

**DOCUMENT RESUME**

**ED 174 531**

**SO 011 857**

**TITLE** Elementary Social Studies, Years 1-7.  
**INSTITUTION** British Columbia Dept. of Education, Victoria.  
**PUB DATE** 74  
**NOTE** 42p.; Photographs and small print throughout document may not reproduce clearly from EDRS in paper copy

**EDRS PRICE** MF01/PC02 Plus Postage.  
**DESCRIPTORS** American History; American Indians; Community; Concept Formation; Concept Teaching; \*Culture; Educational Objectives; Elementary Education; Family (Sociological Unit); Global Approach; Groups; \*Humanistic Education; Human Relations; Inquiry Training; Learning Activities; \*Relationship; \*Social Development; \*Social Structure; \*Social Studies; Study Skills; Values; World History

**IDENTIFIERS** Canada

**ABSTRACT** The guide presents elementary social studies units investigating man as a social and cultural being in studies of widening social units, beginning with the family and ending with the world. Objectives are to encourage the child to organize his inquiry using social studies skills, to provide him with a means of understanding the world around him, and to help him examine and begin to develop his own system of values. Twenty-five learning activities and eight evaluation methods are suggested. The units are outlined in seven sections, under headings of concepts, major understandings, topics, and details of content. Each section covers a year of study. Year 1 describes the family as a social unit, discussing family functions, relationships, and possible changes. Year 2 studies the organization and internal relationships of the community, while Year 3 emphasizes interactions between the community and other communities, the community and its physical environment, and community growth. Year 4 stresses understanding basic culture concepts through study of an aboriginal culture area. Year 5 views the growth of Canada, emphasizing factors contributing to change throughout Canadian history. Year 6 discusses culture realms of the world, such as Oriental, Islamic, and Occidental, and influences affecting their spatial distribution. Year 7 outlines culture stages through a study of world history from the hunters and gatherers to contemporary life. (CK)

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ELEMENTARY SOCIAL STUDIES

Years 1 - 7

S'p c 11 857

Issued by the Authority of the Minister of Education

VICTORIA, B.C.

1974

### ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the professional advice and assistance of the following members of the Elementary Social Studies Revision Committee:

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Mr. R. Hamelin,  
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Recognition is also given to these former members of the Committee who contributed to the development of the programme:

Mrs. E.S. Buhler,  
Mr. W. Cross  
Mr. G. Halkett  
Mr. P. Harper  
Mrs. H. Sloan  
Mr. C.T. Rendle

The Department would also like to acknowledge the contribution made by the many teachers who have, through their individual reactions, suggestions, evaluations and contributions effected the course of this curriculum revision.

## INTRODUCTORY NOTE

This Elementary Social Studies Curriculum Guide represents both a consolidation and a revision of earlier guides.

The following are now replaced by this guide:

- Elementary Social Studies, Years 1, 2, 3  
Interim Edition (1971)
- Elementary Social Studies, Years 4, 5, 6  
Interim Edition (1972)
- Elementary Social Studies, Grades IV, V, VI  
(1968 Reprint)
- Social Studies, Grade VII Interim Edition (1970)

Revisions have been made to the format and content of the curriculum charts to improve their usefulness to the teacher.

In only one case has there been a major revision. The concept "Cultures Change" has been shifted from the end of Year 4 to the beginning of Year 5.

Full details regarding the materials prescribed for Elementary Social Studies Years 1 - 7 can be found in the Prescribed Textbooks List available from the Curriculum Resources Branch of the Department.

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## I PREFACE

The elementary social studies program is organized around key concepts, generalizations, and principles of the social sciences, and is designed to facilitate the selection of content by the teacher and the child to organize his inquiry and understanding of the world around him, to identify and consider values, and thus be guided by them.

The programme investigates the concept of human being. Years one to three of the programme are devoted to social beings, organized in such a way as to show the child the community. In year four attention is given to cultural beings. The year five programme deals with the aspect of people and considers the development of larger and more complex societies. The concept of a nation is introduced in year six with a global view of man in many cultures. The year six programme is also concerned with the concept of world and resulted in the formation of cultural beings.

