**SOCIAL 9 VOCAB**

By the Final Exam, you will need to have completed this list of key words as they come up in class. *When defining these words please keep in mind that the correct meaning of the word should match our Social Studies themes. Some words have multiple meanings, but there is only 1 correct answer for this course of study.*

As we learn these words, you will then be expected to know them, apply them correctly throughout assignments and projects, and be able to define them and use them appropriately on tests. \*Other words may be added at any time, given focus of study or discussions.

|  |  |  |
| --- | --- | --- |
| **Word** | **Definition** | **Example**  *(Where Applicable)* |
| Citizenship |  |  |
| Democracy |  |  |
| Consensus |  |  |
| Monarchy |  |  |
| Autocracy |  |  |
| Military Regime |  |  |
| Empire |  |  |
| Imperialism |  |  |
| Colonization |  |  |
| “Rule of Law” |  |  |
| World View |  |  |
| Power |  |  |
| Authority |  |  |
| Rights |  |  |
| Responsibility |  |  |
| Law |  |  |
| Civilization |  |  |
| Society |  |  |
| Community |  |  |
| Service |  |  |
| Institution |  |  |
| Interaction |  |  |
| Indigenous |  |  |
| Ethnocentrism |  |  |
| Oppression |  |  |
| Assimilation |  |  |
| Accommodation |  |  |
| Annihilation |  |  |
| Integration |  |  |
| Segregation |  |  |
| Genocide |  |  |
| Resources |  |  |
| Production |  |  |
| Distribution |  |  |
| Acquisition |  |  |
| Geography |  |  |
| Topography |  |  |

**Grade 9 Social Studies – Interactions and Interdependence of Nations**

Outcomes:

*IN9.1 I can explain what characteristics make up a society.*

*IN9.2 I can compare various factors (e.g. time, place, culture, language, religion, gender identity, socio-economics and education) and how they influence a society’s worldview.*

*IN9.3 I can analyze how different societies daily express and communicate their worldviews.*

*IN9.4 I can explain how individuals make choices based on their worldviews.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Learning Activity** | **Assessment**  **p/f/s** | **Outcome** |
|  | Characteristics of a Society | P  K & L Chart | IN 9.1 |
|  | Characteristics of a society - Canada | F  Q&A | IN 9.1 |
|  | Needs of the Community/Comparison | F  VennDiagram | IN 9.1 |
|  | Ethnocentrism, Primitive and Civilized Society | F  Exit Slip | IN 9.1 |
|  | Quiz | S | IN 9.1 |
|  | What Makes Us Canadian - Worldviews | F  Discussion & Notes | IN 9.2,  IN 9.4 |
|  | Group Development of Worldview Statement | F  Exit Slip | IN 9.2,  IN 9.4 |
|  | Aboriginal Worldview | F  Q & A | IN 9.2  IN 9.3  IN 9.4 |
|  | Impact of Worldveiws in the formation of Canada | F  Inquiry/Research | IN 9.4 |
|  | Quiz | S | IN 9.2  IN 9.4 |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_  
Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **K & L Chart** | |
| **…what I KNOW…** | **…what I LEARNED…** |
|  |  |
| I used the following resources *(Be sure to give pg. numbers when applicable):* | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_  
Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

**RESEARCH PROJECT #1**

**A local scientist has designed a time travel machine that is capable of sending people back in time to visit three ancient societies. He has hired a number of Historians to create commercials designed to pique the public’s interest and convince them to purchase a trip back in time! A Grand Prize will be awarded to the team that creates the commercial that attracts the most people to their destination!**

You, and an assigned partner, will have the opportunity to draw from 1 of the following societies.   
 -The Indus Valley People  
 -The Shang Dynasty (Ancient China)  
 -Ancient Ghana and Mali (Western Africa)

Whichever society you draw, you will then work together to:   
 - conduct research  
 - create a PowerPoint “Commercial.”

