



### **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 for Grade 6. Each component works together to achieve complete curriculum alignment.



#### **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**

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

# • WHAT DOES EVIDENCE TELL US

As European explorers searched for a new route to Asia, as well as land and resources to claim, they encountered First Peoples. These encounters offered both groups the opportunity to learn about each other. These encounters produced evidence, such as journals, paintings, and oral histories that can tell us about these people's perspectives.

"The [locals] set up a great clamour [loud noises] and made frequent signs to us to come to shore, holding up to us furs on sticks ... showing many signs of joy, and of their desire to be friends, saying to us in their language words we did not understand...."

- Jacques Cartier, 1534

### FIRST ENCOUNTER STORY: ATLANTIC COAST

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When Jacques Cartier travelled to the Atlantic coast of what is now Canada, he wrote about the First Peoples he met. The quotation provides Cartier's description of what historians believe to be an encounter with the Mi'kmag in what we now call New Brunswick.

Q: What does this quote tell you about Cartier's impression of the Mi'kmaq? What can you infer about the Mi'kmaq's impression of the Europeans?



Jean Antoine Théodore de Gudin painted the enounter between Cartier and the Mi'kmaq over 300 years after it happened. Q: Compare this painting with Cartier's journal entry. How similar or different are the accounts? What evidence shows that the artist used details from the journal? How trustworthy do you think the painting is about Cartier's first meeting?

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# ABOUT DIFFERENT SOCIETIES?

# FIRST ENCOUNTER STORY: PACIFIC COAST

Captain James Cook, a British explorer, was searching for a northern route to Asia along the Pacific coast of North America. In March 1778, Cook encountered the Mowachaht at Yuquot, off the coast of what we now call Vancouver Island.



Q: What does Cook's journal entry, below, tell you about his perspective on the Mowachaht?

"At first we thought that they were afraid to come nearer; but we were mistaken in this, and they were only preparing an introductory ceremony. On advancing toward the ships, they all stood up in their canoes, and began to sing.... At the end of each song they remained silent a few seconds, and then began again, sometimes pronouncing the word hooee! forcibly [loudly together]. After entertaining us with their music, which we listened to, with admiration, for about half an hour, they came alongside the ships and bartered what they had to trade."

- James Cook, April 1778

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Explorers often brought artists with them to document the places and people they met.

Cook's artist, John Webber, created this drawing of the Mowachaht. Q: What can you infer about the Mowachaht's way of life from this evidence? How accurate do you think it is to use a painting for evidence about what really happened?

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### **Student Resource**

# VIEWS ON LAND

"No tribe
has the right to sell
[land], even to each
other, much less
to strangers. Sell a
country! Why not sell
the air, the great sea,
as well as the earth?
Did not the Great
Spirit make them
all for the use of
his children?"

– Tecumseh, *Shawnee leader*, *1810* 

First Peoples have a spiritual connection to the land. They see themselves as part of the land, as well as caretakers of its resources. A nation, community, or family's right to use the land includes protecting its resources for future generations. First Peoples recorded which families had rights and responsibilities to certain territories in their oral histories.

Europeans did not understand First Peoples' laws about rights to use and responsibilities to care for the land. They could not see oral histories. European understandings of land ownership were linked to physical signs such as fences, farms, and cities. When they wrote about the land in North America, they described it as unused and empty. This belief was called *terra nullus* or "nobody's land." Q: How might this difference in perspective cause challenges?

These modern photos show how the Haudenosaunee (left) and the French settlers (right) used land to grow crops in the 1600s. 2: Compare these two photos. What evidence shows that First Peoples both used and protected the land? What evidence would make Europeans believe that the land was unused or empty?

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



### **VIEWS ON CULTURE**

The French sent **missionaries** (Catholic priests) to live among First Peoples. The role of the missionaries was to teach First Peoples their language and religion. This situation gave the Jesuits a unique opportunity to observe the First Peoples way of life.

Take gender roles, for example. A gender role is a set of ideas about how people are expected to dress and behave. In the 1600s, Europeans had strict rules about how both men and women should behave. They believed there were only two genders.

Many First Peoples had more flexible ideas about gender roles. The Anishinaabe, for example, recognized *Ikwekaazo* and *Ininiikazo*, meaning "those who endeavor to behave like women or men." These individuals "understood both spirits" and lived true to their inner understanding of who they were. Today, the term *two spirited* refers to First Peoples whose gender identity lies outside the narrow male or female categories.

