

Ancient and Medieval History 110

Ancient and Medieval History

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on the gender, culture, or socio-economic status of their students.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional indigenous views consider the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

Cross Curricular Literacy and Multilingual Language Learners

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school. All subject-area teachers support all learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations.

2.2 Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular, ongoing, and used to promote learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

● Questioning	● Projects and Investigations
● Observation	● Checklists/Rubrics
● Conferences	● Responses to texts/activities
● Demonstrations	● Reflective Journals
● Presentations	● Self and peer assessment
● Role plays	● Career Portfolios
● Technology Applications	● Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and used to promote learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process, adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the [Formative Assessment document](#) on the ONE site.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document while acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site [here](#).

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day—in and out of school.

3. Subject Specific Guidelines

3.1 Course Rationale and Description

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured.

Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

Ancient and Medieval History 110 addresses big ideas in civics and Indigenous perspectives and ways of knowing through the study of the distant past. It fosters thoughtful and engaged citizenship through the examination of enduring human issues and questions. The course engages students by presenting them with exciting content and issues that help to explain the world around them today.

Pedagogical considerations for Ancient and Medieval History 110

Lenses and biases

When looking for resources and planning lessons, please intentionally include diverse perspectives including those of Indigenous peoples, persons with disabilities, persons of different ethnicities, persons within the LGBTQI2S+ communities, persons of privilege, and persons living in poverty. In a history course, it is particularly important to consider how dominant ideologies shape historical narratives. Experiences of the past are diverse and varied, whereas popular and public histories often offer singular views on experiences of the past. The curriculum focus is on Ancient and Medieval history. To develop the Sustainability and Global Citizenship competency, it is important to explore how the historical events and periods highlighted within were experienced by many groups, particularly those who have been historically excluded from dominant historical narratives.

Multilingual Language Learners

All learners require content vocabulary support. Language learners in particular will require content vocabulary support to engage meaningfully in this course. Teachers are encouraged to remember that all learners bring *funds of knowledge* to the classroom, and that students' additional and home languages are assets, not barriers. Please see *Appendix 6.3* on Culturally Responsive Teaching for teaching recommendations.

Digital Citizenship extensions

With student participation in digital spaces comes the need for Digital Citizenship education. Students who are conducting online research and participating in online learning will benefit from explicit media literacy instruction (how to trust digital sources and responsible research habits) as well as digital citizenship learning around what kinds of information are found in which spaces, and how that influences decision-making. Here are some recommended activities to enhance instruction in **Ancient and Medieval**

History 110:

- [Lateral Reading](#)
- [What Do Other Sources Say?](#)
- [Online Verification Habits](#)
- [Evaluating Videos](#)
- [Challenging Confirmation Bias](#)
- [Critical Digital Literacy Worksheets](#)
- [Digital Civics](#)

3.2 Curriculum Organizers and Outcomes

Organizers

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. These strands are elaborated upon in the Foundation for the Atlantic Canada Social Studies Curriculum document.

1. Citizenship, Governance, and Power:

Students will be expected to demonstrate an understanding of the rights and the responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

2. Individuals, Societies, and Economic Decisions:

Students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society.

3. People, Place, and Environment:

Students will be expected to demonstrate an understanding of the interactions among people, places and the environment.

4. Culture and Diversity:

Students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

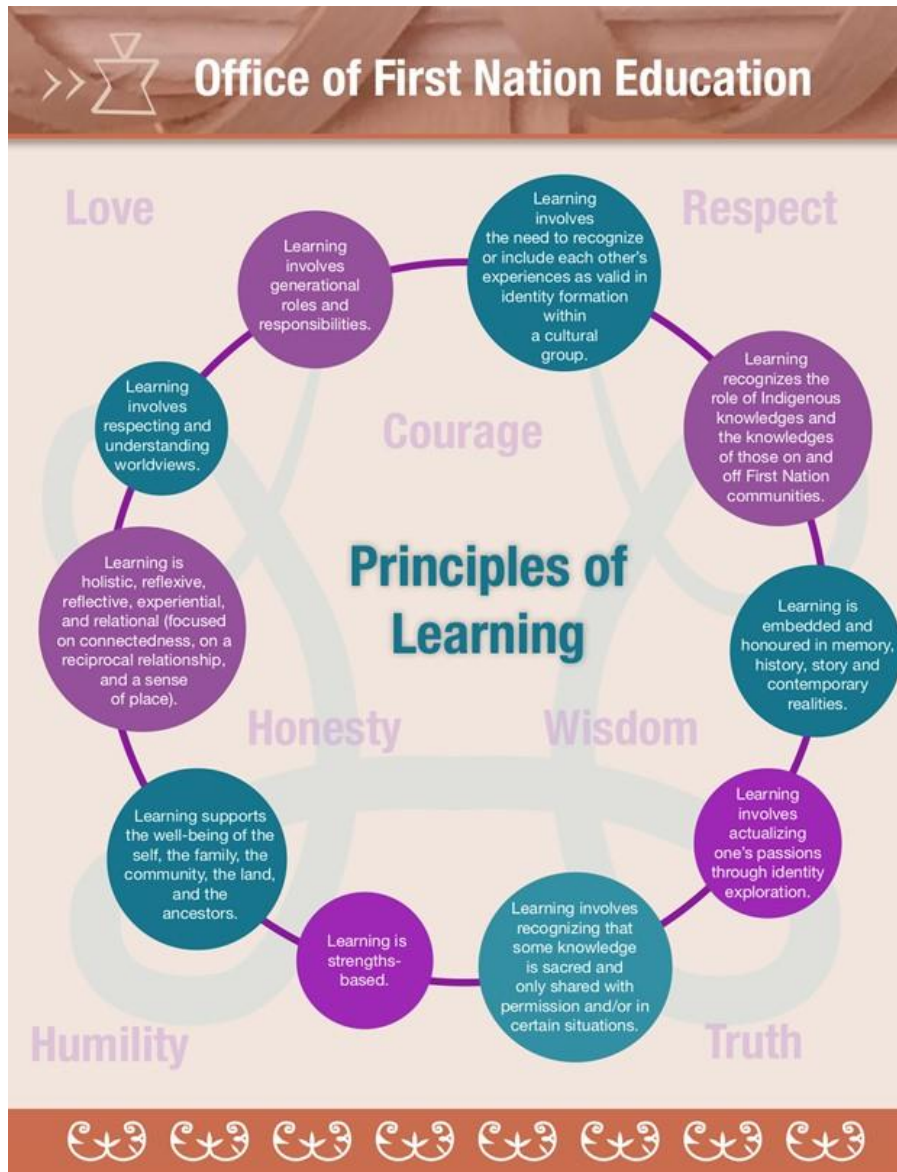
5. Interdependence:

Students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future.