The programme developing as it does through both space and time, provides many opportunities to deal with today's rapidly changing world. There are also opportunities to integrate the social studies curriculum with such areas as Language Arts and Science.

## II OBJECTIVES

The objectives of the elementary social studies programme involve encouraging the child to develop:

### A. Knowledge

Knowledge involves the development of concepts. The programme is designed to increase the student's understanding of concepts about similarity and diversity in human activities, social arrangements, and beliefs.

### B. Skills

Opportunities are provided for the systematic development and practice of important social studies skills. These include such academic skills as planning, collecting, recording, classifying, and interpreting and integrating information as well as such social skills as the ability to work independently or as a member of a small or large group.

### C. Feelings, Attitudes, and Values

The programme offers materials and experiences that encourage the child to examine critically, and perhaps modify, his point of view. Modification of feelings and attitudes will, in turn, assist him in acquiring a system of values. Special emphasis is placed upon extending sensitivity to cultural similarities and differences, and upon realizing the dignity and worth of all people.



### PT-INQUIRY APPROACH

pts are developed through the use of the inquiry acquire, organize, classify and evaluate information.

process leads pupils to understand and relate new , retain and extend understandings, and broaden their ncepts. Through their inquiry the pupils may analyze nt aspects of a culture and develop concepts and ngs concerning cultural and social variables. Of tance to analysis is the integrated aspect of inquiry pupils bring together a number of concepts and related ngs to form an overall view of a culture or a society.

e detailed statement of the Concept-Inquiry approach und in the introduction to the manuals that accompany diate picture sets.



#### IV      DEVELOPMENT

The skill  
disciplines of  
effective devel  
of sophisticati  
approaches for  
of understandin  
Studies For Chi  
which lists fou

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- 2) A te
- 3) Stud
- 4) A st  
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Skills have been grouped under the following headings:

A. Planning

These skills involve the ability to:

- 1) Select suitable topics or problems for examination
- 2) Form an hypothesis if a problem is to be investigated;
- 3) Identify probable sources of relevant information and determine their availability
- 4) Organize the appropriate research activity.

B. Observation and Collection

These skills involve the ability to gather data from various sources:

the local community and its resource people, field studies, illustrations, films, large and small scale maps, diagrams, statistics, documents, and resource books.

C. Recording

These skills involve the ability to organize and record information both in written and in visual form:

the map, chart, model, diagram, the field sketch, and the notebook.

There are also many opportunities to integrate skill development in the preparation of summaries, plays, diaries, and histories.

D. Classification, Analysis and Synthesis

These skills involve:

- 1) The selection of relevant information for the topics under study
- 2) The ability to recognize significant similarities and dissimilarities in the collected or recorded data
- 3) The use of evaluation or comparison for the discovery of generalizations or the forming of conclusions
- 4) The reassembly or synthesis of information to form a composite view of the topic under study.

## E. Interpretation

These skills involve the ability to select and present relevant generalizations or valid conclusions.

In addition to the above academic skills there are a number of social skills. These include the ability to carry on independent research, to plan jointly, to participate productively in discussions, to develop ideas through interaction with others, and to co-operate in group investigations.

The following are suggested as useful references to assist teachers in the development of their own instructional programmes:

Sequence Chart of Map and Globe Skills and Understandings,  
Denoyer-Geppert (1970)

Ellis, K. and Durkin, M.C.: Teacher's Guide For People In Communities, (Taba Programme) Addison-Wesley (1972)

Raths, L.E., Harmin, M. and Simon, S.B.: Values And Teaching,  
Charles E. Merrill (1966)

Kenworthy, Leonard S.: Social Studies For The Seventies,  
Ginn (1969)

Michaelis, John U.: Social Studies For Children In A Democracy,  
Fifth Edition, Prentice-Hall (1972)

- Chapter 10: "Providing for Group and Independent Work",  
pages 291 — 331
- Chapter 13: "Using Reading Materials and Developing  
Reading Skills", pages 427 — 463
- Chapter 15: "Using Maps, Globes and Map-Making Activities",  
pages 504 — 550

## V DEVELOPMENT OF FEELINGS, ATTITUDES, AND VALUES

It is probably wiser to focus on the process of valuing rather than on any particular values themselves; that is, to help children develop values the teacher could:

- 1) Encourage children to make choices, and to make them freely
- 2) Help them discover and examine available alternatives when faced with having to make a choice
- 3) Help children weigh alternatives thoughtfully, reflecting on the consequences of each
- 4) Encourage children to consider what they prize and cherish and to understand why
- 5) Give them opportunities to make public affirmations of their choices
- 6) Encourage them to act, behave, live, in accordance with their choices
- 7) Help them to examine repeated behaviours or patterns in their lives and in the lives of others.

