



How we DO Social Studies

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Professional Learning



Land Acknowledgement

We were born in Calgary, on Treaty 7 Territory—a treaty signed September 22, 1877 at Blackfoot Crossing between the Crown and the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut’ina Nations. We have lived in other Treaty lands in Alberta and Canada. We acknowledge that this land is also the historical and present-day Homeland of the Métis in present-day Alberta.

We recognize that the rights, relationships, and responsibilities established by these Treaties predate our arrival. As a result, We understand that we live with inherited responsibilities to learn, act, and reconcile—to uphold the spirit of these agreements across the remainder of our lives. We honour the lives, knowledge, and enduring presence of the original Peoples of this land.

We commit to ongoing learning, to fostering respectful relationships with Indigenous communities, and to translating this awareness into meaningful action—small and significant—toward reconciliation.

**Social studies sticks when
we are active participants in
our learning.**

We DO Social Studies.



Change the after school conversation

What did you **DO** today?

What did you **FEEL** today?

What did you **SEE** today?

What did you **SHARE** today?



What did you **LEARN** today?

We take on ROLES



Teachers guide learners to take on roles to learn to consider varying viewpoints.

We take on ROLES



We become historians, geographers, economists, explorers, politicians, leaders, followers, storytellers, citizens, team members, family members, researchers, artists, debaters, peace-makers, thinkers, listeners and doers.

We take on ROLES

Examples from Grade 4



Time and Place: How did colonies influence the formation of Canada?

LO: Students examine significant historical events that contributed to the formation of the country of Canada.

Consider asking students to take on the roles of **European explorers** such as Jacques Cartier, Giovanni Caboto, Pierre Du Gua de Monts, and Samuel de Champlain investigating their motivations for exploration and colonisation. Or, after learning about treaties like the Two Row Wampum (Gaswéñdah), invite students to take on the role of an observer, or a witness watching and writing about the response to the Royal Proclamation.

Other role ideas may include:

- **French and British colonists** experiencing the transfer of territories and adapting to new governance under different colonial powers
- **Fur trade participants** including hunters, trappers, interpreters, guides, clerks, coureurs des bois, voyageurs, and *importantly, Indigenous students could be invited to take on the roles of First Nations and Métis women as intermediaries*
- **Fathers of Confederation** (both Anglophone and Francophone politicians) negotiating at the Charlottetown, Quebec, and London Conferences

We share STORIES



Teachers guide the learning through narratives, histories, personal stories and authentic representations of experience.

We share STORIES



We learn to listen with our heads and hearts. We embrace multiple perspectives that help us develop empathy and understanding.

We share STORIES



Examples from Grade 3

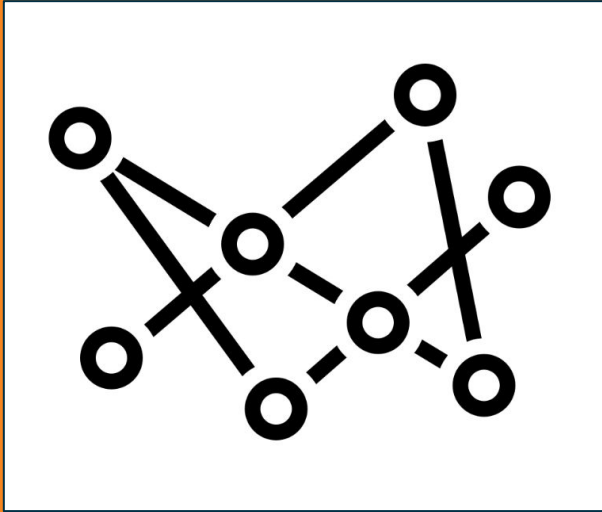
Time and Place: Who are Albertans?

LO: **Students relate diversity to Alberta's western identity.**

Personalize where possible... What is your story? (teacher/student, parents, grandparents, great grandparents), How does knowing more about one's self and others support cultural understanding?