Q: What does this evidence tell you about Father Marquette's perspective of Two-Spirited people? How does he present the perspective of the Illinois and Nadouessi nations?

"I know not through what superstition some young men, assume the garb [clothing] of women, and retain [wear] it throughout their lives. There is some mystery in this. For they never marry and glory in demeaning themselves by doing everything that the women do. They go to war, but can use only clubs, and not bows and arrows, which are the weapons proper to men. They are present at all solemn dances; at these they sing, but must not dance.

They are summoned [called] to the Councils, and nothing can be decided without their advice. Finally, by leading an extraordinary life, they pass for Manitous,—That is to say, for Spirits,—or persons of consequence."

- Father Jacques Marquette, 1675



George Catlin was an artist who tried to accurately portray First Peoples way of life. In 1836, Catlin witnessed and painted this image of the Saulk First People celebrating a Two-Spirited person. Q: What can you infer from this evidence about the Saulk perspective on Two-Spirited people?

Questions are included within some captions to help students answer the Big Question.



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. WHAT DOES EVIDENCE TELL US

Interactions and

### **Analyze Evidence**

- 1) Summarize: Create a mind map to show what you have learned from the evidence in the Student Module and on this Activity Card.
- 2) Assess: Assess the evidence. Which perspectives are supported by the evidence? Which perspectives are less supported? Why are some perspectives easier to infer than others?
- 3) Recreate: Choose an image or a text from the Student Module or this Activity Card. How might the source you chose be different if it had been created by First Peoples? How could their perspective be represented? Propose three changes.



This is a mural created by Daphne Odjig, a First Nations artist. It tells the story of First Peoples both before and after the arrival of Europeans. In the middle of the mural sits a boat filled with pale-skinned Europeans. On the front of the boat there is a serpent.



Trade: Lesson 2

### **ABOUT DIFFERENT SOCIETIES?**

### **COWICHAN'S ENCOUNTER WITH EUROPEANS**

Cowichan oral history as recorded by Ella Elizabeth Clark

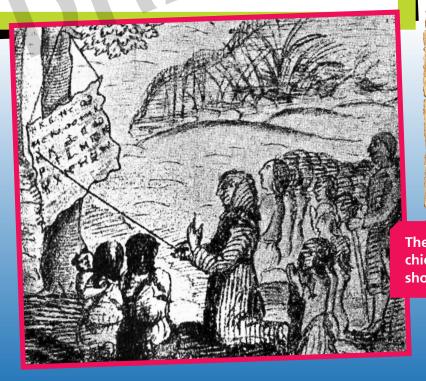
A chief believed he was about to die, so he climbed a mountain by his village. He wanted to look at the ocean one last time. A moon appeared on the horizon and in the moon's path a large white canoe sailed towards his island. The chief believed it was a prophecy [vision of the future] and ran to the village to warn his people. The following day the large canoe off shore neared the village. A council was called and twelve men were chosen to approach the canoe. They set off and were welcomed aboard and offered blood and bones on a plate. Men of the ship admired their sea otter fur clothing and the Cowichan offered the clothing as a gift. A fire-stick was aimed at a flying duck which was shot out of the air. This was the first time the Cowichan people encountered Europeans, handled a gun, and ate molasses and biscuits.



### **Student Activity Card (back)**

### **■ FRENCH MISSIONARIES**

Father Chrestien Le Clercq was a missionary who lived among the Mi'kmaq on the Gaspé peninsula of what is now Canada. He spent over a decade working as a missionary, beginning in 1675. Le Clercq, like other missionaries, recorded his observations to help other priests get to know the First Peoples whose religious beliefs they would be trying to change when they came to North America. Le Clercq's observations were collected and published in 1691. Two excerpts from this book appear here.



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I am greatly surprised that the French have so little cleverness ... trying to persuade us to trade in our wigwams for those houses of stone and of wood as tall as these trees. Very well! But why now, do men of five to six feet in height need houses which are sixty to eighty?

I beg you to believe that, as miserable as we seem to you, we consider our lives to be much happier than yours....

Now tell me this one little thing, if you have sense. Which of these two is the wisest and happiest—he who works constantly and barely gets enough to live on, or he who rests in comfort and finds all that he needs in the pleasure of hunting and fishing?