In this way the teacher will encourage the development of the process of valuing. (Adapted with modifications from Raths, Harmin and Simon: Values and Teaching, pp. 38-39, Charles E. Merrill, 1966)



ial studies is concerned with:  
pment of the individual child's  
and skills  
pment of critical thought, feelings,  
ition of values which cause changes  
our.  
e the difficult task of evaluating the  
in attitudes and behaviour.  
rogramme and the various approaches in  
necessitate an emphasis on various  
hese might include observation and  
e of interest, knowledge, skills,  
, and reception to the opinion of  
echniques  
ion in group activities and reaction  
ticipation of other group members  
o the teacher's summation and questioning  
oup and of himself



- 4) Volunteering of opinion and the presentation of supportive evidence
- 5) Recognition of cause and effect situations
- 6) Ability to reach conclusions and comprehend extensions of his conclusions
- 7) Willingness and initiative to search for answers to questions
- 8) Preparation and completion of written work, and other pupil projects such as three dimensional and multi-media presentations



## VII ACTIVITIES

The following activities are not meant to be an inclusive list nor is it suggested that all should be used.

- 1) Observation, discussion and comparison of pictures
- 2) Sharing stories read aloud by teacher
- 3) Drawing and painting pictures, murals, and dioramas
- 4) Individual or classroom scrapbooks
- 5) Role playing, dramatization, simulation games, and debating
- 6) Field trips

- 7) Experience charts and class or individual diaries
- 8) Map, globe and graph creation and study
- 9) Individual reports, oral and written
- 10) Group reports or projects
- 11) Sharing films, filmstrips, and filmloops
- 12) Interviewing and listening to guest speakers
- 13) Viewing exhibits and collecting artifacts
- 14) Time line charts
- 15) Modelling (in clay or other media)
- 16) Relating music and games
- 17) Reading aloud of related stories by pupils
- 18) Puppetry
- 19) Flannelgraph and magnetic board representations
- 20) Records and tape recordings
- 21) Preparation of presentation for another class or parents
- 22) Story writing incorporating social studies themes
- 23) Photography by pupils
- 24) Pen pals or communication with a school in another country (international communication)
- 25) Pupil preparation of audio visual media

VIII TEACHER REFERENCES ON OBJECTIVES, SKILL AND VALUE DEVELOPMENT EVALUATION AND ACTIVITIES

Joyce, B.R.: Strategies For Elementary Social Science Education, Science Research Associates

Kenworthy, Leonard S.: Social Studies For The Seventies, Ginn (1969)

Michaelis, John U.: Social Studies For Children In A Democracy, Fifth Edition, Prentice-Hall (1972)

Raths, L.E., Harmin, M. and Simon, S.B.: Values and Teaching, Charles E. Merrill (1966)

In addition, teachers are referred to other useful titles which will appear in a Departmental Teaching Aids Circular listing library and reference materials.



IX            OUTLINE FOR YEARS 1 — 7

Year One — Families

The first year is concerned with the family, one of the most basic and enduring of man's social groupings. Through participation in family activities such as eating, working, and playing, and also through sharing in its language, religion, aesthetic and social activities, the child begins to learn appropriate and acceptable behaviour for a member of his society.

Families vary in size and composition, in social and economic position, and in ethnic and cultural background. Despite these variations, wherever families exist, they function as units for similar fundamental reasons and are held together by essentially similar ties. Emphasis in year one can be placed on these similarities in function and relationship, allowing the child to draw conclusions about the significance of belonging to a family.

