**Social Studies 9**

**DR 9.1**

**Examine the challenges involved in obtaining information about societies of the past?**

**Vocabulary**

* oral accounts
* archeology
* technologies
* techniques
* dynamic
* interpretation
* artifact
* reconstruct

**Essential Questions:**

1. **How is history saved and shared?**
2. **What are the advantages and disadvantages of these methods?**
3. **How are oral accounts different from written ones?**

**Students need to UNDERSTAND**

* That oral accounts of history are the way many cultures preserve and share their history and there are advantages and disadvantages to this method

**Students need to BE ABLE TO DO**

* Analyze the advantages and disadvantages of oral accounts as sources of information about historical events.
  1. Oral
     1. Website: <http://www2.wheaton.edu/bgc/archives/assign/010.htm>   
        I cannot find the recordings but it does lay out the advantages and disadvantages out nicely. A game of “Telephone” would highlight the disadvantages nicely.
     2. PDF: <http://www.thc.state.tx.us/publications/guidelines/OralHistory.pdf>  
        Oral history guideline from The Texas Historical Commission
  2. Written
     1. Website: <http://answers.yahoo.com/question/index?qid=20060822184519AAqMOsG>  
        Long-winded explanation of primary sources.
     2. advantages -record gives an indication of the times helps research and can be cross referenced  
        disadvantages - we don't know how honest the record is, if it has been edited or forged, what the intent of the writing was, single records are unreliable there must be verification.
  3. Artifacts
     1. Website: <http://www.indiana.edu/~arch/saa/matrix/ia/ia03_mod_08.html>  
        Interesting and above grade level read into the interpretation in archeology.
     2. Website: <http://www.oocities.org/in2ourpast/Archaeology.htm>  
        The scope of archaeology
     3. Website: <http://www.heritage.nf.ca/avalon/arch/default.html>  
        Talks about all three methods with regards to Ferryland in Newfoundland.

**Essential Questions:**

1. **Why is archeology so important?**
2. **Where is it important right now?**
3. **How is it like solving a mystery?**
4. **Do we ever know the whole story?**

**Students need to KNOW**

* Technologies used in archeology - shovels, brushes, carbon dating, GPS cartography, satellite imagery
* Examples of ongoing archeological digs - Wanuskewin, Eagle Creek; Point-à Callières, Montréal; Pompéi, Italy; Dufferine Terrace, Québec City; Fort Temiscaming, Québec; Ahu o rongo, Easter Island, Eastend
* Results from ongoing digs – how to get info – Skype? Online? Interview?

**Students need to UNDERSTAND**

* Archeology has played a large role in obtaining information about societies of the past BUT there is much interpretation involved
* There are many ongoing archeological digs of great significance in the world

**Students need to BE ABLE TO DO**

* Describe the role of archaeology in obtaining information about societies of the past.
* Explain various technologies used in archaeology.
* Present results obtained and techniques used in ongoing archaeological digs.

1. Websites: Why is archeology important?  
   <http://ohio-archaeology.blogspot.ca/2006/06/why-is-archaeology-important.html>  
     
   <http://science.yourdictionary.com/articles/why-is-archeology-important.html>  
     
   <http://www.portal.state.pa.us/portal/server.pt/community/everyone/2058/value_of_archaeology/285324>
2. Current Archeology sites:
   1. Wanuskewin  
      <http://wanuskewin.yastechserver.com/>
   2. Point-à Callières   
      <http://pacmusee.qc.ca/en/home>
   3. Pompéi  
      <http://www.archaeology.org/interactive/pompeii/index.html>
   4. Dufferine Terrace  
      <http://www.pc.gc.ca/lhn-nhs/qc/saintlouisforts/ne.aspx>
   5. Fort Temiscaming  
      <http://www.pc.gc.ca/lhn-nhs/qc/temiscamingue/index.aspx>
   6. Ahu o rongo  
      <http://www.eisp.org/category/archaeology/>

**Essential Questions:**

1. **What is history?**
2. **How is it connected to worldview?**
3. **How is it not connected to everyone’s worldview?**
4. **How can history be expanded on?**
5. **How do we want to record our history?**

**Students need to KNOW**

* Examples of literature, visual arts, music, newspapers, photographs to examine and explore in terms of role
* Examples of changes in interpretation of history

**Students need to UNDERSTAND**

* We can gather historical information from literature, the arts, music, newspapers, photographs and other artifacts (see IN 9.3)
* History is not the truth. It is an interpretation and record of someone’s life, thoughts, feelings, etc. The history we are presented often comes from the most dominant worldview.

**Students need to BE ABLE TO DO**

* Investigate the role of literature, visual arts, music, newspapers, photographs, and other artifacts in obtaining information about past societies.
* Recognize the dynamic nature of historical knowledge by identifying examples of changes occurring in the interpretation of history as a result of new information uncovered or acknowledged.

1. Website: <http://www.unf.edu/~clifford/craft/what.htm>  
   Interesting quotes on what history is for class discussion
2. PDF: <http://education.alberta.ca/media/307113/o02.pdf>  
   looks at worldview and Aboriginal culture
3. Historical Revisionism
   1. Wikipedia: <http://en.wikipedia.org/wiki/Historical_revisionism>
   2. How Things Work: <http://history.howstuffworks.com/history-vs-myth/revisionist-history.htm>
   3. How Things Work – Historical Misconceptions: <http://history.howstuffworks.com/history-vs-myth/10-historical-misconceptions.htm#page=0>
4. For investigating the role of literature, visual arts, etc. I present to you…Canada in the 1920’s
   1. <http://www.slideshare.net/mrbjwalters/1920s-the-roaring-life-in-canada>
   2. <http://canadachannel.ca/HCO/index.php/2._Canada_in_the_Roaring_Twenties>
   3. <http://prezi.com/j2qi_4vow76z/canadian-art-literature-and-sports-in-the-1920s/>
5. The first paragraph may provide some interesting discussion:  
   <http://www.smashingmagazine.com/2010/07/23/what-do-we-really-mean-by-art/>
6. Here are some Coca-Cola ads from different times and different countries:
   1. <http://www.youtube.com/watch?v=Ourx95ng5uk>
   2. <http://www.youtube.com/watch?v=85K6CypFY-s>
   3. <http://www.youtube.com/watch?v=pVPByTYlLks&feature=related>
7. If you want to work in some empathy to your lesson this TED talk is interesting:  
   <http://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy.html>
8. How would history treat Justin Beiber if only one of the following CD reviews survived?
   1. <http://www.artistdirect.com/entertainment-news/article/justin-bieber-believe-album-review-5-out-of-5-stars/10145739>
   2. <http://www.rollingstone.com/music/albumreviews/believe-20120615>
   3. <http://www.businessinsider.com/justin-biebers-believe-album-review-2012-6>
9. Some good stuff from the Historical Thinking Project
   1. <http://historicalthinking.ca/>
   2. <http://historicalthinking.ca/concepts>
   3. <http://historicalthinking.ca/lesson/345>