

Activity Ideas for Elementary Social Studies

**Contributed by Beginning Teachers
in the Faculty of Education, Brock University
to the Social Studies Activity Database, 1999-2008**

Edited by David Hutchison

Introduction

Since 1999, hundreds of beginning teachers in the teacher education program at Brock University (Ontario, Canada) have each year contributed an original or adapted social studies activity idea to a searchable database that is publicly available at this website: <http://www.ed.brocku.ca/~soc/dbase.html>

This year marks the 10th anniversary of this initiative and to celebrate the milestone we are pleased to be working in cooperation with Pearson Education Canada to bring this free electronic book of beginning teacher-contributed activity ideas to an even wider readership.

With well over 1500 activities in the social studies activity database – and even more being added every year – it was not possible to include every contributed activity in the book. I hope this selection of activities, covering the full breadth of the elementary years, will inspire readers to try out and adapt, as appropriate, the lesson ideas they find inside this book.

For the most part, the activities are presented "as is," as they were submitted to the electronic database. Occasionally, a few character symbols did not translate over and each activity is formatted slightly differently (as each was contributed by a different author). The reader may also come across the occasional spelling or sentence structure error, but, on the whole, this should not diminish the pedagogical value of the activities and their merit as lesson ideas for social studies teachers across Canada. (Keep in mind, however, that the activities in the book are presented with the Ontario curriculum in mind. Teachers in other provinces and territories will need to adapt the activities to suit their own particular teaching contexts.)

To make best use of this book, I don't recommend reading it from cover to cover. Instead use the search function that is built into your PDF reader to search for the grade, topic, or keywords that most interest you.

Happy reading and happy teaching... And thanks to the hundreds of beginning teachers at Brock University who have contributed to the social studies activity database over the last ten years.

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Acknowledgements

The activity plans that the editor (David Hutchison) has submitted for incorporation into this free downloadable PDF document at the Text Enrichment Website for *Elementary Social Studies*, 7th edition, were submitted between 1999 and 2008 to a social studies activity database by teacher candidates in the teacher education program at Brock University using an online submission form. Used with permission.

Table of Contents

Grade 1	
Relationships, Rules, and Responsibilities	5
The Local Community	59
Grade 2	
Features of Communities Around the World.....	131
Traditions and Celebrations	174
Grade 3	
Early Settlements in Upper Canada	239
Urban and Rural Communities	280
Grade 4	
Canada’s Provinces, Territories, and Regions	308
Medieval Times	394
Grade 5	
Aspects of Citizenship and Government in Canada	469
Early Civilizations	527
Grade 6	
Canada’s Links to the World	586
First Nation Peoples and European Explorers	615
Grade 7	
British North America.....	665
Conflict and Change	675
Natural Resources	678
New France	688
Patterns in Physical Geography	694
The Themes of Geographic Inquiry	703
Grade 8	
Canada: A Changing Society	n/a
Confederation.....	711
Economic Systems	722
Migration.....	726
Patterns in Human Geography	729
The Development of Western Canada	748
Additional Activity Ideas.....	754

Contributor: M. Arlia

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Drama, Personal Growth

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify and describe the rights and responsibilities of people in the community.
2. Students will identify rules in the home, at school and the community.
3. Students will work cooperatively within their groups.
4. Students will respect the responses of their peers.
5. Students will show creativity in their role playing.

Teacher Materials:

- 3 flash cards of pictures of people from the neighbourhood (for example, fireman, policeman, priest, etc.)
- 3 flash cards of the people's names (the words: fireman, policeman, priest, etc.)
- 3 flash cards of places in the community where the people could be found (for example, fire station, police station, church, etc.)
- 3 flash cards of the people's responsibilities (for example, "Who helps to put out fires?" etc.)
- 3 flash cards of rules for the places (for example, "Listen to the firemen!" etc.)
- list of prearranged groups

Student Materials:

- 30 flash cards of pictures of people from the neighbourhood (for example, fireman, policeman, priest, etc.)
- 30 flash cards of the people's names (the words: fireman, policeman, priest, etc.)
- 30 flash cards of places in the community where the people could be found (for example, fire station, police station, church, etc.)
- 30 flash cards of the people's responsibilities (for example, "Who helps to put out fires?" etc.)
- 30 flash cards of rules for the places (for example, "Listen to the firemen!" etc.)

Sequence:

Preparation:

1. Choose 33 people and places from our neighbourhood that the children will learn about.
2. Make 33 flash cards with a picture of the people chosen.
3. Make 33 flash cards with the names of the people chosen.
4. Make 33 flash cards with the names of the places chosen.
5. Choose one responsibility for each of the people chosen.
6. Make 33 flash cards of the responsibilities.
7. Choose one rule for each place chosen.
8. Make 33 flash cards for the rules.

Activity:

1. Move to the carpet area of our classroom.
2. Ask the children what a responsibility is and talk about it.
3. Have the children give a few examples of responsibilities that they have in their lives.
4. Show one of the people flash cards and ask what one responsibility is that that person has.
5. Have one student match the person card with the responsibility flash card.
6. Do two additional examples of responsibilities with the class.
7. Ask the children what a rule is and talk about it.
8. Have the children give a few examples of rules that they follow in their lives.
9. Show one of the place cards that was chosen and ask what one rule is that the children need to follow when they are in that place.
10. Have one student match the place card to the rule flash card.
11. Do two more examples of rules with the class.
12. The students will be put into prearranged groups of 3.
13. They will be given 3 people flash cards, 3 people's names flash cards, 3 place flash cards, 3 responsibility flash cards and 3 rule flash cards that they will match.
14. We will gather again on the carpet and discuss the matches that the children made.
15. The students will go back to their groups and create a skit with the people and places that they have. They will focus on the responsibilities and rules that they have on their flash cards.
16. The students will present their skits in front of the class.
17. We will review all of the responsibilities and rules that we discussed.
18. After we finish, we will put all of the people, responsibilities, places and rules up on the bulletin board.

Application:

This activity can be integrated into the wider curriculum by generalizing and expanding upon the rules and responsibilities that were discussed. It is useful to teach children about rules and responsibilities because they are important life skills which are used in many different aspects of the children's lives (at home, at school, etc.). This activity could be adapted for older children by changing the people. The activity could include important people from history and

various parts of the world. More rules and responsibilities could be incorporated into the activity (for example, more complex rules for older children).

The children's skits could be combined to form a class play of people in the community.

The play could either be videotaped or performed for other classrooms and parents.

Notes:

Contributor: J. Biagi

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Controversy, Environmental Education, Feelings, Inquiry Skills, Language Arts, Personal Growth, Social Action

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

CURRICULUM EXPECTATIONS:

1. Students will create simple timelines to describe changes over time.
2. Students will describe the roles and responsibilities of various people in their neighbourhood.