Studies of families that differ from the child's own family will capitalize upon the pupil's interests and provide the basis for a deeper understanding of the concept of family. The child should begin to realize that actions and beliefs of the people being studied are not only logical in their situations but also are akin to those of the child's own family. Through contrast and analogy, the child's perspective for viewing his own family is broadened.

| CONCEPT                   | MAJOR UNDERSTANDINGS                        | TOPICS  |
|---------------------------|---|---|
| FAMILIES ARE SOCIAL UNITS | A. Families may differ                      | Similarities and differences may be found in: |
|                           |   | Size and membership                           |
|                           |   | Social position                               |
|                           |   | Cultural background                           |
|                           | B. The family serves many functions         | Food  |
|                           |   | Protection                                    |
|                           |   | Raising children                              |
|                           |   | Recreation                                    |
|                           | C. The family is a network of relationships | Belonging and interacting                     |
|                           | D. Families change                          | Membership                                    |
|                           |   | Circumstances                                 |

---

 DETAILS OF CONTENT
 

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Select from:

Animal families  
 Families in other parts of the world  
 Local families of 50 to 100 years ago  
 Local families of today

---

Such variations as:

Number of members  
 Composition of family  
 Relatives by marriage, adoption, or guardianship  
 Nuclear and extended families

---

Family economic resources; the degree of responsibility assumed by a family in the community and/or the inherited position of the family

---

Family customs and traditions

---

How families provide food — gathering, growing and purchasing

---

How families provide shelter and safety

---

How families assist children to learn roles and responsibilities, develop values and social behavior

---

How families use their leisure time in spontaneous, organized and traditional activities

---

Family loyalties, ties of relationship, ties of affection, situations of conflict, patterns of authority, interdependence and responsibility of members

---

Births, adoptions, deaths, marriages — the family cycle

---

Physical surroundings, social position; location and economic position

---



## Year Two -- Communities

In year two the child moves from study of the family to study of the community. The programme develops major understandings comparable to those which resulted from examination of the family. The emphasis in year two is on the organization and internal relationships of the community.\*

Through examining and contrasting these aspects of many communities the child may become more fully aware of the concept of community. Children begin to understand their own roles and that of their families in a wider social setting.

\*Year three will look at external relationships -- the interaction of communities with their physical environment and with other communities.

| CONCEPT                      | MAJOR UNDERSTANDINGS                           | TOPICS   |
|------------------------------|--|--|
| COMMUNITIES ARE SOCIAL UNITS | A. Communities may differ                      | Size and composition   |
|                              |  | -----<br>Cultural background   |
|                              | B. The Community provides many services        | 1) Production and distribution of goods<br>2) Government<br>3) Transportation and communication<br>4) Safety and protection<br>5) Education, health and social services<br>6) Recreation and aesthetic expression<br>7) Religious expression |
|                              | C. The community is a network of relationships | Belonging and interacting  |
| D. Communities change        | Size and composition                           | -----<br>Circumstances   |

NOTE: The teacher may decide to integrate major understanding 'B' and 'C'

**DETAILS OF CONTENT**

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Variations from community to community  
in physical appearance  
    urban, rural or suburban  
    area — large, small  
    population — many, few

Select from:

Animal communities,  
Communities in other parts of the world  
Local communities of 50 to 100 years ago  
Local communities of today

---

Community customs and traditions

---

Through the actions of individuals and groups, how the community serves (and  
sometimes fails to serve) its members

---

The focus is intended to show the relationship between community members and  
groups in such situations as authority and responsibility, cooperation, conflict,  
friendship and affiliation

---

The effect on a community of population increase or decrease, the arrival of  
different ethnic groups and changing occupations and resources

---

---

Changes in physical setting  
Changes in social and cultural setting  
Seasonal variations

---



### Year Three — Interaction of Communities

During the first two years of the elementary programme, the emphasis has been upon developing the concepts of family and community through the study of these social units in a wide variety of settings. The focus in these studies has been upon relationships within the family and within the community.

In the third year of the programme, the study of communities is continued and extended with the emphasis shifting to relationships that exist between communities and their environment and between communities and other communities.

Communities interact with their environments in connection with many aspects of community life. An important idea to develop is the mutual nature of these relationships. Communities respond to and make use of certain characteristics of their setting, but in so doing they alter the surroundings and must then adjust to what has become a new environment.