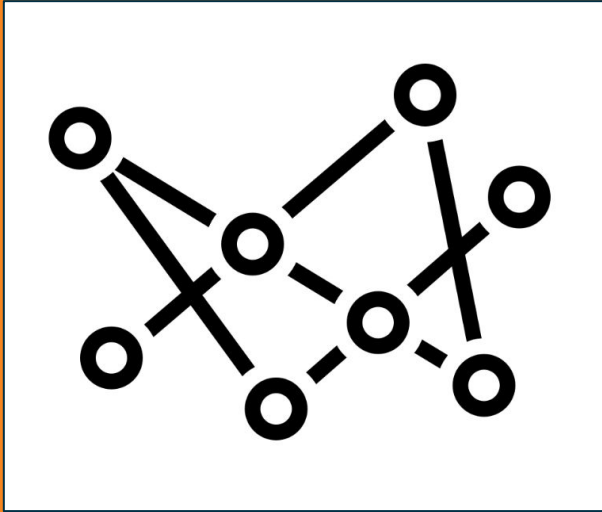
- Multiple perspectives on settlement
- First Nations and Métis Narratives
- Settler - First Nations "shared" stories/perspectives
- Immigration Stories - develop an understanding of the history of immigration and its impact past and present on Alberta
- Cultural Heritage Stories - historical and recent.

We CONNECT to STUDENTS' LIVES



Teachers guide students to connect to their personal experiences to support their understanding of their local context and the world around them.

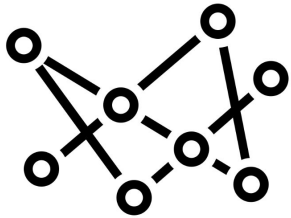
We CONNECT to STUDENTS' LIVES



We use key concepts to support the transfer of knowledge to new challenges and opportunities.

We CONNECT to STUDENTS' LIVES

An Example from Grade 6



Time and Place: How can history provide insight into modern democracies?

LO: Students relate the foundational principles of democracy to government systems throughout time and place

Consider: Your family history, or the history of your friends in class, explore the similarities, differences and challenges. Consider what freedoms exist now that didn't 20 - 30 - 50 - 100 years ago, and identify what you want for your future in terms of what you do not want to lose and to improve life and freedom.

- **Personal Rights and Freedoms:** Students examine which fundamental freedoms and rights in the Canadian Charter hold the most significant personal implications for their own lives
- **Family Heritage and Democracy:** Students explore how their families' cultural backgrounds connect to Canada's diverse democratic society and the recognition of collective rights

We develop COMPETENCIES



Teachers guide students to become critical thinkers that ask and reflect on compelling questions, manage information, and recognize patterns.

We develop COMPETENCIES



We are effective multimodal communicators, who creatively and collaboratively solve problems. We are aware of our thinking and the changes that occur when we learn. We are learners.

We develop COMPETENCIES

An Example from Grade 2



Citizenship - How can people come together to make decisions?

LO: Students examine competencies for democratic discussions and decision making.

Try a simulation to help students practice critical thinking, communication, and decision-making skills in a structured way. Present a compelling, age-appropriate, and neutral community issue. Ex: "We have money for our playground. Should we plant trees, or use the space for a new bench?", or "Should we buy fiction or more non-fiction books for the library?" Use prompting questions, determine fact vs fiction and ask for opinions. In small groups, students take turns and listen before brainstorming solutions. As a small or large group, talk about the pros and cons of the ideas. Have students return to their small groups to come to a decision using either a consensus or a vote in their small group.

We engage in the REAL WORLD with REAL PEOPLE using REAL ARTIFACTS



Teachers guide the learning
using primary sources.

We engage in the REAL WORLD with REAL PEOPLE using REAL ARTIFACTS

Supporting every educator
in every classroom



This may include humans in the community, touchable artifacts, images and sources made possible through advances in technology.

We engage in the REAL WORLD with REAL PEOPLE using REAL ARTIFACTS

An Example from Grade

5



Time and Place: In what ways might the ancient world have relevance today?

LO: Students examine ancient civilizations.

Primary Sources: Using actual artifacts or images of coins, pottery, and artwork from ancient civilizations. Connect with a local museum, or visit a virtual museum.

- **Real Artifacts:** Examining ancient writing systems, architectural remains, and archaeological discoveries. Try this observation guide to help - [Looking at Art](#), [Looking at Objects](#)
- **Technology Integration:** Interpretations of the past can evolve based on new evidence and technology
- **Community Connections:** Inviting museum curators, archaeologists, or university professors to share their expertise
- **Trade Route Maps:** Students identify trade routes that connected ancient civilizations using historical maps and geographical evidence

We take ACTION



Teachers make social studies active. We DO the things that help us grow.