For it is obvious that those of us who live longest hate your bread, your wine, and your brandy, are content with their natural food of beaver, of moose, of bird and fish, in accord with the custom of our ancestors.

Learn now, my brother, once for all, because I must open to you my heart: there is no Indian who does not consider himself more happy and more powerful than the French.

e text (above) is Le Clercq's recount of a Mi'kmaq ef's perspective about the French. This sketch ws a missionary teaching the Mi'kmaq.

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

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### **Teacher Card (front)**

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

SOCIALS

Interactions and

### WHAT DOES EVIDENCE TELL US

### **Analyzing Evidence**

Have students consider the source of the written account. Discuss
that much of the evidence we have of early First Peoples cultures was
created by European sources. Instruct students to consider how the
perspectives of the creator might influence the ways in which the
information has been recorded.

This mural by Daphne Odjig corroborates evidence of the ways in which Europeans disrupted First Peoples' lifestyles and cultural traditions through contact, settlement, and colonization.

### SOCIALS W

### WHAT DOES EVIDENCE TELL US

#### Analyze Evidence

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Trade: Lesson 2

### **ABOUT DIFFERENT SOCIETIES?**

### **Using Evidence**

- Remind students that a **primary source** can include artifacts, drawings, oral histories, or written documents from the period being studied.
- Discuss that primary sources are created for specific purposes and are shaped by the intentions and beliefs of the creator, as well as the time period in which they live.
- Explain that understanding the perspectives of people who lived in different times means using evidence to make inferences about what their beliefs and cultures were like.

ade: Lesson 2

### **ABOUT DIFFERENT SOCIETIES?**

#### COWICHAN'S ENCOUNTER WITH EUROPEANS

Cowichan oral history as recorded by Ella Elizabeth Clark

A chief believed he was about to die, so he climbed a mountain by his village. He wanted to look at the ocean one last time. A moon appeared on the horizon and in the moon's path a large white canoe sailed towards his island. The chief believed it was a prophecy [vision of the future] and ran to the village to warn his people. The following day the large canoe off shore neared the village. A council was called and twelve men were chosen to approach the canoe. They set off and were welcomed aboard and offered blood and bones on a plate. Men of the ship admired their sea otter fur clothing and the Cowichan offered the clothing as a gift. A fire-stick was aimed at a flying duck which was shot out of the air. This was the first time the Cowichan people encountered Europeans, handled a gun, and ate molasses and biscuits.

This story provides evidence of how the arrival of Europeans was recorded as part of the oral tradition.

Words such as admired and the gifting by the Cowichan provide evidence for how trade was established between the Cowichan and European sailors in spite of language barriers.

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



### **Teacher Card (back)**

Interactions and

SOCIALS

# WHAT DOES EVIDENCE TELL US

### **Analyzing Evidence**

Have students examine the image and make observations. Ask
questions about the content and context of the image to help them
make further observations and draw conclusions about the image.

Embedded, point-of-use teaching support is provided in call-out boxes on all Teacher Cards. These annotations guide teachers in helping students apply their learning, as it relates to the curriculum competencies.

This sketch offers evidence of how Father Le Clercq communicated the teachings of the Catholic Church to First Peoples.

#### FRENCH MISSIONARIES

Father Chrestien Le Clercq was a missionary who lived among the Mi'kmaq on the Gaspé peninsula of what is now Canada. He spent over a decade working as a missionary, beginning in 1675. Le Clercq, like other missionaries, recorded his observations to help other priests get to know the First Peoples whose religious beliefs they would be trying to change when they came to North America. Le Clercq's observations were collected and published in 1691. Two excerpts from this book appear here.



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Nelson Socials 4 Teacher Card



Trade: Lesson 2

### **ABOUT DIFFERENT SOCIETIES?**

### **Using Evidence**

Ask students:

- What does the evidence tell us or show us about the time period?
- Why was the source created? What is its purpose?
- What details are noted as important by the creator?
- What do the details suggest about the creator's views and the subject being shown?

I am greatly surprised that the French have so little cleverness... trying to persuade us to trade in our wigwams for those houses of stone and of wood as tall as these trees. Very well! But why now, do wen of five to six feet in height need houses which are sixty to eighty?

I beg you to believe that, as miserable as we seem to you, we consider our lives to be much happier than yours....

