



About Nelson Socials

Grades K-7

Nelson Socials is a new, comprehensive series that helps students become active, engaged citizens with the ability to think and communicate critically, historically, and geographically. To gain a deeper understanding of their world, students are encouraged to ask questions to discover content through Curricular and Core Competencies. Authentic First Peoples voices are also infused through a variety of sources and perspectives to build ways of knowing and learning from the past and present.

Key Features

- Customized, engaging content provides complete curriculum coverage of all Learning Standards
- Active learning is encouraged through the use of a variety of sources and inquiry-based activities
- Embedded Curricular and Core Competencies support Social Studies skills and processes
- Authentic First Peoples voices focuses on learning through the First Peoples and Principles of Learning
- Comprehensive teaching support has been developed for easy implementation





Resource Component Overview

This sampler provides a preview of the components available in the Grade 7 classroom set. Each component works together to achieve complete curriculum alignment.



*Grade 6 components shown above.

For Students

2 student components working together.

Student Resource

- 96-page Student Resource divided into four Themes
- Each theme in the Student Resource aligns with the Student Activity Card to develop core and curricular competencies

Student Activity Cards

- 18 double sided cards (8 copies of each), stored in a sturdy box
- Offered in a flexible-use format which can be sorted in different ways, including; theme, or individual curricular competencies

For Teachers

Teacher Cards

Embedded teaching support is provided on all Activity Cards to support teachers during lessons; prompts help guide discussions and provide background information

Teacher's Resource (Print Version)

- A robust planning tool that supports the entire lesson and includes how to facilitate learning through First Peoples perspectives
- Includes comprehensive lesson plans and assessment tools

Online Teaching Centre

- Provides a PDF version of the print Teacher's Resource, as well as the following additional material:
 - Image bank
 - Modifiable Blackline Masters
 - Videos with teaching support
 - Weblinks
 - RSS feed



Student Resource (front)

Each lesson begins with a Big Question to engage students with content through the lens of a curricular competency.

-> DID SETTLED LIVING HELP OR

When the most recent ice age came to an end, people gradually started to turn away from hunting and gathering. Over many thousands of years, people began to settle in one place and become farmers.

FROM HUNTER-GATHERER TO FARMER TO CITY DWELLER

Hunter-gatherers needed more stable and reliable food sources. To solve this problem, hunter-gatherers started to settle in fertile areas and cultivate plants, such as wheat, that grew there naturally.

They also domesticated wild animals, such as oxen, to provide food and help with the farm work.



For convenience and protection, many non-farmers chose to live close to one another in settlements that gradually grew into towns and cities. Improved farming methods and inventions such as the wheel meant that farmers were able to grow more food than needed to feed their own family. Surpluses meant that some people could buy or trade for food and follow other pursuits, such as soldiering, building, medicine, and the arts.

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HARM EARLY SOCIETIES?

Primary source images help students draw evidence to answer the Big Question.



Archaeological evidence suggests that the diet of hunter-gatherers consisted mainly of leaves, fruits, vegetables, lean meats, and fish. The diet of farmers and people who lived in towns and cities was less varied. Their diet was higher in fats and salt, but lower in fibre. Evidence suggests that this may have led some people to suffer from high blood pressure and heart disease.

Hunter-gatherers lived in small groups that moved around a lot. This reduced their chances of spreading diseases. In towns and cities, people lived in close contact with one another. As a result, diseases spread easily. Many people died. As farmers produced surplus crops and trade increased, some people became wealthy. Their wealth attracted invaders who wanted the riches. This image is from a mosaic found in the royal tomb in the city of Ur in Mesopotamia. It shows an army marching to battle. Q: What inferences can you make about how warfare affected people living in Mesopotamian cities?

THE EVOLUTION OF DIET

The following is an excerpt from a National Geographic article written by Ann Gibbons, author of The First Human: The Race to Discover Our Earliest Ancestors.

The domestication of grains such as sorghum, barley, wheat, corn, and rice created a plentiful and predictable food supply, allowing farmers' wives to bear babies in rapid succession—one every 2.5 years instead of one every 3.5 years for hunter-gatherers. A population explosion followed; before long, farmers outnumbered [hunter-gatherers].



Student Resource (back)

FARMING: THE GREAT INNOVATION?

Was farming humankind's greatest invention? Or did the long- and short-term consequences of settling in one place and starting to farm outweigh the benefits? The following excerpts provide arguments on both sides of this debate.

HUMANKIND'S GREATEST INVENTION

The following text was posted on the agricultural website Farming UK in October 2016.

