

Pirates & Pioneers

Junior Social Science
Study of World History
(Grades 3,4,& 5)

LEARNING LOG



http://www.braidwood.bham.sch.uk/files.php?file=classes/CEIAG/phpThumb_generated_thumbnailjpg_636305099.jpg

Social Studies (History and Geography)
Data Management and Probability Mathematics
Reference Notebook

Name: _____

Pirates and Pioneers Learning Log

Copyright: Barbara J. Smith

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This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum.

All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

Acknowledgement: Many thanks to Emily Walton for editing support.

PURPOSE of LEARNING LOG RESOURCE:

1. To support the Ontario Social Studies, Mathematics and Science Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities).
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a learning log (evidence of learning) built in to student resources

The World History Challenge!

Trailblazer (Expert)	450- 500 points
Pathfinder (Apprentice)	400-449 points
Rookie (Novice)	< than 400 points

Challenge	Maximum Points
Time Tunnel Stations	50
EXPLORE <ul style="list-style-type: none"> • 3 Images and 3 points pasted 	9
NARROW <ul style="list-style-type: none"> • Nominees and 3 keys points about all eras • Candidate Short List 	30
History Before Canada's Birthday	21
GATHER <ul style="list-style-type: none"> • Book Data • Web Data • Expert Data • Survey Data 	45
ANALYZE <ul style="list-style-type: none"> • Excel Graphing • Median and Mode calculations 	8
Statistical Patterns	13
GENERATE <ul style="list-style-type: none"> • Findings • New Questions • Limitations • Recommendations • Artifact 	35
North American Indigenous People PowerPoint	130
Trading Through Time	30
EDUCATE <ul style="list-style-type: none"> • PowerPoint • Presentation • Influence on others 	100
Learning Log Challenge (complete tasks in book)	10
Quiz	9
Classroom Work	10
TOTAL	500

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p. 105 Appendix			

*SS= Ontario Social Studies Standards; M = Ontario Mathematics Standards;
AM = Alberta Mathematics Standards



First Thoughts

What is social science?

What is an inquiry?

What is data?

What is a primary source?

How well did I do this task?	Like a Trailblazer 😊 (Expert	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Novice)
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1. Inquiry

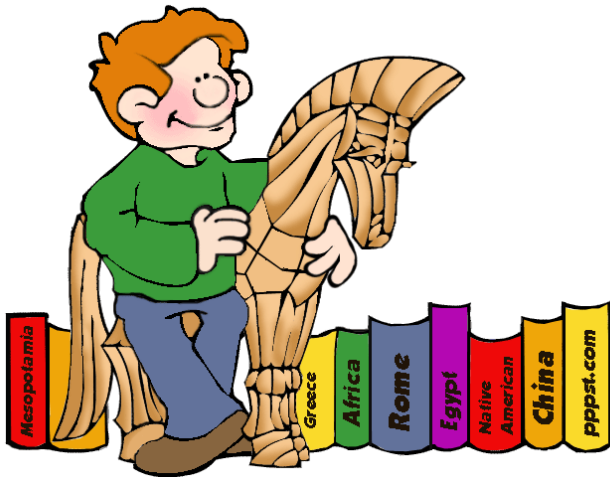
Trailblazers use 6 actions to conduct an **investigation**:

1. E - **E**xplore
2. N - **N**arrow
3. G = **G**ather
4. A = **A**nalyze
5. G = **G**enerate
6. E = **E**ducate






Historians and many other experts conduct inquiries to find out more about life in the present and in the past.

Pair and Share

- Read through (a few times) the ENGAGE action description on the next page and circle key words.
- Read them over again and put a star beside the action that looks like it might be the most challenging.
- Then tell your partner (without looking) what ENGAGE stands for!



http://images.clipartpanda.com/civilization-clipart-banner_mythsandlegends.gif

Icon	ENGAGE Inquiry Steps
	<p><u>EXPLORE</u></p> <ol style="list-style-type: none"> 1. Browse images/artifacts 2. Search through books/newspapers/magazines 3. Browse web pages...
	<p><u>NARROW</u> focus of interest</p> <p>Brainstorm on own/with others Think about value of project Choose initial direction</p>
	<p><u>GATHER</u> data</p> <p>Immerse in books and web articles Summarize notes from Informational texts (books, Web) Design interview questions and conduct interview(s) Design items for survey/ questionnaire</p>
	<p><u>ANALYZE</u> by comparing:</p> <p>informational text expert quotes and perceptions</p>
	<p><u>GENERATE</u> Findings</p> <p>Conclusions/Connections/Theories/Symbols Recommendations Admit bias/limitations Future research possibilities</p>
	<p><u>EDUCATE</u> Others</p> <ul style="list-style-type: none"> • Create visual art, musical score, drama or dance to be used as a teaching aid to help others understand project method and findings • Generate an inquiry report to be published for others to reference in the future - using technology • Generate a visual representation using technology to teach others about project • Develop a quiz to check for understanding that peers were actively listening to and learning about project from presentation

2. Trailblazer History Hall of Fame Inquiry

Who will you induct into the Trailblazer's History Hall of Fame?



http://insiderlouisville.com/wp-content/uploads/2014/10/Hall_of_Fame.jpg

Being nominated for the *Trailblazer's History Hall of Fame* is not a simple matter! Not just any figure in history can be inducted into this prestigious hall! While learning about world history, you will conduct a serious investigation into one person who you believe should be honored for his or her contribution to making the world a better place (before 1867)

*During most Trailblazer classes, you will have time to work on:

- exploring who you might choose
- narrowing your list of candidates
- gathering more information about your nominee
- analyzing the quality of the data
- generating your nomination and artifact and then,
- educating the school community and ideally,
- convincing everyone that your choice is worthy of this distinction!

Task:

- You will nominate a historical figure to induct into the Trailblazer History Hall of Fame.
- You will research this individual and prepare a PowerPoint presentation about why you feel this individual deserves this place of honor.
- You will select one image or create an image of your nominee and label it with your reasons for your choice.
- You will create a visual arts artifact (picture; sculpture....) from your assigned time period to help you communicate something from the past that your key figure might have used.
- Starter Materials: *journal*, pencil, poster paper, crayons, camera
- Use your *journal* to make and label draft diagrams.
- At the end of the semester, create an inquiry report using these headings:

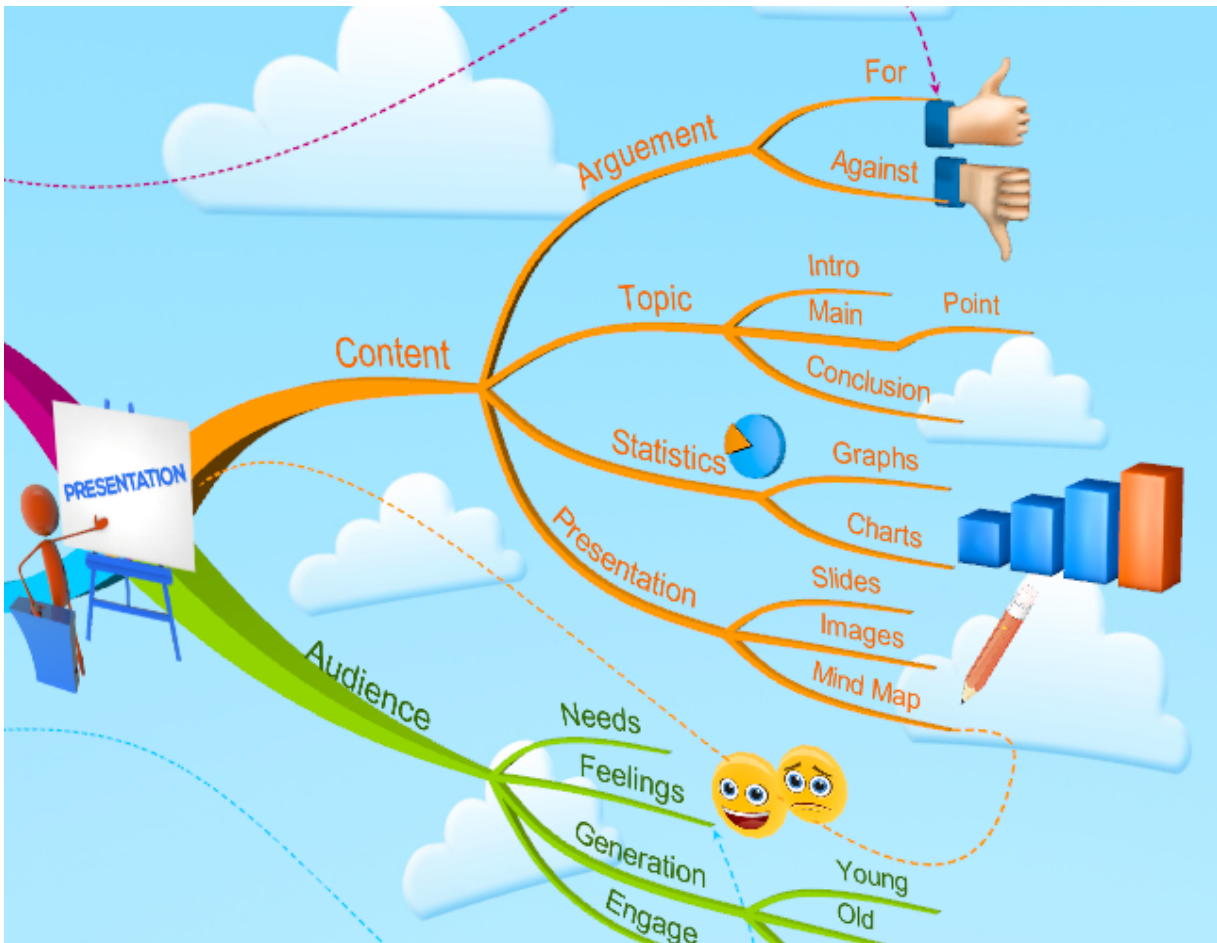
- **E**xplore
- **N**arrow
- **G**ather
- **A**nalyze
- **G**enerate
- **E**ducate

- Start by exploring ideas about different candidates that come to mind.



3. Becoming a Historian

- Make a mind map on poster paper starting with the word WORLD HISTORY in the middle.
- Add 5 details (novice); add 10 details with help (apprentice); add 30 details (becoming an expert).
- View mind map sample for "Presentation Skills" below:



<http://2f5af043010fa9762c52-d590ac703cfa0556e20a0fdd995b4335.r93.cf2.rackcdn.com/Pres1.PNG>

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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It is often said that historians have a deep curiosity about the world and a belief that history can inform the present and shape the future.

- Can you think of something you know happened in the past that you think shaped our future?



<http://www.bslater.com/blog/wp-content/uploads/World-History.png>

Careers for those who Know their History!

- *Writer*
- *University/College Professor*
- *Curator in museums or galleries*
- *Librarian*
- *Genealogist* – help people find out about their heritage
- *Politician* - analyzing key political events, the historical development of governmental systems, and the complex set of factors involved in political leadership and opposition.
- *Media job* - journalism, writing, editing, broadcasting, scheduling or radio
- *Business and Commerce job* - knowledge of business and capitalism adapted throughout time
- *Marketing, Advertising and Public Relations job* - strong analytical and communication skills, making them a good match for communications-based roles. Careers in marketing, advertising and public relations (PR) - understanding how past events and trends have shaped modern society and culture, analyze and predict the behaviour of markets and target audiences in current times.
- *Law-related job* - History graduates highly valued within the legal profession due to strong skills in analytical and critical reasoning.

*adapted from <http://www.topuniversities.com/student-info/careers-advice/what-can-you-do-history-degree>



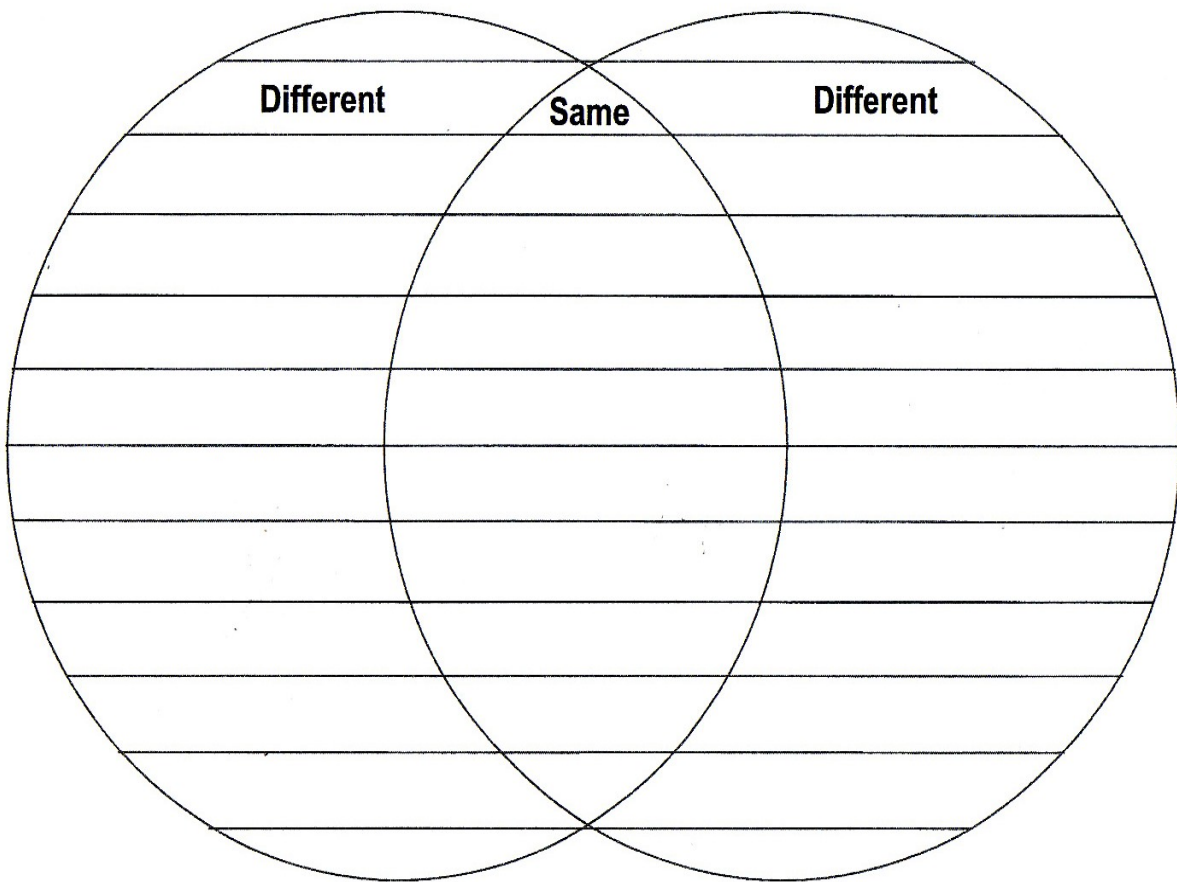
http://rlv.zcache.com/superstar_historian_pinback_button-rd4f833b6ea66411897997befb69c0b9a_x7j1a_8byvr_324.jpg

Extension: Play Social Science Pursuit! - Read through the following lists of career-related fields and try to match up as many as you can!