RELEVANT COGNITIVE, AFFECTIVE, SKILL OBJECTIVES:

1. Students will identify all four seasons.
2. Students will articulate the differences between each season.
3. Students will display organizational skills.

Teacher Materials:

- * Homemade spinning wheel
- * Flash cards (containing pictures and few words pertaining to each season)
- * Tape
- * Chalk board
- * Pre-made timeline banner

Student Materials:

Sequence:

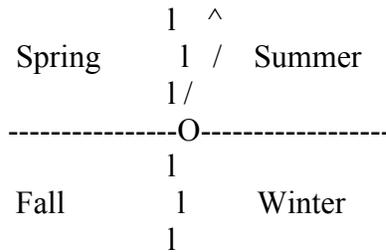
Preparation:

1. The teacher will create a homemade spinning wheel that contains an arrow in the middle and each of the four seasons listed on the outer part of the wheel.
(This wheel should be taped onto the chalk board prior to the beginning of the lesson).
2. The teacher will pre-select specific pictures pertaining to each season. The teacher will affix each picture onto a flash card.
(These pictures will be mixed around and taped onto a designated area on the chalk board).
3. The teacher will create a timeline banner which will contain each of the seasons in sequential order.
(The timeline should be taped on the chalk board prior to the beginning of the lesson).

Activity:

1. The activity will occur in the classroom.
2. The teacher will introduce the lesson through an evaluation method. In doing so, the teacher will gain insight about what the students already know about the topic. This method will be completed through verbal questioning about general and basic concepts about the topic.
3. Next, the application process will occur in which the teacher will select ONE student at a time to go to the chalk board to spin the wheel.

WHEEL:



4. When the wheel has stopped on a particular season, the student must go to the designated area on the chalk board which contains the flash cards and pick only ONE picture that they think relates to that particular season. The flash cards will have several different pictures.

The categories of pictures will be:

Activites pertaining to each season:

Spring-----gardening

Summer-----swimming/playing soccer,baseball/suntanning/building sand castles

Fall-----rake leaves/Halloween

Winter-----building snowmen/playing in snow/playing hockey/skating/Christmas

Weather type/ physical changes:

Spring-----cool, rainy, flowers and trees begin to bud

Summer-----hot, sunny

Fall-----cool, leaves falling, leaves changing colour

Winter-----snow, cold

Types of clothing:

Spring-----short sleeve shirt, shorts, rain coat

Summer-----shorts, tank tops, bathing suits, sandals

Fall-----long sleeve shirts, pants, jacket

Winter-----sweater, pants, boots, scarf, mitts, hat, snowsuit

Members of the community related to each season:

Spring-----gardener
Summer-----Life guard
Fall-----individual raking leaves
Winter-----Snow plower

5. After the student has made their choice, they will go to the timeline banner and place the choosen picture any

Application:

This activity can be adapted for use by most age groups. For older students the teacher can have them brainstorm descriptive words rather than having pre-selected pictures. In addition, the teacher could split the class into four groups (each group representing a season) and having a debate.

The 'verbal' feedback method elminates any fears that students may have about choosing the 'wrong answer'. This activity can also be modified to meet the needs of students with physical disabilites simply by dividing the class into four groups (each representing a season) and providing each group with their own spinning wheel and timeline. The answers can then be discussed as a class and students can compare simiarities and differences from each group.

This activity can be used to introduce several different topic areas. For instance, it can intorduce the topic of 'time', the topic of 'days, months, and years', and the topic of 'weather'.

There are several activites that extend from this particualr activity. For example, you may wish to use the exact same activity and simply change the topic area (such as living things). In addition, you can have students debate about specific seasons. Students could also make lists or discuss in groups how each season influences their dress, daily activites, their responsibilites at home and school.

It is important to note that before this lesson is taught, student need to have prior knowledge about basic and general definitions. Students need to know what a season is, how many seasons there are, what the name of each season is and the duration of each season.

This activity definitely fits within the larger context of the elementary curriculum because it can easily be modified to meet the expectations of all grade levels as well as being easily modified for various topic areas.

Notes:

This activity is adapted from professor Hutchison's in class activity associated with members of the community and the roles that they have within the community.

Contributor: S. Code

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Human Geography, Inquiry Skills, Maps, Multiculturalism, Personal Growth, Physical Geography

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify important relationships in their lives.
2. Students will construct a chart and use appropriate vocabulary within the chart to describe their observations.
3. Students will demonstrate an understanding that communities are made up of many different cultures.
4. Students will use primary and secondary sources to locate information about relationships in their home.

Teacher Materials:

Large Map

Letter to be handed out to parents(informing parents of activity)

Student Materials:

30 sheets of paper for chart(pencils, rulers, erasers etc)

30 Map handouts

Pencil Crayons (30 packages, one for each student)

Package of Sticky Notes (with at least 150 sticky notes)

Sequence:

This activity has been adapted from a book entitled *iHands-On Social Studies*. In the current grade one curriculum, there is a requirement to study Heritage and Citizenship. Within this context, Students will be looking at relationships (Friends, Family etc), rules and responsibilities. To help students better understand their families, as well as others, we will be discussing the different relatives the kids have.

Preparation:

-A letter must be made in advance for the parents of the students as they will be an integral part of accomplishing our goal

-World Maps for students must also be made up ahead of time (not too complicated)

Activity: Session 1

1. Have the students list as many family members as they can think of (Mothers, Fathers, Siblings, Aunts/Uncles, Grandparents, extended family and other significant people).
2. Once the list of family members have been made up, the students will create a chart which lists the family member's name, their relation to the student and the family member's Country of origin (If no family member's are from out of the Country, the child may use provinces, or cities if need be). One can be made on the front board so the students may copy it.
3. Each student will act as a detective to investigate their family origins. They will be required to take their chart home and interview their parents to find out where each relative came from. A letter should be made for the students to take home to their parents so they can help their son/daughter fill in the chart. They will then write down all their information on the chart. {For more advanced grades you could have the students tally the number of people that come from each Country and then they could graph their results}.

