

Social Studies 7 Student Friendly Outcomes

7.1 Toward Confederation

General Outcome

Students will show an understanding and appreciation of the roles and relationships among the Aboriginal, French and British peoples in building the basis of Canada.

Specific Outcomes

Values and Attitude

Students will:

7.1.1 understand how Aboriginal, French and British peoples influenced building Confederation.

7.1.2 Understand the problems that occur when different people live together.

Knowledge and Understanding

7.1.3 Compare and contrast the way Aboriginal and British societies organized their societies before confederation.

1. How did the Haudenasaune Confederacy, the Anishinabe, and the Mi'kmaq set up their societies?
2. How did the role of women and the use of consensus affect decision making in Aboriginal societies?
3. Where were the social and economic ideas of European Imperialism?
4. How did European Imperialism affect the Aboriginal societies socially and economically?
5. How did European Imperialism lead to the development of Acadia, New France and British?
6. Who were the French explorers responsible for settlement in North America?
7. How did the King, the Sovereign Council and the Roman Catholic Church affect the social structure of New France?
8. Who were the British Explorers responsible for settlement in North America?
9. What role did the British Government play in settling North America?

7.1.4 How did economic competition affect what group controlled the North American fur trade?

1. How did the First Nations, Métis, French and British deal with each other in the Fur Trade?
2. How did the fur trade help build the economy in North America?
3. How was Britain's interest in the fur trade different from that of New France?

4. How did the economy of New France change when the French government took control of the fur trade?
5. What was the role of mercantilism for the French? For the British?

7.1.5 – How did the British and French compete to control North America?

1. How did conflicts between France and Britain effect North America?
2. How did the conflicts in Europe lead to the Deportation of the Acadians?
3. Did the Battle of the Plains of Abraham help Britain control North America? Why or why not?
4. How did the American Revolution and the Loyalist migration affect British North America?

7.1.6 – What were the major events leading to confederation (political, economic, and military)?

1. Why did Chief Pontiac need to negotiate with the British?
2. How did the Royal Proclamation deal with the needs of the Aboriginal, the French, and the British?
3. How did the Quebec Act lead to bilingualism?
4. What was the role of Chief Tecumseh in the War of 1812?
5. How did the War of 1812 contribute to British identity in Canada?
6. How did the War of 1812 set the Canada – US boarder?
7. What were the reasons for the British promotion of the Great Migration 1815 – 1850?
8. How did the Act of Union try to fix the problems in the Rebellions of 1837 – 1838?
9. How did Ontario and Quebec gain more independence because of Confederation?
10. What were the benefits of the Maritime colonies joining Confederation?

7.2. Following Confederation: Canadian Expansions

General Outcome

Students will understand and appreciate how the government, differences in population, money and relationships have happened since Confederation. Show how these changes have been good and bad for individuals and communities.

Specific Outcomes

Values and Attitudes

Students will:

7.2.1 Understand the good and bad things about immigration and migration?

7.2.2 Understand the good and bad consequences of government decisions?

7.2.3 Understand the difficulties of quick change for individuals and communities.

Knowledge and Understanding

7.2.4 How did the Red River Métis participate in the development of Western Canada?

1. How did Louis Riel become the Leader of the Métis?
2. How were the Red River Resistance of 1869 and the second Métis uprising of 1885 similar and different?
3. How did the government's response to the Métis resistances cause Canada to gain control of the west?
4. How did the Métis use the uprisings to resist assimilation?
5. What are the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba?
6. How was the creation of Manitoba a compromise between First Nations, Métis, the French and British?
7. How was British identity forced in the Manitoba School Act?

7.2.5 How did Confederation and the immigration after it impact Canada before World War I?

1. Why did Canada buy Rupert's' land
2. How did the National Policy affect Canadian expansion in terms of demographics and economics?
3. How did the arrival of so many immigrants (after Clifford Sifton's policies) affect Francophone peoples in western Canada?
4. How did Chinese immigrants contribute to Canada?
5. How did Canada grow because of the Canadian Pacific Railway?
6. How did the North West Mounted Police help develop western Canada?
7. How did the government encourage European immigration?
8. How did religious communities encourage migration to western Canada from other parts of North America?
9. How did immigration affect Aboriginal communities?
10. How did Francophones contribute to the development of Canada in terms of health, education, churches, commerce, politics, journalism, and agriculture?
11. How did Eastern Europeans contribute to the development of Canada in terms of health, education, churches, commerce, politics, journalism, and agriculture?
12. How did agriculture affect population growth in western Canada?
13. Why did British Columbia join Confederation?
14. Why did Prince Edward Island join Confederation?
15. How did creating Alberta and Saskatchewan meet the needs of different groups of people?
16. What was each group's motivation for negotiating the numbered treaties?