6. Time, Continuity and Change:

Students will be expected to demonstrate an understanding of the past and how it affects the present and future.

Indigenous Principles of Learning



The Indigenous Principles of Learning and Indigenous Ways of Knowing infographics are important frameworks for Social Studies educators to read and incorporate into their teaching. Understanding and respecting the differences and commonalities between Indigenous and Western perspectives on teaching and learning affirms all learners and educators in public schools.

“Indigenous ways of teaching and learning are relevant not only for Indigenous people, but for the education of all people... For instance, think of differentiated instruction, daily physical activity, outdoor education, place-based, experiential, embodied, or service learning—pick a pedagogical buzzword—and there is likely some root to be found in the ways that worked for Indigenous communities for millennia. So why not explore how the old ways could be the new way forward?” (Restoule, Jean-Paul and Chaw-win-is. “Old ways are the new way forward: How Indigenous pedagogy can benefit everyone”, the Canadian Commission for UNESCO’s IdeaLab, October 2017.)

Mi’kmaw, Peskotomuhkati, and Wolastoqey nations have occupied the territories presently known as Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island, and parts of northern Maine and eastern Quebec for many thousands of years. These nations each have their own traditional institutions, borders, cultures, and languages. The Wabanaki Confederacy is an important regional organization that consists of the Peskotomuhkati, Mi’kmaw, Wolastoqey, Abenaki, and Penobscot nations. The Wabanaki nations have historically and generally continue to have individual forms of spirituality, systems of justice, education, economics, and governance that may share some similarities with each other, but they are individually distinctive. As this course will be taught in New Brunswick provincial schools, the focus should be on the Mi’kmaw, Peskotomuhkati, and Wolastoqey nations. While commonalities exist, Indigenous nations are as diverse as the nations on any other continent.

Indigenous Ways of Knowing

(zoom to view) [Too blurry to read, even when zoomed.]



A Thinking Focus

Deep learning in a social studies course occurs when other key dimensions, such as historical thinking, geographical thinking and critical inquiry, are considered and implemented. **Ancient and Medieval History** provides students with the relevant, current issues and the relevant resources that will allow students to apply these approaches.

Historical and Geographical Thinking

Six [historical thinking concepts](#) have been identified by Peter Seixas through his work at the University of British Columbia's *Centre for the Study of Historical Consciousness*. These six historical thinking concepts are designed to help students think more deeply and critically not only about the past but also about their own relationship to the past, including how it can be linked to the present. Teachers can use these historical thinking concepts to extend and deepen the learning of the specific curriculum outcomes. Inspired by the work of Peter Seixas in historical thinking, the six [portals of geographical thinking](#) were developed to engage students in critical thinking about geography and geographical issues rather than memorizing information alone. Relationship to place plays a fundamental role in how we understand the world, and it is central to the social studies. Please see *Appendix 6.4* on Historical and Geographical Thinking.

For more information on historical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers can go to [The Historical Thinking Project](#), [The Centre for the Study of Historical Consciousness](#), or [The Critical Thinking Consortium](#). For more information on geographical thinking and for access to valuable lesson ideas for this and other social studies courses, teachers may go to [The Critical Thinking Consortium](#) or [Canadian Geographic Education](#).

Critical Inquiry

To help focus the exploration of ideas, teachers should ensure that the key questions are identified. When students are invited to investigate and resolve their queries, the learning is enriched. It is the ideal, of course, to have students create their own critical questions, but students might need direction and practice to arrive at the point where they are formulating quality questions that will spark curiosity and involvement. Teachers may use the following six criteria for the construction of solid critical inquiry questions:

A Good Critical Inquiry Question:

1. The question should be one that the learner is interested in. The ideal level of interest would be such that the student feels a need to find answers to satisfy a real curiosity.
2. The question is open to research. This means that there is a need to dig deeper to find the answer, that credible sources are needed to find the answers, and that in most cases, the research is accessible within the classroom environment.
3. The learner does not already know the answer or has not already decided on the answer before doing the research.
4. The question is an "open" one. The question calls for an extensive explanation that is multi-layered. The explanation shows its complexity by referring to various viewpoints and angles. There may be more than one explanation.
5. The question has a clear focus. The question can be framed by the teacher, the student, or the student and teacher together. The question needs to have enough focus to enable productive research from the start. Questions are often seen as stepping stones to the work, but students are likely to adjust the original questions as they learn more from their research.
6. The question can be seen as an initial question that identifies sub-questions. In that case, the final explanation is the sum of the responses to the sub-questions.

(Adapted from Dale Roy, Erika Kustra, Paola Borin, 2003, McMaster University)

For further resources and professional learning in inquiry learning and critical thinking, please visit [The Critical Thinking Consortium](#).

For additional Social Studies teaching resources, teachers may wish to visit the [Social Studies SharePoint site](#).

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	Students will examine the historical and geographical significance of the places where ancient peoples lived.
SCO 1.1	Students will explain how humans populated the major regions of the world and adapted to local environments.
SCO 1.2	Students will assess the changes resulting from domestication of animals and intentional planting of crops.
SCO 1.3	Students will assess the importance of river valley systems in the development of localized communities.
GCO 2	Students will examine the influence of political organization from past societies on modern understandings of governance and politics.
SCO 2.1	Students will analyze defining characteristics of ancient societies.
SCO 2.2	Students will explore political traditions of the ancient and medieval world.
SCO 2.3	Students will evaluate the extent to which societies of the past have influenced the development and perceptions of contemporary politics, governance systems and institutions.
GCO 3	Students will examine factors that divided and united groups of ancient peoples.
SCO 3.1	Students will explore cultural expression, academic achievements, architecture and art of ancient societies.
SCO 3.2	Students will assess the causes and consequences of empire building.
SCO 3.3	Students will interpret the role of religion and spirituality in past societies.
GCO 4	Students will examine ideas about change and progress in ancient and medieval societies.
SCO 4.1	Students will analyze evidence of cultural interactions between ancient and medieval societies.
SCO 4.2	Students will examine economic decision-making and trade between ancient societies.
SCO 4.3	Students will analyze diffusion of knowledge and the concept of progress in past societies.

GCO 1: Students will examine the historical and geographical significance of the places where ancient peoples lived.