Activity: Session 2

4. When all the information has been compiled, each child will be given sticky notes placed on a sheet of paper (amount should correspond to how many relatives are listed on their sheet). Either the child or the teacher will write a family member's relation to the student on the sticky note, depending how far along in the year the kids are, or how large the sticky notes are (eg. 'Sally's Aunt').
5. Once all the sticky notes are filled in, the kids will all meet in a circle on the carpet. We will discuss where our relatives come from and why it is important.
6. One at a time we will have the students place their sticky notes on a large world map (with obvious help).
7. The students will be given a labelled world map handout. They can colour in all the Countries that their classmates and their own relatives originate from (while the map is still up with all the sticky notes on it).
8. If there is extra time, they may even use a specific colour to correspond to a specific person in the class, so all of Countries that Sally's relatives come from may be in blue, while Bobby's are in green. The students may even make it their goal to meet as many different people from different parts of the world throughout the coming months so they

Application:

This activity can be integrated into many parts of the curriculum. If we were to tally all the different Countries that all the family members come from, we would be able to graph our results which would coincide with the math curriculum. This might be much for grade One but we can definitely have the Students count how many relatives are from a specific Country. This lesson also deals quite a bit with geography, but at this age, there is no geography curriculum yet, so this is more of an introduction to geography. The colouring activity could also be integrated with visual arts curriculum. As mentioned previously, there are other activities that can draw on this activity, such as the name history. Students could even make up their own family coat of arms. We could also

incorporate language arts by having them write in their journal why their family is important and what we all learn by having such diverse backgrounds. This activity is more of an introduction to geography, prior knowledge of the world map would be useful, but is not needed. Knowledge of what a family is and who makes up a family may be needed, but it can be discussed in the first session.

Notes:

This activity is adapted from the "Cultural Origins of Family Members" activity in Jennifer Lawson's book "Hands-On Social Studies" (Winnipeg, Manitoba: Portage and Main Press, 2001).

Contributor: L. Dumitru

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Language Arts, Maps

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. Students will locate the position of a geometric shape in their classroom and its corresponding position on a topographical map.
2. Students will orally describe the location in their classroom where the shape was found.
3. Students will use appropriate vocabulary to orally describe their observations.
4. Students will classify information according to shape and size.

Teacher Materials:

- 15 large construction paper cutouts of geometric shapes (20cm in diameter)
- 15 small duplicates of the shapes (4cm in diameter)
- 1 large piece of graph paper
- 1 masking tape
- 1 dark blue marker

Student Materials:

- 15 cue cards

Sequence:

Preparation:

1. Write a clue on the 15 cue cards that will enable the students to locate a hidden shape in the classroom, and indicate the names of the two students who will be partners.
2. Place a cue card underneath the chairs of 15 students in the classroom.
3. Place the large shapes in the location of the classroom described on the cue cards.
4. Draw a topographical map of the classroom using a large piece of graph paper.
5. Place the topographical map in the center of the carpet in the classroom.

Activity

1. The teacher will tell students that they are going to be investigators and that they need to look underneath their chairs to see if they can find a clue about the mystery.
2. Have the students join the teacher on the carpet in a circle around the topographical map.

3. Have them locate their position in relation to the topographical map.
4. Have the students that had a card under their chairs, read the information on the card aloud to the class.
5. The students will then be asked to identify the clue and the name of their partner.
6. Have the students, who are partners, sit beside each other.
7. Have the students read the clue on the card again to ensure that both partners know where to search for the hidden shape.
8. Have the pairs of students begin their search for the shape.
9. Direct the students to return to their spot on the carpet after they have located the shape.
10. Have the students place a smaller version of their shape on the topographical map to indicate the place where the large shape was found.
11. Have the activity continue until all the pairs locate their shape, or until 25 minutes have elapsed.
12. Have all the students return to the carpet and sit around the topographical map, if they have not already done so.

Discussion

1. Starting at one point in the circle, have each student, in turn, orally describe the place where their shape was found.
2. Ask each student to orally describe other objects that they saw near the place where they located their shape.
3. Collect the large shapes and the cue cards from the students.

Application:

This activity requires that the students have prior knowledge of locating places in the classroom on topographical maps, and that the students will be able to describe those places orally.

This activity can be extended by introducing mathematics concepts. Tally marks can be used to record the number of each shape used in the activity. A graphical representation can be made to illustrate the most and least number of shapes that were located in the classroom. The area of each shape could be determined using non-standard units like pennies or paper clips. The activity can also be extended as to location, by changing the setting from the classroom to the playground, for example.

The activity can be introduced in other primary and junior grades by adapting the atmosphere in the classroom. Adaptations that can be made for a grade 3 or 4 classroom include having the classroom set up like a pioneer village or settlement, or a medieval community respectively. Students would prepare a topographical map of the setting and then compare it to their own community. To ensure that the activity remains age appropriate, the items needing to be located, and the atmosphere in the classroom, would relate to the topic of study.

Notes:

This activity is adapted from the third activity listed on the handout, "Grade One Activity Ideas," for EDUC 8Y39, regarding topographical map preparation.

Contributor: J. Fraser

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Community Study, Language Arts, Media Literacy, Personal Growth, Social Action

Time: 45 Minutes

Student Grouping: Partner

Expectations:

Expectations:

1. The student will identify the occupations of some people in the community (e.g., caregiver, teacher, farmer, grocer, office worker, police officer) (1z31).
2. The student will identify buildings in their community and their uses (e.g., houses, schools, farms, grocery store, office buildings, police station)(1z30).
3. The student will be able to recognize and name the primary colours of pigment (red, blue, yellow)(1a29).
4. The student will identify, in a plan, the subject matter and tools and materials they will use to produce an art work (1a36).
5. The student will be able to allow others to speak, and wait their turn in conversations or class discussions (1e55).
6. The student will be able to present ideas in speech in a coherent sequence (1e51).

Teacher Materials:

Teacher:

- 22 of yellow and 20 each of brown and black, 8 [] x 8 [] felt squares
- 5 each of round, oval and triangle shaped felt pieces, in flesh, yellow, brown, and black colours
- 5 balls of yarn, one of each in the following colours, red, blue, yellow, white, black
- 1 role of sewing binding
- gold glitter marker for use on material
- 30 googlie eyes
- 15 various small buttons
- chalk
- 15 variety magazines
- 8 pieces of large white bristol board cut in half
- markers
- 1 role of masking tape
- large felt board.

Student Materials:

Students:
liquid glue; scissors

Sequence:

Preparation:

1. This activity is designed for 30 students, who will work as pairs, in cooperative learning groups, to create 15 community individuals.
2. Prior to the activity, the teacher will pre-cut 16 hand-shaped puppets (1 spare to be prepared as display example, by teacher), using the described colours of yellow, brown and black. The shape will be a simple hand puppet outline, suitable to a child's sized hand.
3. Prior to the activity, the teacher will have purchased or prepared the circle, oval and triangle shapes. These shapes are to be an appropriate size to be used as the face of the puppet.
4. Prior to the activity, the teacher will tape the bristol boards in various locations around the room, within close proximity to the children's working space.
5. The teacher will have stations, which provide the components necessary to create the puppets, and baskets will be used to contain these materials.
6. The following stations will be independently accessible by the children: 1. type of mouth ^ circle, oval, circle, or horizontal line (to be designed out of yarn); 2. googly eyes and 3. button (noses).
7. The remainder of the stations will be jointly accessible, through discussion of choices with the teacher: 1. community member props, 2. choice of face shapes ^ circle, oval or triangle; 3. colour or yarn for hair ^ red, blue, yellow, black or white.
8. The teacher stations will have a sample card, displaying choices of hair colour and facial shapes.
9. The teacher/children workstations will be located on the teacher's desk, while the independent workstations, will be located a substantial distance away from the teacher's desk.
10. Prior to the activity, the teacher will prepare, from excess felt, the following props, to be adhered to the appropriate puppets:
 - teacher ^ pointer
 - student - text book
 - factory worker - badge of community factory (ex. G.M.)
 - mail deliverer - letter
 - dollar store clerk - badge that says "dollar store"
 - police officer ^ badge (blue)
 - priest ^ cross
 - nun ^ habit and cross
 - fire fighter ^ badge (red)
 - doctor ^ stethoscope and bag (black)
 - grocer ^ Zehrs badge
 - politician - badge that says "mayor"

office worker ^ brief case (brown)
caregiver ^ generic
construction worker ^ hardhat (yellow)
farmer ^ hat (yellow)

Teacher will print appropriate information using the glitter marker.

Activity:

1. The teacher will develop the paired cooperative learning groups, based on the individual strengths and weakness of the children (e.g., children who work well independently may be paired with children who require additional assistance).
2. The groups will be assigned a community individual, through a "draw" system, and a brief interactive discussion about the community member, will be conducted during this process.
3. The community members identity, the group members names, and suggestion(s) regarding the type of building the member is associated with, w

Application:

Application:

The students will require a knowledge of the general community and their places within it. This may be achieved through selection of reading material, which is both read to the students and read independently by the students (e.g., several library visits with a focus on community members).

The purpose of this activity is to create a foundation, for the development of the workings of the community, in which the students live. After the puppets are created, the teacher may develop a graphic organizer, which will depict the phases of community development.

The overall expectations of Canada and World Connections: Grade 1 - The Local Community, can be achieved by building on the foundations of the outlined activity. Many of the specific expectations, identified for Heritage and Citizenship: Grade 1 ^ Relationships, Rules, Responsibilities, will also be achievable through additional lesson planning. Careful creation of activities, when preparing these lesson plans, will result in the overlapping of other curriculums, such as Science (doctor, farmer), Religion (priest, nun), Mathematics (grocer) and Health and Physical Education (community member game, which could be played during physical education). In addition, further development of the The Arts and Language curriculums, can be attained through further lesson plan designs.

Notes:

Collage ideas came from visuals in the Drama room at Brock University.

Contributor: J. Gibb

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Drama, Personal Growth, Values Education

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify and describe the rights and responsibilities of family members (e.g. decision making, chores)
2. Students will demonstrate an understanding of the need for rules and responsibilities (e.g. need for protection, for respect)

Teacher Materials:

Brief, written scenarios which illustrate a role or responsibility in a family. One scenario per group of 4 to 5 students is required. Five examples are given. Other users of this activity will write their own, based on the characteristics of the students, chosen responsibilities, current interests etc.

1. Group One: You are playing with a friend at home when he accidentally breaks one of your toys. You get upset and yell at him, making him feel bad. What do your parents say and do? What do you say?
(Responsibility to be respectful and courteous to visitors).
2. Group Two: You are jumping around the house and spill hot chocolate on your sister's favourite new book. What does she say? What do you say? What does mom do and say?
(Responsibility to use appropriate behaviour, show respect for the property of others).
3. Group Three: Your mom asked you three times to tidy up your toys but you just continued playing. Mom steps on your Pokemon and breaks it while she is putting away the laundry. What do you each say and do?
(Responsibility to do the chores assigned: tidying up toys).
4. Group Four: Your Grandma brings some special chocolate candies for your family to share, but you eat 10 and leave only 3 for your brother. What do your parents say? How can you make your brother feel better?
(Responsibility for sharing).
5. Group 5: Your parents tell you that you may not cross the street alone to go to your friend's house because there is always a lot of traffic. One day you do so anyway as you

are hurrying to watch Pokemon on TV at your friend's across the street. Your dad sees you cross. What happens? What do you each say?
(Responsibility for parents to make safety rules for your protection and for you to follow them).

To lead into the activity the teacher will use a book and maybe a song about family roles and responsibilities.

Student Materials:

None required.

Sequence:

Preparation:

To introduce the topic, the teacher reads a book about family roles and responsibilities, such as "Taking Care of Mom" by Mercer Mayer and could play a song about the topic. Important ideas such as caring, sharing, being helpful, trying your best etc are discussed. The teacher leads a discussion on the different responsibilities (jobs) of the various family members. Children are asked what are the responsibilities (jobs) of a mom, dad, brother, sister, you, grandparents etc? At the end of this discussion, children should be able to orally identify several family responsibilities.

Instructions to students (once groups are formed):

1. I am going to read you a very short story about a problem that could happen in a family.
2. Your job is to think about the problem that happened and the responsibilities or jobs of each person. Then you will need to decide what each person in the story would say and do.
3. Each of you in the group will play a different part in the story: you decide among yourselves who is the child, the mom, the friend or the other people in your story.
4. Then you will be ready to practice your play.
5. After about 10 minutes each group will present their play to the rest of the class and then we will discuss it.

(The teacher then answers any questions and reads each group its situation, repeating if necessary). The students go off in their groups and prepare their play, with as little teacher assistance as possible. After 10 minutes, or when all groups appear ready, they present their situation in turn. The whole class briefly discusses each play and makes suggestions for any way in which the group could have acted it out differently. The teacher looks for an understanding of the written responsibility through the dramatic performance e.g. was it obvious that sharing, or protection and rule following were the responsibilities?

Application:

This activity can be adapted for use in other grades or for other expectations in Grade One. e.g The local Community: Students will identify the occupations of some people in the community. Students could role play the occupations, following a brief scenario, or they could create their own scenario.

Some other expectations that could be used with this role-playing activity:

Grade 2: Students will describe the contributions each family makes to the community

Grade 3: Students will describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.

Grade 4: Students will describe the various roles of people in medieval society.

This activity could be used to extend the topic of the community into a dramatic form. If the activity was done late in the grade, students could write their ending to the problem in their scenario, or write a different ending to another group's case. The activity could develop into a whole class drama based on the family or the community, which might be presented at a school assembly.

The only prior knowledge that students require is some understanding of "who does what" in a family in order to make it safe, loving and well-organized.

Notes:

This activity was developed simply as an idea I had to reinforce the different responsibilities in a family. No references were used. The activity was field- tested and was successfully completed.

Contributor: K. Mayer

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, History, Inquiry Skills, Language Arts, Multiculturalism, Personal Growth

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify important relationships in their lives (e.g. with family members).
2. Students will identify and describe the roles and responsibilities of family members.
3. Students will present the results of focused inquiries (e.g. a study of family members and family rules), using drawings and oral and written descriptions.