Communities in varying cultural and natural environments have many similarities — an understanding that was developed in year two. However, each is unique in certain respects, often through a particular specialization. Specialized communities depend on other communities to provide important products or services for their members. In some areas, this interdependence and interaction has contributed to the formation of urban centres.

| CONCEPT     | MAJOR UNDERSTANDINGS  | TOPICS  |
|-------------|---|---|
| INTERACTION | A. Communities interact with their physical environment     | Use of resources  |
|             | B. Communities interact with other communities              | Communities may specialize and/or interact in the provision of such services as: <ol style="list-style-type: none"> <li>1) Producing and distributing goods</li> <li>2) Government</li> <li>3) Protection and safety</li> <li>4) Transportation and communication</li> <li>5) Education, health and social services</li> <li>6) Recreation and aesthetics</li> <li>7) Religious expression</li> </ol> |
|             | C. As communities interact they may grow into urban centres | Urban centres are characterized by: <p>Changing size and population</p> <hr/> Specialization of areas   |
|             |   | Services which develop to unite the urban area  |
|             |   | Interaction and adjustment to its changing environment  |
|             |   | Interaction with surrounding communities  |
|             |   | Change  |

INTERACTION OF COMMUNITIES

DETAILS OF CONTENT

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Select from communities at various times and places.

The focus is intended to show how community activity is influenced by such factors as climate and location, and how use of resources may alter the environment and lead to changes in the community

---

Select from communities at various times and places to illustrate the kind and degree of interaction that takes place between communities, many of which may differ in their specialization

---

Select appropriate urban centres to show:

Movement of people in and out of urban centres

---

Transitional areas

Commercial, entertainment, educational, industrial, residential

---

Transportation and communication, security, protection

---

Changes within urban centre in its land use and appearance, population

---

Provision of services for surrounding communities

Development of services in surrounding communities for the use of urban centres

---

Future of urban centres

---





## Year Four — Early Cultures of North America

In the primary years the programme considered people as social beings living in families and communities. The idea that there are differences in the cultural backgrounds of social units was introduced as early as year one. Year four begins a more systematic examination of the concept of culture. People are viewed as cultural beings.

The first concept to be developed is the understanding that a culture is a distinctive, customary way of life. Through their experience with the use of comparison in earlier years, children should by now be prepared to appreciate how relative similarities and differences permit us to identify distinctive cultures. Examples to illustrate the concept have been selected from the native cultures of North America. In addition to providing an opportunity to examine ways of life of intrinsic interest to children, this material gives a base for the year five discussion of culture change and contributes to an exploration of present-day Canadian cultural diversity.

| CONCEPT  | MAJOR UNDERSTANDINGS   | TOPICS   |
|--|--|--|
| <p>A CULTURE IS A<br/>DISTINCTIVE WAY<br/>OF LIFE</p>                  | <p>Distinctiveness may be found in the ways:</p>   |  |
|  | <p>A. Each culture has worked out solutions to the basic problems of life</p>                          | <p>The provision of food, shelter and services</p>   |
|  | <p>B. Each culture has worked out a means of organizing its society</p>                                | <p>Families, communities and larger social units</p>   |
|  | <p>C. Each culture is learned and has a means of providing education for the young</p>                 | <p>The provision of education through formal and informal means (myths, legends, literature, music, art, play, emulation, training, schooling)</p> |
|  | <p>D. Each culture has developed a means of providing recreation and entertainment for its members</p> | <p>The provision of recreation and expression of aesthetic feeling through music, art, dance, drama, ritual, games</p>                             |
| <p>E. Each culture has worked out a means for religious expression</p> | <p>The expression of religious beliefs through formal and informal means</p>                           |  |

