



D.P. Todd Secondary  
Fall Semester 2017



## Social Studies 10

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<http://thielmann.ca>



**Intention:** In Social Studies, it is our hope that students learn more about themselves, each other, and the world we inhabit. In this course, we hope that students develop critical thinking skills<sup>1</sup> and come to know how Canada has been influenced by conflict, political decisions, ideology, changes in society, history, and geography. Students will be successful in this course when they can conduct effective inquiry and research, and demonstrate “competency” with the curriculum. For example, when faced with different kinds of geographic or social data, and evidence or perspectives about historical content or currents events, determine the following: what is significant, what has serious consequences; where and why do sources agree or disagree; what’s the social context (influence of society); is there a right and wrong and so what? Students completing Social Studies 10 will have a sense of their own place in Canada’s past and present, and their role in shaping the future.

BIG IDEAS	THEMES/FOCUS AREAS	ESSENTIAL QUESTIONS
Local, national, and global conflict can have lasting effects on the contemporary world	<b>Impact of Conflicts</b>	<b>Are We Too Big for Our Planet?</b> (Units 1 and 7, mainly)
The development of political organizations is influenced by economic, social, ideological, and geographic factors	<b>Grounds for Government</b>	<b>Why Bother Voting?</b> (Unit 2, and aspects of all others)
Political decision making and societal change are influenced by interactions between individuals, groups, and institutions	<b>Social and Political Change</b>	<b>Is there a “Canadian” Identity?</b> (Units 3 - 6, mainly)
Developments in Canadian society can be viewed in many different ways depending on an individual’s worldview or perspective	<b>Development of Society</b>	

### SCHOOL-WIDE GOALS

**THINKING:** students should approach subjects with a mindset of inquiry -- asking powerful and open-ended questions about themselves, the topics, the evidence, and classroom process.

**COMMUNICATION:** students should be clear about what they are expected to learn and express clearly what it is they have learned.

**PERSONAL AND SOCIAL:** develop good work habits, time management, and practice responsibility both for your self and to the other students with whom you work.

### COURSE NOTES

Assessment is usually divided between things that are more like tests or in-class challenges/assignments (60%) and things that are more like projects (40%). We use a grade system, for now, and an optional Final Exam for students that need it.

Most assignments have a two-week window after a due date before something else will be required to demonstrate learning. For tests, it’s closer to a week.

The finer details about this course, texts and resources, a course website, and contact information for your teacher can be found at <http://thielmann.ca>.

### COURSE EXPECTATIONS

Your teacher does not have many rules... mostly it is expected that students will operate with a few codes in mind:

- **mutual respect** -- treat the students, teacher, and learning space with dignity, safety, calmness, and joy
- **self-reliance** -- take responsibility for your actions, attendance, work habits, expected workload, deadlines, & progress
- **balance** -- there is a season (and time in class) for everything: teacher, student, group, individual, talk, listen, laugh, reflect
- **curiosity** -- ask thoughtful questions of your self, teacher, and classmates, and ask for help when you need it

TECH - a test of the four codes: Cell phones, tablets, etc. can be great learning tools for collaboration, research, and making. They can also draw students away from the classwork, teacher, and other students. There will be times when gadgets will be encouraged, and times when they must be put away. “When” will be something between what is obvious or necessary and what is negotiated as a class.

In exchange for students heeding these expectations, your teacher will strive to make the class time as positive and productive as possible, minimize homework, and keep the focus on critical thinking, meaningful connections (including personal ones), and strong learning about our topics. You are invited to be active participants in how this course and classroom experience unfolds.

<sup>1</sup> Critical Thinking Concepts include: establish **significance**, use **evidence**, identify **continuity and change**, analyze **cause and consequence**, consider **interactions and associations**, take **perspectives**, understand **ethical dimensions**

