Social studies skills and processes slide deck

Social Studies 10-2

Unit S: Social studies skills and processes

Critical and historical thinking

Two voices on one sash

- Museum label, 1970: “Métis sash. Voyageur costume from the fur trade.”
- Métis educator, 2024: “People wear this sash at gatherings. It is a living symbol of Métis peoplehood.”
- Each text has its own creator, year, audience, and purpose, so you read those before you decide what the sash means.



Source evaluation

- Critical thinking puts sources side by side. You name the main idea, the evidence, the bias, what the source does well, and where it stops.
- Before you trust a source, name who made it, when, who it was for, why, what evidence it uses, and whose view it shows.
- Historical thinking separates a checkable fact from a meaning someone gives it, compares two stories of the same event, and traces cause and effect.

Key terms

bias

Bias is a leaning in a source that appears in its purpose, its audience, and the evidence the creator chooses to include.

historical fact

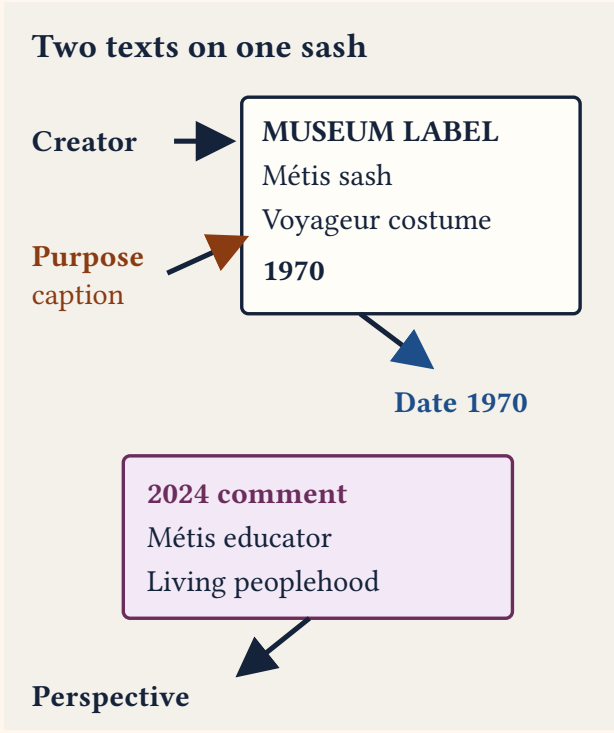
A historical fact is a claim a reader can check against a dated record, such as the passage of a statute in a named year.

interpretation

An interpretation is an account of what facts mean, including cause and effect, and it can differ across narratives.

Six questions for two texts

- Creator and date: museum staff wrote one text in 1970, and a Métis educator wrote the other in 2024.
- Audience and purpose: gallery visitors get a short object caption, and students get a lesson on living Métis identity.
- Evidence and perspective: voyageur use is real evidence. A caption that stops there shows that museum's standpoint.



Strengths and limits of two texts

- The main idea of the label: the sash belongs to the fur trade past as a voyageur costume.
- The main idea of the comment: the sash is a Métis symbol people wear at gatherings now.
- A strength is evidence that matches the main idea. A weakness is the place a source stops early.

Two narratives of one statute

- One checkable fact: the Parliament of Canada enacted the Indian Act in 1876.
- One narrative stresses administrative order after Confederation, and a First Nations narrative stresses imposed control over status and governance.
- The two narratives name different causes and effects, and both keep the same year, 1876.

Review

- From memory, list who made the source, when, who it was for, why, what evidence it uses, and whose view it shows.
- Give one strength of the 1970 sash label and one place where that label stops early.
- State the 1876 fact about the Indian Act and one interpretation that still needs a test.

Reuse the frame and the fact line

- Name who made a source, when, who it was for, why, what evidence it uses, and whose view it shows before you decide to trust it.
- Strength matches evidence to the main idea, and weakness is where the source stops.
- A fact is a checkable dated event, and an interpretation adds meaning, cause, and effect.

Image credits

Themightyquill, Ceinture-fléchée-ftl, CC BY 3.0

Social Studies 10-2

Unit S: Social studies skills and processes

Geographic thinking

A fort sitting on a river

- Fort Edmonton stood on the North Saskatchewan River during the fur trade.
- Brigades moved supplies and furs along that river, travelling between forts.
- Today's sketch shows that river, the fort on its bank, and a mark for furs travelling back upstream.



Reading the land

- A river, a fort, a road, or a pit can shape an event. A conclusion has to name the feature it uses.
- An old map and a current atlas of the same river answer different questions.
- Human impact shows up where people add a road, a pit, a rail line, or a fort to the land.