4. Curriculum Outcomes

GCO 1 Students will examine the historical and geographical significance of the places where ancient peoples lived.		
SCO 1.1	Students will explain how humans populated the major regions of the world and adapted to local environments.	
Concepts and Content	I Can Exemplars:	
<p>Topics may include:</p> <p>Why are origin stories so prevalent and so important?</p> <p>Human migration theories and origin stories</p> <p>Carbon dating and genetics</p> <p>Mapping the human genome</p> <p>Australopithecine, Homo Habilus, Homo Erectus, Neanderthal, and the earliest Homo Sapiens remains</p> <p>Indigenous archaeology</p> <ul style="list-style-type: none"> • Wolastoqiyik Ajemseg <p>Impact of the environment on the development of settlements</p> <ul style="list-style-type: none"> • Significance of enclosed Mediterranean Sea • Significance of the Wolastoq River Valley • The human need for water and adaptations in regions not near large bodies of water • Major features of flora, fauna, and climate 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can research the major periods in the history of the planet and humanity.</p> <p>I can discuss the controversial nature of human migration theories and origin stories. I can explain the geography of the planet and movement of early humans.</p> <p>I can discuss how storytelling and Elder knowledge has contributed to understandings of human origins and survival.</p> <p>I can identify types of evidence for early human activities.</p> <p>I can explain how carbon dating works.</p> <p>I can explain how some ancient societies existed in the past while some still exist today.</p>	
Resources		
Multimedia	Website	Document
<p>Mi'kmaw Creation Story</p>	<p>Other Migration Theories-Bering Land Bridge Preserve</p> <p>Human Evolution: Encyclopedia Britannica</p>	<p>Wolastoqiyik Ajemseg: The People of the Beautiful River at Jemseg</p>

GCO 1: Students will examine the historical and geographical significance of the places where ancient peoples lived.

[Ancient Footprints Show Humans Lived In The Americas Earlier Than Once Thought : NPR](#)

GCO 1: Students will examine the historical and geographical significance of the places where ancient peoples lived.

SCO 1.2 Students will assess the changes resulting from domestication of animals and intentional planting of crops.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>To what extent does the natural environment determine a society's development?</p> <p>Paleolithic versus Neolithic</p> <p>Changes in:</p> <ul style="list-style-type: none"> • Tool making • Use of fire • Speech and language • Social organization • Staple foods (eg., wheat, rice, maize, barley) • Domesticable animals (eg., cow, sheep, goat, pig, chicken) • Daily life and division of labor • Seasons and the calendar • Farming, crop rotation and irrigation • Villages • Artisans and specialized crafts and roles <p>Wabanaki and other Indigenous societies in this time period</p> <ul style="list-style-type: none"> • Pre-contact farming • How did the agricultural revolution affect Indigenous societies? • Effects of forced agricultural change 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can investigate how we know that changes occurred.</p> <p>I can explain the significance of changes associated with paleolithic society.</p> <p>I can evaluate the changes resulting from the Neolithic Revolution.</p> <p>I can create a definition for the terms ancient and medieval.</p> <p>I can discuss multiple approaches to the periodization of ancient and medieval history.</p> <p>I can explain the significance of systemic farming and the domestication of animals.</p> <p>I can analyze the effects of geography on medieval life.</p> <p>I can investigate the sophisticated social organization and governance of Wabanaki societies at this time.</p> <p>I can identify the Three Sisters farming methods of North American indigenous societies.</p> <p>I can explain the profound changes in farming practices resulting from European contact with the Americas.</p>
Resources		
Multimedia	Website	Document
The Met-Resources for Educators		Teacher-Curriculum-Handbook.pdf (wabanakicollection.com)
TED Ed-Mesopotamia		The Dawn of Everything, by David Graeber and David Wengrow
General History Resources-Edtechteacher		

GCO 1: Students will examine the historical and geographical significance of the places where ancient peoples lived.

SCO 1.3 Students will assess the importance of river valley systems in the development of localized communities.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>How might we consider rivers as means of connection and also as barriers?</p> <p>Specific river valley systems:</p> <ul style="list-style-type: none"> • Tigris and Euphrates rivers • The Nile River System • The Wolastoq/Saint John River • Indus River Valley System • The Rhine and the Danube rivers • Yangtze and Huang He (Yellow River) Valley Systems • Mesoamerican river valley system <p>Differences in worldviews:</p> <ul style="list-style-type: none"> • Living in harmony with nature vs. changing nature <ul style="list-style-type: none"> ○ What does this look like? • A variety of knowledge systems and worldviews <p>Flora and fauna</p> <ul style="list-style-type: none"> • Crops and animals – domesticated and wild <p>Seasonal changes and the calendar</p> <p>Weather patterns</p> <p>Archaeology</p> <ul style="list-style-type: none"> • Artifacts • Evidence of city-states 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can identify the major geographic factors which encouraged settlement in river valley systems.</p> <p>I can research the Wolastoq River system of New Brunswick.</p> <p>I can compare the effects of the Wolastoq and the Nile rivers on the societies who lived along them.</p> <p>I can identify the methods used by archeologists to reconstruct the past by studying artifacts.</p> <p>I can investigate Wabanaki methods of knowledge retention and dissemination, including storytelling and Elder teachings.</p> <p>I can appreciate differences between worldviews.</p> <p>I can identify key city-states and geographical locations on a map of the Mediterranean region.</p> <p>I can explain how geography played a significant role in the development of Mediterranean civilization.</p> <p>I can explain the geographic factors which influenced the development of the Roman Empire on the Italian Peninsula.</p> <p>I can assess which technologies over time have changed, and which have stayed the same.</p> <p>I can analyze the development of civilizations across major river valley systems on the planet.</p>
Resources		
Multimedia	Website	Document
<p>TED Ed-Mesopotamia</p> <p>Egypt-An Introduction video</p>		<p>Ancient Mesopotamia-This History, Our History lesson plans</p>

GCO 1: Students will examine the historical and geographical significance of the places where ancient peoples lived.

[General History Resources-Edtechteacher](#)

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

GCO 2 Students will examine the influence of political organization from past societies on modern understandings of governance and politics.		
SCO 2.1 Students will analyze defining characteristics of ancient societies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Why are some ancient societies more studied and celebrated than others?</p> <p>Social structures</p> <p>City-states throughout Mesopotamia</p> <p>Hammurabi’s Law Code</p> <p>Early Greek attempts at democracy</p> <p>Athenian ostracism</p> <p>Persian-style governance</p> <p>Empire building and subjugation</p> <p>Roman Republic and Empire</p> <p>Roman Law Code – the Twelve Tables</p> <p>North Africa, Carthage, and the Phoenicians</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss which ancient societies may be considered significant, why, and by whom.</p> <p>I can explain how the availability of evidence affects the study and celebration of ancient societies.</p> <p>I can illustrate the social order of a variety of societies from the past.</p> <p>I can demonstrate an understanding of the role of law in societies and the contribution of the early civilizations to its development.</p> <p>I can evaluate civic responsibility in ancient Greek city-states.</p> <p>I can illustrate the phases of the Persian Empire.</p> <p>I can assess the weaknesses and strengths of the Roman Republic.</p> <p>I can explain the shift in governance from republic to empire in Ancient Roman society.</p> <p>I can identify essential elements of medieval feudalism and manorialism.</p> <p>I can explain changing patterns of leadership and governance in multiple ancient societies.</p>
Resources		
Multimedia	Website	Document
Mesopotamia-History	Hammurabis Code-SHEG	Ancient Mesopotamia-This History, Our History lesson plans
Mesopotamia Part 1-video	Athenian Democracy-SHEG	Ancient Greek Inventions
Ancient Mesopotamia 101-video	Roman Republic-SHEG	
	Ancient-Greece.org	

