

# Perspectives on First Contact



## Activities Overview

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Students develop the skills of historical thinking as they explore key concepts (historical globalization, imperialism, Eurocentrism), multiple perspectives regarding the effects of cultural contact and the experiences of peoples as a result of first contact in Canada. This exploration provides the foundation for the development of the theme (residential schools) in subsequent activities overviews and suggested activities within Related Issue 2.

## Focuses for Assessment: How the Outcomes Are Grouped

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The [Summative Assessment Task: Perspectives on First Contact](#)  and [accompanying rubric](#)  address the following focuses for assessment and corresponding specific outcomes from the Knowledge and Employability Social Studies 10-4 Program of Studies. Skills and Processes outcomes are clustered with Values and Attitudes outcomes and Knowledge and Understanding outcomes to provide robust opportunities for student learning. The Focuses for Assessment articulate what students will do to provide evidence of learning. Formative assessment opportunities within the suggested activities provide ways to support students in reaching the learning goals.

## access and retrieve information

Number	Specific Outcomes <i>Students will:</i>
10-4.2d	recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations
S.7.2	<b>apply research processes:</b> <ul style="list-style-type: none"> <li>access and select different points of view, using a variety of sources</li> </ul>
S.7.4	<b>apply research processes:</b> <ul style="list-style-type: none"> <li>draw upon visual, literary, musical and auditory sources, e.g., Aboriginal experiences, when inquiring into questions and issues</li> </ul>
S.7.5	<b>apply research processes:</b> <ul style="list-style-type: none"> <li>demonstrate responsible and ethical use of information and technology</li> </ul>
S.7.10	<b>apply research processes:</b> <ul style="list-style-type: none"> <li>select information from appropriate sources, including primary and secondary sources</li> </ul>
S.7.11	<b>apply research processes:</b> <ul style="list-style-type: none"> <li>➤ identify and record main ideas</li> </ul>

## describe historical background

Number	Specific Outcomes <i>Students will:</i>
10-4.2g	identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism
S.2.1	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>examine diverse historical and contemporary perspectives within and across cultures</li> </ul>
S.2.2	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>summarize the key events of a specific time period and place those events in historical contexts; e.g., timelines and charts</li> </ul>

## explain impacts of imperialism

Number	Specific Outcomes <i>Students will:</i>
10-4.2a	recognize and appreciate the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies
10-4.2e	recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism
10-4.2f	identify the effects of cultural contact between Europeans and indigenous peoples in Canada; e.g., exchange of goods and technologies, depopulation, influences on government
10-4.2h	examine multiple perspectives on the political, economic and social impacts of imperialism in Canada
S.2.1	<p><b>develop skills of historical thinking:</b></p> <ul style="list-style-type: none"> <li>• examine diverse historical and contemporary perspectives within and across cultures</li> </ul>
S.2.3	<p><b>develop skills of historical thinking:</b></p> <ul style="list-style-type: none"> <li>• examine historical events/issues and their relationship to the present</li> </ul>
S.7.18	<p><b>apply research processes:</b></p> <ul style="list-style-type: none"> <li>• draw conclusions about cause and effect</li> </ul>