Nelson

SOCIALS

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.

Grade 6 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

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

HOW DOES EACH LEVEL OF

An efficient way to make sure that our views are heard during decision making is to choose one person to speak for us at each level of government. People vote for the representative who best reflects their ideas and beliefs.

FEDERAL DECISION MAKING

The people who we elect to represent us at the federal level are called **Members of Parliament** (MPs). MPs usually belong to political parties, such as the Liberals, Conservatives, New Democrats, and Greens. A **political party** is a group of people who share a set of beliefs and ideas about how to govern. In the simplest cases, the party with the largest number of MPs elected becomes the government. The leader of this party becomes our **prime minister**.

Usually, the party with the second largest number of MPs elected becomes the **Official Opposition Party**. Opposition MPs question everything that the government wants to do. The Opposition gives different **perspectives**, or points of view, on the issues facing Canada.

This graphic shows the three branches of the federal government. **Q:** Which branch do you think would discuss adding a new immigration law?

LEGISLATIVE BRANCH
Suggests, debates, reviews, and passes each bill, or proposal, before it becomes a law

- the House of Commons (all elected MPs)
- the Senate (group of people who are appointed, or chosen, by the prime minister)

EXECUTIVE BRANCH
Decides how to enact, or carry out, laws and services

- the prime minister
- Cabinet (group of MPs who are chosen by the prime minister to lead federal departments, such as Defence, the Environment, and Finance)

JUDICIARY BRANCH
Decides how existing laws should be applied
Makes sure that laws are being followed and decides whether laws are fair

- judges (in charge of the federal courts and Supreme Court)
- provincial courts

GOVERNMENT MAKE DECISIONS?

In 2017, the federal government approved the expansion of a pipeline to carry oil from Alberta to British Columbia. However, many people, like these protesters in Burnaby, were against the expansion. **Q:** Why was it important for the government to hear different perspectives (such as those shown in these quotes and this photo) before making a decision?

"We concluded that it was in the interests of Alberta, British Columbia and all of Canada to approve this pipeline, because it employs thousands of people not only in British Columbia and Alberta, but all across the country."

– Jim Carr, *minister of natural resources, Liberal Party, 2017*

"There was an enormous amount of work that went into the [discussions] with Indigenous people with respect to the Kinder Morgan project."

– Jody Wilson-Raybould, *justice minister, Kwakwaka'wakw First Nation, Liberal Party, 2016*

"There's no question that expanding pipeline capacity to [sell oil to other countries] increases greenhouse gas emissions in Canada."

– Elizabeth May, *leader, Green Party, 2016*

Student Resource

PROVINCIAL AND TERRITORIAL DECISION MAKING

There are two types, or systems, of government at the provincial and territorial level: the party system and the consensus system.

The Party System

The governments of the 10 provinces and Yukon are set up like the federal government. In BC, the people the voters elect are called **Members of Legislative Assembly** (MLAs). Most MLAs belong to political parties.

The job of the opposition parties is to debate the governing party by presenting different perspectives on issues. MLAs belonging to the same party usually vote the same way on decisions.

The Consensus System

The governments of the Northwest Territories and Nunavut are based on a traditional Inuit form of government. In this system, representatives do not belong to political parties. Voters elect MLAs based on their individual values and perspectives on issues.

To make a decision, all MLAs can voice their opinions. All perspectives are considered. MLAs are listened to with respect and rarely interrupted. A decision is made when a majority of MLAs agree. Sometimes *all* the MLAs agree. This is called reaching a **consensus**.

These photos show the legislatures of Nunavut (on the left) and British Columbia (on the right). **Q:** What differences and similarities do you see in the setup of the legislatures? What can you infer about how the setup of each legislature might affect decision making?

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

10

NEL

6

Halalt First Nations Chief Bert Thomas is pictured with his grandson at their new community gym. Based on input from the community, the chief and council understood that a gym was needed. The community decided on a location and agreed on the features that the gym should have. A company was used to build the gym, but the council also hired community members to help. Q: Why do you think the chief and council involved the entire community when making decisions about the gym?

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

MUNICIPAL DECISION MAKING

City councils and band councils are two examples of municipal governments.

City Council

Like the other levels of government, voters choose people to represent them in a **city council**. The people who are elected are called **councillors**. Unlike the elected representatives in the other levels of government, councillors usually do not belong to political parties.

Band Council

The **band council** model is based on a European town council government. First Nations living on reserves are required by federal laws to use band councils. Some First Nations communities continue to have both traditional **wilp** and band council forms of government. A wilp is based on family relations. It has been used to govern First Nation communities for thousands of years.

In the band council model, the community members elect councillors. The selection of the chief can be done in two different ways. A **band chief** is elected by band members and governs for a certain number of years. A **hereditary chief** inherits leadership through a blood relative. The chief and the councillors make decisions about laws and services in the community.

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.

SOCIALS

HOW DOES EACH LEVEL OF GO

Determine Perspectives

1) **Identify:** Identify each of the groups involved in the decision to build the Okanagan Trail. State the position of each group when the proposal was first made.