Study of humans, past and present, that draws and builds upon knowledge from the social sciences and biological sciences, as well as the humanities and the natural sciences.	Library science
Study of cultures via material remains and environmental data	Archeology
Subject combining elements of accountancy, finance, marketing, organizational studies and economics	History
Study of citizenship, its rights and duties; the duties of citizens to each other as members of a political body and to the government	Anthropology
Study of the nature, extent, causes, and control of criminal behavior in both the individual and in society	Population geography
Statistical study of human populations and sub-populations	Geography
Analysis, collection, classification, manipulation, storage, retrieval and dissemination of information	transport economics
Study of the entrepreneur and entrepreneurship within the economy	Cartography
Improved human well-being and social equity, while significantly reducing environmental risks	Demography
Application of economic techniques to real estate markets	Law
Branch of economics that deals with the allocation of resources within the transport sector	Entrepreneurial economics
Study of the lands, features, inhabitants, and phenomena of Earth	Tourism geography
Study and practice of making maps or globes	Climatology
Study of spatial variations in the distribution, composition, migration, and growth of populations	Green economics
Geography related to study of health, disease, and health care	Civics
Study of travel and tourism, as industry and as a social and cultural activity	Criminology
Study of areas with a high concentration of buildings and infrastructure	Environmental geography
Geography that describes interactions between humans and natural world	Real estate economics
Atmospheric physics	Urban geography
Discovery, collection, organization, and presentation of information about past events. History can also mean the period of time, after writing was invented	Political science
Field that studies the employment relationship	Business studies
Study of the major political, economic, social, cultural and sacral issues that dominate the international agenda	Information science
Set of rules and principles (laws) by which a society is governed, through enforcement by governmental authorities	Industrial relations
Study of issues related to libraries and the information fields	Health geography
Social science discipline concerned with the study of the state, government, and politics	International studies

- Think about the words 'expert' and 'novice'.
- What do think is the difference between a novice and an expert?
- Work with a partner to fill in this Venn diagram to show how experts ... and novices can be the same and different.
- You may use some of the words in the box if you are stuck!

confident	curious	inspired	risk taker
mentor/helper	teacher	researcher	writer
leader	hard worker	reader	uncertain



<https://adventureclubinteractive.files.wordpress.com/2013/02/venn-diagram.jpg>

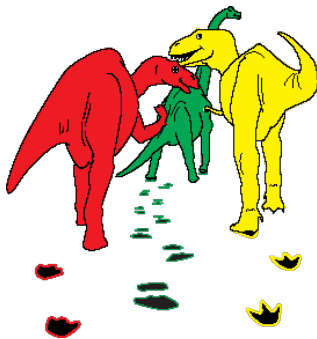
How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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ET - Solid understandings of world history

4. History Ladder and Time Traveler Circuit

- Look at the history ladder and put a check beside the era you think would be an interesting time to live:

Before Man (Dinosaur Time - 500,000 BCE-2300BCE)



http://www.ucmp.berkeley.edu/education/explo_dinosrev.gif

Ancient Times (2300 BCE-400CE)

Middle Ages (400CE-1400CE)

Renaissance Times (1400-1750CE)

Industrial Age (1750-1900CE)

Information Age (1950 to present)

*BCE - Before the Common Era

*CE - Common Era

- This used to be called BC and AD. Why do you think it was changed?

Before Ancient Times

- View the video and add details about these prehistoric times below.

Age Before Ancient Times	Distinctions
Stone Age (old - PALEOLITHIC); (in between - MESOLITHIC) and (new - NEOLITHIC) Periods	500,000-10,000 BCE -oldest and longest period 10,000 - 4000 - 2300? BCE
Bronze Age	Before 3000BCE (Greece & China) Started about 1900BCE (Britain)
Iron Age	1200 BCE (Middle East and Southern Europe) 600 BCE (China)

TECH CHECK:

- https://www.youtube.com/watch?v=-qq_1lcMrDM
- <https://www.youtube.com/watch?v=hG7QpXM170I>
- <https://www.youtube.com/watch?v=GS2mtgDyNjQ>
- <https://www.youtube.com/watch?v=gB4fPhv2jWA> Animals of the Stone Age (30 minutes)
- <http://archaeologychannel.org/video-main-menu/video-guide-main/video-guide-summary/256-ice-age-discoveries-new-evidence>

- Rotate to each Time Traveler Station to complete the following tasks:

1. Ancient Station - Make an Ancient Artifact

<http://www.ancient-origins.net/artifacts-other-artifacts/ten-amazing-artifacts-ancient-world-002105?page=0%2C1>

2. Illuminator Station - Write a cinquain poem about the Middle Ages

3. Add to the ABC...Z String something interesting about the world explorers/invaders from Scandinavia, Spain, Italy, Portugal and Britain in Renaissance Times

4. Create your own "Top 10 List" of Inventions between 1750 and 1900.

<https://www.timetoast.com/timelines/technological-advancements-during-1750-1900>

Station 1: Making an Ancient Artifact Station (up to 10 points)

- Look up what the word 'artifact' means?

*An artifact is....*_____

-
- Browse the Internet to find an artifact you will make out of modeling clay.
 - After you have chosen an interesting artifact to create, be sure to place it on top of a light coloured piece of construction paper.
 - Label 10 details about it on the construction paper with arrows pointing to the 3D object.



http://www.clipartheaven.com/clipart/international/tribal_designs/artifact_03.gif

Station 2: Illuminated Letter Cinquain Poem Station (up to 10 points)

- Review the following slides about how illuminated lettering was so popular in the Middle Ages.

Who created them?

There were 3 people involved in the creation of illuminations:

The Parchmenter who prepared the drawing and writing surface.



The Scribe, who copied information onto each page

The Illuminator who actually created the illuminated letters and other decorations on each page.



During the Middle Ages most of this kind of work was done in monasteries, so all of these jobs were performed by monks.

The Parchmenter

The parchmenter prepared animal skins to be used as writing surfaces. During the early Middle Ages paper from wood pulp was not available yet. Thus the use of animal skins as a writing surface was typical practice all over the world.

The word PARCHMENT usually refers to a surface made of sheepskin, while VELLUM refers to a surface made of calfskin. Both of these were made by stretching the skin in the sun, and burnishing it with a rounded stone repeatedly to create a smooth surface.



<http://image.slidesharecdn.com/illuminations1-120920095442-phpapp01/95/illuminated-letters-introduction-8-728.jpg?cb=1348134954>

<http://image.slidesharecdn.com/illuminations1-120920095442-phpapp01/95/illuminated-letters-introduction-9-728.jpg?cb=1348134954>

The Scribe

The scribe was the person in charge of copying words and stories onto pages of parchment to be made into a book.

Upon receiving the parchment and checking it for flaws, the scribe would then have several tools to prepare before sitting down to write.



He would have to sharpen his quill pen made from a bird's feather. Then he'd have to prepare his inks made from ashes, plant material, and egg whites. It was then that he'd be ready to start writing.

The Illuminator

Once all of the text was in place, the scribe would pass the pages to be done onto the Illuminator who would begin to add the decorative images we call ILLUMINATIONS.

He would first make a rough sketch, then outline that with pen. The gold leaf would then go on first, followed by all the other colors made from ground up stones and plants.



<http://image.slidesharecdn.com/illuminations1-120920095442-phpapp01/95/illuminated-letters-introduction-10-728.jpg?cb=1348134954>

<http://image.slidesharecdn.com/illuminations1-120920095442-phpapp01/95/illuminated-letters-introduction-11-728.jpg?cb=1348134954>

- Draft AND EDIT your cinquain poem.
- Circle the letters you plan to illuminate on your draft below:

Record Draft Below on Every Other Line

- When you've made at least one change to each line in your poem, share it with your teacher or classmate to add at least 1 more idea to your draft!
- Then, using white construction paper or water colour paper, begin to create your illuminated letters and manuscript.
- Look at how the letter "M" was illuminated below from a cross stitch pattern:



https://img1.etsystatic.com/056/0/8566679/il_570xN.714218391_q8ue.jpg

- Use a ruler to trace lines and spaces with a light pencil.
- Then create the images around the selected letters.
- Complete printing/writing the other (smaller) letters in your cinquain poem.
- You can trace over the illuminated letters with a crayon and then use water colours to paint in between the lines of the illuminated letters.
- When the paint is dry, you can add gold glitter glue for effect.

Extension: How are illuminated manuscripts and today's computer fonts the same and different?

Station 3: Renaissance Explorer/Conqueror ABC Station (up to 20 points)

- Add to the ABC...Z String something interesting about the world explorers/conquerors from Scandinavia, Spain, Italy, Portugal and Britain in Renaissance Times.

A	B - Ann Bancroft - first women to reach the north pole by foot and sled (1986)	C - Jacques Cartier first sail to North America in 1534	D
E	F	G	H
I	J	K	L
M - Ferdinand Magellan's ships first to circumnavigate the world! (1522)	N	O	P - "pirate raid" (what the word Viking means in Old Norse language)
Q	R	S	T
U	V - Viking Landed in North America around 1000 CE (much earlier than Columbus)	W - Fanny Workman - In 1906, (age 47) climbed Himalayas and set an altitude record	X
Y	Z		

Station 4. Top 10 Invention Station (up to 10 points)

- Create your own "Top 10 List" of Inventions between 1750 and 1900.

<https://www.timetoast.com/timelines/technological-advancements-during-1750-1900>

#	Invention	Inventor	Year
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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- Have you heard of the Olmec's?



<http://beforeitsnews.com/mediadrop/uploads/2015/34/82e2936cbc7e748a37d31f815587e6d10064b264.jp>

TECH CHECK:

- Look at the following videos and read up on this ancient civilization.
 - <https://www.youtube.com/watch?v=tNqe5470a9U> (Olmec – Kings of the Stone Age)
 - http://www.nytimes.com/learning/teachers/featured_articles/20050316wednesday.html

There have been many women who have made contributions as expert archeologists.

- Read through the following article and discuss what you think the highlighted words might mean.

Pioneering Women in Archaeology

6 March, 2015 by [Maria Pakholok](http://digventures.com/2015/03/pioneering-women-in-archaeology/) (<http://digventures.com/2015/03/pioneering-women-in-archaeology/>)

...some of the discipline's most significant early developments were forged by women... Jane Dieulafoy (1851-1916) was far from the typical vision of a French Victorian lady. She fought in the Franco-Prussian War along with her husband, traveled the world, and supervised their excavation at Susa, Persia, while labeling, mapping and reconstructing their finds – all brand new field recording methods back then...

Often referred to as the 'Mother of **Mesopotamian** Archaeology', Gertrude Bell (1868-1926) **excavated** several sites in Turkey, Syria and Iraq. She became a political officer that helped shape the future of Iraq. As a **Director of Antiquities** in Iraq, she founded the Iraq Archaeological Museum in Baghdad in 1926 and was a pioneer in the movement to keep national **heritage** in its country of origin...

As an archaeology student, American Harriet Boyd Hawes' (1871-1945) professors refused to support her joining the field school in Athens. But Harriet...went to Crete instead...she later discovered **Gournia**, the first **Minoan** settlement ever unearthed. On site, Harriet supervised a hundred local workmen and women, and published her findings in an **exemplary** report that is still **consulted** today...



<https://www.youtube.com/watch?v=tNqe5470a9U>

Starting out as the first female president of the Oxford University Archaeological Society, Kathleen Kenyon (1906-1978) worked in the field with Mortimer Wheeler and became *the* leading English archaeologist of the **Neolithic** Near East, and it was her work at Jericho that led to it being recognized as the oldest continuously occupied settlement in history at the time.....

How well did you demonstrate a solid understanding of world history?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Extension:

- Read through the following interview with archeologist Dr. Allen G. Pastron (<http://mag.amazing-kids.org/non-fiction/interviews/amazing-mentor/amazing-mentor-spotlight-interview-with-dr-allen-g-pastron-archaeologist/>) and circle key terms.

AK: When did you decide that you wanted to be an archeologist and how did you do it?

AP: I have been very interested in archaeology (and related fields like paleontology)... by the time I was eight or nine years old, I was wild about dinosaurs. I remember reading a book by...Roy Chapman Andrews that described his incredible expeditions to China's Gobi Desert in the 1920s and the discovery of the first fossilized dinosaur eggs. After that, I liked to picture myself having similar adventures where I would make amazing discoveries in far-off places...

AK: You have done archaeological digs in the Sahara Desert and also in heavily populated urban areas. How are these digs different, and how are they similar?

AP: There are many basic differences between digging in the city and “wide-open spaces” like the Sahara Desert. In the desert, you can dig almost anywhere...When I was in the Sahara Desert, my professor and I would sometimes walk for miles until we saw something on the surface of the ground (like pottery shards or stone tools) that indicated that an important site might lie buried beneath. You cannot do that in an urban area; most of the time in the city you can only dig in places where a new construction project is taking place. That is the only time that large pieces of land are clear of buildings...

AK: What skills are required to become a successful archaeologist?

AP: ...First, and perhaps most important, you must have an active imagination...This is because an archaeologist is required to take scattered bits and pieces of sometimes seemingly unrelated data and try to recreate the ways in which groups of people lived long ago. Skill at languages is important because you never know where you will be working and because many of the books and articles you need to consult for your work are written in a variety of languages. It is important to be able to read maps, and to create maps when necessary. An archaeologist has to be able to illustrate artifacts and to make accurate drawings of a wide variety of physical remains. An archaeologist needs to be able to write clearly and concisely. An archaeologist always needed to know how to use the library, but nowadays, an archaeologist needs to be able to use a computer as well and sometimes to be conversant with mathematics and statistics. These are just a few among the wide range of skills that a successful archaeologist needs to master... Posted in [Amazing Mentor!](#), [October 2010 Issue](#) By [Sean Traynor](#), Editor-in-Chief

- What do you think a transcript is?