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

[Ancient Egypt](#)

[Ancient Egypt 101-video](#)

[The Met-Resources for Educators](#)

[Welcome to the Tour of Olympia!](#)

[TED Ed-Ancient Greece](#)

[General History Resources-Edtechteacher](#)

[It's All Greek to Me!](#)

[Ancient Greece-introduction](#)

[Ancient Rome Government and Society](#)

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

SCO 2.2 Students will explore political traditions of the ancient and medieval world.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Do these concepts mean the same thing today as they did in the ancient and medieval world? Does this matter?</p> <p>Major political traditions and concepts (eg., democracy, tyranny, oligarchy, monarchy, matriarchy, unification, confederacy)</p> <p>Governance in different periods and regions (eg. Indigenous chiefs, ancient Mesopotamian rulers, pharaohs and dynasties of Ancient Egypt, ancient Greek tyrants, Spartan society, Holy Roman Emperors/ Byzantine leaders, the Avignon papacy, medieval kings, monarchs, and warlords, caliphs of the Arab Empire, the Mongolian Khans)</p> <p>The role of confederacies:</p> <ul style="list-style-type: none"> Unification of Upper and Lower Egypt The Delian League The Peloponnesian League Wabanaki Confederacy Haudenosaunee Confederacy 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss how people organize for collective security, cultural protection, safety, and war.</p> <p>I can demonstrate how unification can allow culture to flourish.</p> <p>I can appreciate that the creation of confederacies of peoples can also cause dissent and discord.</p> <p>I can examine the sources of information available on political traditions in past societies.</p> <p>I can analyze concepts of patriarchal and matriarchal leadership.</p> <p>I can assess how one-person rule requires a strong military component.</p> <p>I can evaluate the role that tyrannies play in territory acquisition and defense.</p> <p>I can describe how ancient politics and governance influences modern civilization.</p> <p>I can compare the Athenian and Spartan concept of the individual's relationship to the state.</p> <p>I can explain who did and did not count as a citizen in ancient societies.</p> <p>I can describe aspects of a Republican form of government.</p> <p>I can describe the role of Elders in Wabanaki societies.</p> <p>I can explain the structure and purpose of clans.</p>
Resources		
Multimedia	Website	Document
Mesopotamia Part 1-video	Mesopotamia-History	Teacher-Curriculum-Handbook.pdf (wabanakicollection.com)
Old Kingdome Egypt-video	Ancient Egypt-History	

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

[Ancient Egypt 101-video](#)

[Ancient-Greece.org](#)

[Ancient Mesopotamia-This History, Our History lesson plans](#)

[The Met-Resources for Educators](#)

[It's All Greek to Me!](#)

[Ancient Greek Inventions](#)

[Ancient Greece-The British Museum](#)

[Ancient Rome Government and Society](#)

[TED Ed-Ancient Greece](#)

[General History Resources-Edtechteacher](#)

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

SCO 2.3			Students will evaluate the extent to which societies of the past have influenced the development and perceptions of contemporary politics, governance and institutions.		
Concepts and Content			I Can Exemplars:		
<p>Topics may include:</p> <p>How does political decision-making employ history as a source of precedents? How might that be problematic?</p> <p>Theocracy</p> <p>Law Code of Hammurabi</p> <p>Role of Athenian Democracy</p> <p>Greek concepts of oligarchy, tyranny, and democracy</p> <p>The Twelve Tables of Rome</p> <p>Republican System in Rome</p> <p>The Magna Carta</p> <p>British Common Law</p> <p>The British Parliamentary system</p> <p>The Wabanaki and Iroquois confederacies' influence on Canadian and American democracies.</p>			<p>(please note that these are exemplars only and not requirements)</p> <p>I can examine the differences between ancient and modern concepts of democracy.</p> <p>I can examine the origins of law codes which play a key role in many modern democratic nations.</p> <p>I can examine the origins of the democratic values that define many modern nations.</p> <p>I can explain the difference between democracy and liberal democracy.</p> <p>I can compare various forms of governance in the ancient world and analyze their benefits and challenges.</p> <p>I can research the democratic nature of indigenous talking circles and tribal leadership.</p>		
Resources					
Multimedia		Website		Document	
Mesopotamia Part 1-video		Hammurabis Code-SHEG		Teacher-Curriculum-Handbook.pdf (wabanakicollection.com)	
The Met-Resources for Educators		Ancient-Greece.org		Ancient Mesopotamia-This History, Our History lesson plans	
Ancient Greece-The British Museum		It's All Greek to Me!		Ancient Greek Inventions	
Welcome to the Tour of Olympia!		Ancient Rome Government and Society		Traces of Ancient Rome in Our Modern World	
TED Ed-Ancient Greece		16 Historical Roman Inventions that Helped Shape the Modern World			

GCO 2: Students will examine the influence of political organization from past societies on modern understandings of governance and politics.

[General History Resources-Edtechteacher](#)

GCO 3: Students will examine factors which divided and united groups on ancient peoples.

GCO 3 Students will examine factors that divided and united groups of ancient peoples.

