

World History: Societies of the Past

Understanding Societies Past and Present

1
CLUSTER

GRADE
8





Cluster 1

Learning

Experiences:

Overview

8.1.1 What Is a World View?

KI-005 Explain the concept of world view.

KI-006 Describe influences that create differences in world views.

Examples: culture, time, place, cross-cultural interactions, media, governance...

VI-004 Be willing to consider differing world views.

8.1.2 Origins of Human Societies

KI-010 Relate various stories and theories of the origin and development of human life.

KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.

KI-012 Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies.

Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...

8.1.3 Societies and Civilizations

KI-007 Compare and contrast the concepts of society and civilization.

KI-008 Give reasons why societies may stay the same or change over time.

Examples: culture, education, trade, power, war...

KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves.

Examples: physical survival, education, culture...

KL-022 Give examples of the influence of the natural environment on the development of societies.

VL-008 Appreciate the importance of sustaining the natural environment for future societies.

8.1.4 Knowing the Past

KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.

Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.

KH-028 Explain the importance of knowing the past and understanding history.

Understanding Societies Past and Present

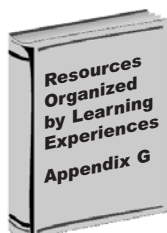
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster summative assessment activity.

Cluster Description



Students examine human and physical geography and their connections. This study includes a focus on maps and mapping, population clusters, principal regions, bodies of water, vegetation and climatic zones, more- and less-developed nations, and time zones.



Engaging Students in the Cluster

- Construct a wall-sized timeline that can be added to throughout the year with historical events and dates.
- Create a book display, including picture books related to myths, legends, and stories of origin.
- Create a display of travel brochures from other countries.
- Have students contribute artifacts from different places in the world and display them in an artifact centre.
- View a video that features different societies around the world.
- Create a bulletin board display of “faces” of the world.
- Create a listening centre of world music.
- Coordinate a “foods of the world” tasting activity. Have students contribute foods from other places in the world.
- Create a display of clothing representing different cultures, and have students, other teachers in the school, or community members contribute to the display.
- Create a picture display of architecture from long ago and far away.
- Visit a local museum display related to history and archeology.

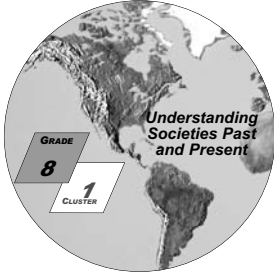
Learning Experiences Summary

8.1.1 What Is a World View?

8.1.2 Origins of Human Societies

8.1.3 Societies and Civilizations

8.1.4 Knowing the Past



8.1.1 What Is a World View?

- KI-005 Explain the concept of world view.

- KI-006 Describe influences that create differences in world views.
Examples: culture, time, place, cross-cultural interactions, media, governance...

- VI-004 Be willing to consider differing world views.

Enduring Understanding

Everyone has a world view, or a distinctive way of seeing and understanding the world. World views are shaped by the time, place, and culture in which people live.

Description of the Learning Experience

Students explore the concept of world view, consider factors that influence beliefs and values, and enhance their awareness of the major facets of their own world views.

Vocabulary: world view, historical era, cultural interaction (See Appendix D for Vocabulary Strategies.)

Note: Cluster 1 is an activating cluster for the entire year. Many of the concepts introduced in this cluster will serve as a framework or scaffolding to help students develop historical thinking skills throughout the year. Refer to the **Suggested Teaching Scenario for Grade 8 Social Studies on pages 55–60** for further ideas on how to approach this course.

Consult Teacher Note 1: “Benchmarks of Historical Thinking” in Appendix H for succinct information on teaching history.






The term *world view* is often used in the Grade 8 social studies curriculum and refers to **the overall perspective from which one sees, interprets, and makes sense of the world; a comprehensive set of beliefs and values about life and the universe held by an individual or group. The prevailing world view reflects the values of a society’s dominant group** (*Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, 2003, p. 143). As this is a fairly abstract concept, the main purpose of this initial learning experience is to help students become aware that they have a world view and that it is formed by the time, place, and culture in which they live.

8.1.1 What Is a World View?



Assessment	Outcomes	Strategies
	KI-005	<p>Activate</p> <p>Collaborative groups of students read aloud a poem about differing perspectives using a Readers’ Theatre format. After the reading, groups discuss the meaning of the story and its conclusion. They exchange ideas about the value of diverse perspectives, and the limitations that can be imposed by seeing the world in a particular way. In an Exit Slip, students draw their own conclusions about differing perspectives and world views.</p> <p>8.1.1 a BLM: The Blind Men and the Elephant (2 pages)</p>
	KI-006	
VI-004		

(continued)




8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KI-005 KI-006 VI-004	<p>Students view an example of an ambiguous visual image that may be interpreted in different ways, and record exactly what they see without discussion. They then compare their observations, discussing reasons why people often have differing perceptions of the same image. In a guided discussion, students draw the analogy to differing world views or perspectives on the world.</p> <p>TIP: There are many examples of images that may be interpreted in various ways; use them to help students become aware they have mental constructs that dispose them to see an image in a particular way, and that these mental constructs can be changed so that they can see the image differently. Help them to see the connection between visual perception and world view.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: What Do You See?</p>
	— or —	
	KI-005 KI-006 VI-004	<p>Students view and respond to various works of art or pieces of music from different times or places, including contemporary Canadian examples. In a guided plenary discussion, students discuss how their preferences and their understanding of art are influenced by the time and place in which they live (i.e., Which images/music did you prefer? Which did you find the easiest to understand? Which expressed something you could relate to? Why do you think you felt this way?). Students discuss how the arts express world view, and often represent the distinctive features of a culture or a society.</p> <p>TIP: Students are familiar with the concepts of culture, way of life, and society from Grade 7. This activity is intended to activate interest in art as an important element of culture. Many art galleries and museums have virtual tours of their exhibitions organized by historical period. These images help to give students an overview of the distinctive styles of different times and places.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	<i>(continued)</i>	
Teacher Reflections		





