

Social Studies Unit - Primary Level

British Columbia

(Letter to Parents)

Dear Parents,

Over the next few weeks, we will be discussing some of the history and geography of B.C. We will be viewing various videos, and filmstrips, videos or DVDs, as well as charting and mapping. There are some assignments to be completed at home. Your cooperation would be appreciated in assisting your child to do his/her best in completing the assignment on their own. If you have any books and/or materials pertinent to the topics listed below, please feel free to send them in with your child.

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Week #1

- **How do communities change?**
- Learn about pioneer life (the village, home crafts, etc.)
- Identify changes in our own lives (at home, school or in the neighbourhood)
- Learn about a pioneer's first home
- Understand why settlers came to various parts of Canada
- Assignment: Make a "homemade" toy (something a child could have made 100 years ago.)

Week #2

- **Discovering British Columbia**
- Geographical overview
- Identify major rivers, mountains, cities and surrounding provinces
- Mapping from different angles
- Using legends in mapping
- Increasing geographic vocabulary (e.g., peak, slope, valley, range)

Week #3

- **How did Barkerville change?**
- Identify differences in Barkerville (then and now)
- Learn about mining
- Learn about forestry (e.g., understanding the process from tree to a finished piece of plywood)
- Develop an awareness of other jobs associated with forestry (e.g., sawmills)
- Research Assignment: Design some way to compare Victoria (now) with Barkerville (100 years ago).

Week #4


- **Why do communities change?**
- Comparison between Victoria and Barkerville
- Understanding how we can plan for the future
- How do people serve each other in a community?
- Understanding the process of "decision making" (e.g., alternatives and consequences)
- Review for test



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(Unit Plan)

Time	Class Activity	Universal Design &/or Parallel Participation Activity
Week 1	<ul style="list-style-type: none"> • How do Communities change? • View DVD/video: "Pioneer Life - The Village" 	<ul style="list-style-type: none"> • use switch & Powerlink to turn on the DVD or video. • use voice output to ask what 2 things did classmates learn from the video? • sponge paint a stencil drawing of something about pioneer life from the film
	<ul style="list-style-type: none"> • View DVD/video: "Pioneer Life - Home Crafts" 	<ul style="list-style-type: none"> • use switch & Powerlink to turn on the DVD or video. • use voice output to ask what 2 things did classmates learn from the video? • create a home-made craft that relates to the video
	<ul style="list-style-type: none"> • Brainstorming question: how has our community or neighbourhood changed over the years? 	<ul style="list-style-type: none"> • use a switch & spinner to select for the class: in our lives, at home or in the community brainstorm activity
	<ul style="list-style-type: none"> • Activity: Make a home made toy that a child would have made 100 years ago and bring it to school 	<ul style="list-style-type: none"> Activity: Make a home made toy that a child would have made 100 years ago and bring it to school (hand over hand assistance can be used to make a top, a doll, a fishing pole, etc.)
	<ul style="list-style-type: none"> • Readings from text book: British Columbia • chart information from student's survey with entire class 	<ul style="list-style-type: none"> • Use voice output device to do a survey - how long have you lived on your street? What changes have you seen? - how long have you lived in this city or town? What changes have you seen?
Week 2	<ul style="list-style-type: none"> • Discovering B.C.: Geographical Overview • View DVD/video: "Discovering B.C." 	<ul style="list-style-type: none"> • Use switch & Powerlink to turn on the DVD or video. • use voice output to ask what 2 things did classmates learn from the video?
	<ul style="list-style-type: none"> • Activity: Topographical Maps - draw a picture of an object from the sides and the top 	<ul style="list-style-type: none"> • use objects and make prints with it from various sides, top and bottom of the object with paint colours; have peers see if they can guess what the objects are
	<ul style="list-style-type: none"> • Activity: Mapping - draw a small area by hand (e.g., classroom, bedroom, playground, etc.) using a legend 	<ul style="list-style-type: none"> • use a switch and spinner to select different legends for peers to identify from their text book • tell the student where you are going (inside or outside) and stop and ask the student to point (if possible) or turn their head to where you need to go next; (same can be done by using yes/no questions)
	<ul style="list-style-type: none"> • Readings from text book 	<ul style="list-style-type: none"> • make an old-time recipe (e.g., old fashioned sugar cookies, or a stew, etc.); share this with classmates