Key terms

map evidence

Map evidence is a feature a reader can point to on a map, such as direction, a river, a community, or a resource site.

geographic conclusion

A geographic conclusion is a statement about an event that is tied to physical features and human features on a map.

human impact

Human impact is a change people make to land or water through a fort, a trail, a road, a farm, or a resource site.

online atlas

An online atlas is a current digital map collection from a named publisher, with a legend and a visible date for the data.

A sketch map of the North Saskatchewan

- North sits at the top of the sketch, so you can tell which way the river runs.
- The North Saskatchewan River runs as a blue line from the southwest toward the northeast.
- Fort Edmonton is a dot on the river. A fur return mark sits up-stream, toward the southwest.



Worked conclusion from the river sketch

- Read the compass, the river, the community, and the fur return mark before you state a conclusion.
- Conclusion: the fort’s place on the river helps explain its role in the trade.
- An older post map and a current atlas show different human layers on that water.

A resource road on the terrace

- Compass north stays at the top, and the river community remains the dot.
- A resource road runs from the highway to a gravel site on the terrace.
- Draw a conclusion about human impact that names access and the changed ground.

Review

- Name the four legend items: compass, river, community, and resource site.
- State the fur trade conclusion in one sentence tied to the river.
- Name one land change a resource road creates, and name the atlas habit.

Reuse the map rule

- A geographic conclusion names the physical features and the human features it uses.
- Historical maps and current atlases show different layers of the same place.
- Human impact names both the access people gain and the ground that changes.

Image credits

Paul Kane, Kane Fort Edmonton, public domain

Social Studies 10-2

Unit S: Social studies skills and processes

Decisions and democratic practice

A festival on a cut bank

- A prairie town wants its fall festival on the riverbank after spring high water cut the bank.
- Local food vendors, a waste station, and a safer shore are all on the table.
- A student team will advise the recreation board with a plan people can live with.

Consensus and roles

- A decision starts with a question, then the evidence, then the options, then a position you can defend.
- Cooperation means you listen, you negotiate, and you choose a peaceful way through a disagreement.
- A community action should make daily life better and should give each teammate a real job.

Key terms

inquiry sequence

An inquiry sequence is a decision path that runs from a question to evidence, then to options, and then to a position.

consensus

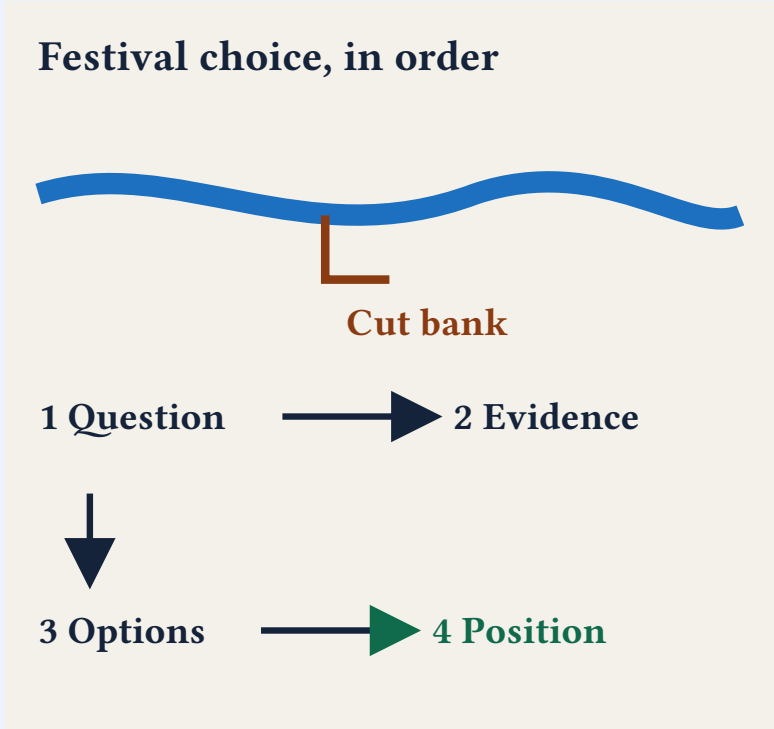
Consensus is a group choice members can support after they listen, negotiate, and keep the discussion peaceful.

community action

Community action is an age-appropriate step that improves well-being in a school or town and gives each teammate a respected role.

A festival choice, in order

- The question: how can the festival support local income and a safer riverbank?
- The evidence: the cut bank, last year's waste tally, and a list of local food vendors.
- Three options: cancel the festival, bring in a large imported show, or pair local vendors with a supervised morning to care for the bank.



Worked position on the festival

- The question, the evidence, and three options are on the table before anyone states a position.
- The middle option pairs local vendors with a glove and bucket morning on the bank.
- The position cites the cut bank and the waste tally as the carrying evidence.