8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-005 KI-006 VI-004	<p>Collaborative groups of students brainstorm a list of things they believe to be the essential elements of “the good life.” Groups should attempt to reach a consensus about every element they include in their list. Groups exchange ideas about what their lists tell them about their individual world views (i.e., their beliefs and values). In a guided plenary session, students discuss factors that influence or shape their world views (e.g., time, place, culture, contact with other cultures, education, media, the arts...).</p> <p>TIP: Students were introduced to the concept of “quality of life” and “the good life” in Grade 7. As a starting point for this learning experience, it may be useful to develop one or two simply stated essential questions, and to post these questions on a bulletin board as guideposts for what you would like students to think about (e.g., How do you see the world? Why do you see it this way?).</p>
	Acquire	
	KI-005 KI-006 VI-004	<p>Collaborative groups of students develop a “world view” survey. Students create a series of eight to ten questions designed to help people think about their world views, and to consider the influence of factors such as time, place, and culture on world view. Students conduct the survey by posing the questions to about 20 people, preferably of diverse backgrounds and ages. Students record responses and interpret the results, drawing conclusions about the similarities in world view they have noted, and the most significant influences on world view.</p> <p>TIP: You may choose to develop the questions with the class as a whole, so that all groups will be using the same survey instrument. Begin with clear sample questions or statements to which respondents may answer on a scale of “strongly disagree” to “strongly agree” (e.g., “I believe that technology and science will be able to solve all of modern society’s major problems.” “The greatest influence on my view of the world is my education.”).</p>
	<i>(continued)</i>	
Teacher Reflections		








8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-005 KI-006 VI-004	<p>Using Think-Pair-Share, pairs of students create a web of words that describe how they see the world. Student pairs compare their webs and discuss factors that influence similarities and differences in their views of the world (e.g., cultural background, personal experience, family upbringing, media, travel, arts, education...). In a plenary session, the class discusses key ideas that have emerged about world view and influences on world view. Students note that, although they have some similarities among world views because they live in the same society, there are also many individual variations.</p> <p>TIP: Encourage students to think openly and without judgement in this exercise. Students may tend to assume that the beliefs of the currently dominant world view of the western world are unconditionally true. For this reason, it is useful to provide students with a variety of value or belief statements to give them a sense of the contrast of world views in different times and places (refer to BLM 8.1.1c), and encourage them to add statements of their own. In the plenary discussion, review some of the statements and discuss with the students the influence of historical, cultural, and geographic factors on world view (i.e., If you grew up in the 1800s, would you have a different world view? If you were growing up in Saudi Arabia, or China, or Botswana, would you have a different world view?). Students will note that they have certain similarities in world view because they all live in the same historical era and society, but that there are still many individual variations in world view.</p> <p style="text-align: center;">  BLM: How Do You View the World? (2 pages) </p>
		<i>(continued)</i>
Teacher Reflections		

8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-005 KI-006 VI-004	<p>Collaborative groups of students select an example of a piece of visual art from a past society. Using the provided template, they prepare a brief analysis of the world view that is expressed in that piece of art. Students share their observations in collaborative groups, discussing what visual art can tell us about societies of the past.</p> <p>TIP: Encourage students to explore samples of art forms from various eras and cultures, using websites or art history books and exchanging ideas and opinions.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: World View Expressed in Art: Guiding Questions (2 pages)</p>
	or	
	KI-005 KI-006 VI-004	<p>Students engage in a continuum activity in which they express their perspectives about progress and decline in history. This allows them the opportunity to express and exchange their initial opinions on this topic. Following the activity, students debrief, discussing differences in their world views regarding what constitutes advancement or progress in human history.</p> <p>TIP: Refer to Appendix A: “A Continuum of Points of View” on page A13 for the suggested procedure. If the students have already participated in a continuum activity, they may be able to formulate collectively the statements for the end-points and mid-point of the continuum. This activity is designed to have students express their preconceptions about the ebb and flow of history. Many young people tend to view the present era as the high point of human progress and advancement. Encourage students to consider not only the positive elements of modern societies (e.g., technological advances, the recognition of freedom and other human rights, scientific and medical breakthroughs), but also the unsolved issues faced time and again by societies, such as war, ethnic conflicts, racism and discrimination, social and economic disparities, and environmental degradation. Students may revisit this exercise at the end of the year to determine whether they have changed their perspective on this question.</p>
	<p>Teacher Reflections</p>	