## CURRICULAR COMPETENCIES -- THE THINKING SKILLS WE APPLY TO HISTORICAL AND GEOGRAPHIC PROBLEMS

- ▶ establish **historical and/or geographic significance** Why we care, today, about certain events, trends, and issues in history.  
Ex: *Why was the Battle of Britain in 1940 significant for Canada and the War Effort?*
- ▶ use a variety of **data** including primary source **evidence** How to find, select, put in context, compare, challenge, and interpret sources for a historical argument or an event. Ex: *What can an interview with person who was a “hippie” teenager in the 1960s tell us (or not tell us) about the Counterculture Movement in Canada?*
- ▶ identify **patterns, continuity and change** What has changed and what has remained the same over time.  
Ex: *How different are the lives of Aboriginal people between the 1950s and today?*
- ▶ analyze **cause and consequence**  
How and why certain conditions and actions led to others. Ex: *What were the causes of the World War One?*
- ▶ understand **interactions and associations** The ways in which humans and the environment influence each other and are interconnected. Ex: *How did farming practices in the Prairies influence and respond to drought conditions in the 1930s?*
- ▶ take **historical and/or geographic perspectives** Understanding the “past as a foreign country,” with its different social, cultural, intellectual, geographical and even emotional contexts that shaped people’s lives and actions, including a sense of place.  
Ex: *How could William Lyon Mackenzie King (later a Canadian Prime Minister) say “that Canada should remain a white man’s country.” in 1908?*
- ▶ consider the **ethical dimensions** of historical interpretations (or geographic problems) and resulting **value judgements**  
How we, in the present, judge actors in different circumstances in the past; when and how crimes and sacrifices of the past bear consequences today; what obligations we have today in relation to those consequences.  
Ex: *What should be done about the poor living conditions on some Aboriginal Reserves?*

Historical thinking concepts adapted from: Peter Seixas, Lindsay Gibson, and Kadriye Ercikan (2015). A Design Process for Assessing Historical Thinking in Kadriye Ercikan and Peter Seixas (Eds.), *New Directions in Assessing Historical Thinking* (pp. 102-103). New York, NY: Routledge.

<b>DRAFT DESIGN • New Social Studies 10</b> <b>Units, Topics, Lessons, Assignments, Assessments</b>	<b>100</b> <b>hrs</b>
Course introduction	1
<b>Unit 1 -- Ship of Fools</b>	<b>13</b>
1A Maps that matter	1
1B State of the Planet	1
1C Population and Demography	2
1D Standards of Living	2
1E Sustainable Development	1
Assignment/s -- e.g. Demographic Case Studies, GIS Activity, Resource Simulation Game, Cartograms, Sourcelabs	4
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 2 -- Why Bother Voting</b>	<b>14</b>
2A Different Ways of Governing	2
2B Structures of Canadian Government and Society	2
2C Electoral System in Canada	3
2D Affecting Change in Society	2
Assignment/s -- e.g. Mock Election/Parliamentary Debate, Deconstruct an Ad, Solve a Problem, Sourcelabs	3
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 3 -- Boom and Bust</b>	<b>13</b>
3A Canada at the end of World War One	1
3B The Roaring Twenties	2
3C Causes of the Great Depression	1
3D Conditions during the Great Depression	2
3E Responses to the Great Depression	2
Assignment/s -- eg. “Hard Times” simulation or Reenactment, Newspaper, Heritage Inquiry, Sourcelabs	3
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 4 -- Fires of War</b>	<b>15</b>
4A Rise of Dictatorships	2
4B The War in Europe and Canada’s Role	5

4C Canada at Home during WWII	1
4D The War in the Pacific and Canada’s Role	1
4E The Aftermath of WWII	1
Assignment/s -- e.g. Veteran Interview or Research, Heritage Inquiry, Sourcelabs, Internment Study, Cenotaph Design	3
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 5 -- Postwar Canada</b>	<b>14</b>
5A Canada in the 1950s and 60s	1
5B Politics and Prosperity in the Postwar Years	1
5C The Cold War	3
5D Society Shifts in the Dief/Mike Years	2
5E Early Trudeau Years	2
Assignment/s -- e.g. Research Essay, Heritage Inquiry, Consumer Ad Campaign, Sourcelabs,	3
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 6 -- Canada at a Crossroads</b>	<b>14</b>
6A Welcome to the 80s	1
6B Aboriginal Issues Case Studies 1980-present	3
6C Big Decisions about Federalism	3
6D Canada and the Era of Globalization	2
Assignment/s -- e.g. Research Essay, Sourcelabs, Focus on Residential Schools Legacy and Truth & Reconc. Commission	3
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	2
<b>Unit 7 -- Twentyfirst Century Problems</b>	<b>14</b>
7A Canada since 2000	3
7B Environmental Issues and Sustainability	2
7C Global and Canadian Water Issues	1
7D Climate Change	3
Assignment/s -- e.g. Sourcelabs and/or presentation cycle	4
Assessment -- applying the competencies to case studies from the unit -- Know/Do/Understand	1
Course Wrap-up and Review	<b>2</b>