Now tell me this one little thing, if you have sense. Which of these two is the wisest and happiest-he who works constantly and barely gets enough to live on, or he who rests in comfort and finds all that he needs in the pleasure of hunting and fishing?

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Learn now, my brother, once for all, because I must open to you my heart: there is no Indian who does not consider himself more happy and more powerful than the French.

text (above) is Le Clercq's recount of a Mi'kmaq f's perspective about the French. This sketch

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Records written by European missionaries provide evidence of views that First Peoples had of European lifestyles and religion.
Accurately recording these interactions would have helped future missionaries learn about the cultures they were meant to convert.

This excerpt compares and contrasts the ways of life of First Peoples and Europeans. It offers evidence about their homes, daily activities, and diet.

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



### Teacher's Resource (grade 6 shown below)



### What Causes Conflict to Occur?

Emphasizes perspective rather than knowledge of the parts, when introducing students to First Peoples learning. 🔒 Big Idea

 Economic self-interest can be a significant cause of conflict among peoples and governments.

#### You Will Need

- Student Module: pages 48 to 51
- Reference Card: Cause and Consequence
- Reference Card: Perspective
- Student Card: What Causes Conflict to Occur?
- Teacher Card: What Causes Conflict to Occur?

#### **Online Teaching Centre Resources**

BLM 3: I See, I Think, I Wonder BLM 26: Venn Diagram Tool 1: Recognizing Causes and

- Consequences

  Tool 7: Communication
- ▲ Tool 8: Critical Thinking
- ▲ Tool 9: Creative Thinking

**Core Competencies:** Students will **communicate** with others to summarize ideas and reach a concensus. They will use **creative** and **critical thinking** as they develop and design a visual representation.

Curriculum Competencies and Content Standards: Students will interpret and analyze ideas to help them explain the causes of regional and international conflict.

Learning from First Peoples: There are many short- and long-term causes of conflict between First Peoples and the Canadian government. In the past, Indigenous peoples were forced to leave their traditional territories for reserves. They were forced to assimilate—to give up their ways of life, languages, and cultural values. Today, First Peoples continue to experience discrimination and stereotyping. Many Indigenous and non-Indigenous peoples are fighting against systemic inequality; they seek reciprocal relationships built on trust and respect for the land and resources of First Peoples.

### **Background**

#### Somalia

• In 1991, Mohamed Siad Barre's socialist government was removed by several armed clans, resulting in civil war. In 2006, an Islamic group called Al-Shabaab took control of Mogadishu, the capital city of Somalia. Al-Shabaab was driven out by Ethiopian forces, and an African Union peacekeeping force took over in 2009. Al-Shabaab continues to fight the government that formed in 2012. Recurring drought has also contributed to the conflict in Somalia.

#### Fastern India

The traditional lands of the Adivasis are rich in resources, such as minerals and coal. These resources are sought after by the Indian government and mining companies. As a result, many Adivasis have lost their traditional lands and livelihoods to mining development. Many Adivasis and other rural people are concerned about the environmental consequences of mining, such as deforestation and pollution.

#### Syria

- Leading up to the Arab Spring protests, many Syrians were concerned about unemployment, corruption, and lack of democracy. In 2011, protesters demanded the resignation of President Bashar al-Assad.
   In an attempt to stop the protests, the government's military began to use deadly force against protesters. Many protesters and their supporters took up arms to defend their communities.
- Amid the civil war, Islamic State, a violent militant group that seeks to establish a caliphate, began to take control of Syrian land. In 2014, a US-led coalition began conducting air strikes against Islamic State.

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#### **Activate and Inquire**

- Ask students to think about the meaning of the word conflict. In small
  groups, students can brainstorm and record their ideas on chart paper.
- Encourage students to come to a consensus within their group about the meaning of the word *conflict*. Then have each group present their ideas to the class. What is similar and different about each group's definition?
- Ask: What were some challenges you faced in reaching a consensus? How did
  you overcome these challenges or resolve a conflict among yourselves?
- Ask students to share how they resolved a personal conflict (e.g., bullying, dividing chores with siblings).
- Tell students that they will explore some causes of selected global conflicts
  through the lesson in the Student Module and on Student Card: What
  Causes Conflict to Occur? Students may need to review Reference Card:
  Cause and Consequence to help them prepare for the lesson.

