A. HERITAGE AND IDENTITY: EARLY SOCIETIES, 3000 BCE–1500 CE

OVERALL EXPECTATIONS
By the end of Grade 4, students will:

A1. Application: 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)

A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in two or 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)

A3. Understanding Context: 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)

SPECIFIC EXPECTATIONS

A1. Application: Past and Present Societies
FOCUS ON: Continuity and Change; Perspective

By the end of Grade 4, students will:

A1.1 compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in two or more early societies (e.g., a slave-owning and a feudal society; a matriarchal First Nation and a society in medieval Asia)

Sample questions: “What is the difference between a slave and a serf? In what ways were social classes in feudal society different from those in a slave-owning society? In what ways were they the same?” “What were some differences in the position of women in ancient Greece, medieval France, and Haudenosaunee society?”

A1.2 compare aspects of the daily lives of different groups in an early society (e.g., the work, family life, education, food, dress, and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society (e.g., the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy)

Sample questions: “In what ways were the lives of a serf, samurai, and shogun in feudal Japan different? What do those differences tell you about the social organization of that society?” “What differences were there in the education of men and women in ancient Greece?”

A1.3 describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural, nomadic) in two or more early societies (e.g., with reference to family life, education, leisure time and recreation, responsibilities, work)

Sample questions: “What kind of education was available to children in medieval times? Who would have been educated? What were they taught? Did most children learn how to read and write?” “What were some of the games and sports played by the ancient Mayans, ancient Greeks, or precontact First Nations in Canada? In what ways are they similar to or different from the games and sports you play?”
**A1.4** compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious/spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada.

**Sample questions:** “What agricultural practices did the ancient Greeks use? What other societies managed their land in similar ways?” “What farming techniques used by the Mayans and the people of ancient India are still practised by Canadian farmers?” “What were some Celtic seasonal celebrations? Are these reflected in any celebrations in present-day Canada?” “How would a city in medieval Britain or ancient Rome have dealt with sewage and garbage? How do we deal with these in Canada? What health issues might arise if sewage and garbage was not treated or properly disposed of?”

**A2. Inquiry: Ways of Life and Relationships with the Environment**

**FOCUS ON:** Interrelationships

By the end of Grade 4, students will:

**A2.1** formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies (e.g., connections between the local environment and settlement, art, medicine, religion, types of work; the impact of agriculture or the development of towns and cities on the environment).

**Sample questions:** “Which civilization – those along the Nile, those in Mesopotamia, or First Nations in what would become Canada – had the greatest impact on its environment?” “What role did religion play in the daily life of the early Haida or Norse, or in ancient Egypt? In what ways was it connected to the society’s view of and relationship with the environment?” “Why did people settle in the Indus Valley?”

**A2.2** gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats (e.g., thematic and physical maps showing rivers, vegetation, volcanoes, soil types; images depicting the daily life of different social classes; religious/spiritual stories that provide evidence of society’s view of the environment; agricultural artefacts).

**Sample questions:** “Where might you look for information on how rural people lived in medieval Europe? What do you think paintings from the time could tell you about the ways in which these people lived and their relationship with the land?” “What kinds of maps might provide clues about the sustainability of a society?” “What might the architecture of, or the art found in, religious buildings tell you about a society’s relationship with the natural environment?” “What do the creation stories of a local First Nation tell you about their traditional relationship with the land and with all living things?”

**A2.3** analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies (e.g., analyse a climate map to determine the climatic challenges facing early settlements; construct soil and vegetation maps to determine the connection between soil type and agricultural activity; analyse maps to determine the proximity of early settlements to water).

**Sample questions:** “What does this map tell you about why the Nile was so important to ancient Egypt?” “What type of thematic map might help you make connections between local plant life and the development of medicines?”

**A2.4** interpret and analyse information relevant to their investigations, using a variety of tools (e.g., use a graphic organizer to help them determine the relationship between soil type, availability of water, and agricultural activity; analyse the content of paintings on the Internet or at a local gallery for information on a society’s religious practices; analyse artefacts found in a museum or on a website for information on a society’s daily life and relationship with the environment).

**Sample questions:** “What do these works of art reveal about the religious beliefs and practices of this society? Do they tell you anything about the connection between these beliefs and the environment?” “What does the archaeological evidence reveal about the way these people lived? What materials did they use to build their homes? What do these materials reveal about the local environment?”
**A2.5** evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on the interrelationship between the environment and life in those societies

*Sample questions:* “What did you find out about religious beliefs/practices in medieval Japan? In what ways were these beliefs related to the physical features of the land?”