**Our research report will be on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overview of Project:**

**Part 1:Research**You and your partner need complete the attached research pages. Each person is responsible for certain parts of the research. Each question must be completed AND you MUST record WHERE you found your information!  **Part 2: Commercial**Once you have found the relevant information, you will be expected to compile your research into an informative, well-organized PowerPoint “Commercial” designed to convince your audience to join your society.  
*\*You must print a copy of your PowerPoint to hand in. (I will show you which option to print with.)*

**Part 3: Presentation**The class will be split into small groups to present your commercials. Each member of this group will use a set of criteria to “judge” each presentation, selecting 1 commercial to compete in The Final competition.   
*\*Note: If one (or both) of the team members are absent for this day of presentations, you will have removed your team from The Final Competition and you will have to present the day you return, at noon hour.*

**Part 4: The Final Competition**The commercials that receive the highest vote in the small groups will be presented to the class. At this time, the class will hold an anonymous “vote” on where they would personally prefer to go. The group with the most votes wins ice cream treats from Dairy Queen or Coldstone (their choice).

Research Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Commercial Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reseach Questions**

\*Be sure to answer each part of the question and record where the information came from (textbook, specific website, encyclopedia, etc.)

\*You each MUST use (and reference):  
-Your textbook as your primary resource. Answers will be checked from that first.  
-Two internet sites to further develop your research.  
-1 Encyclopedia

|  |  |
| --- | --- |
| **Partner 1** | **Partner 2** |
| **1. Provide a world map and a “zoomed in map” that shows where your civilization inhabited.** | **1. What were the society’s main values? How were these values protected and enforced?** |
| **2. When did your civilization exist (time period)?** | **2. What was the societies belief system?** |
| **3. What achievements is your civilization noted for?** | **3. How were the children raised in the society? What was the education system like at that time?** |
| **4. How did the society get its food? From where? What weapons/tools did they make for this purpose?** | **4. What did people do for fun and recreation?** |
| **5. How did the society protect itself? What was its attitude to war and peace? What weapons did it have?** | **5. What were some typical jobs of this time? How did the people make a living and support themselves?** |
| **6. Did the society participate in trade? With who? For what? What did they have to offer?** | **6. What was the system of government? Who had power? How did they get power positions? How did they use their power? How did they maintain their power? What were some of the laws?** |
| **7. How were families structured? How were men and women treated?** | **7. How was the society organized? How was wealth and and property divided?** |

**\*Together, find four other relevant, interesting facts about your society.**

**Research Project #1**

**RESEARCH RUBRIC**

**Partner 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **5** | **4** | **3** | **2** | **1** |
| **1. Maps**  -World Map  - “zoomed in” map | Student provided clear, large, easy to read maps, with the location clearly marked on each. Maps hold additional information (such as country names, ocean and river names), are in colour, etc. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **2. Time of existence** | Student discussed the time period that the society existed in and for how long this society remained noteworthy. Discussion included detail of what living in this time period would have been like (climate, environment, etc), and where in history this aligns to (what else was going on at that time). | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **3. Achievements** | Student discussed *major contributions* made by this society that influenced societies to come. This may include artworks, language (development of written language), the development of weapons and/or tools, techniques for accomplishing daily tasks, etc.  *\*A mark of 3 or less will automatically be assigned if achievements are simply listed and not discussed* in regards to their importance. *I am looking for the legacy these accomplishments left for future peoples.* | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **4. Food** | Student clearly outlined what food was available at this time and how the people were able to obtain it. Student created an organized discussion of weapons, tools, and farming techniques used in obtaining food. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **5. Protection** | Student detailed how the society prepared for situations they would need to defend themselves in. The student identified weapons used for war/defense, included pictures, & described tactics used in war-like situations. Based on research the student is able to explain how the society felt about going to war and maintaining peace. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **6. Trade** | The student clearly explains what resources were used to create goods worthy of trade and what goods and finished products were traded for. Students identify who the primary trades were between. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **7. Family Structure & Equality** | Student fully explains the role of each family member, particularly the role of men, the role of women, the role of adults, the role of children.  The student addresses how women were treated as opposed to men. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |

**Partner 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **5** | **4** | **3** | **2** | **1** |
| **1. Values** | The student describes in detail the values the society holds and why they would have been considered important. The student also details how members of the society would be punished when they failed to uphold these values or rewarded when they do. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **2. Beliefs** | The student explains what the primary faith/religion was of the society, including who they worshipped, how they worshipped, and when they worshipped. Rules of the religion and how they impacted daily life (when applicable) are also mentioned. Other minor religions of the society are briefly addressed. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **3. Education** | The student was able to explain how children were raised within the society. The student noted who was responsible for teaching the children/teens, what subjects or ideas were of importance at that time, if education was open to all or based on wealth or privilege. The student may have found extra information regarding the length of the school day or school year, how education was different for males and females, and what education meant for one’s social standing. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **4. Fun & Recreation** | The student researched what types of games, sports, or social events occurred within the society. The student fully detailed who would play/be involved, and who the typical audience was. At least 1 game and 1 social event was discussed at length – the rules, who was involved, what was needed, where it would take place, if it was honorable to participate or a form of punishment, etc. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **5. Employment & Social Responsibility** | The student described a number of jobs, at various levels of social class, which would have been available at that time for both men (2-3 jobs explained) and women (At least 2 jobs explained). | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **6. Government** | The student fully explained the system of government and included a flow chart or picture to help with the explanation. The student made mention of some of the main leaders of the time (who had power) and explained how they earned these positions of power. The student chose at least one main leader and researched how they used their power while they were in control, addressed what some of the laws were at this time and how they were enforced/punished. | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |
| **7. Social Organization** | The student explained the society was organized (class system) and how wealth was spread amongst the society – was it shared equally or distributed according to social class status. The student fully explained how (or if) one’s social status effected their job choices and what that meant for their day to day life. The student also addressed the idea of slavery within the society. Where (if applicable) did the slaves come from? What were they expected to do? What was their punishment if they failed to comply? What was their reward for hard work/obedience? | 1 criteria missing.  *Inadequate depth and/or quality of discussion will result in a lower grade and will be determined in correlation of criteria met.* | 2 criteria missing. | 3 criteria missing. | 4 or more criteria missing. |

**Commercial Presentation**

It is VERY IMPORTANT to understand that your commercial is a separate part of the assignment – it is not to be used to list all of your research! The purpose of your research was to become knowledgeable of a society so that you could create a convincing, interesting, unique commercial.

The purpose of a commercial is to convince the audience to “buy into” your idea.

The purpose of YOUR commercial is **to pique the public’s interest and convince them to purchase a trip back in time to join your society.**

**In order to win the most votes for your commercial, you will need to be sure to stay focused on selling the audience a trip back in time to this time period… If your commercial is simply a list of facts you will not receive many votes.**

Consider the rubric below as you make your commercial… it is the same rubric you will be judged by throughout the commercial presentations.

\*Colour and animations are to be added last! Do not waste time on these additional things until your information is thoughtfully added and developed and pictures have been sought out and included.

**Presentation of Commercial – Checklist for Judging Commercials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not really**  **1** | **Good**  **2** | **WOW**  **3** | **Please explain why you gave the mark you did.** |
| **Title Slide –**Eyecatching, includes the name of the society, date of existence, a picture, sets the tone of a commercial. |  |  |  |  |
| **Additional Slides** |  |  |  |  |
| While content rich, all are focused on convincing me to visit and/or selling me a trip (not just lists of information straight from research. |  |  |  |  |
| Provide enough information about the society that I know what I am getting into if I go there (what life would be like for me). |  |  |  |  |
| Have interesting and helpful pictures. |  |  |  |  |
| Are colourful, easy to read, and free from obvious spelling and grammar errors. |  |  |  |  |
| Used animations properly.  *(if there were so many that it slowed the presentation down or made it too choppy, a mark of 1 is to be given.)* |  |  |  |  |
| Presentation of Commercial  Presenters were knowledgeable and did not have to read off the slides word for word. |  |  |  |  |
| The way the commercial was presented added to the “commercial feel.” |  |  |  |  |
| Presenters could be clearly heard at all times. |  |  |  |  |

**Aboriginal Society (Saskatchewan)**

*(A historical account from The Government of Saskatchewan: http://www.gov.sk.ca/Default.aspx?DN=d35c114d-b058-49db-896a-4f657f5fd66e***)**

The Aboriginal peoples of Saskatchewan have inhabited this region for approximately 11,000 years, during which time they established self-sustaining societies. Contact with Europeans brought with it external cultural and economic forces that would dramatically affect the lives of Aboriginal people; their story has been one of adaptation and survival.

During the 235 years of fur trade contact (1670-1905), challenges included devastating epidemics and depletion of wildlife resources; after Canadian annexation of the North-West Territories, Aboriginal people were subjected to government policies that sought to erode their identity and rights. Today, they are recovering many of their rights, rebuilding their societies, and seeking to play a meaningful role in contemporary Canada.