2) **Analyze:** What beliefs and values do you think play a role in each group's perspective? In other words, why do you think each group sees this issue differently?

3) **Role-Play:** Choose one of the groups to represent. Hold a discussion with fellow students who represent other groups. Discuss the reasons for or against the trail from the perspective of your chosen group.

Construction of parts of the trail began in 2017. The communities raised $8 million to build the trail. Both federal and provincial governments provided some of this money.

VERNMENT MAKE DECISIONS?

PERSPECTIVES ON THE OKANAGAN RAIL TRAIL

In 2013, a railway line between Kelowna and Vernon shut down. The governments of Kelowna, Lake Country, and the Regional District of North Okanagan decided to work together with the BC government to buy the land. Their plan was to build a 50 km walking and cycling trail on the land.

Each council had its own way of making the decision to buy the land. For example, part of the trail would run through the community of Lake Country. Before buying the land, the Lake Country government told residents that it wanted to borrow $2.6 million to make the purchase. A group of residents were against the idea. They said that there were better ways to spend the money. Some of them were also afraid that borrowing the money would mean higher taxes. Another group was in favour of borrowing the money for the trail. To decide, the council allowed the residents to vote. Most of the residents voted to borrow the money.

Student Activity Card (back)

WORKING TOGETHER

The Okanagan Indian Band had concerns about the land sale. Band Chief Byron Louis explained that the rights to part of the land belong to the Syilx People. The band wanted the federal government to buy the land and give it back to their people. The court of British Columbia ruled the trail project could go ahead, without waiting for the land claim to be settled. The band accepted the ruling. For now, the band believes that it is better to be involved in the project and have a say in decisions about the trail.

In 2015, the province, Kelowna, Lake Country, and the Regional District bought the land for $22 million.

" "Some of our historic sites are along the corridor. First Nations have always been here and want to share that."

– Darcy Aubin, *director of lands and economic development, Okanagan Indian Band, 2016*

> " "The Okanagan Rail Trail will connect our communities, allow us to explore the heritage and beauty of the Okanagan and provide an outstanding recreational and tourist destination for many generations to come."
>
> – Stephen Fuhr, *MP, Kelowna–Lake Country, 2017*

Okanagan Rail Trail Route

British Columbia

■ Syilx land

BRITISH COLUMBIA

N

Okanagan Lake

97

Peachland

0   7 km

Vernon

6

Coldstream

Kalamalka Lake

Lake Country

Winfield

Okanagan Rail Trail

Kelowna

This map shows the location of the trail and the lands it runs through.

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.

Canadian Governme

HOW DOES EACH LEVEL OF GO

Analyzing Evidence

- Invite students to compare the decision making of the Lake Country government (as described on the Activity Card) with the decision making of the Halalt First Nation (as described in the Student Module). Encourage students to use evidence from the photos and captions to help them understand the perspectives of the decision makers.

Canadian Governme

HOW DOES EACH LEVEL OF GO

Determine Perspectives

1) **Identify:** Identify each of the groups involved in the decision to build the Okanagan Trail. State the position of each group when the proposal was first made.
2) **Analyze:** What beliefs and values do you think play a role in each group's perspective? In other words, why do you think each group sees this issue differently?
3) **Role-Play:** Choose one of the groups to represent. Hold a discussion with fellow students who represent other groups. Discuss the reasons for or against the trail from the perspective of your chosen group.

Construction of parts of the trail began in 2017. The communities raised $8 million to build the trail. Both federal and provincial governments provided some of this money.

ent Policy: Lesson 2

OVERNMENT MAKE DECISIONS?

Examining Perspectives

- Remind students that understanding perspectives involves using evidence to infer how the beliefs, values, and motivations of people and groups influence decisions and actions.

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

DRAFT

nt Policy: Lesson 2

OVERNMENT MAKE DECISIONS?

■ PERSPECTIVES ON THE OKANAGAN RAIL TRAIL

In 2013, a railway line between Kelowna and Vernon shut down. The governments of Kelowna, Lake Country, and the Regional District of North Okanagan decided to work together with the BC government to buy the land. Their plan was to build a 50 km walking and cycling trail on the land.

Each council had its own way of making the decision to buy the land. For example, part of the trail would run through the community of Lake Country. Before buying the land, the Lake Country government told residents that it wanted to borrow $2.6 million to make the purchase. A group of residents were against the idea. They said that there were better ways to spend the money. Some of them were also afraid that borrowing the money would mean higher taxes. Another group was in favour of borrowing the money for the trail. To decide, the council allowed the residents to vote. Most of the residents voted to borrow the money.

> This suggests that the municipal and provincial governments are motivated to provide the public with outdoor recreation.

> The Lake Country government considered the perspectives of the residents. The fact that most of the residents voted in favour of borrowing money for the trail suggests that they value outdoor recreation and natural spaces.

Teacher Card (back)

Nelson SOCIALS

HOW DOES EACH LEVEL OF GO

Analyzing Evidence

- As students analyze the map and quotations, have them identify physical features (e.g., lakes and rivers) and human features (e.g., historic sites, communities). Encourage students to consider how perspectives on the Okanagan Rail Trail are connected to those physical and human features.