8.1.1 What Is a World View?

Assessment	Outcomes	Strategies
 	KI-005 KI-006 VI-004	<p>Apply</p> <p>Collaborative groups of students create a short skit to explain the main influences that create differences in world views. Students should be directed to avoid stereotypes and to have their skits resolved in such a way as to show how people with differing world views can communicate and even complement one another’s knowledge by permitting a more complete perspective on a given question, issue, or situation.</p> <p>TIP: It may be necessary to review with students what constitutes a stereotype (i.e., an oversimplified or incorrect generalization), using examples of common stereotypes of historical periods or cultures. Encourage students to be creative, and to show differing world views in conflict or in collaboration, using a scenario of travel to another time or place, or a discussion between two people with differing cultural backgrounds. Students may make use of what they know about Canadian history (Grades 5 and 6) and of contemporary societies around the world (Grade 7) as background information for their portrayals.</p> <p style="text-align: center;">— or —</p>
 	KI-005 KI-006 VI-004	<p>Students create a Concept Frame to explain world view and to describe influences that create differences in world view. Students share and discuss their Concept Frames with each other.</p> <p>TIP: Help students become aware of the role of time, place, and culture in world view, as well as the role of cross-cultural interaction (i.e., cultures always borrow from one another and influence one another). In contemporary times, people often speak of having a “global world view” or “thinking globally,” and students may be invited to discuss what this means.</p> <p style="text-align: center;">  BLM: Concept Frame: World View </p> <p style="text-align: center;">— or —</p>
	KI-005 KI-006 VI-004	<p>Students prepare a debate or a team deliberation regarding a contentious statement about world view or influences on world view (e.g., “The media are the most important influence on the world views of people living in the modern world.”). Following the debate or deliberation, students may write a reflection for their History Journals expressing their own conclusions on the topic.</p> <p>TIP: See TN-2 in Appendix H for this alternative to traditional debate. The class may choose to collectively develop a resolution they prefer to debate. Assign the affirmative and negative positions at random for debate so that students will gain experience in arguing from a point of view they may not necessarily have chosen themselves.</p> <p style="text-align: center;">  Appendix H: Teacher Notes: Team Deliberation </p>



8.1.2 Origins of Human Societies

- KI-010 Relate various stories and theories of the origin and development of human life.
- KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
- KI-012 Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies.
Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities...

Enduring Understanding

All cultures have stories that describe the origins of human life. Modern scientific theory uses archeological evidence to explain the origins of humans, their movement throughout the continents, and the development of early hunter-gatherer and agrarian societies.

Description of the Learning Experience

Students explore diverse stories of human origins, and scientific theory about the earliest humans and their societies. They examine the earliest hunter-gatherer and agrarian societies, and apply skills of chronological thinking and storytelling.

Vocabulary: hunter-gatherer societies, agrarian societies, nomadic, sedentary, specialization, division of labour (See Appendix D for Vocabulary Strategies.)

Note: In this learning experience students may begin work on the class wall timeline. The timeline should be prepared and posted with the division markers for the following five periods clearly marked:




- Origins of Human Societies: 2 million BCE to 3500 BCE (prehistory)
- Earliest Civilizations: 3500 BCE to 500 BCE
- Ancient Civilizations: 500 BCE to 500 CE
- Transition to the Modern World: 500 to 1500 (Medieval period)
- Beginnings of the Modern Era: 1400–1850 (Renaissance – Industrial period)

Refer to “Suggested Teaching Scenario for Grade 8 Social Studies” on pages 55–60 for further details regarding the wall timeline. In addition, the following two websites provide timelines of inventions that will be useful throughout Grade 8:





<www.krystal.com/inventions.html>

<<http://inventors.about.com/library/inventors/bl1300s.htm>>




8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010	<p>Activate</p> <p>Students listen to a reading of several different cultural stories about the origins of human beings. Following the readings, students discuss similarities they noted in the stories, and consider why cultures create stories to explain human origins. They note what creation stories tell them about the world view (i.e., values and beliefs) of the culture from which they came.</p> <p>TIP: Some examples of creation stories from different cultural groups are included in BLM 8.1.2a. You may choose to assign a story to a group of students and ask them to read it aloud before discussing it.</p> <p>8.1.2 a BLM: Stories of Origins (5 pages)</p> <hr/> <p style="text-align: center;">or</p>
	KI-010 KI-011 KI-012	<p>Students observe images of the cave art of Lascaux in France (about 13,000 BCE) and discuss what these images reveal about how humans lived at that time.</p> <p>TIP: Take a virtual tour of the Cave of Lascaux.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
	KI-010 KI-011 KI-012	<p>Students work in pairs to complete an Anticipation Guide about early hunter-gatherer societies and early agrarian societies. Pairs join with another pair to share and discuss their responses. Students may retain their Anticipation Guide in their History Journals, revisiting them at the end of the learning experience in order to correct and refine their initial predictions.</p> <p>8.1.2 b BLM: Anticipation Guide: Hunter-Gatherer and Agrarian Societies</p> <p>8.1.2 c BLM: Anticipation Guide: Hunter-Gatherer and Agrarian Societies—Key</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-010 KI-011 KI-012	Students observe the class timeline and are asked to locate the “prehistory” period. Students predict why this period was called pre-history (i.e., it was before the time of written language). Students are directed to observe dates within the BCE (Before the Common Era) time period and to speculate why they are numbered backwards (to allow events in that time to be referred to as “x number of years ago”). Students share ideas related to what they know about the numbering of years: <ul style="list-style-type: none"> • Why do the years count upward from a certain point? • Do they know what a particular point represents? • What does BCE or CE stand for? • What do the terms BC (before Christ) and AD (<i>anno domini</i>) mean? • Why are there large gaps or spaces in the early part of the timeline? • What periods of time would we likely know more about? Why? TIP: Encourage students to generate explanations and to state all that they already know about the measurement of the passage of time. They may discuss the proposed questions in small groups and then share their ideas.
	or	
	KI-010 KI-011 KI-012	Collaborative groups of students are given a set of date and event cards for the prehistory period. Students are allotted a short period of time to discuss the cards, match up dates and events, and then physically place themselves along the wall timeline in proper chronological order. Once all the students have found their place along the timeline, the order of events is verified. Students compare what scientific theory tells them about human origins and the earliest societies to what creation stories tell them. <p>TIP: Students will be generating hypotheses, using the date markers on the wall timeline and the information on the cards they have been given. Many of the events can be placed in order by using logical reasoning and by comparing the descriptions of events. Students may have to use a dictionary if they cannot deduce the meaning of “agrarian” societies. They should already be familiar with the term “hunter-gatherer” from their study of precontact Aboriginal societies in Grade 5.</p>
		<p> BLM: Events in Prehistory: Date and Event Cards (2 pages)</p> <p> BLM: Events in Prehistory: Date and Event Cards—Key</p>