### **Acquire and Apply**

- Invite students to examine the information on Student Module pages 48 to 51. You may wish to have small groups summarize the information about the different causes of conflict identified on Student Module pages 50 and 51.
- To help students understand that global conflicts are often complex and have many causes and consequences, encourage them to create a mind map showing possible connections between the various causes of conflict. You may wish to prompt students with some of the following questions:.
  - Do you think some causes of conflict lead to others?
  - How might economic causes and political causes be interrelated?

Formative Assessment	
Collecting and Using Information	Descriptive Feedback
Listen as students examine the information on Student Module pages 50 and 51 and discuss causes of conflict.	"As you discussed the causes of conflict, you also noted that one cause can be connected to another cause. You gave the example that a conflict may have territorial and economic causes if people want land that belongs to other people, because it has better conditions for farming or because it has resources that they want to sell. Which causes of conflict do you think are the most common in our world today? What evidence leads you to this conclusion?"

Communication

See Cause and Consequence on page 11.

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### Teacher's Resource (grade 6 shown below)

- As students explore the infographic map on Student Module pages 48
  and 49, invite them to discuss what they know about the conflicts shown.
  Encourage them to refer to news stories as evidence. (Sensitivity Note:
  Some students may have family in one of the countries identified on the
  map or may themselves be refugees, so they may be sensitive to some of
  the discussions and activities in this lesson.)
- Discuss how the information in the infographic map is organized. Invite students to identify features that help them understand the information (e.g., use of colour, order of countries in the graphs). Encourage students to make connections between the map and each of the graphs.
- Discuss the following questions from Student Module page 48:
- Q: How are the two conflicts similar and different? What evidence supports your answer? (page 48)
- R: Similarities: Both Somalia and Eastern India have experienced armed conflicts that have lasted for many years and resulted in many deaths. These conflicts have also caused the displacement or movement of people within and from the countries. Both countries have experienced land issues connected to the armed conflicts.
  - Differences: The duration of the conflicts, the number of people displaced, and the number of deaths are different. The conflict in Eastern India has lasted longer, but the number of people displaced and the number of deaths due to the conflict in Somalia are greater. For example, the graph shows that there were 10 000 deaths in Eastern India and 350 000 deaths in Somalia.
- Students can work with a partner to review the data about Somalia and
  Eastern India in the infographic map on Student Module pages 48 and
  49. Have them analyze and collect evidence about conflicts in both
  countries. Invite them to compare and contrast Somalia and East India,
  and record their thoughts on BLM 26: Venn Diagram. Encourage them
  to share their completed Venn diagram with another pair.
- Q: Which conflict has resulted in the most deaths and displaced people? How long has this conflict lasted? (page 48)
- R: The conflict in Syria has resulted in the most deaths (470 000) and displaced people (13 million). As of 2017, this conflict has lasted almost nine years.
- As students examine the text and photos on Student Module pages 50 and 51, encourage them to make connections between the text and photos, their background knowledge, and other texts.
- Q: Identify evidence that suggests the causes of conflict in Somalia. (page 50)
- R: The photo shows a woman walking across a dusty and dry landscape. She observes the remains of animals. The land appears to lack water because the plants are brown and dried up. Based on this evidence, it appears that the people of Somalia are facing environmental issues, such as drought, which can cause conflict since people are competing for basic necessities.



Blackline Master

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- Invite students to complete BLM 3: I See, I Think, I Wonder. Suggest
  that they turn back to Student Module pages 48 and 49, and review the
  data in the infographic map as support. If necessary, provide additional
  information to help students understand the conflict in Somalia. (See
  Background.) To support students in analyzing the photo, ask the
  following questions:
  - What do you notice about the landscape in the photo? Does the landscape in the photo look like the landscape where you live? What is similar? What is different?
  - What physical features do you see in the photo? What physical features are important in your community? Why are they important?
  - What lies in the foreground of the photo? Why might this be important?

■ Blackline Master

Formative Assessment boxes provide teachers with support for monitoring student learning. Descriptive feedback prompts give teachers suggestions on how to give feedback to further student learning.

Formative Assessment	<b>O</b>
Collecting and Using Information	Descriptive Feedback
Observe students as they examine both photos and make inferences about the causes of conflict.	"You recognized that environmental issues could be a possible cause of conflict in Somalia because the photo shows a woman looking at animal remains in a desert. What do you need to know before you can identify environmental issues as a cause of the
	conflict? What questions would you ask the woman in the photo to find out more about how the conflict in Somalia affects her life?"