SCO 3.1 Students will examine cultural expressions and achievements of ancient societies.	
Concepts and Content	I Can Exemplars:
<p>Topics may include:</p> <p>To what extent does technology shape societies? To what extent does it reflect societies?</p> <p>Resources and resource extraction (eg. bronze, copper, tin, iron, timber, luxury and status items)</p> <p>Who performed the labour to extract these resources?</p> <p>Periodization (eg. the Bronze Age, the Iron Age)</p> <p>Cultural expressions (eg. cave paintings, petroglyphs and pictographs, ceramics, tattooing, glassmaking, beading and jewelry making, sculpture, painting, and coinage)</p> <p>Specific regional case studies (eg. classical Athens, Jericho, Çatalhöyük, Knossos, Pompeii, Damascus, Mycenae, Stonehenge)</p> <p>Wabanaki arts and cultural expression</p> <p>Indigenous storytelling (eg. origin stories, Turtle Island, Glooscap, Eniqs, Piskajat)</p> <p>Writing systems (eg. cuneiform and hieroglyphics, Linear A and Linear B, Mi'kmaq writing system)</p> <p>Ancient Greek myths, legends, and heroes</p> <p>Astronomy, astrology, and ancient calendars</p> <p>The Greek mathematicians and philosophers</p> <p>West Africa and the Sehal</p> <p>Golden Age of Philosophy in Mali</p> <p>Wabanaki philosophy of technology development in harmony with nature.</p> <p>Tools and technologies (eg. the birch bark canoe, mastery of fire, the wheel, the plough, irrigation, and farming techniques, Egyptian mummification, surgical equipment in the Ancient World, biremes, triremes, and ship building, Roman construction projects and aqueducts, Roman roads and concrete, Roman city-planning, the Colosseum, civil engineering)</p>	<p>(please note that these are exemplars only and not requirements)</p> <p>I can investigate examples of ancient monuments, structures, and sites of interest from the ancient world.</p> <p>I can explain the types of metals, dyes, and craftsmanship of various archaeological finds from the ancient world.</p> <p>I can discuss why some items are attributed greater value than others for different people at different times.</p> <p>I can research ancient art and craft that still exist today.</p> <p>I can explain the role of oral language and of writing in the development of civilizations.</p> <p>I can identify values and perspectives transmitted through oral tradition in various cultures.</p> <p>I can appreciate the origin stories and oral traditions of First Nations peoples.</p> <p>I can illustrate the achievements of ancient arts and architecture.</p> <p>I can explore the unique developments in sub-Saharan Africa as a center of innovation on the African continent.</p> <p>I can describe how the availability of resources may impact the development of technology.</p> <p>I can examine how networks of trade and exchange were necessary for the making of bronze, and how the collapse of these networks led to the use of iron.</p> <p>I can explain how various forms of communication lead to cooperation and conflict in the ancient world.</p>

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

	<p>I can identify examples of how advancing technology and metallurgy influenced conflict and cooperation between civilizations.</p> <p>I can examine the needs which drove innovations in ancient societies.</p>	
<p>Resources</p>		
<p>Multimedia</p> <p>Ancient Egypt 101-video</p> <p>5 Egyptian Heritage Sites Virtual Tour</p> <p>Ancient Greece-The British Museum</p> <p>TED Ed-Ancient Greece</p> <p>General History Resources-Edtechteacher</p> <p>Ancient Mesopotamia 101-video</p> <p>Old Kingdom Egypt</p> <p>Understanding Ancient Egypt</p> <p>5 Egyptian Heritage Sites Virtual Tour</p> <p>The Met-Resources for Educators</p> <p>Welcome to the Tour of Olympia!</p>	<p>Website</p> <p>The Impact of Geography on Ancient Greece</p> <p>Ancient-Greece.org</p> <p>It's All Greek to Me!</p> <p>History for Kids-Adjusted Resources</p> <p>Ancient Rome Government and Society</p> <p>First Nations Story</p> <p>Wolastoqiyik and Mi'kmaq Storytelling</p>	<p>Document</p> <p>Teacher-Curriculum-Handbook.pdf (wabanakicollection.com)</p>

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

SCO 3.2 Students will assess the causes and consequences of empire building.	
Concepts and Content	I Can Exemplars:
<p>Topics may include:</p> <p>Why do some societies seek to have power over others? What forms can this power take?</p> <p>Persian Empire</p> <p>Ancient Greek Empires</p> <p>The Roman Empire</p> <p>The Byzantine Empire</p> <p>The Arab Empire</p> <p>Egyptian control of the Nile</p> <p>North vs South Egypt</p> <p>Effects of empire-building:</p> <ul style="list-style-type: none"> • Political • Cultural • Economic <p>Wars of significance:</p> <ul style="list-style-type: none"> • The Persian Wars • The Peloponnesian War • The Punic Wars • The Roman Empire’s wars of conquest and consolidation • The Crusades • The Arab conquest • The Hundred Years’ War 	<p>(please note that these are exemplars only and not requirements)</p> <p>I can define <i>empire</i> and <i>imperialism</i>.</p> <p>I can discuss geographic factors that hindered a unified Greek-society.</p> <p>I can describe how the Greek victory in the Greco-Persian Wars influenced the contact between Greek culture and other cultures.</p> <p>I can examine whether there really was a ‘Golden Age’ of Ancient Greece.</p> <p>I can explain how internal conflict can lead to the weakening of a nation’s power.</p> <p>I can explain how cultural and religious differences can lead to conflict between societies in the past.</p> <p>I can evaluate to what extent the Greek victory over the Persians led to Greek prejudices about the superiority of their own forms of government.</p> <p>I can explain and assess the role played by the Byzantine Empire during the Medieval period.</p> <p>I can explain how political power and authority have been used to foster both social cohesion and conflict.</p> <p>I can explore the impact of empire building on individuals and groups in ancient societies.</p> <p>I can evaluate the impact of empire building and imperialism on contemporary societies.</p>

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

	<p>I can identify factors which explain Rome’s success in extending its control over the Italian Peninsula and the Mediterranean world.</p> <p>I can evaluate the weaknesses and strengths of Republican Rome and the problems which emerged with Rome's transformation into an empire.</p> <p>I can analyze the various causes that historians have proposed to explain the decline of the western Roman empire.</p> <p>I can explain the survival of the Roman Empire in the East in the form of the Byzantine Empire.</p>
Resources	
<p>Multimedia</p> <p>Ancient Egypt 101-video</p> <p>5 Egyptian Heritage Sites Virtual Tour</p> <p>Ancient Greece-The British Museum</p> <p>TED Ed-Ancient Greece</p> <p>General History Resources-Edtechteacher</p>	<p>Website</p> <p>Ancient-Greece.org</p> <p>It’s All Greek to Me!</p> <p>Ancient Rome Government and Society</p>
<p>Document</p> <p>Getting to Know the Emperors of Rome (download document to access links)</p>	

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

SCO 3.3 Students will interpret the role of religion and spirituality in past societies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>How do we explain the universality of religious and spiritual ideas?</p> <p>Indigenous spiritualities and sacred practices</p> <p>Forms of religion and spiritual practices:</p> <ul style="list-style-type: none"> • Polytheism • Monotheism • Materialism <p>Abrahamic faiths:</p> <ul style="list-style-type: none"> • Catholicism • Judaism • Islam • Yezidi • Rastafari <p>Dharmic faiths:</p> <ul style="list-style-type: none"> • Buddhism • Hinduism • Jainism • Sikhism <p>Terminology:</p> <ul style="list-style-type: none"> • Zoomorphism • Anthropomorphism • Theocracy • Spirituality 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can explain what makes something religious or spiritual.</p> <p>I can discuss the elements of a theocracy.</p> <p>I can assess to what extent Mesopotamia and Egypt might be regarded as theocracies.</p> <p>I can research religion and spirituality in sub-Saharan Africa and Central and South American societies.</p> <p>I can discuss what a society's religious beliefs tells us about that society.</p> <p>I can illustrate how religion influences daily routines.</p> <p>I can identify the role of polytheistic religion on the daily life of the Ancient Greeks and the Ancient Romans.</p> <p>I can understand that Medieval daily life was dominated by the Catholic Church as power center of Europe.</p> <p>I can assess the impact of the Church and missionaries on Indigenous societies around the world.</p> <p>I can assess the role of religion in certain groups obtaining and maintaining political and cultural power.</p>
Resources		
Multimedia	Website	Document
<p>Ancient Greece-The British Museum</p> <p>Welcome to the Tour of Olympia!</p>	<p>The Abrahamic Religions: https://www.bl.uk/sacred-texts/articles/the-abrahamic-religions</p>	<p>Mesopotamian Gods and Goddesses</p>

GCO 3: Students will examine factors which divided and untied groups on ancient peoples.