8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010 KI-011 KI-012	<p>Acquire</p> <p>Collaborative groups of students find and select an origin story from any historic society or culture. In each group, students prepare a reading or telling of the story as a Readers’ Theatre, choral reading, or dramatic storytelling. Each group creates an annotated illustration of their selected origin story, indicating the culture from which it came. Students should also be prepared to answer questions about their selected story. Following the readings, students discuss similarities between origin stories, and consider what these stories say about the world views of diverse cultures (e.g., What is the place of humanity in nature? What are the responsibilities of humans? Why do humans exist? What is important in human life?).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <hr/> <p style="text-align: center;">or</p>
		KI-010 KI-011 KI-012



(continued)

Teacher Reflections






8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-010 KI-011 KI-012	<p>Collaborative groups of students are assigned an event in prehistory (2,000,000 BCE to 3500 BCE). Each group does a mini-research of their event, consulting at least one print source and one Internet source. The group prepares an illustrated annotation to affix to the correct spot on the wall timeline. Groups may be asked to follow a template designed collectively by the class for their annotations so that the timeline has greater uniformity and clarity. Each group gives a short oral summary of their event, explaining to the class its consequences and significance.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
— or —		
	KI-011 KI-012	<p>Students read an informational text about the changes to human societies brought about by the development of agriculture from about 10,000 BCE to 8000 BCE. Students create a Mind Map summarizing the consequences of the “agricultural revolution” on hunter-gatherer societies. Students share their consequence maps with each other, ensuring they have included all the key concepts related to this event in prehistory. The class discusses how societies and cultures are often shaped by human interaction with the natural environment.</p> <p>TIP: Remind students that not all hunter-gatherer societies were transformed into agrarian societies, and that agriculture originated at different times in different regions of the world.</p> <p> BLM: Agricultural Revolution</p>
— or —		
 	KI-011 KI-012	<p>Collaborative groups of students are each assigned one prehistory topic to research and teach to the class in a short oral presentation. Topics may include: Paleolithic period, Neolithic period, Neanderthals, Cro-Magnons, end of the last Ice Age, and first villages (e.g., Jericho in Israel, Catal Hüyük in Turkey). Students prepare an illustration or poster as a visual support to their presentation. Students discuss the importance of each of these developments or time periods in prehistory.</p>
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
	KI-010 KI-011 KI-012	<p>Apply</p> <p>Students use a list of events in prehistory to create a timeline of major changes in the period from 2,000,000 to 3500 BCE, based on current scientific theory. After verifying the correctness of their timelines, students retain them for reference in their History Journal.</p> <p>8.1.2 e BLM: Events in Prehistory: Date and Event Cards—Key</p> <p>8.1.2 h BLM: Model Timeline</p> <p style="text-align: center;">or</p>
	KI-011 KI-012	<p>Students create a Compare and Contrast chart analyzing early hunter-gatherer societies and early agrarian societies. Students share their completed charts with a partner, making corrections and refinements as necessary. In a class discussion, students explore which type of society they think would be more at risk for long-term survival, and the reasons why, considering the advantages and disadvantages of both types of societies.</p> <p>8.1.2 i BLM: Compare and Contrast: Hunter-Gatherer and Agrarian Societies (2 pages)</p> <p style="text-align: center;">or</p>
	KI-010	<p>Students complete a Concept Relationship Frame in which they consider the common elements and purposes of creation stories and scientific theories regarding the origins and development of human life. Provide students with a set of questions to guide their comparison of these fundamentally different ways of viewing the world.</p> <p>8.1.2 j BLM: Concept Relationship: Stories and Theories of Origins (2 pages)</p> <p>8.1.2 k BLM: Concept Relationship: Stories and Theories of Origins—Key</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

8.1.2 Origins of Human Societies

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-010 KI-011 KI-012	Using their “Events in Prehistory” timeline, students prepare and present a narrative that portrays the developments and events of the pre-historic period in the form of a story. Encourage students to present their stories creatively, using all the elements of narrative. TIP: This activity may be integrated with language arts skills related to creative writing and oral expression. Students should be given frequent opportunities throughout the year to retell historical evidence and the sequence of events in the form of a narrative.  BLM: Tell the Story in the History
or		
 	KI-011 KI-012	Following group presentations of mini-research topics on developments or periods in prehistory, students write a short reflection in which they imagine they are living in the time and place described in the presentation (e.g., in the Paleolithic period, in a Cro-Magnon cave, in the city of Jericho...). Students should use realistic details to describe what they would see and do, how they would survive, where they would live, et cetera.
<p>Teacher Reflections</p>		

Teacher Reflections



8.1.3 Societies and Civilizations

KI-007	Compare and contrast the concepts of society and civilization.
KI-008	Give reasons why societies may stay the same or change over time. <i>Examples: culture, education, trade, power, war...</i>
KI-009	Describe ways in which societies organize, maintain, and perpetuate themselves. <i>Examples: physical survival, education, culture...</i>
KL-022	Give examples of the influence of the natural environment on the development of societies.
VL-008	Appreciate the importance of sustaining the natural environment for future societies.