The transition from hunter-gathering to farming is described as a revolution because it constituted the one crucial breakthrough from which all later human advances evolved, transforming every aspect of people's lives Early farmers bred their animals to improve their usefulness to humans, and soon they were yielding not only meat for food and skin for clothing, but also milk for additional nutrition Wherever farming developed, the more reliable food source it produced [led] to a massive upswing in population.

THE CASE FOR FORAGING

Historian Yuval Noah Harari, author of Sapiens: A Brief History of Humankind, said the following on the CBC-Radio program Ideas.

On the whole **foragers** [people who search for food in their surroundings] seem to have enjoyed a more comfortable and rewarding lifestyle than most of the peasants, shepherds, labourers, and office clerks who followed in their footsteps.

While people in today's affluent societies work an average 40 to 45 hours a week and people in the developing world work 60 and even 80 hours a week, hunter-gatherers living today in the most inhospitable of habitats, such as the Kalahari Desert, work on average just 35 hours to 45 hours a week. They hunt only one day out of three, and gathering takes up just three to six hours daily.



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Authentic and secondary

sources allow students to

understand perspectives

on issues.



This painting of a man using oxen to help plow a field is about 3200 years old. The plow is an ancient invention. **Q:** Consider the debate over whether farming was the world's greatest invention. Did the plow help or harm early societies? Questions are included within some captions to help students answer the Big Question.

Farmers produced grain that could be made into flour. Both the grain and the flour could be stored for later use. Women spent long hours performing repetitive tasks, such as grinding grain into flour by pushing a stone back and forth, over the grain, as shown in the photo. Fossils from the period show that this kind of work caused wear on people's joints and led to arthritis.

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SOCIALS

Student Activity Card (front)

Each Student Card provides an Activity intended to broaden student understanding of the Lesson content and help them apply lesson's curricular competency.

DID SETTLED LIVING HELP O

The Environment and E

Make an Ethical Judgment

- 1) Identify: Examine the text and photos on this Activity Card. What ethical judgments does Michael Finkel make?
- 2) Determine: What evidence does Finkel use to support the judgments he makes? What values, beliefs, and worldviews, if any, do you notice in what he wrote?
- **3) Assess:** Does Finkel cite enough evidence to support his judgments? What points do you agree and disagree with?
- 4) Justify: Did settled living help or harm early societies? Support your judgment with evidence from the Student Module and this Activity Card.
- 5) Communicate: Present your judgment and evidence.





arly Humans: Lesson 4

R HARM EARLY SOCIETIES?

THE HADZA: LAST OF THE HUNTER-GATHERERS

The Hadza are East Africa's last true huntergatherers. They continue to live the hunter-gatherer lifestyle that was once common everywhere.

The Hadza live on their land in Tanzania, near the Rift Valley. This is considered to be the birthplace of humankind. The Hadza do not grow food or raise livestock, and they live without calendars or appointments. They hunt with bows and arrows.

The Hadza have never known famine, and they enjoy a steady and healthy diet. They do not engage in warfare, and they have never been threatened by an outbreak of an infectious disease, such as measles. They also enjoy more leisure time than most humans today. But like other Indigenous peoples around the world, the Hadza find that their way of life is now threatened. They have already lost 90 percent of their traditional territory, and their foraging lifestyle may disappear.

ople established agricultural societies by growing and domesticating animals, most hunter-gatherer s were displaced and disappeared. The Hadza, ed here, are a rare exception.





Student Activity Card (back)

Michael Finkel, a writer for *National Geographic*, spent time living with the Hadza. Afterwards, he wrote about his experience.

"[The Hadza] grow no food, raise no livestock, and live without rules or calendars.... What do they know that we have forgotten?"

"There are things I envy about the Hadza—mostly, how free they appear to be. Free from possessions. Free of most social duties. Free from religious structures. Free of many family responsibilities. Free from schedule, jobs, bosses, bills, traffic, taxes, laws, news and money. Free from worry."

"I could never live like the Hadza. Their entire life, it appears to me, is one insanely committed camping trip. It's incredibly risky. Medical help is far away. One bad fall from a tree, one bite from a black mamba snake, one lunge from a lion, and you're dead. About a fifth of all babies die within their first year and nearly half of all children do not make it to age 15. They have to cope with extreme heat and frequent thirst and swarming tsetse flies and malaria-laced mosquitoes."

Nelson Socials 7



A Hadza teenager enjoys eating a honeycomb. Rather than growing their food, the Hadza forage for food, such as honey, nuts, and berries, in addition to hunting animals. Copyright © 2018 by Nelson Education Ltd.