I think a transcript is _____

5. EXPLORE

- In order to determine who you might nominate for the Trailblazer History Hall of Fame, you will need to start browsing in different eras to find some interesting images of candidates (people before 1867).
- List the web addresses of the images you browsed in the chart below and rate them as 😊 or not for up to 10 points:

Websites Addresses Searched (cut and paste address line – or record here carefully):	😊 Really sparked my interest	😞 ho hum (did not spark my interest)



http://www.transaver.com/_img/fg/l3/url.jpg

- Copy and paste or print and paste three interesting pictures below for up to 9 points:

Name	Image	Key points of interest
		•
		•
		•

- Complete the following KWL Chart to share some things you know about history, wonder about history and want to learn more about:

History Before the Birth of Canada

I KNOW

I WONDER

(Want to) LEARN more about

How well did I
do this task?

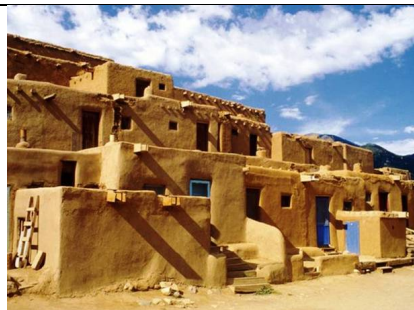
Like a
Trailblazer 😊
(Expert)

Like a
Pathfinder 😊
(Apprentice)

Like a
Rookie 😊
(Not Yet)

6. Some Cool Mysteries (Extension)

- Look through the Mystery Puzzle answer sheet below. Then close your logs and try to match them up. (teacher has cut up and mixed up descriptions and images)
- Check out these websites to read about these mysteries and more...
 - https://www.google.ca/search?q=msteries+of+the+world&ie=utf-8&oe=utf-8&gws_rd=cr&ei=Bn6XV5rcG4z9mAGR6rFo
 - <http://exploringmystery.com/mysteries-of-the-physical-world>
 - <https://www.youtube.com/watch?v=M9wSotRv6iE>



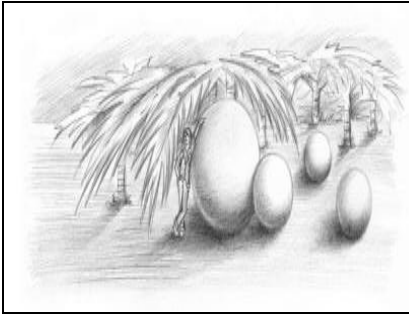
In the small town of Taos, New Mexico, there is a certain buzz often heard on the horizon that can be compared to the sound of a distant diesel engine. Although it can be heard by the naked ear, various sound detection devices are not able to pick it up. This is known as the **Taos Hum** and up to this day, no one still knows how this sound is being created.



The **Voynich Manuscript** was written in a language that men through the centuries have tried to decode to no avail. The only idea anyone has of its origin are the drawings found on various pages.



Kryptos - Just outside the CIA headquarters in Langley, Virginia, you will behold a statue that has coded encryptions on its surface. This very captivating sculpture was created by Jim Sanborn to show that everything can be resolved and decoded with the use of patterns and clues. Of the four inscription sections that were included, only the first three have been cracked. But the fourth? Not even the brilliant minds in the CIA were able to get to the bottom of it.



Costa Rican Stone Balls - Ancient, almost perfectly spherical granite balls of different sizes have been found in the jungles of Costa Rica. They must have taken enormous skill and precision to manufacture but seem to have no useful function. If humans have only used stone hand tools in our past, where do these stone balls fit into the history of the evolution of human technology? Who thought it was worth the effort to create these astounding feats of engineering and what could they have possibly been used for?



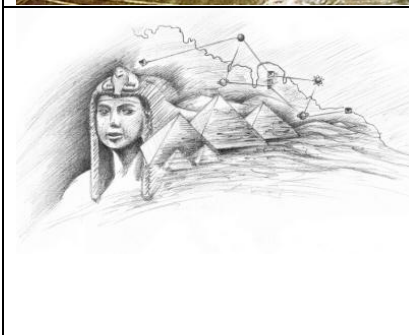
Rongorongo -In the mysterious Easter Islands where the moai stands, a set of glyphs have been discovered, called the Rongorongo. These glyphs have never been deciphered although they may contain clues concerning the huge heads found scattered around the island.



Stonehenge - While Stonehenge is a very fascinating structure due to the big rocks that stand atop one another, the biggest mystery isn't how it was created but why.



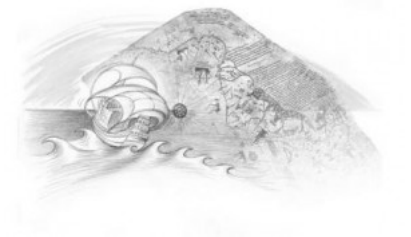
Nazca Geoglyphs - The Nazca civilization is responsible for some of the most fascinating geoglyphs on the face of the Earth. They include everything from spiders, monkeys, sharks, orcas, and flowers, the precision of which is incredible given that the Nazca had no way of examining their work from above.



Egyptian Pyramids - Laid out to align with certain stars, and precisely engineered with mysterious inner chambers and tunnels, these extraordinary monuments are clearly not pharaohs' tombs. Who were the architects and what was their purpose, and why is there such a refusal by authorities to acknowledge the evidence of alternative researchers? Were the 'gods', depicted by ancient hieroglyphics, technologically advanced extraterrestrials, or were they powerful humans from a prior civilisation with supernatural abilities?



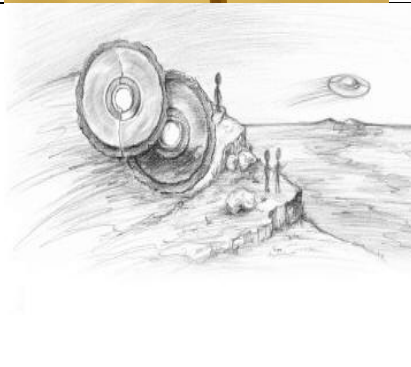
Back in 1974, a group of workers in Romania discovered three different objects 10 meters deep in a sand trench. Two of the items were prehistoric elephant bones that have been dated as old as 2.5 million years ago. The third object however, is an **aluminum wedge** that was found together with the ancient bones. This discovery dumbfounded most researchers, as aluminum was difficult to create even by 19th century standards. While some call it evidence of extraterrestrials, others are calling it a hoax. Whatever it is, we may never know.



There exists an ancient map showing Antarctica without its icecap. Antarctica has been covered in ice for the last six thousand years, so, who were the sailors who mapped the southern seas, all those many millennia ago? The **Piri Reis Map** is a well-known artefact showing irrefutable evidence of an ancient, sea-faring civilisation in human pre-history.



Phaistos Disc - A famous puzzle in the field of archaeology, this disc was discovered in 1908 in the Minoan palace of Phaistos. It's made of a type of fired clay printed with mysterious symbols and hieroglyphics, believed to have been created around second millennium BC. Even though scholars came close to deciphering it, they believe it to be written in a form of ancient Crete called Linear A, but the problem is they haven't even *decoded* Linear A.



The Dropa Stones - Stone discs with minute writing on them have apparently been found in caves in remote mountains between China and Tibet. These so-called Dropa Stones tell the story of a group of astronauts who crashed here and who could not repair their spacecraft. Marooned on Earth about 12 000 years ago, they interbred with the locals who are, to this day, a pygmy race called the Dropa people, of very different proportion to most humans. Could their ancestors indeed have been ancient astronauts from the stars as explained in the story inscribed on these ancient stone discs.

7. NARROW

- Review a series of websites about one ancient civilization.
- Divide up the work by reviewing the videos and reading one article for only one civilization.
- Everyone can share their findings - and you can complete the chart by filling in shared responses.

Incas

VIDEO VIEWS: <https://www.youtube.com/watch?v=5cVSWA37xil>

PP Review: <http://www.slideshare.net/pamaee/inca-civilization-16446095>

BROWSE: <http://incas.mrdonn.org/quickhistory.html>

Aztec Civilization

VIDEO VIEWS: <https://www.youtube.com/watch?v=hYydq4HvTE0> (15 minutes)

<https://www.youtube.com/watch?v=ZGyVRAtZbRk> (4.5 minutes)

PP REVIEW: <http://www.slideshare.net/shauneyfuselier/aztec-presentation>

BROWSE: <http://www.aztec-history.com/aztec-timeline.html>

Mayan Civilization

VIDEO VIEWS:

<https://www.youtube.com/watch?v=kyvw6G9Max0&list=PL9SLkANZIEtUxpN8A9BHFR6GGFTk24Nis&index=8> (3 minutes)

<https://www.youtube.com/watch?v=tNcwfKS5Kto> (21 minutes)

<https://www.youtube.com/watch?v=bSd2P0guPFk> (53 minutes)

PP REVIEW: <http://www.slideshare.net/isruas/mayan-slideshow>

BROWSE: <http://www.history.com/topics/maya>

Ancient China

VIDEO VIEWS: <https://www.youtube.com/watch?v=7a4RKO1xJek>

PP Review - <http://www.slideshare.net/dmcdowell/chinese-dynasties-overview>

BROWSE: <https://depts.washington.edu/chinaciv/timeline.htm>

Ancient Egypt

VIDEO VIEWS: <https://www.youtube.com/watch?v=9w41PT37dXM>

PP Review: <http://www.slideshare.net/hkab/ancient-egypt-15195337>

BROWSE: <http://egypt.mrdonn.org/lessonplans.html>

Ancient India

VIDEO VIEWS: <https://www.flocabulary.com/unit/ancient-india/>

PP Review: <http://www.slideshare.net/KyleRainerVillas/ancient-civilization-of-india>

BROWSE: <http://www.neok12.com/History-of-India.htm>

Ancient Greece

VIDEO VIEWS: <https://www.youtube.com/watch?v=zmvqGJCFzpA>

PP Review: <http://www.slideshare.net/mrsmarino/ancient-greece-ppt-16555991>

BROWSE: http://www.ducksters.com/history/ancient_greece.php

Ancient Rome

VIDEO VIEWS: <https://www.youtube.com/watch?v=rDgznF2jSzE> (47 minutes); <https://vimeo.com/32038695> (5.5 minutes);

PP Review: <http://www.slideshare.net/ValPatton/ancient-rome-powerpoint-34055485>

BROWSE: http://www.ducksters.com/history/ancient_rome.php

Assigned Ancient Civilization:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

- Choose two key findings and a name of a possible nominee.
- Place them in the chart on the next page.
- Share your part of the chart and copy the ideas from your classmates to complete the chart (for up to 21 points).

Ancient Civilization	Possible Nominee	2 Key Points
Mayan Civilization		
Aztec Civilization		
Ancient China		
Ancient Egypt		
Ancient India		
Ancient Greece		
Ancient Rome		

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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Browsing Key Features of the Middle Ages

- You will work in pairs to find key features of the Middle Ages time-period.
- You will be asked to complete research on one of the following areas and then report your findings to your classmates.
- Put a check beside the area you and your partner have been assigned.

1. Daily Lives - *The Middle Ages time-period featured distinct daily lives....*

- How do the people use the land for food and shelter?
- How are people the same and different from each other?
- How does living in this time-period the same and different than living today?

2. Leaders - *The Middle Ages time-period had many significant key figures...*

- How are leaders chosen?
- What are the perspectives of the leaders?
- What area the actions of key figures?

3. Challenges - *The Middle Ages time-period had several challenges including...*

- What conflicts are happening?
- How did people respond to the challenges?
- What actions lead to consequences?

4. Achievements - *The Middle Ages time-period was significant because...*

- What was discovered?
- What was invented?
- How does art reflect change?

Features of the Middle Ages

Daily Lives

Leaders

Challenges

Achievements

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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Browsing Key Features of the Renaissance Times

- You will work in pairs to find key features of the Renaissance period.
- You will be asked to complete research on one of the following areas and then report your findings to your classmates.
- Put a check beside the area you and your partner have been assigned.

1. Daily Lives - *The Renaissance time-period featured distinct daily lives....*

- How do the people use the land for food and shelter?
- How are people the same and different from each other?
- How was living in this time-period the same and different than living today?

2. Leaders - *The Renaissance time-period had many significant key figures...*

- How are leaders chosen?
- What are the perspectives of the leaders?
- What are the actions of key figures?

3. Challenges - *The Renaissance time-period had several challenges including...*

- What conflicts are happening?
- How did people respond to the challenges?
- What actions lead to consequences?

4. Achievements - *The Renaissance time-period as significant because...*

- What was discovered?
- What was invented?
- How does art reflect change?

Features of the Renaissance Time-Period

Daily Lives

Leaders

Challenges

Achievements

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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Browsing Key Features of the Industrial Age

2. You will work in pairs to find key features of the Industrial age.
3. You will be asked to complete research on one of the following areas and then report your findings to your classmates
4. Put a check beside the area you and your partner have been assigned.

1. Daily Lives - *The Industrial Age featured distinct daily lives....*

- How do the people use the land for food and shelter?
- How are people the same and different from each other?
- How was living in this time-period the same and different than living today?

2. Leaders - *The Industrial Age had many significant key figures who...*

- How are leaders chosen?
- What are the perspectives of the leaders?
- What are the actions of key figures?

3. Challenges - *The Industrial Age had several challenges including...*

- What conflicts are happening?
- How did people respond to the challenges?
- What actions lead to consequences?

4. Achievements - *The Industrial Age was significant because...*

- What was discovered?
- What was invented?
- How does art reflect change?

Features of the Industrial Age

Daily Lives

Leaders

Challenges

Achievements

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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History Before 1867...Canada's Birthday!

(up to 28 points)

I KNOW (24 points)

I WONDER and want to Learn More about...(4)

Ancient Civilizations

Middle Ages

Renaissance Times

Industrial Age

How well did I do this task?

Like a Trailblazer 😊
(Expert)

Like a Pathfinder 😊
(Apprentice)

Like a Rookie 😊
(Not Yet)

In each era, there are many fascinating people we could honour!

- For 2 points, make a short list of candidates from your assigned era that you will then choose from to nominate for your project.

Era:

- Place a star beside your choice.

How well did you demonstrate your understanding of world history?

Trailblazer
(Expert)

Pathfinder
(Apprentice)

Rookie
(Not Yet)

8. GATHER

Your History Hall of Fame Project will gather data from three different kinds of sources:

- A. print and digital
- B. interview (primary)
- C. survey/questionnaire

The print, digital and interview sources should be as 'bias' free as possible.

- What do you think **bias** means? (Put your ideas or your classmates' ideas here during a discussion of possible definitions).

You will be gathering data from historical experts.

- Describe how you can back up that your expert claims are 'bias-free' or close to it.

I will try to make sure the information I gather from experts is bias free by...

- Look at the words used to describe 'being biased-free' in the wordle below.