Enduring Understanding

Societies and civilizations interact with the natural environment, change over time, and develop structures to sustain themselves for the future.

Description of the Learning Experience

Students explore general characteristics of societies and civilizations. They consider how societies interact with the natural environment, and discuss examples of change and continuity in societies over time.

Vocabulary: society, civilization, sustainability, continuity (See Appendix D for Vocabulary Strategies.)

Note: In this learning experience, students review and extend what they have learned about societies in Grade 7, adding a historical perspective.

In Learning Experience 7.3.1, students explored elements that all societies have in common. Societies are groups of people who interact in a particular time and place, and have particular cultural and institutional elements in common, including:



- beliefs and values
- history
- structures of governance, power, and authority
- interaction with the natural environment
- economic activities
- social organization
- communication and education
- art forms
- tools and technologies

In this learning experience, Grade 8 students become aware that the study of world history generally focuses on the development, progress, and decline of the “great civilizations” (i.e., societies with more complex cultural elements, more advanced tools and technologies, as well as wider and more enduring spheres of influence). Students may note that a good number of historical information sources use the words “society” and “civilization” interchangeably, and that there is not necessarily a distinct division between the two (i.e., all civilizations are societies; all societies are not necessarily considered to be civilizations).

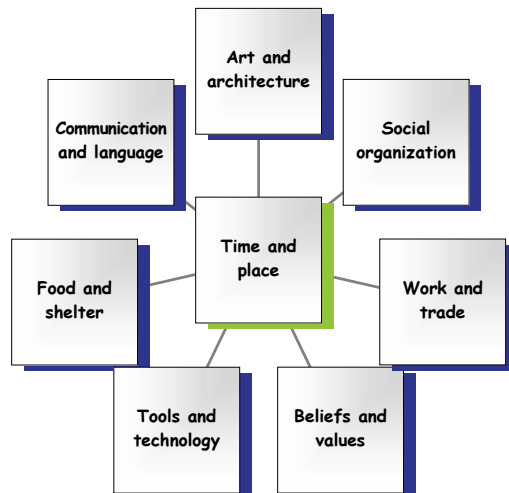
See the Suggested Teaching Scenario on pages 55–60.

Understanding Societies Past and Present



8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
	KI-007 KI-008 KI-009 KL-022	<p>Activate</p> <p>Collaborative groups of students brainstorm what comes to mind when they hear the term <i>civilized</i>. Groups compare their word lists and develop a collective list of the characteristics of the concept of civilization based on their discussions. These lists may be posted and revisited later in the year.</p> <p>TIP: This exercise is designed to encourage students to become aware of their own values, and to recognize that use of the term <i>civilized</i> involves a value judgement. As students read historical interpretations, they may find that the term <i>civilized</i> is used in contrast with terms such as <i>primitive</i>, <i>barbaric</i>, or even <i>savage</i>. In these cases, <i>civilized</i> becomes synonymous with terms such as <i>advanced</i> or <i>complex</i>, as opposed to <i>simple</i>, <i>basic</i>, or <i>crude</i>.</p>
	<p style="text-align: center;">or</p>	
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students create a web of the elements or components of societies, thinking of what they learned about societies in Grade 7. Students use their webs to come to a consensus about their own definition of the term <i>society</i>. Groups may choose to create an illustration or an analogy to support their definition. Group definitions are posted, and students circulate to view and respond to them, noting similarities and differences.</p> <p>TIP: As this activity reviews a concept students should be familiar with, it offers an opportunity to focus on collaborative skills and consensus building. Refer to Appendix A: “Consensus Decision Making” on page A16 for suggested guidelines. Also note that the Grade 7 learning outcomes highlight different aspects of societies, as they are a study of the human geography of contemporary societies. The purpose of this activity is to activate the students’ understanding of the concept of “society.” A sample web appears below.</p>




8.1.3 e BLM: Sample Web: Civilizations






8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies		
Activate <i>(continued)</i>				
or				
 <p>Appendix A Skill 3a</p>	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Using Think-Pair-Share, students respond to the following prompt: “Why do we say some societies are more advanced than others?” (i.e., How does an advanced or developed society interact with the natural environment? How does an early society interact with the natural environment?). After each student pair has shared their ideas with the class, students discuss the influence of their world views on their ideas of advancement or progress. They may also discuss reasons why some societies survive longer than others or have a wider and more enduring sphere of influence.</p> <p>TIP: Encourage students to be critical about their own biases related to the time, place, and culture in which they live. Help them to recognize that, while all societies adapt to the natural environment, some societies have a more complex level of modification of the natural environment (e.g., canals, roads, irrigation systems, bridges, natural resource extraction, manufactured products, and tools...). Ask students to consider the environmental consequences of modifying the environment, using the example of modern technological society.</p>		
	or			
	 <p>Appendix A Skill 2</p>	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students brainstorm examples of great civilizations. Once the list has been generated, students discuss the characteristics that made these societies great. Students share their ideas in a general discussion, considering how it is that civilizations grow, decline, and eventually give way to new civilizations.</p> <p>NOTE: In this activity, encourage students to think historically and to share any general knowledge they may already have of world history. In the general discussion, take the opportunity to clear up misconceptions or errors about past societies or to locate them on the wall timeline. Invite students to note that all great civilizations generally have a period of growth and development, a peak or high period, and a period of decline.</p>	
		or		
		<p>Teacher Reflections</p>		