	<ul style="list-style-type: none"> • Activity: Socials Station - Crossword puzzle for small groups to rotate through... (e.g., <ul style="list-style-type: none"> - the largest city in the province - the ocean that borders B.C. - high mountains along the coast - the territory just north of BC. - the province just east of B.C.) 	<ul style="list-style-type: none"> • use voice output device to offer clues to the crossword (Note: students who finish their work early in this unit could prepare the crossword puzzle grid, using graphing paper)
	<p>Quiz:</p> <ul style="list-style-type: none"> - What is the largest river in southern B.C.? - Why did people come to Barkerville years ago? - How did B.C. get its name? - List 3 main B.C. industries. - The largest city in B.C. is called... - Why were some Canadians called "Loyalists"? - What is the capital of B.C.? - List 3 differences in Barkerville from then to now. 	<ul style="list-style-type: none"> • use voice output device to provide questions and classmates fill in the blanks on a sheet of paper to hand in
	<ul style="list-style-type: none"> • Activity: Research Project - bring a recipe you think would have been made 100 years ago by settlers 	<ul style="list-style-type: none"> • use the Powerlink and any relevant appliances to make a different recipe each day that classmates have brought in to share.
Week 3	<ul style="list-style-type: none"> • How did Barkerville change? • View DVD/video of "Barkerville" 	<ul style="list-style-type: none"> • use switch & Powerlink to turn on the DVD or video. • use voice output to ask what 2 things did classmates learn from the video?
	<ul style="list-style-type: none"> • Read Exploring B.C. 's Past & list differences then and now for children's activities 	<ul style="list-style-type: none"> • survey people around the school or classroom (using a voice output device) to determine what they like to do now for leisure and bring back to class for graphing
	<ul style="list-style-type: none"> • Review charts: From a tree to a piece of plywood and work on the worksheet: A sawmill in B.C. 	<ul style="list-style-type: none"> • use a switch & Powerlink to take recycled paper and mix in a blender with water, etc. to create a paper slurry; spread out and press to make heavy paper with shredded edges for cards; use paint stencils with sponges to create prints or go abstract!
	<ul style="list-style-type: none"> • Activity: using legends on a map for the Yukon & Northwest Territories - classmates are given a map with a key or various symbols or legends (e.g., furs, mining, oil, whales and seals, forest, mountains) 	<ul style="list-style-type: none"> • use the All-turn-It spinner & switch to identify one of the items in the map key and have classmates determine where it would go on the map.
Week 4	<ul style="list-style-type: none"> • Why do communities change? View video/DVD: Community Living - Planning For The Future and/or Community Living - Community change - People serving... 	<ul style="list-style-type: none"> • use switch & Powerlink to turn on the DVD or video. • use voice output to ask what 2 things did classmates learn from each video? • pose a couple of questions to the class from each film using voice output device.
	<ul style="list-style-type: none"> • Worksheet: Decision Tree - what was/is the problem or decision? - what are some solutions? - what are the advantages for each solution? - what are the disadvantages for each 	<ul style="list-style-type: none"> • use the Step-by-Step Communicator to do a survey with people asking them to think of something that was/is a tough decision and ask them some of the questions posed on the worksheet that

INCLUSION OUTREACH

	<p>solution?</p>	<p>classmates are doing. Ask how they came to their decision? Share findings with classmates as a presentation using voice output.</p>
	<ul style="list-style-type: none"> • Readings in text re: your community versus Barkerville 	<ul style="list-style-type: none"> • take a bus ride or walk in the neighbourhood and make a list on the Step-by-Step Communicator of some things you see that were not there 10 years ago... or 50 years ago. Bring this back to share with classmates as a presentation.
	<ul style="list-style-type: none"> • Test: make on a map, B.C. Yukon, Alberta, Victoria, Vancouver, Pacific Ocean, U.S.A., Fraser River, Skeena River, Rocky Mountains, Coastal Mountains 	<ul style="list-style-type: none"> • use the Step-by-Step Communicator to provide the items to be located and named on each classmate's map.