European contact resulted in the common use of First Nations names that were different from the way they referred to themselves. The proper self-ascribed names of the First Nations of Saskatchewan are as follows: Nêhiyawak (Plains Cree), Nahkawininiwak (Saulteaux), Nakota (Assiniboine), Dakota and Lakota (Sioux), and Denesuline (Dene/Chipewyan).

**The First Peoples**

Aboriginal hunter-gatherers are believed to have entered the northern plains following the retreat of the last glacier, approximately 11,000 years ago. Around 9000 BC, there is archaeological evidence of the spread of hunters using fluted spear points to hunt bison. Archaeologist James V. Wright theorizes that eastern Early Archaic peoples migrated to the western plains around 6000 BC, where they came into contact with the Plano peoples. By 3000 BC, there is evidence of organized bison hunts on the northern plains, using more advanced spear points with distinctive rippled flaking. These ancestral peoples laid the basis of the tribal cultures that were found at the time of European contact.

First Nations traditional cultures were based upon ideologies in which humans formed a part of, but were not necessarily central to, creation: humans existed within a web of life in which all entities, be they inanimate, plant, animal or natural, possessed a spiritual dimension of their own. Life was a process of developing relationships and striving for well-being within this "Circle of Life." Ceremonies reflected this worldview: for example, the burning of sweetgrass represented communication with the spirit world; the vision quest a connection with protector spirits; the sweat lodge a spiritual cleansing; and the thirst (or rain) dance symbolized the process of renewal of life.

Closeness to the land and natural environment was central to such a belief system. In terms of social organization, families, clans and tribes were founded upon a system of kinship and intermarriage that emphasized extended families. Political decisions tended to be based upon the reaching of consensus among families, and it was imperative to share food and other necessities. The buffalo provided virtually all of the daily needs of the plains First Nations, including food, shelter, clothing, and tools. In the parklands and further north, fishing and gathering were important sources of nourishment, as was the hunting of large animals such as moose, elk, and caribou.

The original tribal distributions were significantly different from the pattern of Aboriginal occupation of the region today. The first White man to reach the interior of the northern plains, Henry Kelsey, led by Nakota and Nêhiyawak guides in 1690, reported that much of present-day southern Saskatchewan area was occupied by the Atsina, (also called Gros Ventres), as well as the Nakota and Hidatsa to the southeast and the Shoshone (also called Snake) in the southwest.

To the north, the area between the forks of the North and South Saskatchewan rivers and to the west was occupied by the Blackfoot. The Chipewyan, a branch of the Dene, occupied areas of the northern boreal forest. The advent of the fur trade brought about dramatic changes in territorial distributions as these First Nations groups entered into competition and conflict over fur resources.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Venn Diagram***(Compare and Contrast Differences and Similarities)*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summative Assessment  
Outcome 9.1: Explain what constitutes a society.**

1. Define each of the following terms:

a) Civilization

b) Ethnocentrism

2. Create a list of characteristics that make up a definition of society.

3. Using what we have learned about aboriginal peoples as well as the formation of Canadian society, explain how ethnocentrism has affected aboriginal peoples.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| No definition and/or discussion of key concepts. | Weak definitions and/or discussion of key concepts. | It is clear the student knows the definitions/concepts.  “Good” or “Average” quality. | Detailed definitions and discussion of key concepts. Genuine understanding. | Exemplary definitions and discussions of key concepts. Application to self & world. |

FOR TEACHER USE

**Canadian Aboriginal Worldviews**

**Excerpts taken from:** [**http://education.alberta.ca/media/307113/o02.pdf**](http://education.alberta.ca/media/307113/o02.pdf)

“To Métis people, the words *community* and *family* are almost interchangeable. Métis people view not only their relations as family, but friends, neighbours and workmates can all be a part of what a Métis person considers part of the family. In Métis culture, children are not solely the responsibility of their parents. The whole community traditionally shares in the task of raising the next generation. Elders, grandparents, aunts, uncles, trusted friends, leaders and other community members all have their vital role to play in shaping the future of our Nation.”

– Métis Family Servicesin Kainai Board of Education et al. 2005, p. 127

Worldviews and Education

Each Aboriginal group expresses its culture in various ways—a result of geographic circumstances and each group’s unique history. At the same time, many Aboriginal peoples throughout North America share similar guiding thoughts and traditional values.

These common threads running through many Aboriginal cultures are sometimes referred to as foundational worldviews. They reflect the guiding principles and traditional values of Aboriginal societies. They suggest the way Aboriginal peoples see themselves in relation to the world.