DRAFT

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 quotation reveals the perspective of the Okanagan Indian Band. Darcy Aubin explains that First Nations have an important cultural connection to their traditional territory. Aubin suggests that the Okanagan Indian Band values their history and wants to share their knowledge about the land with others.

WORKING TOGETHER

The Okanagan Indian Band had concerns about the land sale. Band Chief Byron Louis explained that the rights to part of the land belong to the Syilx People. The band wanted the federal government to buy the land and give it back to their people. The court of British Columbia ruled the trail project could go ahead, without waiting for the land claim to be settled. The band accepted the ruling. For now, the band believes that it is better to be involved in the project and have a say in decisions about the trail.

In 2015, the province, Kelowna, Lake Country, and the Regional District bought the land for $22 million.

" "Some of our historic sites are along the corridor. First Nations have always been here and want to share that."

– Darcy Aubin, *director of lands and economic development, Okanagan Indian Band, 2016*

Nelson Socials 5

Nelson Socials 5 *Teacher Card*

ent Policy: Lesson 2

OVERNMENT MAKE DECISIONS?

Examining Perspectives

Ask students:

- What human and physical features characterize the Okanagan Rail Trail?
- How do the views expressed in the quotations compare?

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

DRAFT

> "The Okanagan Rail Trail will connect our communities, allow us to explore the heritage and beauty of the Okanagan and provide an outstanding recreational and tourist destination for many generations to come."
>
> – Stephen Fuhr, *MP, Kelowna–Lake Country, 2017*

Okanagan Rail Trail Route

British Columbia

■ Syilx land

BRITISH COLUMBIA

Vernon

6

Coldstream

Kalamalka Lake

Lake Country

Winfield

N

Okanagan Lake

Okanagan Rail Trail

97

Kelowna

Peachland

0   7 km

This map shows the location of the trail and the lands it runs through.

This quotation reflects Stephen Fuhr's values of community and recreation, as well as his interest in bringing tourism to the region. As an MP, Fuhr represents the residents of the Kelowna–Lake Country district at the federal level of government.

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
Weblinks

Core Competencies: Students will **communicate** with others to summarize ideas and reach a consensus. 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.

Eastern 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.

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.

▲ **Communication**

See Cause and Consequence on page 11.

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?"

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.

Blackline Master

- 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.

18

- 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	
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?

Teacher's Resource (grade 6 shown below)

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

Critical Thinking ▲

Creative 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.

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 …
- 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.

Blackline Master (grade 6 shown below)

BLM 3

Name: _____ Date: _____

I See, I Think, I Wonder

In the first column, write your observations about an image. In the second column, write any inferences about your observations. In the third column, write any questions you have about the image.

I See	I Think	I Wonder

Engaging activities support the lesson and promote student learning through a curricular competency lens.

DRAFT

Nelson Socials 6

Notes

Notes

Nelson SOCIALS

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

Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815134

Grade 3

Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176800154

Grade 4

Classroom Set (Includes Activity Cards, Teacher's Resource with access to the Online Teaching Centre, and 25 copies of the Student Resource)	9780176815233
Activity Card Set (Includes 18 Activity Cards in a durable storage box)	9780176815257
Teacher's Resource Kit (Includes Teacher's Resource and access to the Online Teaching Centre)	9780176815271
Teacher Set (Includes Activity Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815356
Student Resource 15-Pack (Includes 15 copies of the Student Resource)	9780176815363

Grade 5

Classroom Set (Includes Activity Cards, Teacher's Resource with access to the Online Teaching Centre, and 25 copies of the Student Resource)	9780176815394
Activity Card Set (Includes 18 Activity Cards in a durable storage box)	9780176815417
Teacher's Resource Kit (Includes Teacher's Resource and access to the Online Teaching Centre)	9780176815431
Teacher Set (Includes Activity Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815516
Student Resource 15-Pack (Includes 15 copies of the Student Resource)	9780176815523

Grade 6

Classroom Set (Includes Activity Cards, Teacher's Resource with access to the Online Teaching Centre, and 25 copies of the Student Resource)	9780176800161
Activity Card Set (Includes 18 Activity Cards in a durable storage box)	9780176815554
Teacher's Resource Kit (Includes Teacher's Resource and access to the Online Teaching Centre)	9780176815561
Teacher Set (Includes Activity Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176800178
Student Resource 15-Pack (Includes 15 copies of the Student Resource)	9780176800185

Grade 7

Classroom Set (Includes Activity Cards, Teacher's Resource with access to the Online Teaching Centre, and 25 copies of the Student Resource)	9780176815622
Activity Card Set (Includes 18 Activity Cards in a durable storage box)	9780176815646
Teacher's Resource Kit (Includes Teacher's Resource and access to the Online Teaching Centre)	9780176815660
Teacher Set (Includes Activity Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815745
Student Resource 15-Pack (Includes 15 copies of the Student Resource)	9780176815752

Digital options also available. Please contact your Sales Representative.

TO PLACE YOUR ORDER OR FOR MORE INFORMATION:
nelson.com/bc/nelsonsocials

nelsonpk20

NELSON