7.2.6 How did social and political changes affect the identity of different groups of people after World War I?

1. Why did Newfoundland join confederation and what happened because of it?
2. How did joining Confederation affect the citizens of Newfoundland?
3. How did the changing roles of women in terms of the right vote, working conditions, changing family, images of women effect society?
4. What were the positive and negative results of more Aboriginal people in Western Canada?
5. How has the *Official Languages Act* contributed to bilingualism in Canada?
6. How did immigration policies lead to diversity and multiculturalism in Canada?
7. How can the Francophones in Alberta prevent assimilation?

7.2.7 How did the growth of cities and technology impact identity in Canada, both individually and as part of a group?

1. How has the growth of cities affected farms?
2. How did large factories contribute to Canada's economy?
3. How did inventions and improvements on technology in the following areas contribute to Canada?
 - a. Aeroplanes
 - b. Farming equipment
 - c. Radio
 - d. Electronics
 - e. Multimedia
4. How have the CBC and SRC (French) affected Canadian identity?

SKILLS AND PROCESSES FOR GRADE 7

DIMENSIONS OF THINKING

Students will:

7.S.1 develop critical thinking and creative thinking skills:

1. determine how valid information is in terms of context, bias, source, objectivity, evidence, and reliability
 2. look at things from different perspectives
 3. explain local and current affairs
 4. be open to changing opinion based on new information
 5. contribute creatively to group and individual work
- use technology to find different viewpoints on certain topics

7.S.2 develop skills of historical thinking:

1. use historical issues to form or support an opinion
2. use historical and community resources to organize historical events in order

3. explain important events according to what life was like at the time
 4. explain how historical events relate to each other in terms of cause and effect, both long-term and short-term
- create a way using technology to recognize and explain patterns and meaning
 - identify patterns in information

7.S.3 develop skills of geographic thinking:

1. make and read maps to better understand problems, places and people using elevation, latitude and longitude, population density, waterways
2. make graphs and maps using geographic tools like GIS (geographical information system) software
3. read historical maps to understand historical events
4. identify geographic problems that lead to geographic questions
5. use multimedia and technology from stand-alone and online sources

7.S.4 demonstrate skills of decision making and problem solving:

1. predict results of decision-making and problem-solving situations from multiple perspectives
 2. help find ways to solve problems and make decisions using facts
- come up with a plan to use technology to solve a problem
 - identify what you need to complete a plan
 - use the internet to brainstorm, plan and share ideas with group members
 - change your plan when you need to in order to solve a problem

SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

7.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

1. take on different roles in group work
2. identify and use a variety of ways to resolve conflicts peacefully and fairly
3. consider the needs and perspectives of others

7.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community

1. get involved in projects that are good for your community

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

7.S.7 apply the research process

1. develop an opinion that is supported by research
2. make conclusions based on research and evidence
3. because information serves a variety of purposes, be able to compare information in different sources to check its truthfulness

4. organize and put together research information
5. create new questions as research continues
6. combine concepts to provide an informed viewpoint on an issue
7. be responsible and do the right thing with information and technology
8. reference sources of researched information
 - plan and carry out a search with lots of different electronic sources
 - be able to use the advanced search skills to limit the number of results in searches e.g., “and” or “or” between search topics and choose the right search engines for the topic
 - develop a process to manage information from electronic sources
 - decide how useful the information for the internet is for your topic
 - connect information into one message
 - improve searches to narrow sources to an amount you can work with
 - use information to create your own work

COMMUNICAITON

Students will

7.S.8 demonstrate skills of oral, written and visual literacy:

1. communicate clearly, persuasively, and in an interesting way through writing and speaking
2. use informal debate to argue different sides of an issue
3. ask, answer and clear up appropriately, questions and ideas from different perspectives
4. listen to others in order to understand their perspectives
5. participate thoughtfully in discussions
 - use technology to connect different pieces of information

7.S.9 develop skills of media literacy:

1. explain how television, the Internet, radio and print media effect current affairs issues
2. identify bias on issues presented in the media
3. look at ways the media make their messages sound more expert and truthful
4. explain how values, lifestyles, and viewpoints are shown in media
 - be able to tell points of view from the internet
 - understand that information from the internet needs to be verified since it has different purposes.