Traditional Aboriginal education is based upon these worldviews—it is a holistic process where learning takes place across different spheres of human experience including spiritual, physical, emotional and mental dimensions. Worldviews may also consider relationships and experiences of the past, present and future as interconnected.

Where hearts are rooted14

Spirituality, relationships and the expression of traditional values are the heart of Aboriginal education. Each sphere needs to be addressed in each subject area. Spiritual, physical, emotional and mental spheres should be considered within each learning activity. For example, a Grade 1 science unit on colour could move beyond simply identifying colours to exploring how colours have special significance in symbols, dress and natural objects. This is in contrast to Western education, where these dimensions tend to be addressed more in isolation—for example, the physical sphere is addressed in physical education and the spiritual sphere is addressed in religion or not at all.

In a contemporary setting, Aboriginal education is what happens when attitudes, approaches and actions allow Aboriginal students to become fully participating co-creators of society. Aboriginal education recognizes the significant and valuable contributions—past, present and future—of Aboriginal people to society.

There are five strong threads common to Aboriginal worldviews:

* a holistic perspective
* the interconnectedness of all living things
* connection to the land and community
* the dynamic nature of the world
* strength in “power with.”

A holistic perspective

While Western education often focuses on verbal thinking and uses an analytical approach to learning, Aboriginal worldviews address the whole person, encompassing their mental, physical, emotional and spiritual capabilities in relation to all living things.

Worldviews and Aboriginal Cultures

Aboriginal worldviews assume that all forms are interconnected, that the survival of each life form is dependent on the survival of all others. Aboriginal worldviews also note that the force that animates the life forms is derived from an unseen but knowable spiritual realm.

Aboriginal worldviews see a unified vision…. These worldviews assert that all life is sacred and that all life forms are connected. Humans are neither above nor below others in the circle of life. Everything that exists in the circle is one unity, one heart.

“All things and all people, though we have our own individual gifts and special place, are dependent on and share in the growth and work of everything and everyone else. We believe that beings thrive when there is a web of interconnectedness between the individual and the community, and between the community and nature.

Everything we do, every decision we make, affects our family, our community, it affects the air we breathe, the animals, the plants, the water in some way. Each of us is totally dependent on everything else.”

– Evelyn Steinhauer

The interconnectedness of all living things

Aboriginal worldviews recognize the interconnectedness of all living things and the spirit that exists within each. Spirituality, personal health, community health and the health of the environment are understood to be interrelated. With the recognition of the connections among all things come the questions—What are an individual’s relations to other people? To nature? To the land? All individuals assume a responsibility for themselves, not in isolation, but in relation to all else. Each individual is regarded as a participating, contributing member of the group. Cooperation and sharing are vital.

Connection to the land and community

A sacred relationship with nature is the heart of traditional teachings and practices. From the understanding of the interconnectedness of all things comes the understanding that the well-being of the Earth is essential for survival. Growing out of this connection to the Earth, Aboriginal worldviews encompass a fluid sense of time and the cyclical nature of change—day and night, the seasons, life and death. Connection to the Earth also teaches about the importance of place and of the connection to a place of belonging. The Earth provides the land on which people build communities—land and community dictate a way of life.

The dynamic nature of the world

Aboriginal cultures are dynamic, adaptive and adapting, not limited to the past. In Aboriginal worldviews, everything—people, relationships, situations—is dynamic. Individuals change, and Aboriginal cultures evolve and adapt. Learning is recognized as a creative process from which new structures, forms and practices evolve.

Strength in ”power with”

In Aboriginal cultures, worldviews reflect “power with,” rather than “power over.” The image for this concept is a circle, and all living things are viewed as equal within the circle. “Power with” is a dialogue, where everyone stands on the ground, face to face. The image for “power over” is a pyramid, with those at the top holding the greatest power. “Power over” is a hierarchy, where the few stand above the many.

“The objective of Aboriginal education is to develop knowledge, skills and values rooted in the centuries old tradition. We must always remember that culture is something that does not keep still; it develops through challenges and interactions of people and events or it becomes distorted and dies. It is the continuity of living culture that is important …”.