<http://s3.amazonaws.com/libapps/customers/17/images/gsdwordle.png>

- Create your own Wordle about the era you were assigned:
- Insert WORDLE HERE:

- Talk about what historical figures tried to be biased-free - and fair?
- Why do think being fair is a good choice for a leader?

Extension:

*What do you think is evidence of being a biased-free Canadian citizen?

How well did you identify good and poor choices and values in social studies?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

9. Gathering Print and Digital Information

- Look up the following websites and cut and paste, or write in the box, how the description is completed (first example is completed for you):

<p>http://www.telegraph.co.uk/news/2016/05/10/canadian-teenager-discovers-ancient-mayan-city-lost-in-jungles-o/</p>	<p>A Canadian schoolboy appears to have discovered a lost Mayan city hidden deep in the jungles of Mexico using a new method of matching stars to the location of temples on earth. William Gadoury, 15, was fascinated by the ancient Central American civilization and spent hours poring over diagrams of constellations and maps of known Mayan cities. And then he made a startling realisation: the two appeared to be linked...</p>	<p><i>“I was really surprised and excited when I realised that the most brilliant stars of the constellations matched the largest Maya cities,” he told the Journal de Montréal. In hundreds of years of scholarship, no other scientist had ever found such a correlation.</i></p>
<p>https://kidskonnnect.com/history/middle-ages/</p>	<p>The wars were made much worse by the Black Death, or bubonic plague, which...</p>	<p><i>which...</i></p>
<p>http://www.ducksters.com/history/renaissance.php</p>	<p>The term Renaissance Man refers to a person that is an expert and talented in many areas. The true geniuses of the Renaissance were great examples of this. Leonardo da Vinci was a master painter, sculptor, scientist, inventor, architect, engineer, and writer. Michelangelo was...</p>	<p><i>was...</i></p>

<p>How well did I do this task?</p>	<p>Like a Trailblazer ☺ (Expert)</p>	<p>Like a Pathfinder ☺ (Apprentice)</p>	<p>Like a Rookie ☺ (Not Yet)</p>
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- To gather data, you will need to do some reading.
- Find at least two books that have information about your nominee.
- Record details found in each by filling in the 'Book Data Bank' charts:

BOOK DATA BANK (up to 10 points)	
Title of Book:	Name of Publisher:
Author of Book/Chapter:	Date:
3 Quotes	Jot Notes from Book

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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BOOK DATA BANK (up to 10 points)

Title of Book:	Name of Publisher:
Author of Book/Chapter:	Date:
3 Quotes	Jot Notes from Book

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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- Find at least two web articles that relate to your nominee.
- Record details found in each by filling in the 'Website Data Bank' Charts.
- Jot notes in the margins of the printed off articles.
- Place quotes from the web by 'copying and pasting' directly into the Chart.
- If you can print off copies of written text and circle key quotes, this would be good to include in a 'Social Science Research Folder'.

WEB SOURCE DATA BANK (up to 10 points)

WEB ADDRESS (copy and paste here):

Title of Article:

Author of Article:

Date:

3 Quotes

Jot Notes from Article

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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WEB SOURCE DATA BANK (up to 10 points)

WEB ADDRESS (copy and paste here):

Title of Article:

Author of Article:

Date:

3 Quotes

Jot Notes from Article

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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10. Gathering Information from Experts

(Interviewing Primary Sources)

- Read the following video transcript from two archeologists.
- Underline/highlight words that describe what they do.

(<https://kids.usa.gov/watch-videos/jobs/archeologist/index.shtml>)

Joy Beasley, Cultural Resources Program Manager:

What most people think about when they think of archeologists is going out in the field and digging things up and finding bones and pots and things like that. And that's certainly a big part of what goes into archeology. But probably the bigger part, and the more important part is being able to explain what those bits and pieces actually mean. We use things like shovels and sometimes picks. We also use smaller tools like trowels or smaller digging spades.

Kate Birmingham, Archeologist:

One of the tools that we use is something called a screen. Which it's sort of like your window screen, but a little bigger. And we put the dirt in there and shake it. So what that does is it separates all the smaller dirt particles from the artifacts (handmade objects) and then you look through what remains in the screen.

Joy: This farm was actually part of a plantation (large farm or estate) that was established in 1794 by a family of French people. They had about 748 acres total and they had 90 enslaved laborers in their possession. An eyewitness account that gave us a little bit of a clue as to the general location of where the slave quarters were, and then we really had to go out and start digging. We uncovered just a wide variety of artifacts. Everything from broken glassware and ceramics, to rusty old nails and pieces of hardware. Lots of food remains, so bones and shell.

Kate: This is a shell pendant and this is made of oyster shell, like the shell that we have here. So, this would've been made, likely by one of the enslaved individuals. And they would've taken the larger shell and they would have made it into this decorative object and then inscribed all of these little lines that go down here. And the hole that they would have probably put a cord through to wear it.

This is actually an 1817 U.S. large cent, which is equivalent of what today is the penny. And you can probably tell that it's much bigger than a penny today. And that's one of the attributes (characteristics) along with the date that help us figure out when this was made.

<https://www.questia.com/library/journal/1G1-98134641/archaeology-in-the-seventh-grade-an-interdisciplinary>

- What words were tricky to read in the transcript?

Need Help Finding Experts?

You can find agencies or websites on the Internet that claim to be experts. Some stand the test of time, others do not. Even with government-sponsored agencies, we found a shift in their emphasis that can result in a change in the group's name. Not only will it help to learn about these agencies, you will also discover that they may exist for limited or extended periods of time.

- Here are some global sites that might be helpful for finding primary sources, to help you find more about your Hall of Fame nominee:

Smithsonian (Washington, DC) http://www.si.edu/	Royal Ontario Museum (Toronto, Canada) http://www.rom.on.ca/en
<input checked="" type="checkbox"/> World History Association (WHA) www.thewha.org/	George Mason University http://chnm.gmu.edu/worldhistorysources/whmfinding.php
Discovery Channel, BBC, National Geographic/History Channel	Royal Historical Society (HS) www.royalhistoricalsociety.org
Association of Ancient Historians (AAH) associationofancienthistorians.org	Archaeological Institute of America (AIA) https://www.archaeological.org/
Natural History Museum (London, England) www.nhm.ac.uk/	The Louvre (Paris, France) http://www.louvre.fr/en
State Hermitage (St. Petersburg, Russia) http://www.hermitagemuseum.org/wps/portal/hermitage/?lng=en	The British Museum (London, England) http://www.britishmuseum.org/
Pergamon Museum (Berlin, Germany) http://www.smb.museum/en/museums-institutions/pergamonmuseum/home.html	The National Museum of Anthropology (Mexico city, Mexico) http://www.mna.inah.gob.mx/index.html
World Museum (Liverpool, England) http://www.liverpoolmuseums.org.uk/wml/	The Acropolis Museum (Athens, Greece) (http://www.theacropolismuseum.gr/en)
International Association of Egyptologists (IAE) www.iae.lmu.de	The Medieval Chronicle Society https://medievalchronicle.org/

University Researchers - One of the first stops to recommend on the 'expert search train' is your local university. Some university professors have established 'outreach' type programs. They can provide the names and links to experts who conduct their own research for a living. Web pages can provide key biographical information, that can let you zero in on people who could specifically support your research project.

- Search the Internet to find experts that might have something important to add to your investigation for deciding your Hall of Fame nominee:

_____ from _____ because

AND

_____ from _____ because

- Generate questions for an email interview with one or more experts.



- Create questions to find out more about:
 - the expert's background
 - the expert's perspective
 - interesting ideas to improve understanding of the topic
- Write a draft letter and share this with your teacher.
DO NOT MAIL THESE QUESTIONS to the experts.

→ Place the draft below (up to 5 points):

(school address)

Date

Dear _____ : (include email address)

Sincerely,

(Just sign with your first name), <school>

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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- Place the expert response here (up to 5 points):

- Draft a thank you note and copy your teacher on the draft.

11. Gathering Perceptions from Surveys

- Create an electronic survey to gather input from your classmates/parents/teachers about their perceptions about your candidate for the Trailblazer History Hall of Fame.

Step 1 - Sign up for an account: <https://www.surveymonkey.com/user/sign-up/>

Step 2 - Draft questions on cue cards about your candidate gathered from book, web site and expert information.

- One question will be a 'yes/no' question.
 - One question will be a multiple-choice question.
 - One question will be open-ended.
- Edit each question after getting feedback from at least two people (one will be your teacher).

Step 3 - Type the revised questions on your survey.

Step 4 - Make sure 10 people complete your survey.

Step 5 - Fill in the data gathered from the yes/no questions and the multiple-choice questions in the two frequency tables that follow.

- Look at these examples:

Do you think Julius Caesar should be inducted into the Trailblazer Hall of Fame?	Perceptions
AGREE	10
DISAGREE	0
Not sure	3

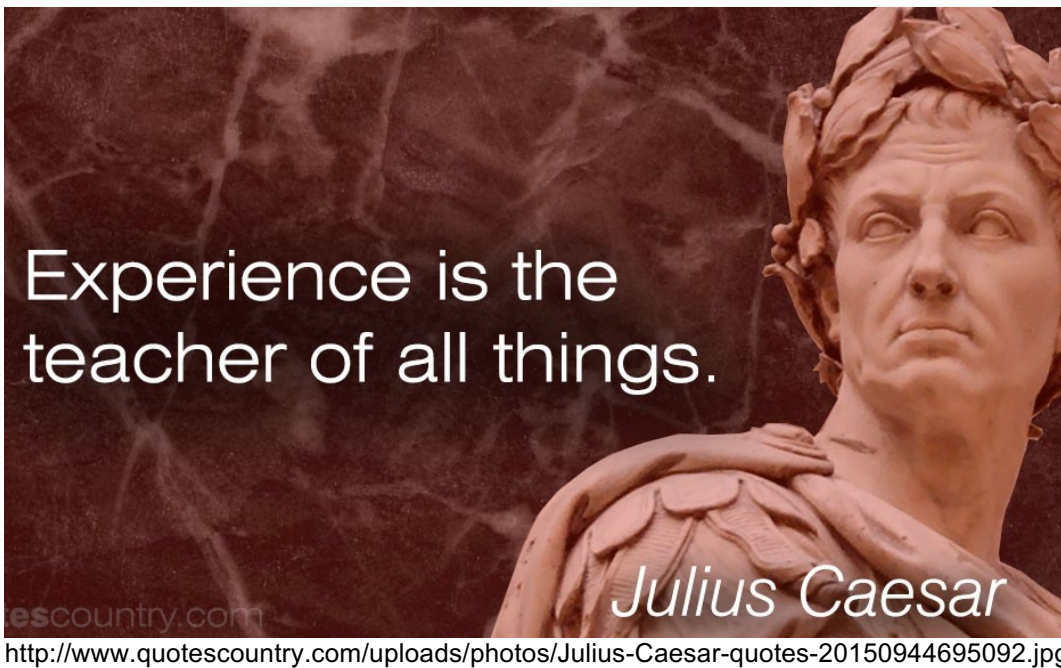
Why do you think Caesar is so popular in history?	Perceptions
(a) leader of the Roman Empire	4
(b) expanded the Roman Empire from military conquests	6
(c) built a bridge across the Rhine River	1
(d) Caesar tried to invade Britain	2

An open-ended question gives respondents the freedom to respond.

- See sample below:

Open-Ended Question Sample:

What do you think happened at the end of Caesar's reign?



- What do you think a perception is? *A perception is...*

- Complete the following frequency tables for your yes/no question and your multiple-choice question:

Yes/No Frequency Table 1 (up to 2 points):

Yes/No Question: (Place question here):	Number of Perceptions
AGREE/YES	
DISAGREE/NO	
Not sure/OTHER	

Multiple Choice Frequency Table 2 (up to 5 points):

Multiple Choice Question (Place question here -and choices below):	Number of Perceptions
(a)	
(b)	
(c)	
(d)	

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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- Place your open-ended question here (up to 2 points):

Open-Ended Question:

- Place responses to your open-ended question here (up to 6 points):

Respondent	Responses
1	
2	
3	
4	
5	
6	

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
------------------------------	----------------------------------	-------------------------------------	------------------------------



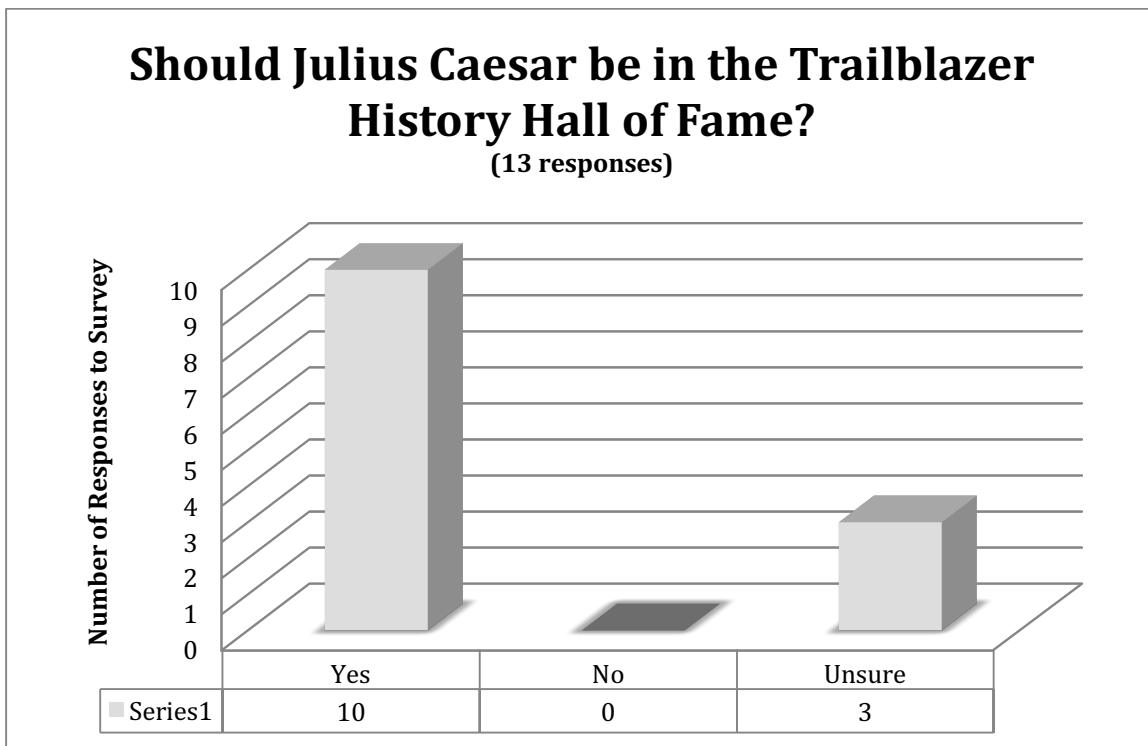
<http://laborders.org/wp-content/uploads/2016/02/survey.jpg>