Teacher Materials:

picture of own family
own family tree
tape
chalk
chalkboard

Student Materials:

30 sheets of blank paper - 1 per student
crayons or coloured pencils
scissors
glue
pencil
30 photocopied sheets with a tree on it - 1 per student
30 photocopied sheets of leaves - 1 per student

Sequence:

Preparation:

1. Write the word „Family% on the board.
2. Tape a picture of your family (teacher,s) on the board, below the word „Family%.
3. Identify the different people in the picture, and your relationship to them, and write this on the board (it will be an example for the students to follow).
4. Identify the roles and responsibilities of each person in the picture, and write it on the board (it will be an example for the students to follow as well).

Activity:

1. Tell the students that you would like to learn about their families, and get them to draw a picture of their family. Make sure to tell the students to leave room at the bottom of the page to write about their family.
2. Pass out the paper and get them to draw their family.
3. Once the students have drawn a picture of their family, have them follow your example on the board to write about their family. Therefore, have them identify each person in the picture, and their roles and responsibilities.
4. Once finished, have the students gather in a circle to share their pictures and facts about their family.
5. To conclude and recapitulate, show the students your own family tree and explain it. (This should already be made in advance from the same leaves the students will use).
6. Tell the students you want them to make their own family tree.
7. Pass out the photocopied sheets of the tree and leaves and have the students use these materials to create their own family tree.
8. Have the students label each leaf with a family title, i.e. Mom, Dad, Sister, Me, etc.
9. Once finished, have the students gather in a circle to compare their family trees with the other students, paying attention to the number of leaves each tree has and the different people represented on each tree.
10. Display both the family drawing and family trees around the classroom.

Application:

This activity can be adapted for most grade levels. This activity can also be integrated into language arts, art, and math. For language arts, the students can continue to write about their family, including more detail than what was covered in the activity, and they can then read their stories in front of the class. The stories can also be published on the computer or made into a picture book. For art, the students can make 3 dimensional figures out of play-dough or clay, representing their family members. Before doing this art activity, the teacher can take this opportunity to talk about 3 dimensional figures. Also, the family tree comparison can lead into a math lesson. For example, the students can take two family trees, count the number of leaves on each tree, and then do addition and subtraction problems.

Notes:

This activity was a modified version of a unit on families, which was taken from the following website:

<http://www.usask.ca/education/ideas/tplan/sslp/families.htm>

The authors of the unit were Jennifer Wilde and Michele Mahaffey.

The 1998 Ontario Curriculum Social Studies document was also used as a resource to identify the proper expectations and grade level for this activity.

Contributor: S. Melo

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Language Arts

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Kindergarten Expectations

1. Students will identify people who help others in the community and describe what they do. (Kindergarten MET Doc. p.20)

Grade One Expectations:

1. Students will identify the occupations of some people in the community (mail carrier, teacher, police officer, fire-fighter, doctor, dentist) Social Studies MET Doc. p.28

2. Students will show an understanding of how these people are important to meeting their needs and ensuring their safety. Social Studies MET Doc. p.28

3. Students will identify the buildings in which these people work (e.g., doctors work in hospitals and offices, fire-fighters work in fire-halls, police officers work in police stations) (Social Studies MET Doc. p.28)

4. Students will sort and Classify Basic information about people in their local community. (Social Studies MET Doc. p.29)

Teacher Materials:

1. Pictures of Community Helpers (mail carrier, teacher, police officers, fire-fighter, doctor, dentist, may add others as desired)

2. Sentence strips-containing a sentence describing what the community helper does (one for each helper, ex. Puts out fires)

3. Pictures of the Buildings in which the community helpers work (one for each)

4. Masking tape or magnets (to display the above materials)

Student Materials:

1. 30 white sheets of 8 1/2 x 11 paper (lined at the bottom, blank at the the top for a Picture)
2. Pencils
3. Crayons or pencil crayons

Sequence:

Preparation:

1. Choose community helpers (e.g., mail carrier, teacher, police officer, fire-fighter, doctor, dentist, etc.)and get pictures of each community helper.
2. For each community helper prepare a sentence strip describing what the community helper does (e.g., Puts out fires., Helps children learn how to read., etc.)
3. Gather pictures of the buildings in which the community helpers chosen work. You should have one building for every community helper.
4. Divide the black board into 4 sections. In the first section randomly tape the pictures of the community helpers. In the second section randomly tape the sentence strips, and on the third section randomly tape the buildings in which the community helpers work. Leave the fourth section blank to place the matches made during the game.

Activity (Sequence of Steps)

1. Have children move so that they are sitting in front of the black board. Make sure all children can see.
2. Explain to the children what is in the first section. „In this section boys & girls we have our community helpers., Point to and name all of the community helpers.
3. Explain to the children what is in the second section. „In this section there are some sentences. These sentences describe what each of our community helpers does.,. Read each of the sentences over have children help read them.
4. Explain to the children what is in the third section. „In this section there are pictures of the different buildings that our community helpers work in. Point to and name all the community buildings.
5. Tell the children that there is a big problem, that all the pictures and sentences are mixed up and that they need to solve this big problem. Begin to explain game. Tell children that they first need to pick a community helper and then they will have to find the sentence that describes what they do. Lastly, they have to find what building that community helper would work in. After all three pieces have put together display them in the fourth section. Explain that they will repeat the process until all community helpers have been matched up with their sentence and building.
6. Before starting the game re-read all the sentences to refresh the students memory and ask students if there are any questions.

7. Begin game by asking one student to pick a community helper. Ask another student to find the sentence that matches the community helper. Ask another student to find the building they belong in. Lastly, display them in order on the fourth section (e.g., Picture of the community helper, their sentence and the building).
8. Repeat step seven until all community helpers have been matched up.

Discussion (Recapitulation):

1. After all community helpers have been matched, review what the children see in the fourth section. Example, point to the picture of the teacher, "This is a teacher," read sentence "Helps students read and write," and point to the corresponding building, "Teachers work in schools." After the teach

Application:

Before this activity is introduced students should know or have discussed in class different types of community helpers, what they do and what buildings they work in. For these concepts are reinforced in this activity.

If teachers wish to challenge students in grade one, provide students with more community helpers and rather than having one sentence provide two for each helper. Some of the possible events and activities that could extend from this activity are field trips to the fire-hall and perhaps have guest speakers to talk to students (ex. doctors, dentists or police officers). Some of these visitors maybe parents of students in the class.

Both kindergarten and grade one teachers should reinforce what the activity is teaching by providing centres for children to play in (e.g., Post Office, Fire Hall, doctor's office, etc.). Children at both the kindergarten and grade one level learn best through play and by providing these centres teachers can truly enhance their student's learning.