[TED Ed-Ancient Greece](#)

[Ancient-Greece.org](#)

[General History Resources-Edtechteacher](#)

[It's All Greek to Me!](#)

[CMC Curriculum Companion-Ancient Greece](#)

[Daily Life in Ancient Rome](#)

[CMC Curriculum Companion-Ancient Rome](#)

GCO 4: Students will examine the interactions between peoples in ancient and medieval societies.

GCO 4 Students will examine ideas about change and progress in ancient and medieval societies.	
SCO 4.1 Students will analyze evidence of cultural interactions between ancient and medieval societies.	
Concepts and Content	I Can Exemplars:
<p>Topics may include:</p> <p>How is cultural interaction a multi-directional process? What are some ways that cultural interactions can take place?</p> <p>What is the value of having distinct cultural identities with a single society?</p> <p>Mediterranean trade routes</p> <ul style="list-style-type: none"> • Mesopotamian city-states • Egyptian civilizations • sub-Saharan Nubian cultures <p>The Silk Road</p> <p>Various city-states, empires, and power brokers in Mesopotamia (e.g., Babylon, Sumer, Assyria, Jericho, Ur)</p> <p>Social Structure pyramids</p> <p>The Eastern Roman Empire</p> <p>Byzantine Empire</p> <p>Christianity, Judaism, and Islam</p> <p>Emperor Charlemagne’s diplomatic ties with the Caliph</p> <p>Cross-cultural interactions in Cordoba due to crusading</p> <p>Pope Urban II and other religious leaders</p> <p>Seljuk Turks</p> <p>Norse peoples, Vikings, and exploration</p> <p>Marco Polo and medieval explorers</p> <p>The Black Death</p>	<p>(please note that these are exemplars only and not requirements)</p> <p>I can explain what evidence exists for cultural interactions.</p> <p>I can assess the Mediterranean Sea as an ideal location for a microcosm of globalized society.</p> <p>I can discuss the collapse of the first “globalized society” at the end of the Bronze Age.</p> <p>I can discuss ways the ancient societies of the Mediterranean interacted in a culturally diffuse trade network.</p> <p>I can compare the various theories that explain how the pyramids were constructed.</p> <p>I can discuss monuments, statues and commemorations in the ancient world and compare them to similar issues today.</p> <p>I can evaluate the types of conflict which characterized the medieval period.</p> <p>I can identify the causes and consequences of Medieval crusading.</p> <p>I can describe the cross-cultural interactions that resulted from contact between medieval Europe, the Middle East, and the Far East.</p> <p>I can discuss how relationships in the medieval period re-opened lost trade routes between the western and eastern Mediterranean.</p>

GCO 4: Students will examine the interactions between peoples in ancient and medieval societies.

Feudalism and manorialism		
Resources		
Multimedia	Website	Document
Understanding Ancient Egypt	Ancient-Greece.org	Map of Europe: 755 AD
TED Ed-Ancient Greece	It's All Greek to Me!	Map of Europe: Height of the Holy Roman Empire
General History Resources-Edtechteacher	History for Kids-Adjusted Resources	
CMC Curriculum Companion-Social Studies	Not All Those Who Wander Are Lost	
Tranches de vie au Moyen Âge		
La christianisation de l'occident		
Crusades Crash Course		

GCO 5: Students will assess how the values of ancient peoples align with or diverge from those of modern peoples.

SCO 4.2 Students will examine economic decision-making and trade between ancient and medieval societies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>What role do economic decisions have in driving cultural interactions and vice versa?</p> <p>To what extent are economic drivers responsible for exploration in the Age of Sail?</p> <p>The Persian Empire</p> <p>The Phoenicians</p> <p>The Carthaginians</p> <p>Hannibal and the Barca family</p> <p>Byzantine Empire</p> <p>The Rise of Islam</p> <p>Alexander of Macedon</p> <p>Phillip II of Macedon</p> <p>Hellenism</p> <p>Panhellenism</p> <p>Alexandria</p> <p>Egypt, Persia, and Asia Minor</p>		<p>(please note that these are exemplars only and not requirements)</p> <p>I can determine how various groups of ancient peoples settled and interacted with all regions of the Mediterranean world.</p> <p>I can investigate the origins of the Persian Empire, the various peoples and nations it encompassed.</p> <p>I can examine the legacies of various cultures, societies and powerful family groups challenging major power brokers of the Mediterranean world.</p> <p>I can identify why various groups in the past defied prominent states and empires.</p> <p>I can discuss the role played by Alexander the Great as an agent of cross-cultural contact.</p> <p>I can research the impact of local populations on the Greeks and Macedonians.</p> <p>I can explain some of the legacies of the Hellenistic world and the impact of Alexander’s life and career on the Eurasian continent.</p> <p>I can question the validity of “Great Man” history.</p>
Resources		
Multimedia	Website	Document
TED Ed-Ancient Greece	Ancient-Greece.org	
General History Resources-Edtechteacher	Ancient Greek Inventions	
CMC Curriculum Companion-Social Studies	History for Kids-Adjusted Resources	
	Not All Those Who Wander Are Lost	

GCO 5: Students will assess how the values of ancient peoples align with or diverge from those of modern peoples.