Consensus and a shared calendar

- One teammate wants a long imported concert, and others want the care morning and local vendors.
- The team listens, negotiates a shorter concert, and keeps the disagreement peaceful.
- A shared digital calendar holds the date, the meeting tree, the roles, and a reminder.

Review

- List the inquiry sequence in order: the question, the evidence, the options, and the position.
- Say what consensus requires: listening, negotiation, and a peaceful way through the disagreement.
- Name four fields a shared digital calendar should hold for the action.

Reuse the decision path

- A question, the evidence, the options, and a position give you a choice you can defend.
- Consensus grows when people listen, negotiate, and choose a peaceful way through the disagreement.
- A shared digital calendar makes the team’s action visible, with a date, roles, and a reminder for each person.

Social Studies 10-2

Unit S: Social studies skills and processes

Research and communication

One click and a factory

- A feed says a signature on a global petition completes a citizen’s duty toward overseas factories.
- A local shop owner has visited a worker cooperative and will speak on record.
- Two web items repeat the duty claim and differ in who stands behind them.

Research and presentation

- Research starts with a question, gathers different sources including an oral history, revises the question, keeps the useful lines, and cites them.
- You can say the answer, write it, or show it. Ask questions that respect the person you are asking.
- On a screen, ask who stands behind a post, whether the claim fits the evidence, whose view it shows, and which posts you set aside.

Key terms

oral history

Oral history is a firsthand account a researcher records with permission and cites with the speaker’s name, the date, and the place.

citation

A citation is a public record of who created a source, when it appeared, and where a reader can find it, written to respect ownership.

authority

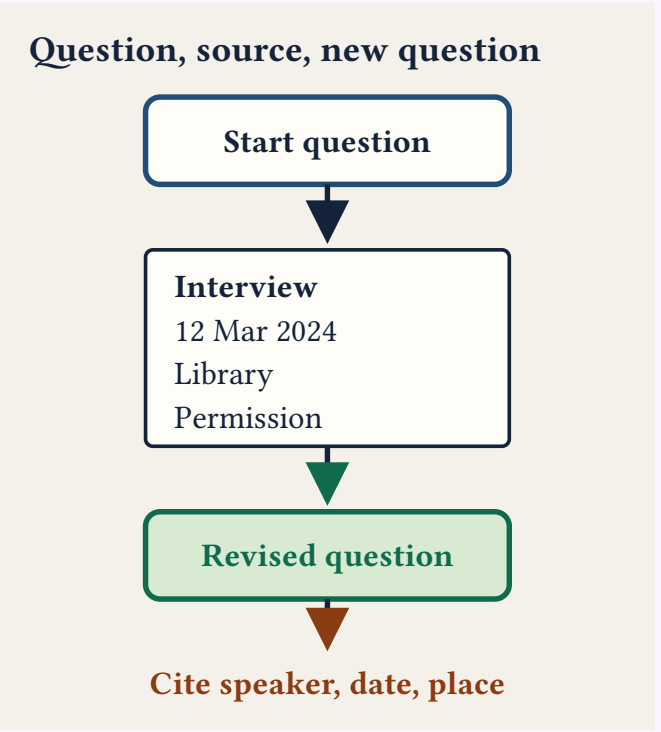
Authority is the public standing of a source, clearest when a named institution takes responsibility for the page, the date, and the evidence.

media form

Media form is the shape of a message, such as a long public page or a short repost, and that shape changes how much evidence can fit.

A research loop on factory conditions

- The start question: does a petition signature finish a citizen’s duty on factory conditions?
- Oral history: a shop owner, 12 March 2024, school library, permission recorded, speaking about wages, safety, and the limit of a petition as public attention.
- Then revise the question, keep the lines about conditions, set travel colour aside, and record the speaker, the date, and the place.



Worked citation and a revised question

- The citation names the shop owner, the interview, 12 March 2024, the school library, and that permission was recorded.
- Relevant lines: wages, safety, and the petition’s limit as public attention.
- The revised question asks which actions the evidence connects to changed conditions.

Two web sources, one duty claim

- Both web items claim that one signature finishes a citizen’s duty toward overseas factory conditions.
- Source A is a page from the Canadian Museum for Human Rights, so a named public institution stands behind it.
- The page names the museum, gives a date, and links to the 1948 declaration of human rights.
- Source B is an unnamed repost with a missing date and a slogan. Set it aside as a claim that still needs evidence.

Review

- Write the four citation parts for the shop owner interview: speaker, date, place, and permission.
- State the revised question: which actions does the evidence connect to changed factory conditions?
- Give one reason the museum page and the unnamed repost differ in authority.

Reuse the source tests

- Cite oral history with speaker, date, place, and permission, and keep relevant lines.
- Say, write, and show the position, and ask a respectful evidence question.
- Judge electronic information for authority, reliability, validity, perspective, evidence, and media form.