8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Acquire</p> <p>Collaborative groups of students generate a list of concrete examples of ways in which contemporary societies interact with the natural environment. Using the list they have generated, students use the sustainability graphic to consider the principles of sustainability:</p> <ul style="list-style-type: none"> • How is human health and well-being affected by economic development and technology? • How is the environment affected by economic development and technology? • What do we do to adapt to the environment? • What is our impact on the environment? • What ensures our quality of life? • What are we doing to ensure this quality of life for future generations? <p>In a general discussion, students reflect on whether they think our society will be able to sustain itself for future generations.</p> <p>TIP: Students should be familiar with the sustainability graphic from Grade 7. Review the concept briefly, using concrete examples of issues that threaten the sustainability of today’s societies, and actions that societies are taking to sustain quality of life for future generations.</p> <p> BLM: Sustainability</p>
		KI-007 KI-008 KI-009 KL-022 VL-008
(continued)		
<p>Teacher Reflections</p>		

8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Students in the Winnipeg or surrounding area visit the Manitoba Museum to take a guided educational tour about ancient civilizations, viewing examples of the material culture of past societies of North America. Following the tour, students discuss what they have learned about societies and civilizations of the past, and about the role of museums in preserving the material culture of the past.</p> <p>TIP: A museum visit early in the year will help make the abstract concepts of this cluster more concrete. Students will be exposed to examples of artifacts from civilizations of the past (in this case, North America), and will be introduced to the elements that are common to all civilizations. They will also be given a sense of the role of museums in preserving and teaching about the past. Contact the Manitoba Museum ahead of time to arrange specific themes that you wish to pursue with your class.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Using their knowledge of Canadian history from Grades 5 and 6, groups of students generate a list of examples of changes that have occurred in Canadian society, and the reasons behind these changes (e.g., Change: more people live in cities; Reason: more jobs).</p> <p>Students sort their examples into categories and create a chart showing general influences that cause societies to change. On one side of their chart they draw up a list of examples of elements of Canadian society that have been passed on through generations and have remained constant over time (e.g., English and French official languages, Aboriginal traditions and place names, British parliamentary traditions, educational system, culturally diverse society...).</p> <p>Students display their lists and circulate from group to group, using sticky notes to add points to the lists of other groups. In a plenary discussion, students reflect on the causes of change and continuity over time (e.g., Which do they think are the most powerful influences? Would these same influences apply to societies and civilizations of the past?).</p>
<i>(continued)</i>		
Teacher Reflections		

8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students create a Concept Relationship Frame, noting the common and distinctive elements of societies and civilizations and consulting their textbook, dictionaries, and other print sources as needed to help them gather ideas. Groups compare their frames and, in a general discussion, exchange ideas about what distinguishes civilizations from societies (i.e., level of complexity, increased emphasis on cultural continuity, increased modification of the natural environment, increased scale).</p> <p>TIP: Students may use the web of the elements of societies they created in the Activating phase of this learning experience. Encourage students to think about how societies and civilizations interact with the environment, how they survive and perpetuate themselves, and what types of things endure for succeeding generations after civilizations decline or disappear (e.g., art, languages, government structures, beliefs and practices...).</p> <p style="text-align: center;"> BLM: Societies and Civilizations: Concept Relationship Frame</p>
Apply		
 	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students create an imaginary (but realistic) civilization that has developed in a specific natural region of the world. The civilization may be modern or ancient, and students should identify the approximate time of its existence. Students should apply their knowledge of world geography from Grade 7, selecting a world biome in a specific location, and showing how their civilization interacts with its natural environment, how it survives and perpetuates its culture, and how it has changed over a period of time. Students prepare an illustrated poster summarizing the characteristics of their civilization, and a short oral presentation to share with the class.</p> <p>NOTE: Develop with the class a list of criteria for the poster before students begin their project. Student work may be displayed and shared in a culminating activity for this cluster.</p> <p style="text-align: center;"> BLM: Imaginary Civilization (3 pages)</p>
		<i>(continued)</i>
Teacher Reflections		

8.1.3 Societies and Civilizations

Assessment

Outcomes

Strategies

Apply *(continued)*

or



KI-007
KI-008
KI-009
KL-022
VL-008

Collaborative groups of students read a selection of quotations reflecting diverse ideas about civilization. After ensuring that all members of the group understand the quotations, each group selects two quotations they consider to be the most meaningful. Using print or electronic sources, they find an additional quotation on the topic. Each group then prepares a small banner on which they transcribe and illustrate the meanings of each of their three selected quotations. Groups post their banners to share them with the class, explaining why they have selected these particular quotations. In a class discussion, students review the values frequently associated with the term “civilization.”