Purposeful text and visual sources encourage students to gather and analyze information.



Teacher Card (front)

Helps students analyze and interpret the information and evidence presented on the Student Card.



DID SETTLED LIVING HELP O

Analyzing Evidence

 Suggest that students create a t-chart listing the advantages and disadvantages of the Hadza way of life, and then form a small group to compare their lists. How are their lists the same? How are they different? Encourage students to justify their decision to list an item as an advantage or a disadvantage.

SOCIALS

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The Environment and E

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arly Humans: Lesson 4

R HARM EARLY SOCIETIES?

Making Ethical Judgments

• Ethical judgments are a particular type of value judgment. They assess whether the decisions, actions, or policies of a person or group were right or wrong, just or unjust, fair or unfair.

Each Teacher Card provides support for teachers related to the lesson's specific Curricular Competency.

arly Humans: Lesson 4 R HARM EARLY SOCIETIES?

THE HADZA: LAST OF THE HUNTER-GATHERERS

The Hadza are East Africa's last true huntergatherers. They continue to live the hunter-gatherer lifestyle that was once common everywhere.

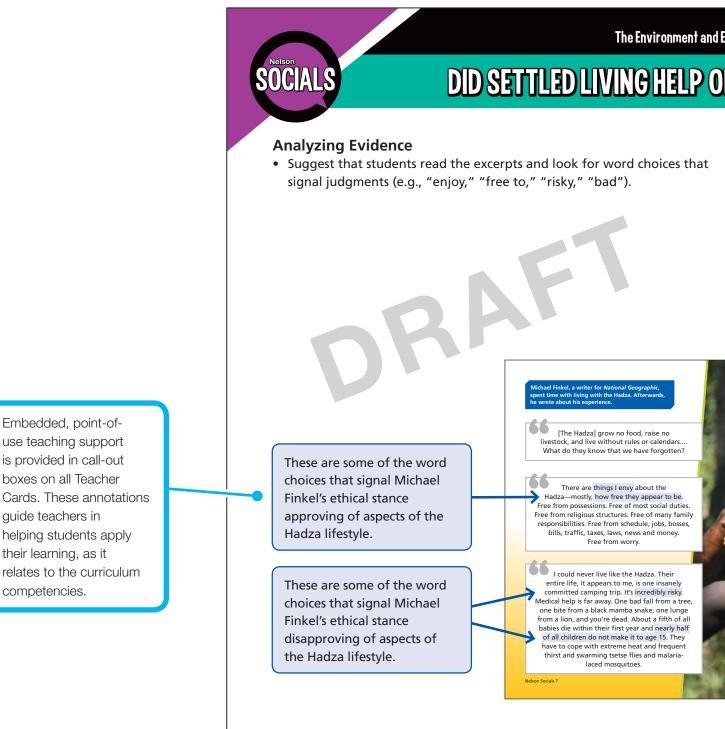
The Hadza live on their land in Tanzania, near the Rift Valley. This is considered to be the birthplace of humankind. The Hadza do not grow food or raise livestock, and they live without calendars or appointments. They hunt with bows and arrows.

The Hadza have never known famine, and they enjoy a steady and healthy diet. They do not engage in warfare, and they have never been threatened by an outbreak of an infectious disease, such as measles. They also enjoy more leisure time than most humans today. But like other Indigenous peoples around the world, the Hadza find that their way of life is now threatened. They have already lost 90 percent of their traditional territory, and their way of life is at risk of being lost forever.

le established agricultural societies by growing d domesticating animals, most hunter-gatherer were displaced and disappeared. The Hadza, here, are a rare exception. These activities are some of the items that students may list as either advantages or disadvantages for the Hadza. As students justify their choice of category for each item, encourage them to set the stage for the activity by considering how their choices reflect their own values, beliefs, and worldviews.



Teacher Card (back)



Nelson Socials 7 Teacher Card

Embedded, point-of-

use teaching support

is provided in call-out

boxes on all Teacher

helping students apply

relates to the curriculum

guide teachers in

their learning, as it

competencies.



arly Humans: Lesson 4

R HARM EARLY SOCIETIES?

Making Ethical Judgments

- Ethical judgments may be influenced by a person's values, beliefs, and worldviews. Students may need support to understand these concepts.
- What values, beliefs, and worldviews do Michael Finkel's word choices reveal?

Questions help guide students in their discussions, evidence gathering, and application of the curricular competencies.



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