people, places, events, or developments, and

compare varying perspectives on their significance

1. Continue your weekly posts to Padlet: [https://padlet.com/barker\_jp/pandemic2020](https://padlet.com/barker_jp/pandemic2020%C2%A0) **(Password:**pan2020)

Submit your assignment using ***Teams*** at **Office.com**.

**Need Help?**

* See the **office hours** posted below.
* Email your teacher or message your teacher on Teams

**Office Hours:**

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

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

**Time:** Friday, May 29th, 1:00 PM – 2:00 PM with Mrs. Switzer
[https://sd79.zoom.us/j/91676178183?pwd=NEgvUEY3YmZFcm1ETy9jQTRVcG4xdz09](https://sd79.zoom.us/j/91676178183?pwd=NEgvUEY3YmZFcm1ETy9jQTRVcG4xdz09﷟HYPERLINK%20%22https://sd79.zoom.us/j/92115685777?pwd=OS80WExycW9VNk1XZ3A5clBtUEFOQT09%22)Meeting ID: 916 7617 8183 Password: 766600

**Time:** Monday, June 1st, 11:00 AM – 12:00 AM with Mr. Whittington

<https://sd79.zoom.us/j/96674073057?pwd=VGJ0NTF5djA0V3QrOG1HNE5UUmYwQT09>

Meeting ID: 966 7407 3057 Password: 701227

**Teacher email contacts:**

|  |  |
| --- | --- |
| Mr. Jesse Whittington jwhittington@sd79.bc.ca  | Mr. William Lee wlee@sd79.bc.ca  |
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Instructions:

In the Hul’q’umi’num language, “kw’um’kw’am” means *strong.* This week’s assignment is about telling a strong story that draws on your own roots and culture. It is based upon the First Peoples Principles of Learning that **Learning is embedded in memory, history and story**. You will be a *kw’um’kw’am* shxwi’xwi’em (qwum quamschway-em) – a teller of stories of strength. Your story will stem around elders in your life or a significant place. Your story can be presented in any number of ways, including but not limited to, written essay, audio file, video, art piece or a combination of multiple forms.

Task 1: Conduct Research

Choose one of the following two options below. There is an opportunity to explore both options, where option A leads to exploring option B. By combining the two options, students can potentially receive an extending assessment. Provide evidence that you completed Task 1 by sharing some of the research you collected and the sources you used. Submit Task 2 to your teacher.

Option A: Connect to an Elder

First, conduct at least one interview with an elder, a person who has significant memories and knowledge of your family’s history—ideally, someone who is at least 60 years old, but an elderly relative (80 years+) would be ideal (eg. Grandparent). If a person of this age is not available, you could consider asking a parent. Decide before you start the interview Included below are questions to help you prepare for the interview; additional interview tips can be found on the accompanying “Conducting an Oral History Interview” handout.

Then decide which part of their stories (and therefore your story) interests you most and do some further research by gathering evidence (eg. Primary sources such as photos or letters) or other perspectives (eg. Interview your parent).

**Other ways to gather information for this project:**

* Family history or family tree books your family might have.
* Scrapbooks and photo albums (look for interesting pictures with good stories; read the backs!)
* Family heirlooms and artifacts (what’s the story behind them?)
* Old letters, journals, documents (immigration papers, tickets for train travel, ship travel, marriage certificates, death certificates, birth certificates, etc.)
* Maps (“place” is a very important part of all stories)
* Library (books and other materials can help you learn about the eras and the places your elders are describing)
* Online (be very careful about the credibility of online sources!):
	+ Canada GenWeb Project: <http://www.geneofun.on.ca/canadagenweb/>
	+ Canadian Wartime Letters and Images: <https://www.canadianletters.ca/>
	+ Canadian gov’t Family History Records: <https://www.bac-lac.gc.ca/eng/search/Pages/ancestors-search.aspx>
	+ <http://www.collectionscanada.gc.ca/family-history/index-e.html>
	+ Rootsweb- variety of family research tools engine: <https://home.rootsweb.com/>
	+ Search early Census records: <https://www.bac-lac.gc.ca/eng/census/Pages/census.aspx>



Option B: Connect to Place

Choose a place that you have a nostalgic connection to. This place could be a house, beach, park, school, field, business etc. The place doesn’t have to be spectacular, often ordinary places around us, like under a particular tree, are the ones that are most important to us. Start gathering the details you will need to frame a strong story.

* Provide a description from memory of the place. Include not just how it looks but how it makes you feel.
* Gather any photos you have of the place and/or go visit it and take some new photos.
* Ask other family members or close friends that may also have a connection to your place, how they would describe it.
* Look for or draw a map that shows the location of your place.
* Describe how your place has changed over the years, this may require some research.

Task 2: Tell Your Story

**This is the part of the assignment you actually have to submit to your teacher:**

Finally, in a narrative form (not in a Q & A format) write or tell your story using the information you gathered during your interview and other research. Include different perspectives in your story (eg. grandparent, parent, yourself). Again, your story does not have to be written but can be told or expressed through a form of art (graphics, draw, paint, mixed media), or you may use a combination of written and other. Be creative.

If you are planning to create an audio or video presentation, check out the links below on how to submit the file.

One Drive – How to upload files and folders <https://support.office.com/en-us/article/upload-files-and-folders-to-onedrive-7f630d4a-0af2-40f9-a32a-de5f149eb1de>

Sharing One Drive Files and Folders <https://support.office.com/en-us/article/share-onedrive-files-and-folders-9fcc2f7d-de0c-4cec-93b0-a82024800c07>

Task 3: Padlet Post

Don’t forget to post something new to Padlet this week!

<https://padlet.com/barker_jp/pandemic2020> (password: pan2020)

Assessment:

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

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| --- | --- | --- | --- | --- |
| **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 **strong** understanding of the material.   Work is clear and fully complete.   | Answers reflect s**ophisticated** 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:

This extension exercise is optional. You will have the opportunity to receive an extending assessment if you complete this section.

Dig into your family history a little deeper by completing a family tree using the attached template or use an online source to help such as <https://www.familyecho.com/> or <https://creately.com/lp/family-tree-creator-online/>.