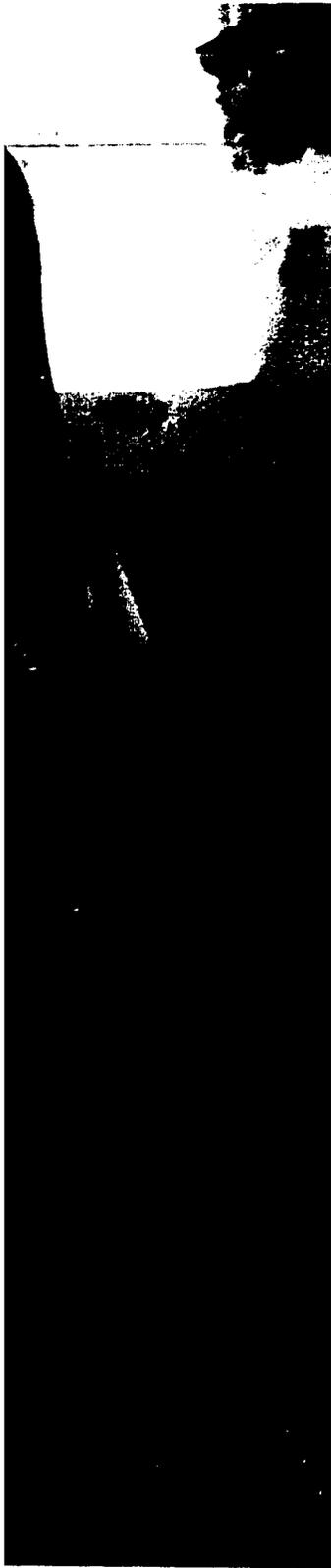
**DETAILS OF CONTENT**

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Select from within the following aboriginal culture areas:

|                   |                 |
|-------------------|-----------------|
| Northwest Coast   | Southeastern    |
| Plateau           | Southwestern    |
| Plains            | Californian     |
| Eastern Woodlands | Desert or Basin |
| Arctic            | Meso-American   |
| Northern          |                 |







## Year Five — Growth Of A Nation: Canada

The first concept in year five continues the examination of culture begun in year four. It is concerned with culture change and some of the means by which changes are brought about. Content is selected primarily from the period of discovery and early settlement in that part of North America which was later to become Canada.

The programme then returns to a consideration of people as social beings, which was the focus of the primary years. The second concept deals with some of the factors which lead to the formation of social units larger than a single community — competition, changes in social organization and changes in technology. These factors are studied through examination of the emerging Canadian nation.

The third concept, that a nation is not only a large social unit, but also a complex one, can then be developed. Canada, with its geographic and cultural diversity, provides a particularly suitable subject for the study of this concept.

There are opportunities to examine a wide range of communities which may vary in terms of their relative isolation, age, ethnic background, traditions, diversity of environment, urban-rural nature, occupations of members, and community recreational and aesthetic interests. These characteristics combine to produce a variety of distinctive life styles. The bonds of unity are in themselves also diverse.

| CONCEPT   | MAJOR UNDERSTANDINGS  | TOPICS  |
|---|---|---|
| I CULTURES CHANGE   | A. Inventions have been factors in creating culture change  | Voyages of Discovery  |
|   | B. Diffusion (the borrowing of ideas) and adaptation (an adjustment to a new external or internal factor) may bring about culture change                                      | Life in Early North America                                     |
| II MANY FACTORS CONTRIBUTE TO GROWTH OF LARGER SOCIAL UNITS | A. Among the factors contributing to the growth of larger social units are:<br>1) Competition for resources and territory<br>2) Changes in social organization and technology | The growth of the fur trade and expansion of British territory  |
|   |   | -----<br>Development of Law and Order                           |
|   |   | -----<br>Building of the Railway                                |
|   |   | -----<br>The Gold Rush and the Crown Colonies                   |
| III A NATION IS A COMPLEX SOCIAL UNIT                       | A. A nation may unite people of diverse cultures  | Life styles in present day Canadian urban and rural communities |
|   | B. Cultures in contact with other cultures may persist by retaining some traits   |   |
|   | C. A nation may unite peoples who live in diverse environments  | Ties of nationhood  |