– Joe Couture, Cree Elder

Attitudes towards conflict

In some cultures, conflict is seen as a positive opportunity to work out differences, while in others it is something to be avoided because it is demeaning or embarrassing. Survival in small traditional Aboriginal communities depended, in part, on the ability of their members to work together. In many Aboriginal cultures, direct confrontation was avoided in order to maintain cooperative relations. Instead, a more indirect approach was often taken, for example, by telling an individual a story with a lesson.

Decision-making styles

In some cultures, decisions are made by a leader; in others, they are made by delegation or by consensus. In many Aboriginal families, decisions are made collaboratively rather than by one individual. This allows everyone who is affected by the decision to have opportunity for input. Rather than making decisions on the spot, time is often taken for reflection.

Women play an important role in making key decisions. In many traditional Aboriginal societies, women were engaged in prominent leadership roles. They participated actively in political and cultural life, either publicly or behind the scenes. They had considerable influence on family affairs, especially as they grew older and were seen as women of wisdom. Although colonialism disrupted cultural practices and introduced discrimination against women, Aboriginal women are once again becoming an increasingly strong voice on both the political and home fronts.

When making decisions or solving problems, Aboriginal parents and students may consult with supportive family or community members.

“We had … our own teachings, our own education system – teaching children that way of life was taught [by] the grandparents and extended families; they were taught how to view and respect the land and everything in Creation. Through that, the young people were [educated about] what were the Creator’s laws, what were these natural laws. What were these First Nations’ laws. And talk revolved around a way of life, based on their values. For example: … to share, to care, to be respectful of people, how to help oneself. How to help others. How to work together …”

– Peter Waskahat, Cree Elder, Frog Lake First Nation in Cardinal and Hildebrandt 2000, pp. 15–16

In Aboriginal cultures, knowledge is often embedded within the language of the community. Information tends to be framed around relationships such as the interconnectedness of humans, animals, plants, the environment and the Creator. Information is gathered and shared holistically. The oral tradition is used to ensure knowledge is shared from generation to generation.

“Traditionally, Aboriginal cultural knowledge is transmitted and documented primarily through the oral tradition, but also through such things as dramatic productions, dance performances, and they are documented on such artifacts as wampum belts, birch bark scrolls, totem poles, petroglyphs and masks. This is the Aboriginal way of transmitting knowledge and of recording information and history.”

– Greg Young-Ing in Royal Commission on Aboriginal Peoples 1996c, p. 591

At the core of traditional education lies Aboriginal spirituality and traditional knowledge. Elders play a vital role passing on traditional knowledge to students. Holistic teachings and counselling from Elders brings continuity to students’ lives—they learn from Elders both in and out of school. By conducting and providing instruction in ceremonies such as Sweat Lodges and pipe ceremonies, Elders teach learners to honour what is sacred in the universe as well as what is sacred in themselves. These ceremonies are powerful tools that can show learners that they are integral, respected members of their community.10

Adhering to ceremonial protocols can also help individuals build self-discipline, and strengthen their relationships with others and with the physical and spiritual world around them.

Like all peoples, Aboriginal peoples rely on education to continue their culture. Using extensive parental and community participation, Aboriginal educators work toward developing qualities and values in their students that include respect for Elders, cultural tradition, leadership, generosity, integrity, wisdom, compassion for others and living in harmony with the environment.10

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Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Canadian Aboriginal Worldviews**

**Questions**

1. Describe in detail who is entrusted to educate the next generation in traditional Aboriginal Society.

2. What three traditional values are at the heart of traditional Aboriginal education?

1)

2)

3)

3. a) *“While Western education often focuses on verbal thinking and uses an analytical approach….”* Using a dictionary, define what is meant by the word “analytical.”

b) How is the description of Western Education different from Aboriginal Education (as described in the rest of sentence found in part a)?

c) Do you agree with this comparison? Why or why not?

4. Evelyn Steinhauer makes a very strong statement regarding “interconnectedness.”

a) Briefly summarize her thoughts.

b) Explain why such a worldview might be important in today’s world.

5. What two things are seen as “vital” when it comes to interconnectedness? Why?

6. Consider the “power with” and “power over” descriptions.

a) Sketch what these would each look like.