12. ANALYZE

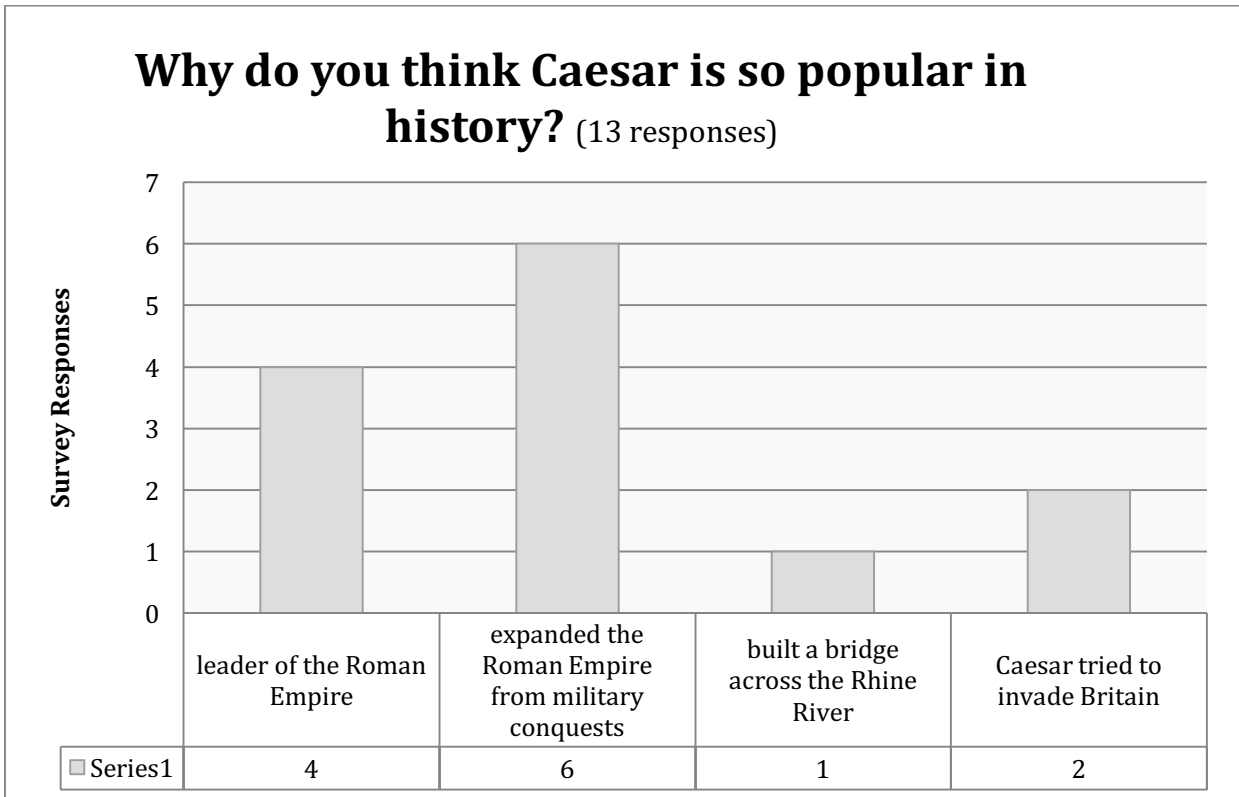
There are several important steps to take when analyzing data.

- Copy and paste data from survey on an Excel spreadsheet and then turn data into a graph in order to analyze patterns.
- The following example illustrates how the data can be compiled in a Frequency Table:

Do you think Julius Caesar should be inducted into the Trailblazer Hall of Fame?	Perceptions/Responses
(a) Yes	10
(b) No	0
(c) Unsure	3



Why do you think Caesar is so popular in history?	Perceptions
(a) leader of the Roman Empire	4
(b) expanded the Roman Empire from military conquests	6
(c) built a bridge across the Rhine River	1
(d) Caesar tried to invade Britain	2



You can use Excel to present the perceptions you gathered from your classmates/others in graph form.

- Copy and paste the frequency table into an open Excel spreadsheet.
- Click on Chart' tool.
- Choose a bar graph.
- Place a title on your chart.

- Copy and paste the graphs here for your yes/no question and your multiple-choice question (up to 3 points each):

[PASTE EXCEL GRAPHS BELOW WITH YOUR DATA]

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
------------------------------	----------------------------------	-------------------------------------	------------------------------

ET - Construct, compare & synthesis frequency tables & line plots with a focus on median

ET - Construct line plot to illustrate 'mean', 'medium', & 'mode.

13. Statistical Patterns

- To determine the median, mode and mean of the data, it's important to know exactly how to find them.
- View the posters below to learn about the differences between each kind of analysis.
- Read about how to find the 'median' in a set of numbers:

median

The median is the middle of a data set

- Put all of the data in order
- Cross off pairs of highest and lowest numbers until you come down to one number—that's the median!
- If you are left with two numbers, find the number that would fall in between
- Median tells you what is typical for that set of data.

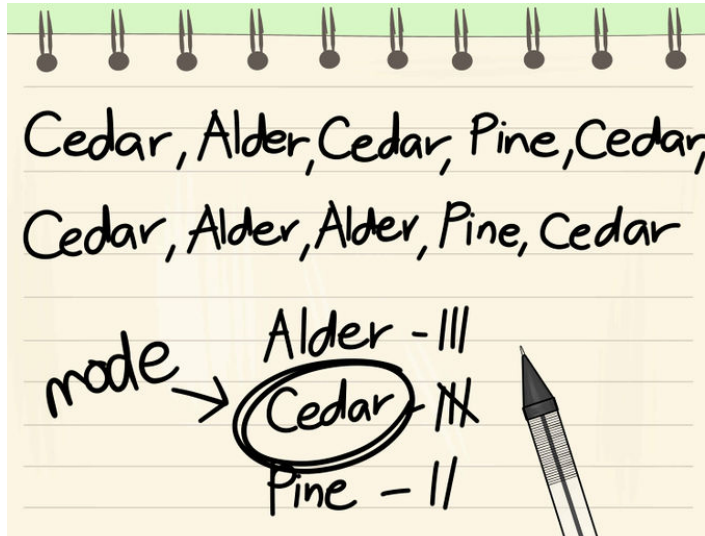
Classroom Caboodle

→ ~~4~~, 5, ~~6~~, ~~6~~, ~~7~~, ~~8~~

The median is 5

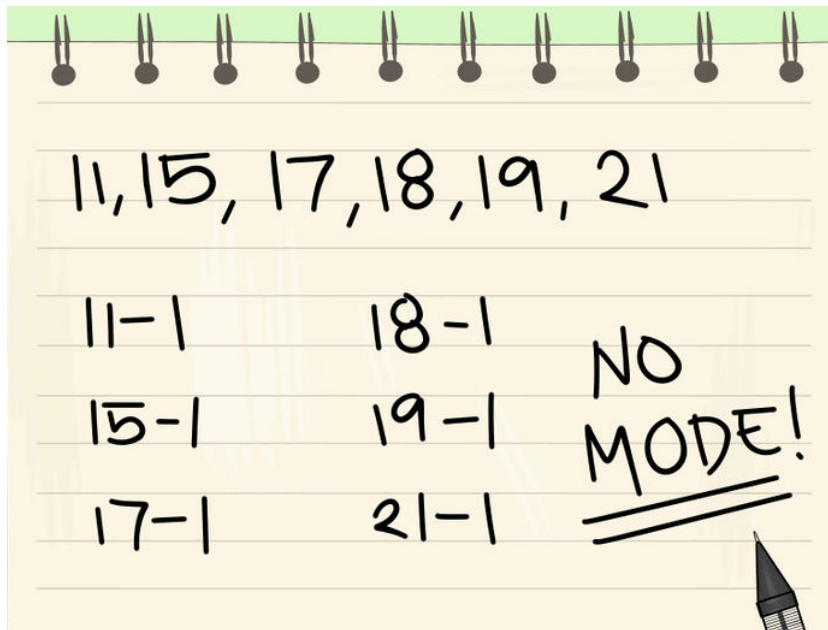
<https://cdn.classroomcaboodle.com/wp-content/uploads/2014/01/anchor-chart-median-2.jpg>

- See the example below to find the **mode** of a list of numbers.



<http://pad1.whstatic.com/images/thumb/c/cd/Find-the-Mode-of-a-Set-of-Numbers-Step-7.jpg/aid130521-728px-Find-the-Mode-of-a-Set-of-Numbers-Step-7.jpg>

- What if there are no numbers that are larger than the others?



<http://pad2.whstatic.com/images/thumb/f/fa/Find-the-Mode-of-a-Set-of-Numbers-Step-6.jpg/aid130521-728px-Find-the-Mode-of-a-Set-of-Numbers-Step-6.jpg>

- Practice finding median and mode for the following data:

6, 7, 7, 9, 13, 13, 14, 14, 14, 17, 18

- Find out more about analyzing the median and mode.
 - http://www.henryanker.com/Math/Number_Sense/Describing_Numbers/Finding_the_Median_Set_1.swf
 - http://www.mathplayground.com/howto_mode.html
- List your data from your multiple-choice question in order from lowest responses to highest responses (up to 3 points):

_____ _____ _____ _____

Multiple Choice Data Statistics	
Median	Mode

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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TECH CHECK:

- Look at the video of population over time:
<https://www.populationeducation.org/content/world-population-video> (5 minutes)

Mean (for those who have mastered division)

- Look at these examples to find the mean or average for a set of numbers.

Get the sum

$$\begin{array}{cccccc} 86 & + & 99 & + & 98 & + & 54 & + & 35 & + & 48 & = & 420 \\ 1 & & 2 & & 3 & & 4 & & 5 & & 6 & & \end{array}$$

Count the numbers

$$\frac{420}{6} = 70$$

Divide

Mean

The **mean** is the **average value** in a group of numbers: also called the **norm**.

Add all of the values together to find the total

$$4 + 5 + 5 + 6 + 8 + 8 = 36$$

There are 6 values

Divide the total by the number of values

$$36 \div 6 = 6$$

The mean is **6**

<http://www.communication4all.co.uk/Screenshot%20Images/mean.png>

- Using the numbers of the dates that began each time-period beginning with the Middle Ages, figure out the mean of these numbers?

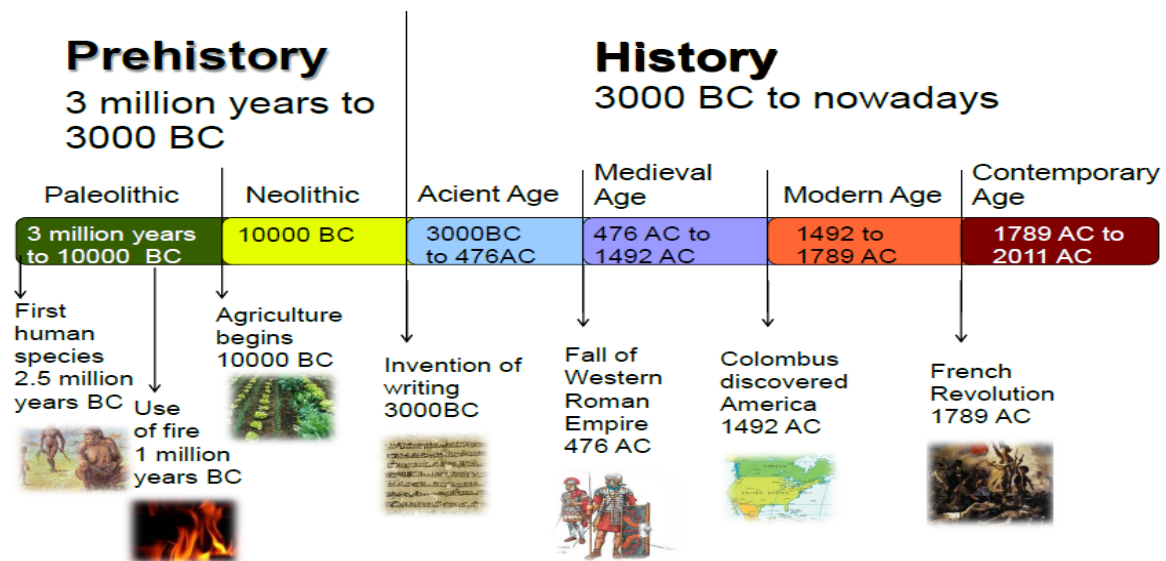
Start of:

Middle Ages 400 CE
Renaissance 1400 CE
Industrial Age 1750 CE
Information Age 1950 CE

- If each time period was divided in equal number of years the time periods would be...

Real Time	What if? Time...
Middle Ages 400 CE	
Renaissance 1400 CE	
Industrial Age 1750 CE	
Information Age 1950 CE	

- Talk about why you think some 'ages' were longer or shorter than others?

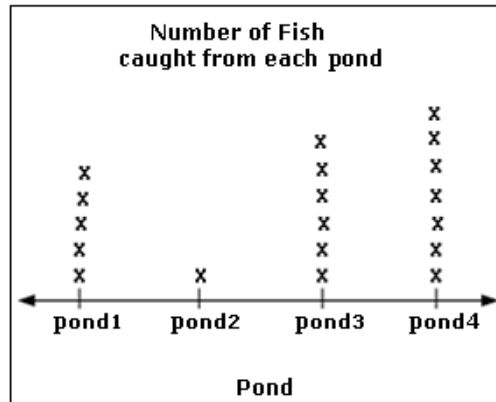


<https://s-media-cache-ak0.pinimg.com/originals/b3/6f/92/b36f929f7b1926cf7d3921482ab5b1e5.png>

Researchers can use line plots and frequency tables to display data.

- Look at how the data is displayed about the fish in four different ponds.

Frequency Table	
Pond	Fish Caught
Pond 1	5
Pond 2	1
Pond 3	6
Pond 4	7



- What is the median of this data?

The median is in pond _____ .

- What is the mode of this data?

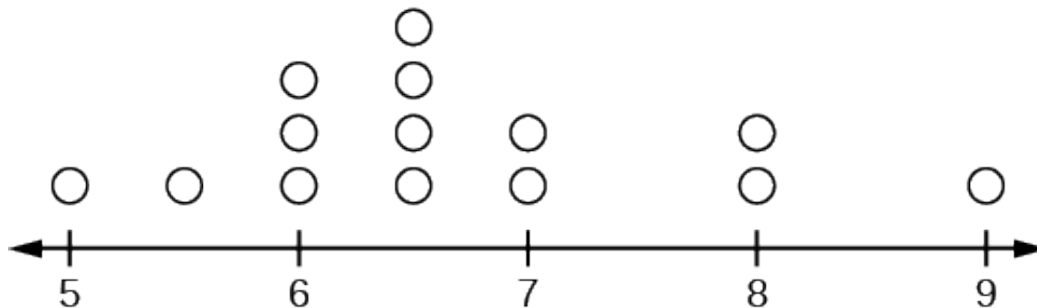
The mode is in pond _____.