**DETAILS OF CONTENT**

|  |   |
|--|---|
| Improved navigational instruments and ship design, e.g., compass, astrolabe, sextant, hull, design and rigging   | Select from the voyages of:<br>Vikings<br>School of Henry the Navigator<br>Columbus<br>Cabot<br>Cartier<br>Vespucci   |
| Changes in dress, food, transportation, tools, weapons, family organization, religion, aesthetic expression, use of resources  | Select from the following areas of settlement:<br>Acadia<br>Spanish Missions<br>New England<br>Virginia<br>Eastern Townships<br>Great Lakes<br>Hudson's Bay<br>U.E. Loyalist Settlements  |
| Life in a Fur Trading Post:<br>Layout of the post<br>Community organization<br>System of barter<br>Transportation of furs<br>Exploration by the traders and the expansion of territory | Select from:<br>Early Hudson Bay Company Posts<br>N.W. Fur Company Posts<br>Pacific Coast Maritime Trading Voyages<br>New York Fur Company (Fort Astoria)<br>Later Hudson Bay Company Posts (after amalgamation, 1821)  |
| North West Mounted Police  | Early N.W.M.P. Posts<br>Duties and responsibilities of the policemen  |
| Improvement in farming methods, accelerated immigration policies, the expansion of the railway, and increased settlements on the prairies  | Developments in farm equipment:<br>ploughs, fencing, improved strains of wheat<br>Early homesteads<br>Railway Land Grants<br>Surveying expeditions<br>Life in early construction camps<br>Crossing the mountain barriers<br>Linking the rails   |
| Panning for gold on the lower Fraser<br>Search for the mother lode<br>Development of law and order<br>Building of the Cariboo Road<br>Joining of the two colonies                      | Early mining techniques on the sandbars of the Fraser<br>Early mining methods and life in the Cariboo<br>The control of the colonies by Douglas<br>The establishment of law and order by Begbie<br>Work of the Royal Engineers<br>Joining of the colony of Vancouver Island and the Mainland colony |
| The Fathers of Confederation<br>Entry of B.C. into Confederation<br>Formation of the Prairie Provinces   | Contemporary view which led four colonies to unite<br>Contemporary views of Confederation in the Crown Colony of British Columbia<br>Contemporary view on a united Canada   |
| Differences and similarities in culture<br>Distinctive traditions  | Select from urban and rural communities (The selection should be broad enough to include a wide range of cultural and environmental diversity)  |
| Varying uses of the environment<br>Varying functions of communities<br>Present day government<br>Development of "Canadian" traditions  | The fostering of a national identity by examining such aspects as:<br>currency, flag, sports, arts, attitudes   |



## Year Six — Culture Realms of the World

During year five the programme turned from considering man as a cultural being to considering man as a social being. It also showed the development of a larger social unit - the nation— within which there may be considerable cultural diversity. In year six another aspect of culture is developed. The child is shown that a culture can transcend the boundaries of nations and unite large groups of people in a global sense. Indeed, culture can set apart large segments of the world's population from others in that each differs in its cultural traits.

For one or more of the culture realms studied some attempt should be made to investigate processes that may have contributed to the formation of the culture realms. From this inquiry some understanding of the processes themselves will result, as well as a greater appreciation of the changing nature of culture.

| CONCEPT                            | MAJOR UNDERSTANDINGS  | TOPICS   |
|------------------------------------|---|--|
| THERE ARE DEFINABLE CULTURE REALMS | A. Cultural similarities tend to cluster regionally. (Within the world there are regions identified by a similarity of culture and a distinctiveness that sets them apart from other areas)       | Similarities may be examined in terms of such cultural variables as: <ol style="list-style-type: none"> <li>1) Dress</li> <li>2) Language</li> <li>3) Food</li> <li>4) Religion</li> <li>5) Home</li> <li>6) Aesthetics</li> <li>7) Transportation</li> <li>8) Recreation</li> <li>9) Government</li> <li>10) Family</li> <li>11) Community</li> </ol> |
|                                    | B. Among the various factors affecting the spatial distribution of cultural realms are: <ol style="list-style-type: none"> <li>1) Location</li> <li>2) Environment</li> <li>3) History</li> </ol> | These factors may be examined in terms of: <p>Proximity</p> <p>-----</p> <p>Similarity of habitat</p> <p>-----</p> <p>Significant historical events</p> <p>-----</p>   |

DETAILS OF CONTENT

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Culture realms of the world\* may be classified as:

Occidental  
Islamic  
Indic or Indian  
Oriental  
Southeast Asian  
Subsaharan Africa

Realms may be identified by considering the culture variables in the following ways:

Two or more selected nations as examples within several culture realms;

Geographic distribution of similarities and differences, throughout the world in culture variables;

A comparison of culture realms

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A closeness which has facilitated the diffusion of culture

-----  
A sameness of surroundings which has resulted in a similar interaction between people and their surroundings

-----  
Changing events such as the spread of religions, formation of empires, colonization, threat of common enemy, development of technologies and political ideologies  
-----

Examine in depth one or more culture realms with a view to discovering how aspects of proximity, similarity of habitat and historical events have played a part in the formation of culture realms

\*There are other classification systems used to define culture realms in addition to the one suggested here.



