



This lesson uses the [Drug History Timeline](#) to help students explore the place of cannabis in human experience from early times to the present. The timeline can be filtered by substance (e.g., cannabis), by region (e.g., China), by topic (e.g., medicinal use) or by typing a word in the search box. By resizing or dragging the view box at the bottom, students can view different parts of the timeline. Selecting one of the visible entries will open a slideshow with details of all entries in the current filter.

Drug literacy

Big ideas

- People have been using drugs for thousands of years and in almost every human culture.
- Drugs can be tremendously helpful and also very harmful.
- We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other.

Competencies

- assess the complex ways in which drugs impact the health and wellbeing of individuals, families, communities and societies
- explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- develop social and communication skills in addressing discourse and behaviour related to drugs

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Links to Curriculum

Social Studies 7

Big ideas

- Geographic conditions shaped the emergence of civilizations
- Religious and cultural practices that emerged during this period have endured and continue to influence people
- Economic specialization and trade networks can lead to conflict and cooperation between societies

Competencies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places (significance)
- Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)
- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
- Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)