8.1.3 BLM: Thoughts on Civilization
d

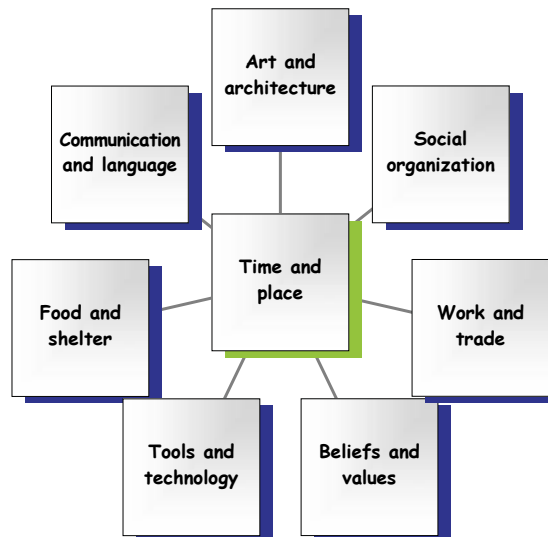
or




KI-007
KI-008
KI-009
KL-022
VL-008

Collaborative groups of students generate an electronic or paper web to propose as the basis for their study of civilizations throughout the year. This web may serve as a starting point for generating questions about societies of the past, and as an outline or advance organizer for the research they will be doing. Each group prepares a brief presentation of their web to the class, attempting to persuade the rest of the class that it would be the most effective tool for research purposes. The class may decide on a web to use as a model for their inquiry, combining or modifying any of the proposed models.

TIP: A sample web is provided below. It is suggested that an enlarged version of this sample be posted in the classroom for reference throughout the year.



8.1.3 Societies and Civilizations

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-007 KI-008 KI-009 KL-022 VL-008	<p>Collaborative groups of students develop a plan for the eventual transformation of their classroom (or an assembly hall or larger room in the school) into a “Museum of Civilizations.” Each group sketches a plan showing how they would organize the displays, what the title of each hall or exposition would be, and what types of artifacts or materials they would include in their museum.</p> <p>TIP: Students should be given a brief outline of the civilizations and themes they will be studying over the course of the year (i.e., cluster titles and descriptions). If they have been to the Manitoba Museum, they may use this as a model, or they may choose to visit the websites of other museums such as the Canadian Museum of Civilization, and carry out a virtual tour for some ideas of how to set up displays.</p>
<p>Teacher Reflections</p>		



8.1.4 Knowing the Past

- KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.
Include: archeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.
- KH-028 Explain the importance of knowing the past and understanding history.

Enduring Understanding

History helps us understand human experience by using various forms of evidence to interpret and relate the past.

Description of the Learning Experience

Students learn about various types of historical evidence, review the use of primary and secondary sources, and reflect on the significance of historical inquiry.





Vocabulary: archeology, anthropology, artifacts, material culture, symbolic culture, primary and secondary sources (See Appendix D for Vocabulary Strategies.)

See the Suggested Teaching Scenario on pages 55–60.




8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
	KH-027	<p>Activate</p> <p>Using their knowledge of Canadian history, students brainstorm a list of various sources that may be used as evidence of the past, including the long-ago past. The list entitled “How We Can Find Out about the Past” is posted, and students suggest category titles under which to group sources of evidence.</p> <p>TIP: Students have been introduced to primary and secondary sources in Grades 5 and 6 and, with guided questioning, should be able to provide a wide variety of examples while brainstorming. Asking students to propose their own category titles for the various types of sources will serve as a means of assessing what they already know or recall about the subject of historical evidence.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KH-028	
<p>Teacher Reflections</p>		





8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-027 KH-028	<p>Collaborative groups of students discuss the concept of history (i.e., what it means and why it is important). Using the provided outline in BLM 8.1.4a, collaborative groups reach a consensus about the meaning of history. A spokesperson for each group presents the group’s explanation to the class. In a general discussion, students share the diverse perspectives on history that emerge.</p> <p>TIP: This activity offers an opportunity to gather information about students’ attitudes toward the study of history, and to solicit suggestions from them as to how to make the study of history more meaningful and interesting.</p> <p> BLM: Talking about History</p>
or		
 	KH-027 KH-028	<p>Collaborative groups of students review what they have learned about the origins of human societies and the early indigenous societies of the Americas, recording and summarizing their ideas. Students create a Mind Map illustrating what they know about archeology and its role in providing physical evidence about societies of the long-ago past (i.e., the “material culture” of past societies). Groups share their Mind Maps with the class, and discuss the role of archeology in the study of history.</p> <p>TIP: Help students come to the understanding that physical evidence does not speak for itself, but requires interpretation. It may also be useful to introduce students to the idea of anthropology as the study of human societies and cultures, a discipline of which archeology is a part.</p>
<i>(continued)</i>		
Teacher Reflections		






8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	<p>KH-027 KH-028</p>	<p>Students individually record all the facts they can recall about the first day of school in Grade 8. After they have written their accounts of the day, they gather in collaborative groups to compare accounts. Groups consider these accounts in the light of guiding questions and share their observations about the role of interpretation in history. Guiding questions might include:</p> <ul style="list-style-type: none"> • How do the accounts differ? • Do some of them contradict one another? • Does each account add different details to the story? • If you were to write a complete “history” of the day, including only the facts, what would you include? • How would you decide what to include and what to leave out? <p>TIP: Help students understand that histories are always incomplete, that they always involve interpretation, and that the inclusion of diverse perspectives adds to their completeness by including details that may otherwise have been overlooked (i.e., What if the version told by Student X were declared to be the only “true” and officially accepted story?).</p>
	<p>KH-027 KH-028</p>	<p>Acquire</p> <p>Collaborative groups of students read a selection of quotations reflecting diverse ideas about history and its significance. Students classify the quotations into categories of their own choice (e.g., most argumentative, least true, most humorous, most serious...). After ensuring that all members of the group understand the quotations, each group selects one they consider by consensus to be the most meaningful. Students present their selected quotation, explaining to the class the reasons why they chose it.</p> <p>TIP: Ask students to observe what the quotations themselves might reveal about the perspectives or times of the speakers (e.g. the use of the word “man” to designate all of humanity). Students may also carry out a mini-research to find out the context (time, place, background) of each of the speakers quoted.</p> <p style="text-align: center;">  BLM: Quotations about History (2 pages) </p>
<i>(continued)</i>		
Teacher Reflections		