## Year Seven — Culture Stages

In year seven pupils extend their knowledge of the changing nature of culture by examining distinctive stages in the development of man's way of life.

The emphasis is upon both the changes throughout time which occurred in the area surrounding the Mediterranean and the distinctiveness of the stages from man as a hunter and gatherer to that of man in an industrialized society.

Pupils can become aware not only of the distinctiveness of different stages in culture throughout man's history but also the persistence of some aspects of earlier cultures.



| CONCEPT   | MAJOR UNDERSTANDINGS   | TOPICS*   |
|---|--|---|
| THROUGHOUT TIME<br>THERE HAVE BEEN<br>DISTINCTIVE CULTURE<br>STAGES | A. There have been relatively static periods in culture change which produced apparent stages in culture development   | Man as a hunter and gatherer  |
|   | B. Each stage of culture represents a distinctive interaction of a human population with its environment   | -----<br>Man as a cultivator and herder<br>-----<br>Ways of life in early civilizations |
|   | C. Cultures at a particular stage share many attributes characteristic of the stage. Some of these characteristics may have continued from earlier times (tradition), some may have been borrowed from other contemporary cultures (diffusion) and some may be basically unique products (invention) | -----<br>Ways of life in early Mediterranean empires                                    |
|   | D. Invention may lead to a new culture stage   |   |
|   | E. Although culture change is continual, the rate may vary at different periods in history   |   |
|   | F. When environments change, ways of life may change also  |   |
|   | G. Human activity can contribute to environmental change   | -----<br>Ways of life in feudal states  |
|   |  | -----<br>Contemporary ways of life in the industrialized Mediterranean region           |

\*Each of the six topics is intended to develop some or all of Major Understandings A-G

**DETAILS OF CONTENT**

Examine climate, vegetation and animal life around the Mediterranean during the latter part of the ice-age  
 Extinction of animal species  
 Grassland cultures of Asia Minor and fishermen and specialized gatherers of forested Europe

Early food producers (Neolithic) Jarmo, Jericho

The development of civilizations

Select from the following early states:

Civilization is characterized by all or most of the following:  
 writing, accumulation of food and/or other goods for managed use, full time specialization in division of labour state form of government, development of significant forms of arts and sciences, urbanization and trade (adapted from Michaelis, John, U.: Social Studies for Children In A Democracy, p.167, Prentice-Hall, 1972)

- Sumer
- Egypt
- Crete
- Phoenicia
- Palestine
- Assyria

Growth of empires

Select from the following, concentrating on a brief time period:

An empire is a super-state organization posing problems in communication, defence, international security, and administration

Factors contributing to formation of empires and affecting ways of life are:

- 1) population pressure and colonization
- 2) improvements in ability to wage war
- 3) increasing dependence upon distant resources and protection of trade routes
- 4) competition

- Greek
- Roman
- Persian
- Macedonian
- Arab
- Ottoman

Development of feudal states

Select from ways of life in typical feudal villages and medieval towns

Feudal systems were characterized by all or most of the following:

- 1) Economy is based on agriculture with local feudal unit largely self-sufficient
- 2) Much of the land tenure was in the form of fiefs
- 3) Political organization is based on a complex set of allegiances between lord and vassal
- 4) Local and unspecialized government with rather weak larger political structures
- 5) An hereditary aristocracy — land owners who are also the real holders of political power
- 6) A military class organized as members of private armies and possessing a code of military honour
- 7) Landless peasants — either free or enserfed

Select and compare:

- Urban industrial centres
- New resource centres
- Land reclamation settlements
- Oasis settlements
- Pastoral nomads