Lastly, teachers can extend this activity into Language Arts curriculum by allowing students to write about their favorite community helper or one that they wish to be when they grow up and possibly create a class book. Also, another activity could be to have the students write letters to community helpers, within their community.

Notes:

This activity was adapted from some of the activities presented in class, by Professor David Hutchison.

Contributor: M. O'Brien

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, History, Language Arts, Personal Growth

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Expectations:

1. Students will identify important past and present relationships in their lives.
2. Students will describe significant places in their lives.
3. Students will work cooperatively within their groups.
4. Students will respect the responses of their peers.
5. Students will work on their printing and spelling while completing the seatwork assigned.

Teacher Materials:

list of groups that have been previously made
extra sheets of good copy paper for the children if they need them
questions to be written on the board for the children to answer
lesson plan to remember everything that we need to cover
3 picture flash cards of important people in our neighbourhood
3 flash cards of the people's names or jobs for the children to match
3 flash cards of the names of places in our community where we might find these people
example of written good copy paper to show the children what I am expecting
sheets of good copy paper for the children to use

Student Materials:

30 picture flash cards of important people in our neighbourhood
30 flash cards of the people's names or jobs for the children to match
30 flash cards of the names of places in our community where we might find these people
30 student journals
30 sheets of good copy paper for the children to rewrite their answers to display on the bulletin board
questions written on the board for the children to answer in their groups

Sequence:

Preparation:

1. Choose the people and places from our neighbourhood that the children will learn about.
2. Make 33 flash cards with a picture of the people chosen.
3. Make 33 flash cards with the names of the people chosen.
4. Make 33 flash cards with the names of the places chosen.
5. Choose the questions that are going to be asked of the children when in their groups.
6. Complete an example of my own to show the children what I am expecting.
7. Collect all of the materials that are needed to complete the lessons.

Activity:

- 1) Move to the carpet area of our classroom.
- 2) Listen to the Mr. Rogers Neighbourhood song from the tape.
- 3) Sing the song with the children.
- 4) Ask 2 or 3 children to name an important person in their life.
- 5) After each person is said I will ask "Why is that person important to you?"
- 6) I will take a flash card with a person's picture on it and match it with the appropriate name card.
- 7) I will have 2 students come up and try to match a picture card with the correct name card.
- 8) The students will be split up into prearranged groups of 3.
- 9) They will go back to their desks.
- 10) I will come around and give them a group of cards with matching pictures and names.
- 11) They will match up the appropriate people with their names.
- 12) After they match the cards they need to answer the questions on the board orally (Who is this person? and Why are they important to you or your community?).
- 13) After they have discussed the answers with their group members, they will write the answers for their own person in their journals.
- 14) We will return to the carpet and share our answers.
- 15) I will hold up a place name and ask the children who we could find in that place.
- 16) After we decide on the people who could be there, I will ask the children why that place is important to them.
- 17) As a review we will summarize all of the people and places that are important to us in our lives.
- 18) Then we will sing the Sesame Street song "These are the people in our neighbourhood" (we will listen to the tape and then sing it all together).
- 19) The students will write their answers to the questions in good, on a separate sheet of paper that I will have provided.
- 20) We will make a bulletin board out of our people, places and explanations of the importance of each person and place.

Process:

1. Have each member of the group identify their person and the name for their person.

2. Each member will then share why they think that person is important to themselves and our community.
3. They will then write about their own person in their journal talking about who the person is and why they are important.
4. Next we will come together as a group and talk about places, we will use our previous examples of people and relate them to a place in our community.
5. Following that they will return to their groups and each member will choose a place for their person.
6. Each member will then share why that place is important to themselves a

Application:

This activity can fit into the wider curriculum because once the children know about important people and places in their lives, it will be easier for them to learn about other important people in the world. The practice that they will gain in critical thinking (each time we ask why) will help them to talk about other people in the world in a similar fashion. The children will become more aware of the importance that each of these people has in their lives. This will allow them to be thankful and respectful towards others when interacting with them.

An adaptation that could be made for children with special needs is we could eliminate the writing aspect of the activity, and they would only present it orally. We could also adapt the activity for an older grade by having the people and places (flash cards) be from different cultures, parts of history, or parts of the world for the flash cards. This activity could be linked to other subject areas, for example we could do a drama activity. We could act out the roles that each person or place plays in our lives and our community.

Notes:

Contributor: L. Pasko

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Graphs, Language Arts, Math, Personal Growth, Values Education

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

- 1- Students will design a timeline.
- 2- Student will demonstrate the ability to correctly sequence a timeline.
- 3- Students will demonstrate the ability to read and analyze a timeline.
- 4- Students will demonstrate an understanding (through discussion) of the importance of daily responsibilities.

1. Students will build conceptual links between 15 concepts and topic areas.
2. Students will verbally articulate the links they make between topics....

Teacher Materials:

- ball of yarn
- tape
- approx. 20 blank pieces of paper
- markers
- found classroom objects
- worksheets for students (30)

Student Materials:

- worksheets (1 per student)
- pencils
- crayons/markers/pencil crayons
- yarn (1 piece each)
- tape (2 pieces each)

Sequence:

Preparation:

1. Ensure there is a large, clear working area in the classroom.
2. Tape a long piece of yarn onto the classroom floor (approx. 8-10 feet).

Activity

1. Teacher has students form a circle around the piece of yarn.

2. Teacher starts the activity with a discussion about daily responsibilities:

....Teacher Talk....

- Can somebody tell me what responsibility means?
- What are some examples of different responsibilities?
- Tell me a responsibility you have at home.
- Tell me a responsibility you have at school.
- Why are responsibilities important?

.....

3. Teacher tells the class that they are going to construct a concrete timeline of their daily responsibilities.

....Teacher Talk....

- a timeline is a way to record information
- a timeline shows the correct order the information happened in
- our timeline will show others what we do at the beginning of the day, what we do in the middle of the day, and what we do at the end of the day.
- we will use time cards, pictures and objects in the class to help us create our timeline.

.....

4. Teacher asks a student what time they wake up in the morning. The time is recorded on a blank piece of paper and placed on the left-hand side of the yarn.

5. Teacher asks 2 students of their responsibilities in the morning. Have each of the 2 students draw a picture of the morning responsibility that they perform. Place the pictures above the time card.

6. Teacher asks a student what time school starts. The time is recorded on a blank piece of paper and placed to the right of the wakeup time.

7. Teacher asks 2 students of their responsibilities in the morning while at school. Each of the 2 students will be asked to find an object in the classroom to represent the responsibility that they spoke about. The object will be placed on the graph, above the time card.

8- Repeat the process for:

.....