- What is the mean of the data? (if you can divide by fractions)

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
------------------------------	----------------------------------	-------------------------------------	------------------------------

- Look at this Graph illustrating the Average time in Hours people spent sleeping per night.

Frequency of Average Time (in Hours) Spent Sleeping per Night



http://cnx.org/resources/3ef62bd2ec35e34bb9f45f923df467df7076ef00/fig-ch01_02_01n.png

- Make a Frequency Chart of this data. Use a ruler.

- Figure out what the mean, median and mode of this data would be.
- Show your teacher how you find them.

Median	Mode	Mean	
How well did you construct line plots to illustrate mean, median and mode?			
	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

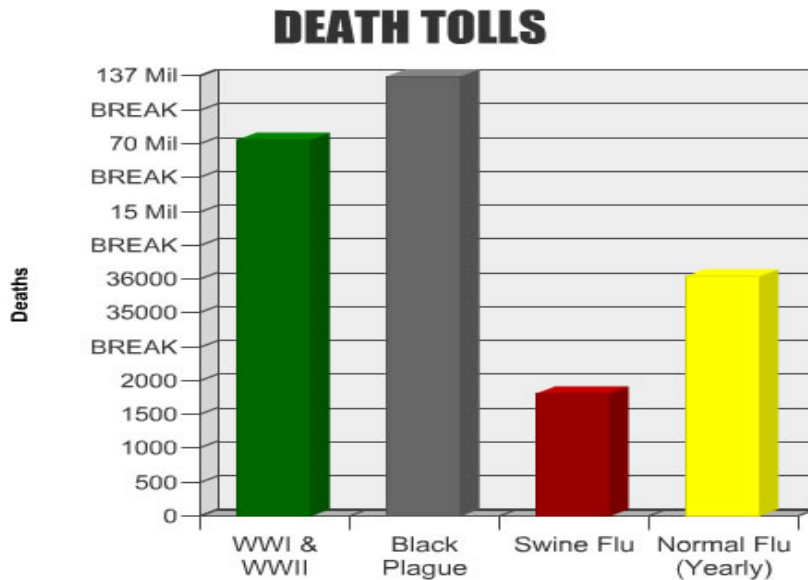
- Talk about what you think were the main causes of death throughout history.
- You can view patterns in bar graphs, frequency tables and line plots.
- Create a frequency table that shows the bar graph below:

Bar Graph	Frequency Table														
<p style="text-align: center;">Population in Europe From 1000-1300s</p> <table border="1" style="display: none;"> <caption>Data for Population in Europe From 1000-1300s</caption> <thead> <tr> <th>Year</th> <th>Population (in millions)</th> </tr> </thead> <tbody> <tr> <td>1000</td> <td>40</td> </tr> <tr> <td>1100</td> <td>48</td> </tr> <tr> <td>1200</td> <td>59</td> </tr> <tr> <td>1300</td> <td>69</td> </tr> <tr> <td>1347</td> <td>75</td> </tr> <tr> <td>1353</td> <td>50</td> </tr> </tbody> </table>	Year	Population (in millions)	1000	40	1100	48	1200	59	1300	69	1347	75	1353	50	
Year	Population (in millions)														
1000	40														
1100	48														
1200	59														
1300	69														
1347	75														
1353	50														

- Now create a line plot to show the data from the graph on population from 100-1300's CE:

- Add to the line plot data median of these numbers.

- Look at a graph that illustrates the number of people who have died from World War I and II, the Black Plague, Swine Flu and other flues.
- Create a frequency table and a line plot to show this data.



GraphJam.com

<https://s-media-cache-ak0.pinimg.com/originals/45/05/a2/4505a29a4daf3bce3633484ca564a3.jpg>

- Add to the line plot data median of these numbers.

How well did you construct, compare & synthesize tables & line plots with a focus on median?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

14. GENERATE

Generate Findings

- Generate a summary of your findings from each inquiry source (books, web, expert(s) and non-experts).

After a thorough investigation of the _____ time period, I discovered...(list at least three findings - for up to 3 points)

Generate New Questions

- Use the following question starters to generate at least 3 new questions to start a new inquiry, or start a new phase of your current inquiry:

Who would...? Who could...? Who might?
What would...? What could...? What might...? What if...?
When would...? When could...? When might...?
Where would...? Where could...? Where might...?
Why would...? Why might...? Why does...?
How would...? How could...? How might...? How did...? How can...?
Which would...? Which could...? Which might...? Which is...

- List new questions here (up to 3 points):

- Taking into consideration the information gathered from books, web sites, experts and the perceptions/opinions of non-experts, create an artifact that would probably be used by your nominee for the Trailblazer's History Hall of Fame. (place image/photo below - up to 3 points)

- Gather materials together to make your artifact to use for your presentation and display during our class Hall of Fame Induction Ceremony.

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
------------------------------	----------------------------------	-------------------------------------	------------------------------

Generate Limitations

All research has limitations (what you could have improved on; admitting bias; quality of sources...)

- List at least 3 possible limitations of your research (and why you think they limited your inquiry):

1. _____

because _____

2. _____

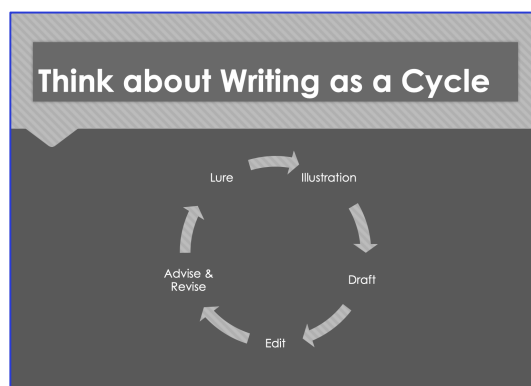
because _____

3. _____

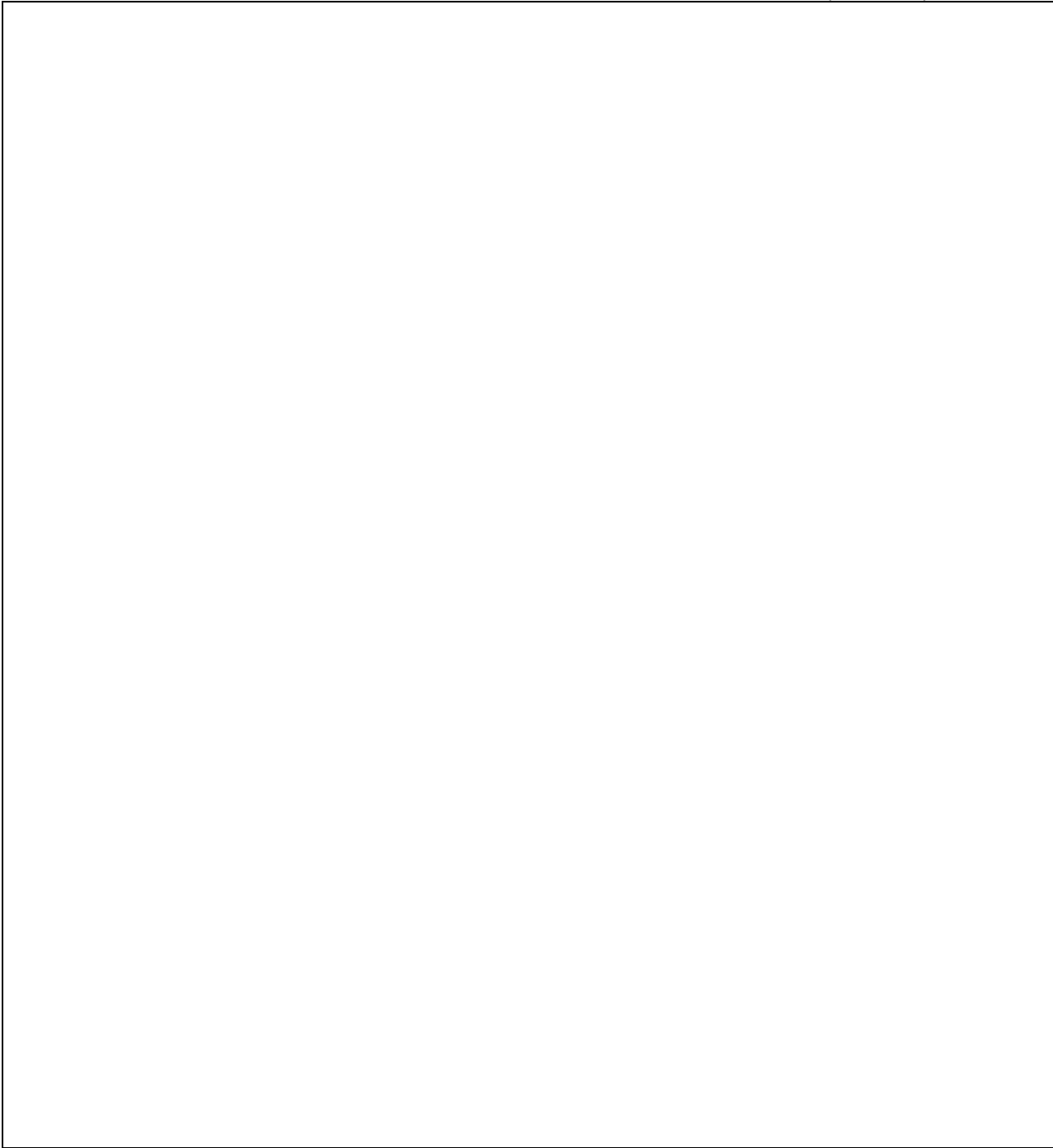
because _____

Generate Recommendations

- Write a draft of a single paragraph proposal indicating why you recommend your nominee for the Trailblazer History Hall of Fame.
- Use the phases of the IDEAL Writing Cycle (from ELA) to develop your outlines, drafts and final work.



Phase 1: DETAILED ILLUSTRATION OF NOMINEE (up to 5 points)



How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
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- Think about adding some of these sentence starters to freshen up your persuasive writing...(up to 5 points)

It is clear that...
 I am certain...
 In my opinion...
 Without doubt...
 I am absolutely convinced...
 The time has come...
 Clearly...

- And here are more used in the United Kingdom:

Persuasive Writing			
Introductions	Making your point	Details	Other Words
I think...	Firstly, secondly, thirdly...	For example...	reasons
For this reason...	Furthermore...	In fact...	arguments
I feel that...	In addition...	For instance...	for
I am sure that...	Also...	As evidence...	against
It is certain...	Finally...	In support of this...	unfair
I am writing to...	Likewise...	Endings	pros
Of course...	Besides...		cons
In the same way...	Again...	For these reasons...	
On the other hand...	Moreover...	As you can see...	
In this situation...	Similarly...	In other words...	
	Surely...	On the whole...	
	Certainly...	In short...	
	Specifically...	Without a doubt...	
	If...then...	In brief...	
	because...	Undoubtedly...	

http://www.twinkl.co.uk/image/resource_preview_xlarge/T-L-2407-Persuasive-Writing-Word-Mat_ver_1.jpg

Final Copy of Nomination (up to 5 points)

Proposal for _____
from the _____ time-period to be considered
for induction into the Trailblazer History Hall of Fame.

_____ (Student Name of person nominating)

_____ (Date of Submission)

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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ET - Construct stem & leaf plots, with a focus on the difference between mean & median.

15. North American Indigenous People PowerPoint

Task: Create a PowerPoint to share with your classmates about one Indigenous group in North America.

My Assigned Group: _____

- Let's begin by viewing these two maps that outline regions where North American Indigenous people live.



<https://www.pinterest.com/pin/44543483790786376/>



<https://weareteachers.comps://tce-live2.s3.amazonaws.com/media/media/2a7270dd-9145-4866-82b2-e67f3d2c47a7.jpg>

- When you compare the maps, what do you think you learned?

I learned that.... _____

- Look at the symbols on the two charts in the table below and then predict the kinds of things some Indigenous People did before explorers settled in North America.

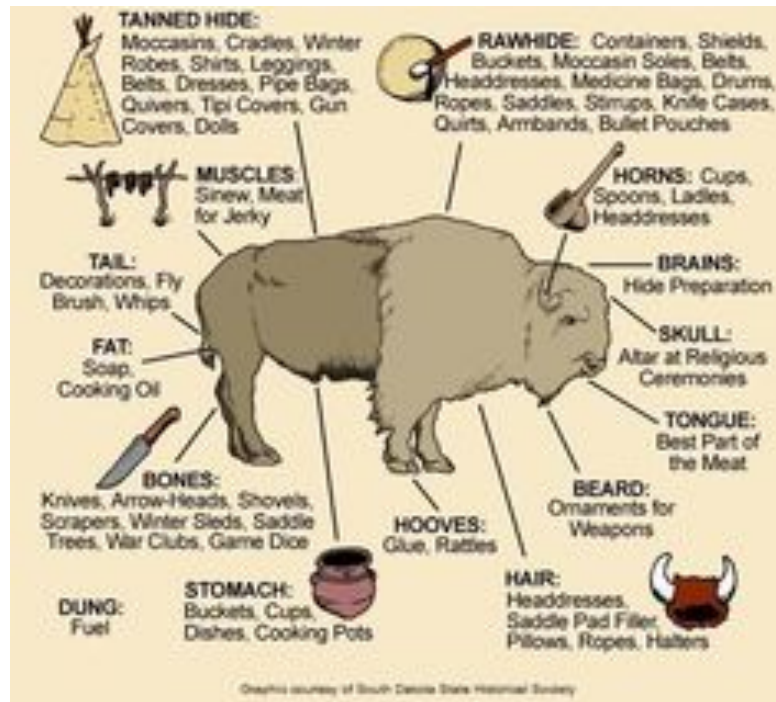


I think these symbols indicate that some Indigenous people used to:

- _____
- _____

The buffalo was an important animal for many Indigenous people in North America.

- Look at the image below and make a list of 3 surprises:



<https://www.pinterest.com/pin/287597126183162657/>

I didn't know that...