SCO 4.3 Students will analyze diffusion of knowledge and the concept of progress in past societies.		
Concepts and Content		I Can Exemplars:
<p>Topics may include:</p> <p>Were the Middle Ages really a “dark” or stagnant age?</p> <p>How did the ideas of the Reformation make possible the ways of thinking in the Enlightenment?</p> <p>Renaissance Art and architecture:</p> <ul style="list-style-type: none"> • Architectural styles and domes • Leonardo da Vinci, Michelangelo, Raphael, Donatello, etc. <p>Gutenberg and the printing press</p> <p>The decline of feudalism</p> <p>Martin Luther and the Protestant Reformation</p> <ul style="list-style-type: none"> • The 95 theses <p>Enlightenment ideals</p> <ul style="list-style-type: none"> • The pursuit of reason • The pursuit of happiness • Rights and freedoms <p>From natural philosophy to science:</p> <ul style="list-style-type: none"> • Developments in astronomy • Physics and mechanics • The biological sciences <p>Exploration and colonization</p> <ul style="list-style-type: none"> • Contact with the “New World” 		<p>(please note that these are exemplars only and not requirements)</p> <p>I can discuss ideas of revolutionary change in the Scientific Revolution and the Enlightenment.</p> <p>I can discuss the Enlightenment as a product of the Crusades</p> <p>I can examine the values and perspectives which characterized the Renaissance mindset.</p> <p>I can explain the significance of the printing press on learning and education.</p> <p>I can assess characteristics of Renaissance art and architecture.</p> <p>I can identify the causes and consequences of the Reformation.</p> <p>I can map the major movements, discoveries, and ideas of the Enlightenment.</p> <p>I can identify the dominant aspects of the time that have led to this periodization of the Renaissance and the Enlightenment.</p> <p>I can examine critiques of the “Enlightenment”.</p> <p>I can explain the Doctrine of Discovery and the concept of “terra nullius.”</p> <p>I can discuss whether change always means progress.</p>
Resources		
Multimedia	Website	Document
	Renaissance Art and Architecture Oxford Art (oxfordartonline.com)	18-01-22-Dismantling-the-Doctrine-of-Discovery-EN.pdf (afn.ca)

GCO 5: Students will assess how the values of ancient peoples align with or diverge from those of modern peoples.

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Common Content

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6. Appendices

6.1 New Brunswick Global Competencies



6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of assistive technology that could be used to enhance/facilitate this lesson?	Screen readers, screen magnifiers, speech-to-text, text-to-speech, etc.
Are there materials which can appropriately challenge readers to enhance this learning?	The Social Studies SharePoint site offers resources which can extend learning for students who require more challenging course material.
Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?	Teachers should view previous PLP information for considerations.
Are there other choices that can be provided in this learning opportunity?	Learning can be differentiated for outcomes as well as for depths of learning and methods of demonstrating learning.
Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?	The Social Studies SharePoint site offers resources that include visual and auditory means of learning about Social Studies topics.
Can movement be involved?	Students can perform this learning on any device.
Grouping and regrouping?	Learning can be cooperative and team-based. Learning can be demonstrated using virtual means and in games and competitions.
Teacher versus non- teacher centered? Instructional design strategies –...	Learning always revolves around the teacher, but opportunities exist for students to be more self-directed and self-paced using online resources and project-based learning. Students can self-initiate projects.
Opportunities for students to propose variations to the assignments/projects?	Students may propose any variations that will demonstrate achievement of the curriculum outcomes in this course.

Use of art /music / technology ?	Almost all student resources for this course are available online. There are many additional online resources for Social Studies education, including web sites and videos, listed on the Social Studies SharePoint site .
Can I use drama ? Art....	Multiple modes of artistic expression can be used both to understand, explain, and demonstrate learning about Social Studies topics including ethical, historical, geographical, cultural, sociological, and philosophical elements.
Is there a plan to support the student/s who might already know this subject matter? Enrichment	Students can prove prior learning and have opportunities to advance and enrich their own learning. This can be through self-initiated project proposals at various degrees of independence.
Does the language level need to be adjusted for the student to access this learning?	This course is highly dependent on the use of the English language. While students can use online translators for context, the demonstrations of learning are usually done in English. The teacher may wish to search for online lessons that are multi-lingual dealing with big concepts in the Social Studies such as justice, citizenship, etc.
Is there an independent or collaborative activity-project that would be better meet the needs of one or more students?	This course is best taught using an inquiry approach, which lends itself to project-based learning. Course work can be done independently or collaboratively, based on the needs of the student.
Are there any experts that I could bring into the classroom electronically or as a guest speaker?	There are many experts available, locally and online, as well as seminar and lecture videos such as TED talks, etc.
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more relevant ?	Create, start, and adjust the unit based on the students' interests. There may be many different entry points to a topic based on student readiness, background, and interest, as well as local connections.
Is there a hands-on experience that we could do to launch this lesson or this learning?	Learning in the Social Studies is effective when planned through local, place-based approaches. Teachers should seek out opportunities to connect curriculum content and concepts with experiences in the local community.

6.3 Culturally Responsive Teaching

Clarifying “Culture”

To understand the role *culture* plays in our classrooms, it helps to view *culture* as *ways of knowing and being*. Or, as Zaretta Hammond explains it (2015), “Culture is the way that every brain makes sense of the world” (p. 22). Our *ways of knowing and being* influence how we interpret everything. Each person’s culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world.

What is Culturally Responsive Teaching?

Culturally Responsive Teaching is not a tool, a strategy, or an add-on. It is a way of teaching that recognizes and honours the variety of cultures and experiences from which students are approaching their education and the world. Teachers working to become culturally responsive also recognize their own biases and work to counter their internalized assumptions about levels of physical, social or academic competencies based on gender, culture, race or socio-economic status.

Culturally Responsive Teaching (CRT) is different from Multicultural and Social Justice Education. Whereas Multicultural Education recognizes and celebrates diversity, and Social Justice Education values the fostering of critical lenses, Culturally Responsive Teaching is focused on equitable instructional practices.

Why is CRT a priority practice?

Culturally and linguistically diverse students have trouble remembering and learning in classrooms where they are minoritized and not valued for their unique experiences. Feeling unsafe, unseen or misunderstood leads to “amygdala hijacks,” wherein the brain produces cortisol and is unable to learn (Hammond, 2015). *Conversely, when students feel affirmed, trusted and validated as who they are, the teacher can become the “warm demander” that students need (Hammond, 2015).*

What may it look like?

Teachers working to become culturally responsive intentionally and consistently use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations. They affirm students’ backgrounds and *funds of knowledge*, and fully and openly expect that learners will achieve.

Teachers working to become culturally responsive understand that they are not “doing something new to students” (Hammond, 2015, p. 52), but rather working internally to transform their own expectations, understandings and practice. Hammond explains:

“Before [we] can leverage diversity as an asset in the classroom, [we] must reflect on the challenges that can interfere with open acceptance of students who are different from [us] in background, race, class, language, or gender” (p. 53).

In culturally inclusive environments, educators:

- use a variety of teaching and assessment strategies, supported by explicit modelling and scaffolding of expectations.
- affirm learners’ *funds of knowledge* by validating, representing and learning from diverse ways of knowing.
- change deficit focuses and approaches into positive ones by focusing on contributions, ways of knowing, histories, and role models which are culturally diverse and may be different from the expected norm.
- respond positively to diverse cultural expressions and share their own.
- build trust with families, especially those from communities that may not have been provided positive schooling experiences in the past.
- recognize and participate in special events that students and school community members are experiencing.
- hold and demonstrate high expectations, while providing as many scaffolds as needed when needed.
- collaborate with families and community to ensure that school plans and initiatives are inclusive of all school members.
- examine their own biases and cultural lenses and respond consistently and effectively to reports of prejudice, bias or discrimination.