-lunch (record the time that lunch occurs and the responsibilities students have at lunch. Draw a picture to represent lunch time)

-afternoon- record when afternoon classes commence and the responsibilities students will have for that particular afternoon. Find objects in the classroom to represent the afternoon).

-home (record the time students leave school and the responsibilities they have at home after school. Draw a picture to represent home time)

-Dinner (record dinner time and the responsibilities students have at dinner/night time. Draw a picture to represent dinner/night time).

.....

9. The graph is complete once students have recorded their bedtime.

Discussion

1. Analyze the graph as a class.

2. Teacher asks students to tell him/her about certain daily responsibilities that the class has by reading the timeline.
- 3-Teacher should ask students the importance of responsibilities and how responsibilities can benefit their lives, and the lives of others.

Extension

1. Have students fill in, and draw pictures for, their own personal timeline worksheet

Application:

Prior to this activity being introduced, students will already be familiar with school rules and what is expected of them in the classroom at different points throughout the day. This activity will therefore reinforce classroom responsibilities, as well as make students more aware of the responsibilities that they have at home. Through discussion, students will come to realize how responsibilities benefit themselves and others.

An extension activity would be to discuss the significant people that students encounter on a daily basis, and the responsibilities that these specific people have.

As well as being a social studies activity, this lesson includes a math component (students are designing and interpreting a graph; students are learning about sequencing), a language component (students orally discuss the creation of the time line; students write about their own daily responsibilities on their worksheets), and a visual arts component (students illustrate each of their daily responsibilities)

Notes:

N/A

Contributor: A. Pennings

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Community Study, Feelings, Personal Growth

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Social Studies:

1. Students will identify at least one of the important relationships in their lives and name at least one of the roles and responsibilities that are a part of that relationship.
2. Students will identify at least one significant person and place in their lives.
3. Students will use oral communication, illustrations and key words to communicate information about their relationships, responsibilities and roles.

Visual Arts:

1. Students will produce a two-dimensional work or art that communicates personal experiences, thoughts and feelings.

Teacher Materials:

An example of a completed puzzle using her personal thoughts, feelings and experiences as an example.

Student Materials:

30 sheets of paper (8" x 12")

15 glue sticks

30 pencils

coloured pencils or crayons (students should have own but if they do not, provide a set for every pair of students)

180 (6 per student) pre-cut puzzle pieces (made from thick white paper such as cardstock or bristol board); approximately 4" x 4"; each puzzle piece should be labelled 1 to 6 with the appropriate sub-headings (1. Me, 2. A Special Person, 3. My Family, 4. My Role in My Family, 5. My Favourite Place, 6. My Favourite Activity)

Sequence:

Preparation:

1. Prior to the lesson, cut out and label the puzzle pieces (1. Me, 2. A Special Person, 3. My Family, 4. My Role in My Family, 5. My Favourite Place, 6. My Favourite Activity).

2. Create a puzzle using your personal life as an example. Provide a brief description at the bottom of each puzzle piece to indicate what the picture is of. For example, you may draw a picture and include these descriptions: 1. Mrs. Fritz, 2. My friend Jane, 3. Me, Jacob and Tommy, 4. Cooking, 5. Library, 6. Reading.
3. Approximately five (5) minutes prior to the lesson, place six (6) labelled puzzle pieces, a glue stick and a blank sheet of white paper on each students desk.

Introduction/Discussion:

1. Ask each student to sit on the carpet and form a circle. Note: You may have pre-arranged a seating plan if there are behavioural or social issues in the classroom.
2. Introduce the lesson with a statement such as, "Today we are going to learn about what makes each of us so special. We are going to learn about our different families, communities, the things we like to do and some of the special relationships we have."
3. Begin by talking about people who are special in our lives (examples: God, parents, siblings, friends, maybe even a pet). Ask the students to tell you who is special to them.
4. Explain to the students that it is important to have good relationships with the people that are special to us and that we have different roles and responsibilities in these relationships. Tell them that you have the role of being a good listener in your friendships or the role of making dinner in your family.
5. Ask the students what roles and responsibilities they have in their relationships with the people that are special to them. You may use prompts such as, "What do you have to do to be a good friend?", "What are your responsibilities to your pet?" or "What is your role in your family?". It is okay if only a few students respond at this time because other students will likely get their own ideas from these responses but may not want to share them with the class at this time.
6. Comment on the diversity of roles among the students and introduce places in the community. You may say, "We all have many roles in our families, in our schools and even in the community. There are many different places in our communities." Tell the students that our homes and schools are two places in our communities. Ask the students to tell you some more places in the community and which ones are their favourite places to be. Note: At this time you will not go into detail about the various places within the community but it will serve as an introduction to further lessons on communities.
7. Ask the students what some of their favourite things to do are in schools, at home or in the community. Tell them what your favourite thing to do is to begin the discussion.
8. End the discussion by commenting on how different we all are and how we each have different roles and responsibilities

Application:

This activity can be adapted for almost all grade levels and student abilities. The components on each puzzle piece may be different for higher age groups and may include things such as family heritage and traditions. For students of varying abilities, you may need to scribe for them, provide written instructions or repeat the instructions to the child individually.

For Kindergartens and Grade One students, teachers may need to further explain the terms "relationships", "roles" and "responsibilities" prior to this lesson, depending upon the ability and comprehension levels in the class.

This activity is directly linked to the expectations for the Social Studies Curriculum as well as the Religion Curriculum, "In God's Image" and "Welcome! You Belong!", for those students who attend Catholic schools. You may place more focus on the special talents and uniqueness of each student during an extended religion lesson.

This activity may further be linked to math (Data Management and Number Sense) if you choose to gather the data for each student and sort the information. For example, you may choose the category of "A Special Person" and determine the number of students that chose a friend, family member, pet or other and graph this data using a pictograph, bar graph or table.

This activity may also be extended in an art lesson with a discussion of different types of lines and having them cut out their own puzzle pieces to show that each piece will join together even though the lines are cut differently.

The suggestions for further extensions described here are only some of the many ways that new topics may be introduced and explored in further detail.

Notes:

Please note: This activity involves both full class (discussion) AND individual (activity) student grouping.

Contributor: T. Peterson

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Feelings, History, Language Arts, Personal Growth, Values Education

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify people, places, and events in their lives. (Overall Expectation)
2. Students will identify important past and present relationships in their lives (Specific Expectation)
3. Students will describe significant places in their lives. (Specific Expectation)

Teacher Materials:

- prefabricated example to illustrate to the children what their cube might look like
- chart paper and markers to record the students ideas
- one blank cube for demonstration purposes

Student Materials:

30 sets of colouring supplies (crayons, pencil crayons, markers; children should use their own)

30 pencils (once again, children should have their own)

30 "cube" patterns - these can be pre-cut for children who do not have strong "cutting" skills, however if the children are at a higher level of functioning, the patterns can be drawn and the children cut them out on their own. It is essential for the pattern to be cut out neatly in order for the cube to fit together properly.