_____ (surprise 1)

_____ (surprise 2)

_____ (surprise 3)

How well did I do this task?	Like a Trailblazer ☺ (Expert)	Like a Pathfinder ☺ (Apprentice)	Like a Rookie ☺ (Not Yet)
------------------------------	----------------------------------	-------------------------------------	------------------------------

- Look at the data on the table that follows:

Provinces and territories	Indigenous identity population
Canada	1,400,685
Newfoundland and Labrador	35,800
Prince Edward Island	2,230
Nova Scotia	33,845
New Brunswick	22,615
Quebec	141,915
Ontario	301,425
Manitoba	195,900
Saskatchewan	157,740
Alberta	220,695
British Columbia	232,290
Yukon	7,705
Northwest Territories	21,160
Nunavut	27,360

Adapted from Source: Statistics Canada, National Household Survey, 2011 (<https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm>)

- What is the mean, median and mode of this data?

The median is: _____

The mode is every number because _____

The mean, which would mean the numbers were equally distributed among each province would be (show the work on your division question here).

Sometimes, mathematicians organize data in stem and leaf plots.

- How can the above data be organized using a stem and leaf plot?

What is a stem and leaf plot?

Rather than making a list from smallest to largest numbers, a stem and leaf organizes numbers according to groupings.

Number	Stem	Leaf
6	0	6
47	4	7
710	71	0
8,802	880	2

<http://www.angelfire.com/ego/mr.f/images/stem4.gif>

- Look at the stem and leaf plot using the Indigenous People's data from 2011:

Step 1: List the data.

35,800; 2,230; 33,845; 22,615; 141,915; 301,425; 195,900; 157,740;
220,695; 232,290; 7,705; 21,160; 27,360.

Step 2: Put numbers in order from smallest to largest:

301,425; 232,290; 220,695; 195,900; 157,740; 141,915; 35,800; 33,845;
27,360; 22,615; 21,160; 7,705; 2,230

Step 3: View how the data is placed in the stem and leaf plot using the digit (s) on the left:

Stems	Leaves
1	41,915; 57,740; 95,900
2	230; 1,160; 2,615; 7,360; 20,695; 32,290
3	3,845; 5,800
7	705
30	1,425

- Try reading the numbers out loud with a partner by reading the chart.
- What is the median and mean of this data?

- Explain how to analyze the data differently.

Extension:

- Try to guess which data goes into the 2006 census table:

Stems	Leaves
1	85; 610
2	15; 55; 4,635
3	0; 25
4	160; 715
5	65
7	95
10	950
20	35

- Complete the chart below using the Stem and Leaf data above. After, check out:

<http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/demo60a-eng.htm>.

Inuit Population in Canada (2006)	50,480
Newfoundland and Labrador	
Prince Edward Island	
Nova Scotia	
New Brunswick	
Quebec	
Ontario	
Manitoba	
Saskatchewan	
Alberta	
British Columbia	
Yukon	
Northwest Territories	
Nunavut	

Quiz for up to 25 points:

- Create 2 stem and leaf plots showing the overall Canadian population in 2006 and 2011 (using paper provided by teacher).

Geographic name	Population	
	2011	2006
Canada	33,476,688	31,612,897
Newfoundland and Labrador	514,536	505,469
Prince Edward Island	140,204	135,851
Nova Scotia	921,727	913,462
New Brunswick	751,171	729,997
Quebec	7,903,001	7,546,131
Ontario	12,851,821	12,160,282
Manitoba	1,208,268	1,148,401
Saskatchewan	1,033,381	968,157
Alberta	3,645,257	3,290,350
British Columbia	4,400,057	4,113,487
Yukon	33,897	30,372
Northwest Territories	41,462	41,464
Nunavut	31,906	29,474

Adapted from <http://www12.statcan.ca/census-recensement/2011/dp-pd/hlt-fst/pd-pl/Table-Tableau.cfm?LANG=Eng&T=101&S=50&O=A>

Step in Leaf Plot (2011):

Stem and Leaf Plot (2006):

- Do you think the population of Indigenous People has changed much since the explorers arrived? Why or why not?
- What is the median and mean of this data?

How well did you construct stem & leaf plots, with a focus on the difference between mean & median?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Read through the following summary adapted from Wikipedia

(https://en.wikipedia.org/wiki/Population_history_of_indigenous_peoples_of_the_Americas) to make a list of what influenced the population of Indigenous people before 1867.

The population of African and Eurasian peoples in the Americas grew steadily, while the number of the indigenous people plummeted. Eurasian diseases such as influenza, bubonic plague and pneumonic plagues devastated the Native Americans who did not have immunity. Conflict and outright warfare with Western European newcomers and other American tribes further reduced populations and disrupted traditional society...

Using an estimate of approximately 37 million people in South America in 1492 (including 6 million in the Aztec Empire, 8 million in the Mayan States, 11 million in what is now Brazil, and 12 million in the Inca Empire), the lowest estimates give a death toll due from disease of 90% by the end of the 17th century (nine million people in 1650)...In the last three decades of the 16th century, the population of present-day Mexico dropped to about one million people...

The Aboriginal population of Canada during the late 15th century is estimated to have been between 200,000^[8] and two million,^[9] with a figure of 500,000 currently accepted by Canada's Royal Commission on Aboriginal Health.^[10] Repeated outbreaks of Old World infectious diseases such as influenza, measles and smallpox (to which they had no natural immunity), were the main cause of depopulation. This combined with other factors such as dispossession from European/Canadian settlements and numerous violent conflicts resulted in a forty- to eighty-percent aboriginal population decrease after contact.^[8] For example, during the late 1630s, smallpox killed over half of the Wyandot (Huron), who controlled most of the early North American fur trade in what became Canada. They were reduced to fewer than 10,000 people.^[11]

The indigenous population of the Americas in 1492 was not necessarily at a high point and may actually have been in decline in some areas. Indigenous populations in most areas of the Americas reached a low point by the early 20th century. In most cases, populations have since begun to climb.^[15]

1. _____

2. _____

3. _____

Populating Your PowerPoint with Captivating Details/Images

- View images about the _____ people from at least 3 different websites.
- Draw a black and white image and label it with at least 10 details.
- Take a picture of the labeled image and place it on the slide titled: "The _____ People". (up to 15 points)
- Then make a list of questions that will help you find some interesting details about the history and lives of North America's first peoples:

Question Prompt	Record questions here (up to 10 points)
Who	
What	
When	
Where	
Why	
How	

- Review 3 websites and 1-2 books on your topic and make 4 slides on:

Daily Lives (Slide #2)

Leaders (Slide #3)

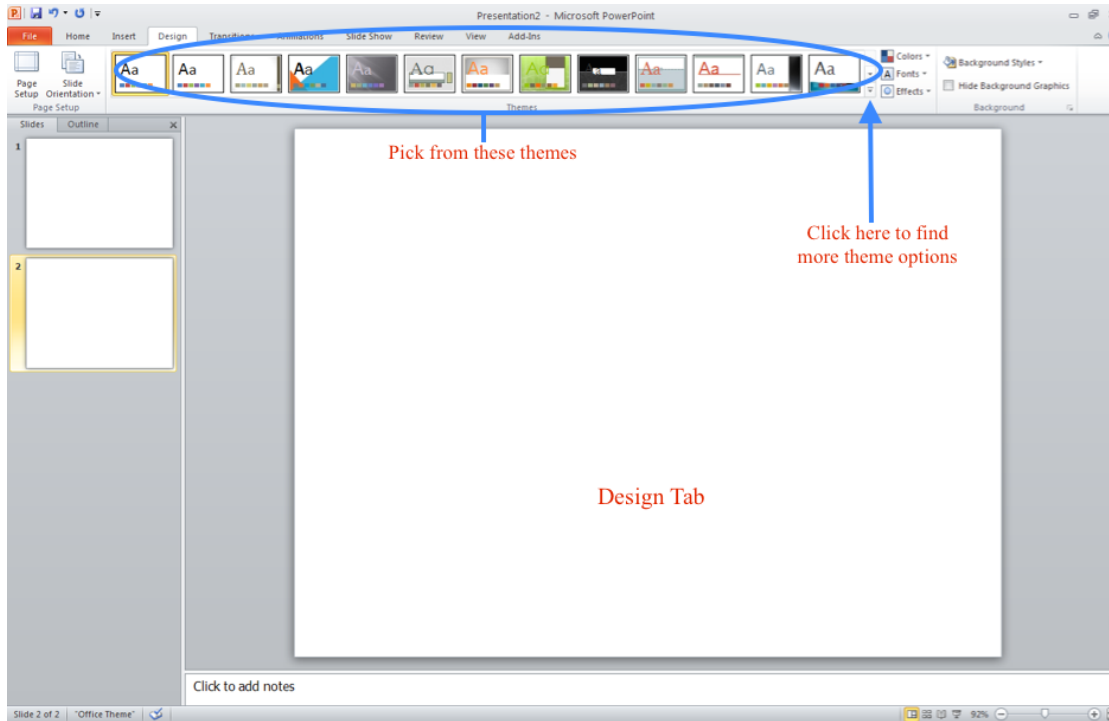
Challenges (Slide #4)

Achievements (Slide #5)

How well did I do this task?	Like a Trailblazer 😊 (Expert)	Like a Pathfinder 😊 (Apprentice)	Like a Rookie 😊 (Not Yet)
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Power Pointing

- Use the outline mode to put your points on each slide.
- Then decide on a theme/design for the slide background.
- Explore all the options to see what might be a good fit for your presentation.



- Make a list of at least 3 themes that would be distracting for your presentation (not all themes work with every message!)

1. _____

2. _____

3. _____

- Once the theme has been selected, go to each slide to make sure the print stands out against the background. (i.e. When light coloured font is on light-coloured background, the message washes out). The whole word must be contrasted so the viewers can follow along with ease.
- Decide if you want to change the order of the slides. Even though the order of each slide has been set, practice changing the order to be familiar with how to move slides.
 - Select - the Layout button on the 'Home' Tab
 - Choose a slide to move and the location you want it to appear.
 - Click on the slide you wish to move and drag it to the space you wish it to appear in
- Then put PowerPoint into slideshow mode and begin to practice speaking with it. Manually change each slide so you can build in time for questions and further discussion of each slide.
- Print out your slides to practice with when you do not have your computer on (best to do as "3 to a page" to save ink and have space to write in additional notes).

Adding and Using Images in PowerPoint

1. Click on the 'image' button within the text box that is blank on that slide.
2. You can label image by adding a text box from the 'Home' Tab and moving the label under the image.
3. You can find images from picture files on the computer or from the Web.
4. Crop pictures to help them fit on slide by clicking on the 'Picture Tools - Format' Tab. Then click on the 'Crop' tool. Use the black lines that appear around the image to cut out the parts of the image that you do not want.

***Animation & Transitions in PowerPoint** - Animations and transitions can be a distraction to audience members and therefore are not recommended for use until all other PowerPoint skills have been mastered.

Presenting like a pro!

- Do not read the PowerPoint.
- Browse at it - but speak to your audience.
- Smile
- Have great eye contact - not off in the distance
- Solid Posture - sit up straight (no slouching ☹)
- Nod - and be an active listener when your presentation sparks questions or conversations.
- No fiddling with stuff or fidgeting in chair
- No gum
- Convey a positive attitude
- Speak clearly (no mumbling)
- Speak with a good volume for all to hear.
- Dress appropriately - conservative is best, not too much jewelry
- Arrive early
- Be confident
- Be polite and try and greet everyone before presentation.

PowerPoint Presentation Preparation

Your PowerPoint followed instructions:

Slide 1 - title including name of assigned Indigenous Peoples

Slide 2 - bulleted, detailed points about their daily lives

Slide 3 - bulleted, detailed points about their leaders

Slide 4 - bulleted, detailed points about their challenges

Slide 5 - bulleted, detailed points about their achievements

Slide 6 - creative concluding slide



Evaluation of PowerPoint Presentation

Self	Slides	Teacher
	first slide includes title, name and date	
	PP does not overuse BOLD, Italics and/or underline	
	placement of texts (right, center and left) is appealing	
	attractive and appropriate Theme/Design	
	not too much text on each slide	
	use of point form on slide - no prose unless emphasizing a quote	
	images add to message	
	content is interesting and informative	
	PP is saved correctly in a student folder	
	creative concluding slide	
Presentation		
	did not read the PowerPoint - spoke to audience	
	smiled and conveyed a positive attitude	
	great eye contact	
	solid Posture (no slouching ☹)	
	nodded (good active listener)	
	did not fiddle with stuff or fidget	
	professional (confident, polite, no gum chewing; dressed appropriately)	
	spoke clearly (no mumbling)	
	spoke with a good volume for all to hear	
	arrived early to make sure presentation was ready to start on time	
TOTAL = Self + teacher (up + 80 points)		

16. Trading Through Time

- Distribute three cards to each classmate. Each card represents a different challenge to solve and share with the rest of the class.
- Draw a picture and label it to help explain your findings to the class!

Ace - What role did transportation play in trading during the industrial age of exploration?

King - What goods were in demand between 1750 and 1900?

Queen - Why was the fur trade so important before Canada's confederation?

Jack - Who were the immigrants who came to New France and how were they recruited?

Ten - What empires were trying to take over North America?

Nine - Describe several islands that the explorers visited on their journey to North America and beyond.

Eight - What were the differences between explorers of the late middle ages, Renaissance times and the industrial age?

Seven - Write a letter to an explorer and give some advice.

Six - Christopher Columbus was not the first to discover North America - Explain.

Five - What role did fishing play in early settlements?

Four - What did Indigenous People teach the new settlers to North America?

Three - What were some serious conflicts that happened between 1550 and 1900 in North America?

Two - How were early explorers good, or not so good, problem solvers?

- Check out the Canadian Museum of History on-line:

<http://www.historymuseum.ca/virtual-museum-of-new-france/introduction/>

- Here are some more sites:

<https://www.pinterest.com/pin/274578908509733319/>

<https://www.youtube.com/watch?v=NdDgnQSpot0> (5 minutes)

<https://www.youtube.com/watch?v=m-RNt4wNxb4>



<http://homes.chass.utoronto.ca/~reak/hist/furtrade.gif>

17. EDUCATE

When experts can educate others, they keep a legacy of learning alive!

After practicing the making and presenting of a PowerPoint to share various histories of Indigenous People, it is time to take the lessons learned and prepare a PowerPoint that teaches your classmates about a special period in history. This can be done at the same time as nominating your historical leader for a place in the History Hall of Fame!

- You have completed five of the six inquiry actions: exploring, narrowing, gathering, analyzing, and generating, and in this final section of your Social Studies class you will be required to teach!