Funds of knowledge = knowledge that learners and their family members have because of their unique cultural identities and roles in the family and/or community (e.g., how to resolve conflict, ways to show respect for Elders). Honouring these *funds of knowledge* is valuable as they are culturally relevant and meaningful to learners.

Scaffolds/scaffolding = a variety of instructional techniques used to support students as they move toward stronger understanding and independence

What can I do to start?

When planning, consider:

- What background knowledge do I need to provide, and how can I tap into and validate the knowledge(s) my students have?
- What messages am I sending through the objects and practices in my learning environment? What can I change?
- Who can help me work toward becoming culturally responsive?

When teaching, consider:

- How can I address negative self-talk in my students and model how to “talk back”?
- How can I ensure I find time to listen to my students, and validate their experiences?
- Whose voices and experiences do I amplify? Whose voices are missing or silenced?

When assessing, consider:

- Did I provide adequate explanation and modelling of what I expect, including various exemplars?
- Did I provide space and support for students to choose how to demonstrate their knowledge?
- Has the learner shown an understanding of the outcome, even if it's not what I expected?

For further learning on Culturally Responsive Teaching, please consult the Ready for Rigour Framework (Hammond): <https://crtandthebrain.com/why-we-need-a-framework-for-culturally-responsive-teaching/>

6.4 Historical and Geographical Thinking Concepts

The “Big Six” Historical Thinking Concepts

Historical Significance – looks at why an event, person, or development from the past is important. E.g., what is the significance of a particular event in history? What would have happened if this person [historical figure] had not existed?

Evidence – looks at primary and secondary sources of information. To learn from a piece of evidence we must learn to ask appropriate questions. Different questions would be asked about a diary entry, for example, than would be asked about an artefact.

Continuity and change – considers what has changed with time and what has remained the same (e.g., what cultural traditions have remained the same and what traditions have been lost over time?). Includes chronology and periodization, which are two different ways to organize time and which help students to understand that —things happen between the marks on a timeline.

Cause and Consequence – examines why an event unfolded the way it did and asks if there is more than one reason for this (there always is). Explains that causes are not always obvious and can be multiple and layered. Actions can also have unintended consequences (e.g., how has the exchange of technologies over time changed the traditions of a culture?). This concept includes the question of – agency, that is, who (what individual or groups) caused things to happen the way they did?

Historical Perspective – any historical event involves people who may have held very different perspectives on the event. For example, how can a place be found or – discovered if people already live there? Perspective taking is about trying to understand a person’s mind set at the time of an event, but not about trying to imagine oneself as that person. The latter is impossible as we can never truly separate ourselves from our 21st century mindset and context.

Ethical Dimension – assists in making ethical judgments about past events after objective study. We learn from the past in order to face the issues of today. Perspective-taking and moral judgement are difficult concepts because both require suspending our present-day understandings/context.

Seixas, P. (2006). *Benchmarks of historical thinking: A framework for assessment in Canada*. UBC: Centre for the Study of Historical Consciousness.

The Six Portals of Geographical Thinking

Spatial significance – *The central question about matters of geographical importance is: How do we determine and assess the features that make particular geographical phenomena and locations worthy of attention or recognition?*

Patterns and trends – *This portal raises the question: What can we conclude about the variation and distribution of geographical characteristics over time and space?*

Interrelationships – *This portal raises the question: How do human and natural factors and events connect with and influence each other?*

Geographical perspective – *The key question in understanding the geography of a place is: What are the human and physical features and identities, as understood through various lenses, that characterize a place?*

Evidence and interpretation – *This portal raises the questions: What information can be used as evidence to support ideas about geography, and how adequately does the geographical evidence justify the interpretations offered?*

Ethical judgment – *The central question invoked by ethical judgement is: How desirable and responsible are the practices and outcomes associated with particular geographical actions and events?*

Sharpe, B., Bahbahni, K., & Tu Huynh, N. (2016). *Teaching geographical thinking (revised and expanded edition)*. The Critical Thinking Consortium/ The Royal Canadian Geographical Society.

7. Resources

General Teacher Resources/Encyclopedias

- Classics Resources: <https://classicsresources.info/>
- World History Encyclopedia (formerly the Ancient History Encyclopedia): <https://www.worldhistory.org/>
- Classical Association suggested teacher resources (focused on the UK): <https://classicalassociation.org/for-teachers/resources/>
- Bristol University's suggested teacher resources (focused on the UK): <https://www.bristol.ac.uk/classics/hub/teaching-resources/>
- The British Museum teacher resources: <https://www.britishmuseum.org/learn/schools>
- Classics for All: <https://classicsforall.org.uk/my-school-wants-classics/resources-0>
- National Geographic on Teaching Ancient Greece: https://www.nationalgeographic.org/topics/resource-library-ancient-greece/?q=&page=1&per_page=25
- National Geographic on Teaching Ancient Rome: https://www.nationalgeographic.org/topics/resource-library-ancient-rome/?q=&page=1&per_page=25
- PBS World History Resources: <https://www.pbslearningmedia.org/subjects/social-studies/world-history/>
- Livius: <https://www.livius.org/>
A general, high-quality encyclopedia and source collection for ancient history

Ancient Sources and Maps

- Fordham Internet Ancient History Sourcebook: <https://sourcebooks.fordham.edu/ancient/asbook.asp>
Free ancient primary sources for teachers and students
- Perseus Project: <http://www.perseus.tufts.edu/hopper/>
Free ancient primary sources (has English translations for most, but includes Latin and Greek editions)
- Pleiades Project (for maps, etc.): <https://pleiades.stoa.org/>
Customizable maps for virtually any ancient site or region

Museums/Art Resources

- Getty Museum on Ancient Art: http://www.getty.edu/education/teachers/classroom_resources/curricula/ancient_art/
- National Archaeological Museum, Athens: <https://www.namuseum.gr/en/>
- Acropolis Museum, Athens: <https://www.theacropolismuseum.gr/en>
- British Museum, London: <https://www.britishmuseum.org>.

- Civic Museums in Rome: <http://www.museiincomuneroma.it/en>
- The Louvre, Paris: <https://www.louvre.fr/en>
- Pompeii Online: <https://www.pompeionline.net/>

Other Resources/Organizations

- Eidolon: <https://eidolon.pub/>
- A collection of general-reader articles on various modern issues connected to Classics and Ancient History
- The Archaeological Institute of America: <https://www.archaeological.org/>
- The largest archaeological professional organization in the world, with lots of resources, links, lectures, etc.
- The Society for Classical Studies: <https://classicalstudies.org/>
- The largest Classical professional organization in the world, with lots of resources, links, lectures, etc.
- American Historical Association: <https://www.historians.org/>
- The largest historical professional organization in the world, with sub-organizations dedicated to medieval history and other periods.