- Q: What can you infer about the causes of the rebels' fight? (page 50)
- R: The Adivasi and other rural people seem to be concerned about children's rights and land rights as a result of a new law. Causes of conflict in Eastern India are likely political and territorial.
- Encourage students to share any questions they have about the Adivasi and their rights. You may wish to provide students with additional information about the Adivasi people. (See Background.)
- Students can consider the environmental concerns of the Adivasi in relation to those of Canada's First Peoples. Invite students to research Indigenous land claims and compare points of view. Ensure that they evaluate information sources for credibility and reliability.
- Focus students' attention on Student Card: What Causes Conflict to Occur? Use the information on Teacher Card: What Causes Conflict to Occur? to guide discussions as students work through the activities.

#### **Student Card: What Causes Conflict to Occur?**

1. Connect: Review the causes of conflict introduced in the Student Module. As students examine Student Card: What Causes Conflict to Occur?, invite them to identify words, ideas, or issues that suggest some of the causes of conflict in Syria. For example, words such as conquered and divided suggest a territorial cause. Encourage students to share their findings. Do students think that different causes are connected to each other? If so, how?

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### Teacher's Resource (grade 6 shown below)

Core Competency icons highlight where and which core competencies are embedded in the lesson.

Critical Thinking 🛕





#### **Alternative Lesson**

Students could explore this lesson using the curricular competency of perspective. Invite them to refer to **Reference Card: Perspective** to help them identify different perspectives in the Syrian conflict on Student Card: What Causes Conflict to Occur? Students can then consider reasons for differing perspectives (e.g., religious beliefs, economic status). Discuss how the Syrian government's exercise of power affected quality of life for most Syrians. Encourage students to recall the indicators for measuring quality of life (e.g., access to education and income) described in Theme 1. if completed.

See Perspective on page 12.

Assessment Tool

- 2. Categorize: Discuss the meanings of long-term cause and short-term cause. Model how to identify long- and short-term causes of conflict, using examples provided on the Teacher Card. Encourage students to create a t-chart to show long- and short-term causes. Invite students to speculate about whether short-term causes might evolve into long-term causes with unintended consequences. Ensure that students use evidence to support their conclusion.
- 3. Represent: Students can use words and images to show how causes of the Syrian conflict are connected. If necessary, help students choose an appropriate visual format, such as a mind map, Venn diagram, fishbone, or collage, or combination of these formats.
- 4. Determine Influence: Encourage students to review the evidence they have already gathered about the causes of the Syrian conflict. Ensure that they identify both long-term and short-term causes. Inform students that there is no right or wrong answer, and remind them to respect each other's opinions when discussing their evidence.

Formative Assessment	
Collecting and Using Information	Descriptive Feedback
Observe students as they select the type of visual that will be the best way to show the interconnectedness of these causes of conflict.	"You have identified your purpose. Now think about your audience. Will the visual format you have selected clearly show how the causes of conflict are connected? Present your ideas to a partner, and ask for feedback. If necessary, make changes based on your partner's feedback. If you decided to add to your visual or use a different format to represent the connections, explain why you made this change."

#### **Respond and Reflect**

- Encourage students to think about different types of global conflict. Have them complete a 3-2-1 reflection using the following prompts:
- Three things that I learned about conflicts are ...
- Two questions that I have about conflicts are ...
- $\,-\,$  One thing that changed my thinking today was  $\dots$
- Suggest that students reflect on the original class definition of conflict.
   Invite them to discuss whether it is possible for all people to get along.
   Have them develop a response based on their knowledge of conflict.
   Encourage them to share their response with the class.
- Students can use Tool 1: Self-Assessment: Recognizing Causes and Consequences to help them reflect on their application of this curricular competency.

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# Blackline Master (grade 6 shown below)

See, I Think, I Wo	Date	»:	Engaging support the and promestudent le
econd column, write any ir	ur observations about an im ferences about your observa stions you have about the ir	ations. In the	through a competer
I See	I Think	I Wonder	



Notes			



Notes	



## **Order Information**

Kindergarten	
Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176814977
Grade 1	
Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815059
Grade 2	
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