PowerPoint Presentation Preparation

- Create a PowerPoint presentation with the following slides:
 - Slide 1 - Title (Leader), name of historian (you) and date
 - Slide 2 - Image and first 3 key points about leader
 - Slide 3 - Image and details of the "Daily Life" in your specific time-period
 - Slide 4 - Image and detail of leader's challenges
 - Slide 5 - Image and details of leader's achievements
 - Slide 6 - Quote from a book from or about leader
 - Slide 7 - Quote from a website from or about leader
 - Slide 8 - Quote from history expert about leader
 - Slide 9 - Survey data about leader (yes, no survey graph)
 - Slide 10 - Survey data about leader (multiple choice survey graph)
 - Slide 11 - Reasons for nomination (recommendation)
 - Slide 12 - New questions for further research
 - Slide 13 - List of limitations of research
 - Slide 14 - Picture of artifact
 - Slide 15 - Key points from nomination

- You will be assessed using the following rubric:

Self	Evaluation of PP Slides	Teacher
	first slide includes title, name and date	
	PP does not overuse BOLD, Italics and/or underline	
	placement of texts (right, center and left) is appealing	
	attractive and appropriate Theme/Design	
	not too much text on each slide	
	use of point form on slide - no prose unless emphasizing a quote	
	images add to message	
	content is interesting and informative	
	PP is saved correctly in a student folder	
	creative concluding slide	
Evaluation of PP Presentation		
	did not read the PowerPoint - spoke to audience	
	smiled and conveyed a positive attitude	
	great eye contact	
	solid posture (no slouching ☹)	
	nodded (good active listener)	
	did not fiddle with stuff or fidget	
	professional (confident, polite, no gum chewing; dressed appropriately)	
	spoke clearly (no mumbling)	
	spoke with a good volume for all to hear	
	used artifact well with PP	
	arrived early to make sure presentation was ready to start on time	
	read convincing nomination at end of PP	
Completed task (all 15 slides)		
TOTAL = Self + teacher (up to 90 points)		

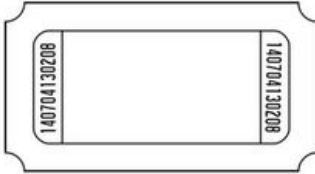
What I learned from PowerPoint Presentations

- At the end of all the PowerPoint Presentations, students will be asked to respond to the following Exit Ticket question:

EXIT TICKET (you will receive a hard copy of this ticket)

What leaders (other than your own) do you think should be inducted into the Trailblazer’s History Hall of Fame? (include ‘why’ you think so).

Your ticket out the door!



Teacher Score (up to 10 points):

Strong written nomination	
Majority of classmates chose your leader	
Majority of classmates shared good reasons for supporting your nomination	
Teacher support choice and reasons	
PowerPoint can help others learn about leader in future classes	
TOTAL	

How well did you present your inquiry using PowerPoint and visual arts?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Reflection

This inquiry report will be published for others to read and learn from in the future. When I reflected on this inquiry project and the “How Well Did I do each Task?” (bottom of each page), I think I learned...

Teacher Response:

World History Practice Quiz (Pass- 48/60 😊)

1. Choose 1 quiz from each section and complete when score is at least 8/10)

Ancient Civilizations Quizzes:

- http://www.ducksters.com/history/ancient_egypt_questions.php
- <http://www.funtrivia.com/playquiz/quiz3806782b93fd8.html>
- <http://www.funtrivia.com/playquiz/quiz3798992b7d2b0.html>
- <http://www.funtrivia.com/submitquiz.cfm>
- <http://www.funtrivia.com/playquiz/quiz2666201e86728.html>

Middle Ages Quizzes:

- <http://staff.harrisonburg.k12.va.us/~cwalton/practicetest9and10.htm>
- http://www.ducksters.com/history/middle_ages_timeline_questions.php
- http://www.softschools.com/quizzes/social_studies/medieval_history/quiz2385.html

Renaissance Times Quizzes:

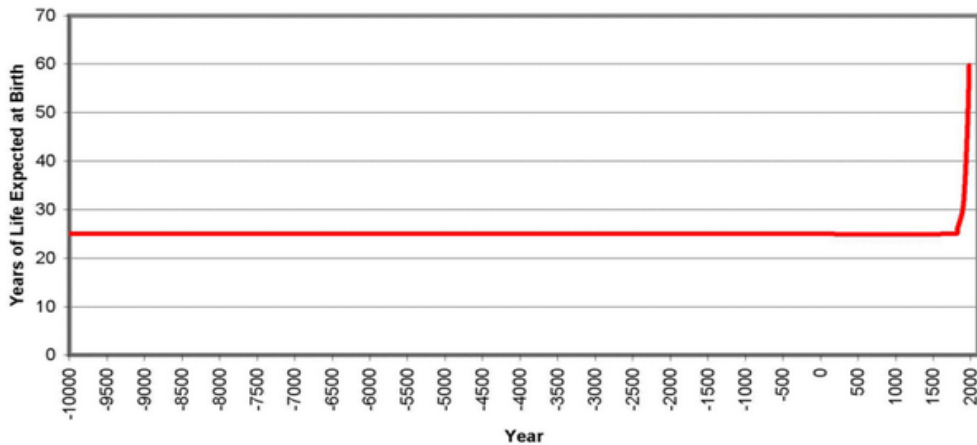
- http://www.ducksters.com/history/how_the_renaissance_began_questions.php
- http://www.ducksters.com/history/renaissance_people_questions.php

Industrial Age Quizzes:

- http://www.softschools.com/quizzes/history/industrial_revolution/quiz6386.html
- <http://www.funtrivia.com/playquiz/quiz3747382ae5f78.html>

2. Look at the graph below and explain what you think might be the cause for the change between 1500 CE and 2003?

**Global Life Expectancy
-10,000 BCE - 2003**



Source: Indur M. Gokhany. "The Improving State of our World." Washington, DC: Cato Institute, 2007. 36. Life expectancy is believed to have been 20-30 years prior to 1820. Age 25 is selected as an average.

<http://static.comicvine.com/uploads/original/11111/111119146/4792836-7124695854-life-.png>

I think the cause of the change in life expectancy was due to:

3. Look at the data table below of Native American Population Statistics prior to 1900 sourced from <https://nativestudy.files.wordpress.com/2014/05/table1-3.jpg>

Date	Population
1800	600000
1820	471000
1847	383000
1857	313000
1870	278000
1880	244000
1890	228000

(a) What is this data indicating? (up to 2 points)

(b) What do you think might be the cause for such change in population of Indigenous People in the United States? (up to 2 points)

4. Create a quote that begins with:

“If someone was interested in becoming a historian, they should...”

5. Compare, using the table below, key aspects of life in ancient times, middle ages with present-day Canadian society.

Era/Age/ Time Period	Different from Canada Today	Similar to Canada today
Ancient Times		
Middle Ages		

The Trailblazer Hall of Fame (History) Project	Points	Teacher Score
Explore <ul style="list-style-type: none"> Image – label and pasted 	9	
Narrow <ul style="list-style-type: none"> Nominees and 3 keys points about all eras (28) Candidate Short List (2) 	30	
Gather <ul style="list-style-type: none"> Book Data (10) Web Data (10) Expert Data (10) Survey Data (15) 	45	
Analyze <ul style="list-style-type: none"> Excel Graphing (6) Median and Mode calculations (2) 	8	
Generate <ul style="list-style-type: none"> Findings New Questions Limitations Recommendations Artifact 	35	
Educate <ul style="list-style-type: none"> PowerPoint Presentation Influence on others 	100	
Total		<i>/227</i>

Other Activities in Reference Notebook:	Total:
completed all tasks with thought and care	<i>/2</i>
completed tasks like an expert	<i>/2</i>
labeling detailed	<i>/2</i>
neat and professional look	<i>/2</i>
evidence of creativity	<i>/2</i>



Final Check

What is social science?

What is an inquiry?

What is data?

What is a primary source?

Appendix A:

Ontario Ministry of Education and Training Social Studies Expectations

- SS3A2. use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: *Significance; Cause and Consequence*)
- SS4A1. compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (FOCUS ON: *Continuity and Change; Perspective*)
- SS4A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in two of more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies (FOCUS ON: *Interrelationships*)
- SS4A3. demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: *Significance*)
- SS5A1. analyse some key short- and long-term consequences of interactions among and between First Nations and European explorers and settlers in New France prior to 1713 (FOCUS ON: *Cause and Consequence; Continuity and Change*)
- SS5A2. use the social studies inquiry process to investigate aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713 from the perspectives of the various groups involved (FOCUS ON: *Perspective; Interrelationships*)
- SS5A3. describe significant features of and interactions between some of the main communities in Canada prior to 1713, with a particular focus on First Nations and New France (FOCUS ON: *Significance; Interrelationships*)

Appendix B:

Ontario Mathematics Expectations

3E. DATA MANAGEMENT AND PROBABILITY

- M3E.1.2 collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject
- M3E.1.3 collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence
- M3E.2.1 read primary data presented in charts, tables, and graphs, then describe the data using comparative language, and describe the shape of the data
- M3E.2.2 interpret and draw conclusions from data presented in charts, tables, and graphs
- M3E.2.3 demonstrate an understanding of mode, and identify the mode in a set of data.

4E. DATA MANAGEMENT AND PROBABILITY

M4E.1.1 collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements.

M4E.1.2 collect and organize discrete primary data and display the data in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) that have appropriate titles, labels, and scales

M4E.2.1 read, interpret, and draw conclusions from primary data (e.g., survey results, observations) and from secondary data (e.g., temperature data in the newspaper, data from the Internet about endangered species), presented in charts, tables, and graphs

M4E.2.2 demonstrate, through investigation, an understanding of median, and determine the median of a set of data

M4E.2.3 describe the shape of a set of data across its range of values, using charts, tables, and graphs

M4E.2.4 compare similarities and differences between two related sets of data, using a variety of strategies

5E. DATA MANAGEMENT AND PROBABILITY

M5E.1.2 collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

M5E.1.3 collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools

M5E.1.4 demonstrate an understanding that sets of data can be samples of larger populations

M5E.1.5 describe, through investigation, how a set of data is collected and explain whether the collection method is appropriate.

M5E.2.1 read, interpret, and draw conclusions from primary data and from secondary data

Extension:

6E. DATA MANAGEMENT AND PROBABILITY

M6E.1.1 collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements.

M6E.1.3 select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph

M6E.1.4 determine, through investigation, how well a set of data represents a population, on the basis of the method that was used to collect the data

M6E.2.1 read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs.

M6E.2.2 compare, through investigation, different graphical representations of the same data

M6E.2.6 demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments

Appendix C: **Alberta Mathematics Standards** STATISTICS AND PROBABILITY (Data Analysis)

AM3D.1. Collect first-hand data and organize it using:

- tally marks
- line plots
- charts
- lists

to answer questions.

AM3D.2. Construct, label and interpret bar graphs to solve problems.

AM4D.2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.

AM5D.1. Differentiate between first-hand and second-hand data.

AM6D.3. Graph collected data, and analyze the graph to solve problems.

Appendix D: **Common Core State Standards (US)**

[CCSS.Math.Content.3.MD.B.3](#)

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

[CCSS.Math.Content.6.SP.A.2](#)

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

[CCSS.Math.Content.6.SP.B.5](#)

Summarize numerical data sets in relation to their context, such as by:

[CCSS.Math.Content.6.SP.B.5.a](#)

Reporting the number of observations.

[CCSS.Math.Content.6.SP.B.5.b](#)

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

Appendix E: The Importance of First Peoples

Significantly, the French learned much of what they knew from aboriginal peoples; as guides, cooks, friends and even roommates, they introduced them to the New World. Champlain, for example, followed up his description of the Atlantic Sturgeon (*Acipenser oxyrinus*) by describing how he had seen two native peoples catch it with a birch-bark torch, a canoe and a harpoon. The Jesuit Le Jeune provided a description of the same fish several decades later, writing that it was “a Native” who had introduced him to it along the Saint Lawrence.

Early colonists and travellers often learned about New World nature alongside native peoples; Champlain joined a Huron hunting party in 1616, and one winter, Le Jeune stayed with an Innu family. They learned which were the proper seasons to catch fish, and about the seasonal cycle of berries and other wild fruit as they hunted and collected with their native hosts. Native peoples often sought to teach their French guests how to interact with plants and animals. Grounded in their recognition of their own dependence on seasonally available—and sometimes scarce—sources of food and resources, as well as their respect for the spiritual power of the non-human world, they approached plants and animals with caution and reverence. In early seventeenth-century Acadia, the Jesuit Biard learned that he should not throw to the dogs the bones of bears, beavers and other animals that his native hosts had caught for fear of angering their spirit and endangering future hunts. And for those same reasons, the fur trader and explorer Nicolas Perrot learned how to blow tobacco smoke into the nose of the bears he had killed. Occasionally, these types of rules limited what could be learned from native peoples. Indeed, throughout the seventeenth and eighteenth centuries, travellers such as the Jesuit Pierre-François Xavier de Charlevoix complained about the secrecy with which native healers kept their remedies. Another Jesuit, Joseph-François Lafitau, was prevented from discovering the secrets of a particularly powerful medicinal plant because he was male; he wrote that a native informant had told him the remedy could only be collected by unmarried women. In many cases, these insights were dismissed as superstition by French observers and participants, but they were an important part of what native peoples tried to teach them about their shared environments.

<http://www.historymuseum.ca/virtual-museum-of-new-france/daily-life/science>

Appendix F: Sample Points and Report Card

<i>Overall Points:</i>	<i>Social Science Overall Report Card Grade:</i>
227 points - Hall of Fame Project and Presentation	450-500 points = A 400-449 points = B Below 400 points = NY (not yet)
253 points - Social Studies activities	
Pass - World History Quiz	
10 points - Other Activities in Learning Log	
10 - Classroom Work	

Appendix G:

What is Social Science and its connection to History?

Social Science is a branch of science that focuses on society and human behavior. At school, we look at society over time (through history) and how people live on the land (geography).

*NOTE: The Watermarks class also addresses key features of social science when units focus on personal and social development (psychology), aging (gerontology), developing personal finance skills (basic economics), social responsibility (civics and politics), fairness (law), current events (local and world news) and the world of work (industry and careers).

At the Junior level within the Social Science course, there are three social science branches that are focused on over a three-year span:

- World History
- Canadian and World Geography
- Canadian History

The study of social science follows a progressive path from Kinder Programs emphasizing:

- Home life and school life

To Primary programs focusing on

- local to global community living in rural and urban settings

To Junior programming that target:

- **World and Canadian History and Geography**

To Senior programming that features:

- North American History
- Global Settlement and Migration
- Local to Global Economics and Inequalities

In all grades, Social Science integrates inquiry by adding in data management from the Mathematics curriculum, within a focused research-based project.