8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-027 KH-028	<p>Pairs or triads of students read a brief informational text reviewing primary and secondary sources in historical inquiry. Following the reading, students create a Compare and Contrast Frame regarding primary and secondary sources and their usefulness in historical inquiry.</p> <p>NOTE: In their study of Canadian history in Grades 5 and 6, students have learned to distinguish and use various kinds of primary and secondary sources. In their study of history in Grade 8, students will continue to use a variety of primary and secondary sources, and will enrich their interpretive skills and their critical thinking about the uses of primary and secondary sources as historical evidence. It may be helpful to discuss as a class a concrete example of a topic (e.g., their family histories or the history of their school), and to use this topic to generate specific examples of useful primary and secondary sources.</p> <p> BLM: Primary and Secondary Sources (2 pages)</p> <p> BLM: Compare and Contrast Frame: Primary and Secondary Sources</p>
— or —		
	KH-027 KH-028	<p>Collaborative groups of students prepare a “Canada Memory Box” by collecting items/artifacts (or images of items) that represent modern Canadian society. Groups exchange memory boxes and analyze what the collection of artifacts tells them, taking the perspective of an objective historian unfamiliar with modern cultures. Each group presents their analysis and the class discusses the role of interpretation in understanding history.</p> <p>TIP: Explain to students that their boxes contain evidence of the “material culture” of our society. What would this evidence tell a complete stranger (e.g., time traveller, alien...) about our “symbolic culture” (i.e., our beliefs, values, attitudes, opinions)?</p>
<i>(continued)</i>		
Teacher Reflections		

8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KH-027 KH-028	<p>Students listen to the song “History Will Teach Us Nothing” by Sting, following along with the lyrics as they listen. Lyric sheets can be found with a simple Internet search engine query. Each group then prepares a set of five thought-provoking questions about the song. The questions should focus on the song’s main ideas, as well as students’ opinions about the main ideas. Student groups exchange questions and engage in discussion, using the guiding questions prepared for them by their partner group and presenting a summary statement to the class. The class discusses their general impressions about the perspective that “history will teach us nothing.”</p> <p>TIP: Encourage students to analyze the songwriter’s purpose and to consider the particular perspective of history that he presents and criticizes in the song. Ask students to consider the contrasting perspective (i.e., what history <i>can</i> teach us).</p>
Apply		
 	KH-027 KH-028	<p>Students complete a Vocabulary Circle showing the links between the key words and concepts in this learning experience. Students compare and share their completed Vocabulary Circle in collaborative groups, refining and correcting them as needed.</p> <p>TIP: Ask students to plan their Vocabulary Circle before completing it, to ensure that the finished product uses concise wording, shows that they understand the meaning of each term, and clearly demonstrates the links between terms. The suggested terms and expressions may also be used as the basis for developing a Mind Map on the topic.</p> <p style="text-align: center;">  BLM: Vocabulary Circle: History, Evidence, and Interpretation </p>
or		
	KH-027 KH-028	<p>Collaborative groups of students prepare a persuasive oral statement about the significance of history, choosing a creative format of delivery (e.g., poem, song, speech, story). Students listen to the presentations and express key ideas about what they have learned in an Exit Slip.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

8.1.4 Knowing the Past

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KH-027 KH-028	Using Think-Pair-Share, students prepare a brief reflection in which they imagine the possible consequences of living in a world in which there is no knowledge whatsoever of history. In a plenary discussion, students draw conclusions about the importance of history and its role in guiding our understanding of the present. Students may retain their reflections in their History Journals to revisit later in the year as desired.
or		
 	KH-027 KH-028	Students prepare an imaginary newspaper advertisement announcing an employment opportunity for a historian. The advertisement must include a complete job description, a set of responsibilities, and necessary qualifications. Students post their job descriptions. After viewing the advertisements, students discuss the work of historians, the most important qualities required for the job, and the aspects of the job they would find most interesting.
or		
 	KH-027 KH-028	Students write a journal reflection responding to the following prompt: “History is never a complete story of the past,” applying what they have learned and discussed in this learning experience and in their past study of history. Students may read their journal reflections to one another in small groups, noting similarities and differences in their reasoning. TIP: Emphasize the need to always provide justification (reasoning or evidence) to support a point of view expressed in a journal reflection; the simple expression of a personal opinion or belief is not sufficient. Students may retain these reflections for their History Journals and revisit them later in the year to see how and whether their ideas have changed.
Teacher Reflections		

Cluster 1: Connecting and Reflecting**Student:**

Using your “Understanding Societies Past and Present” portfolio, reflect on how knowing the past and understanding history shapes your world view.



8.1.4 BLM: Understanding Societies Past and Present: Connecting and Reflecting

Teacher Reflections