**A2.6** communicate the results of their inquiries, using appropriate vocabulary (e.g., nomad, peasant, serf, merchant, noble, feudalism, god/goddess, privilege, hierarchy, culture, civilization, rural, urban) and formats (e.g., an annotated map showing how a society situated on a flood plain was affected by and responded to its environment; an oral presentation on the impact of medieval cities on the environment; a stop-animation video on the lives of children in a society that followed animal migration routes or lived in different locations during different seasons; a chart and presentation comparing farming techniques of different societies)

**A3. Understanding Context: Characteristics of Early Societies**

**FOCUS ON:** Significance

By the end of Grade 4, students will:

**A3.1** identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies’ relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)

*Sample questions:* “Where did the Incas live? What modern countries are part of this region now?” “Where was Mesopotamia?” “What were the main physical features in this society, according to this map? What challenges do you think they might have presented? What benefits might they have provided?”

**A3.2** demonstrate the ability to extract information on daily life in early societies from visual evidence (e.g., art works such as paintings, sculptures, carvings, masks, mosaics; monuments; artefacts such as household utensils, religious articles, weapons)

*Sample questions:* “What do the murals at Bonampak tell us about the life of the Maya?” “What do the Elgin Marbles show us about ancient Greece?” “What can we learn from the Book of Kells about the importance of religion to the Celts?” “Why did the Wendat make their combs out of bone? What type of bone did they use? Why?” “Why are the temples at Angkor Wat or mosques at Timbuktu such important archaeological sites? What can they tell us about the societies that built them?”

**A3.3** describe significant aspects of daily life in two or more early societies (e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation)

*Sample questions:* “How did the Incas travel during different seasons?” “What types of clothing was worn by the Incas? The medieval Chinese?” “Why were the ‘Three Sisters’ so important to some early societies in North America?” “What religions were practised in ancient India?”

**A3.4** describe significant physical features and natural processes and events in two or more early societies (e.g., physical features: rivers, flood plains, mountains, volcanoes, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies’ sustainability and food production (e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and the Roman Empire)

*Sample questions:* “How did seasonal migration of buffalo affect the lives of plains First Nations in precontact North America?” “What impact did the annual flooding of the Indus River have on food production in ancient India?”

**A3.5** describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs (e.g., for food, housing, clothing)

*Sample questions:* “What techniques did the Aztecs develop to allow them to farm on the sides of mountains and hills?” “What use did early Haida people make of cedar trees?”

**A3.6** identify and describe some of the major scientific and technological developments in the ancient and medieval world (e.g., calendars; the printing press; developments in agriculture, architecture, medicine, transportation, weaponry)
A3.7 describe how two or more early societies were governed (e.g., early democracy in Greece or Haudenosaunee society; city states on the Swahili Coast; emperors in China; the roles of nobles, priests, and the military in Aztec society, of kings, nobles, and knights in medieval France, or of chiefs in the Haida nation)

Sample questions: “What was the role of the emperor or empress in Heian Japan? How did the aristocracy help the emperor rule?” “How was the head of the government in ancient Athens chosen?”

A3.8 describe the social organization of some different early societies (e.g., a slave-owning society, a feudal society, an agrarian society, a nomadic society) and the role and status of some significant social and work-related groups in these societies (e.g., women, slaves, peasants, nobles, monarchs, warriors, knights, priests/priestesses, druids, shamans, imams, monks, nuns, merchants, artisans, apprentices, scribes, midwives, healers)

Sample questions: “How was Mayan society organized? Was there a hierarchy? Was it possible to move into a different social class?” “How were slaves treated in ancient Egypt? Why were slaves used? Who owned slaves?” “What does the foot binding of women in China tell you about the status of women and social organization in that society?”

A3.9 describe some key reasons why different groups in early societies cooperated or came into conflict at different times (e.g., to explore; to expand territory; to make decisions, govern, and administer; to promote trade; to wage war or make peace; to acquire wealth, power, and control; to rebel; to spread religious beliefs and/or enforce the power of particular religious institutions)

Sample questions: “What was the Silk Road?” “What were the Crusades? What was their underlying cause?” “What were some instances of slave or peasant rebellions? What were their causes?”

A3.10 describe some attempts within early societies to deal with conflict and to establish greater cooperation (e.g., democratic developments in ancient Greece; establishment of religious rights in medieval Islam; matriarchal practices among some North American First Nations; the Magna Carta; guilds; intermarriage between royal houses; treaties and alliances)

Sample questions: “What was the purpose of fostering children for the ancient Celts?” “What were the reasons behind some of the treaties between various First Nations in the Americas prior to European contact?”