We take ACTION



We use thinking routines, create representations, track changing perspectives, collaborate to activate our collective strengths and take actions as responsible citizens.

We take ACTION

An Example from Kindergarten



Citizenship: How can people work together in groups?
LO: **Children relate cooperation and collaboration to achieving a common goal.**

Consider a real-life problem such as trash being left on the playground, or mitts getting lost in the boot room. Invite the students to brainstorm solutions with a partner. Ask them to bring their best idea to the whole class. Discuss the pros and cons, the most creative solution, or maybe the solution that is the easiest to implement. Try it, and check back in with students to see how their plan turned out.

Learning is best done through ACTIONS.

Here are some great Action Ideas to use as reflections.

Supporting every educator
in every classroom



HAVING

Did you HAVE more of something? More knowledge? Respect? Care? Determination?

SAYING

Have you SAID something? Informed? Explained? Told? Discussed? Debated? Asked?

BEING

Have you BEEN a different person? Changed behaviors? Been more patient? More respectful?

FEELING

Have you FELT differently? Empathized? Felt inspired? Worried? Admired?

DOING

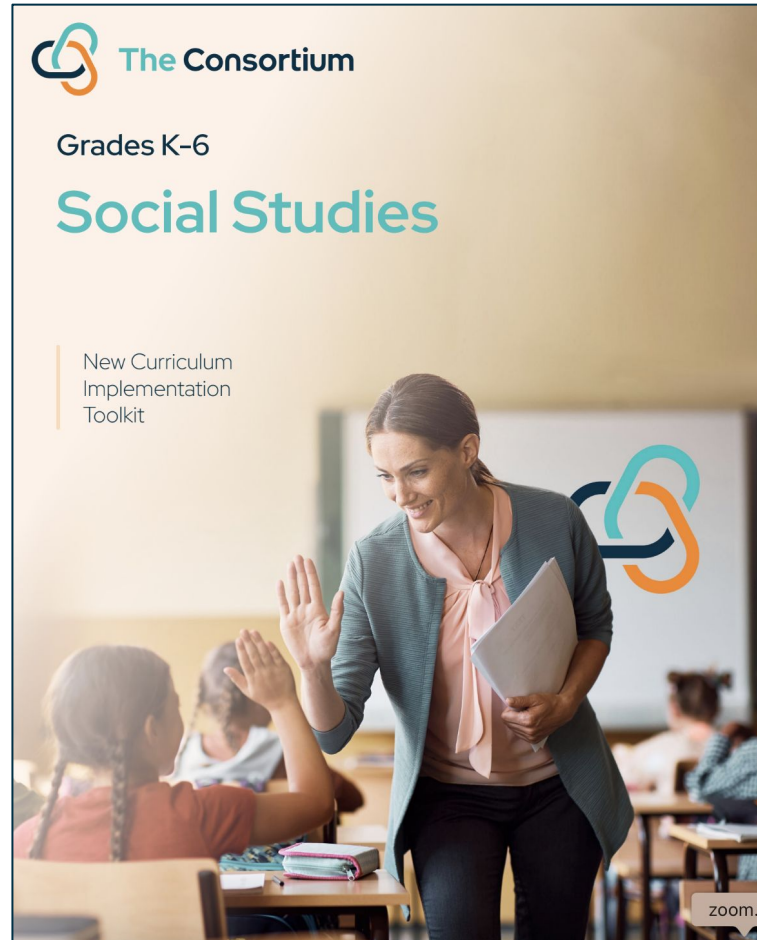
Have you DONE something? Picked up? Turned off? Given? Helped?

THINKING

Have you THOUGHT differently? Changed your mind? Wondered? Inquired?



Link to the
[APLC Grades K - 6
Social Studies New
Curriculum
Implementation
Toolkit](#)





The Consortium

Alberta Professional Learning Consortium

APLC Post Session Survey

Thank you for attending this session. To help us enhance the delivery of future sessions, we ask that you please complete this short survey.

Your feedback is important and appreciated!

Note: Your survey will be submitted anonymously.

Survey:

<https://aplc.ca/survey/?id=15077>



Thank you

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