Power With: Power Over:

b) Think of two examples of “Power With” and two examples of “Power Over”   
 that exists today.

|  |  |
| --- | --- |
| Examples of “Power With” | Examples of “Power Over” |
|  |  |

7. Consider all that you have read so far. Describe how the Aboriginal Worldview of Interconnectedness impacts the way conflict should be dealt with *(do not just retell the section on Conflict… connect what you read there with the idea of Interconnectedness).*

8. Describe the role of women in the decision making process.

9. According to Greg Young-Ing, how is cultural knowledge passed down through the generations?

10. How can traditional culture be used to teach young people to “honour what is sacred in the universe as well as what is sacred in themselves”

11. What 8 values are important to pass down to future generations?

12. Many times throughout the reading the terms “Interconnectedness” and “Holistic” were mentioned. Explain what is meant by the term “Holistic?”

13. Complete an analysis of the similarities and differences between Traditional Aboriginal Worldview and your current worldview using the following chart.

|  |  |
| --- | --- |
| **Traditional Aboriginal Worldview** | **My Current Worldview** |
| Aspect 1: | How my worldview is the same:  How my worldview is different: |
| Aspect 2: | How my worldview is the same:  How my worldview is different: |

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**Inquiry Question - 1**

What aspects of the European Worldview influenced the formation of Canada   
(in regards to colonization, territorial expansion, government, and lifestyle)   
and how is this Worldview still alive today?

**Class Question Period**  
(Below, record some of the questions brainstormed during class discussion to help aid you in your independent research time.)

After completing your research, compile your information in an organized paragraph (or two) that proves how the European Worldview influenced our country as we know it. (This should be done on looseleaf and attached to this page.)

**Inquiry Question - 2**

What aspects of the British Worldview influenced the formation of Canada   
(in regards to colonization, territorial expansion, government, and lifestyle)   
and how is this Worldview still alive today?

**Class Question Period**  
(Below, record some of the questions brainstormed during class discussion to help aid you in your independent research time.)

After completing your research, compile your information in an organized paragraph (or two) that proves how the British Worldview influenced our country as we know it. (This should be done on looseleaf and attached to this page.)

**Inquiry Question - 3**

What aspects of the French Worldview (France) influenced the formation of Canada   
(in regards to colonization, territorial expansion, government, and lifestyle)   
and how is this Worldview still alive today?

**Class Question Period**  
(Below, record some of the questions brainstormed during class discussion to help aid you in your independent research time.)

After completing your research, compile your information in an organized paragraph (or two) that proves how the French Worldview influenced our country as we know it. (This should be done on looseleaf and attached to this page.)

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**Summative Assessment**

**Outcome 9.2: Compare various factors that impact one’s worldview.**

**Outcome 9.4: Explain how people make choices based on their worldviews.**

**Outcome 9.2**

1. Define the concept of “Worldview.”

2. Suggest three reasons why people that grew up in the same town might have different worldviews.

3. a) Complete an analysis of the similarities and differences between Traditional Aboriginal Worldview and your current worldview using the following chart.

|  |  |
| --- | --- |
| **Traditional Aboriginal Worldview** | **My Current Worldview** |
| Aspect 1: | How my worldview is the same: |
| Aspect 2: | How my worldview is different: |

b) Provide at least two reasons why this difference might exist.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| No definition and/or discussion of key concepts. | Weak definitions and/or discussion of key concepts. | It is clear the student knows the definitions/concepts.  “Good” or “Average” quality. | Detailed definitions and discussion of key concepts. Genuine understanding. | Exemplary definitions and discussions of key concepts. Application to self & world. |

**Outcome 9.4**

1. a) Create a list of at least FIVE reasons that make you proud to be a Canadian.

b) From this list, choose two things that you feel are the MOST important – things that you feel explain part of who you are and your worldview.

c) Read the following scenario before answering the final question.

Scenario: The United States recently offered Canada 100 billion dollars to purchase the provinces BC, AB, and SK in order to acquire more land and water resources. This would mean that these three provinces would become US states and anyone who currently lived there would become American Citizens. The Canadian Government agreed to sell this land without asking Canadians.

Question 1: Explain, using specific reference to your worldview, how you feel about this decision.

Question 2: How does your worldview impact the choices you might make as a result of this decision?

2. Provide two ways that the British, French, and European worldviews shaped Canada as we know it.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **British** | **French** | **European** |
| Way 1 |  |  |  |
| Way 2 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 |
| No definition and/or discussion of key concepts. | Weak definitions and/or discussion of key concepts. | It is clear the student knows the definitions/concepts.  “Good” or “Average” quality. | Detailed definitions and discussion of key concepts. Genuine understanding. | Exemplary definitions and discussions of key concepts. Application to self & world. |