30 glue sticks

Sequence:

Preparation:

1. Teacher creates the geometric template for a cube to be reproduced for the children to use for this activity. It is recommended that the cubes be reproduced on sturdy paper ie. construction paper or bristol board
2. Create or obtain a sample of a finished product to share with the students.

Activity

1. Teacher led discussion about important people and places in our lives.

2. Using one piece of chart paper for each topic, ask children to give sentences describing why the following are important:
 - My family is important because
 - My friends are important because
 - My house is important because
 - My bedroom is important because
 - My school is important because
 - My school and teacher are important because
3. Teacher records the children's responses on the chart paper and posts the charts in a visible location in the room.
4. Teacher shows the students a blank cube and explains the instructions for the activity:
 - a) on one square draw a picture about one of the topics. Then choose one of the sentences from the chart and write it in the square under the picture.
 - b) repeat this for each topic until all of the squares are filled.
 - c) once each square is complete, fold the pattern so that it makes a box. Teacher demonstrates this using his/her sample.
 - d) glue flaps to secure the cube.
5. Teacher may choose to display the finished products in the classroom as a reminder of the things that are important in our lives.

Discussion

1. Have the students present their finished cubes to the rest of the class. Explaining the importance of each square.

Application:

This activity is best used to reinforce the topic area under study. It is recommended that the children have previously discussed what it means for something to be important, some people and places that are important in their lives as well as why they are so important. This is used as a reinforcer because it serves as a concrete and visible reminder of these people and places.

An extension from this activity would be to have the students share their finished cubes with the principal, vice-principal, or another class. Another activity, for application later on in the unit, would be for the students to choose the topic labels for the faces of the cube and explore other people and places than those suggested.

This is also an activity that can be used with older children by having them create an "All About Me" cube and extend the activity by having the children write their personal biography.

Prior knowledge required to make this activity meaningful would include students understanding what it means for something to be important.

This activity fits into the larger context of the curriculum because it emphasizes students' reflection on their own world and where they fit in.

Notes:

This activity is adapted from one which is used by Kris Bannerman, an primary/junior teacher with the Halton District School Board.

In a primary classroom, this activity will no doubt require teacher assistance especially to manufacture the final product. It is recommended that the teacher make use of classroom volunteers on the day of this activity.

Contributor: B. Schneider

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Language Arts, Personal Growth, Values Education

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

Students will demonstrate their understanding of rules and responsibilities by:

- Accurately completing their seven page responsibility book;
- Using appropriate vocabulary to describe their everyday routines (responsibilities, respecting rules, cooperating, being courteous);
- Contributing ideas when asked to brainstorm the definition of responsibility;
- Sorting and classifying a list of responsibilities into appropriate family members;
- Accurately copying six words for the definition of responsibility and at least six family members names (mom, dad, sisterΣ) *names can be repeated

Teacher Materials:

Teacher:

1. book: „Responsibility ^ What is It?% by N. Pemberton and J. Riehecky (IRC BJ 1451P46 1988)
2. chart paper
3. markers
4. stapler
5. tape

Student Materials:

Students: 30 each of:

1. glue sticks
2. sets of crayons
3. pre-made responsibility books
4. pencils

Sequence:

Sequence

1. Before this lesson begins the teacher will have to pre-make the responsibility book. The pages of the book could be done on two 8 1/2" x 11" sheets of paper broken into

four equal squares and the cover could be made from 5 x 7% squares of construction paper. * the teacher does not have to glue the title page on, the students will be required to do this

2. This book will consist of a cover page, which will have „MY RESPONSIBILITY BOOK by _____%, an introduction to the word responsibility (in the form of a word web) and six pages, which are going to be completed by the student. These pages are going to have leading sentences into which the students will have to determine what the responsibility is and whom it belongs to. For example, on page one it may say:

„ _____,s responsibility is to cut the grass.% Students will be expected to fill in their family member who has this responsibility. Depending on your class, you will need to pick six responsibilities around the house. Remember that they must be universal to all children in the class.

3. As a class we will read over the book and when students are completing the activity, they will need to determine what the responsibility is and whom it belongs to. They will then copy the name onto the line and draw a picture to represent the activity.

=====

Activity

1. Move students to a comfortable area of the classroom. If your class has a circle area, it may be best if you begin there.
2. Discuss with class chores that the students may do around the house.
3. Read the book „Responsibility ^ What is It?% by N. Pemberton and J. Riehecky.
4. Have a class discussion about the word responsibility. Allow the children to brainstorm different ideas about responsibility as you write them onto chart paper. Since it is brainstorming, do not dismiss any ideas (unless inappropriate). Brainstorming should be done in the form of a word web (the central idea in the middle with ideas streaming from it) since this is the form that the children will be using.
5. Also, brainstorm a list of family members who live with or near the students in the class. Write these members on the chart paper as well. These labels will be used to complete the activity. By listing examples of family members, it allows students who are poor spellers to accurately complete the project.
6. Have the children return to their seats.
7. Hand out materials.
8. As a class, read the story you have prepared. (_____,s responsibility is to cut the grass.)
9. Remind the students of the word web that they completed defining the word responsibility. They must choose six words from the list and accurately copy them onto the word web in their book. ** be sure to move the list to an area in the class where all students can read it.
10. Explain to students that they will have to read the sentence and fill in the blank with whomever is responsible for that activity. For

Application:

1. Students will need some prior knowledge of the word responsibility. However, since we will be brainstorming the definition as a class, this prior information is not exactly necessary. They will also need to know how to do a word web.
2. This activity extends the idea that students have certain routines in their lives, which must be adhered to. This is another expectation for the Grade 1 Social Studies curriculum.
3. This activity could also be used as a lead in to recognizing and describing the consequences of events and actions that affect their lives. For example, a responsibility you could talk about could be taking out the garbage. This could start a discussion about what would happen if no one performed this task.
4. This activity could also be used with older students. For example, in the grade five social studies curriculum, students learn about the aspects of government in Canada. They could perform this activity using the roles of the different levels of government. You would not use a leading sentence, but you could require that the students discuss five areas of government or roles in government.
5. For students who are poor writers, you could prepare the book with traceable words or if you are able to, help them write the words with the hand-over-hand technique.

Notes:

- This activity is relatively easy to prepare and could be easily adapted or expanded to accommodate different learners.
- There are a number of responsibility books you could use with this activity. If your students are older or more advanced, you could use a more intense book about rules and responsibilities.
- Book: *Responsibility ^ What is It?* by N. Pemberton and J. Riehecky (Chicago, IL: Children,s Press, 1988).

Contributor: C. Shepherd

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Graphs, Inquiry Skills

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. The students will construct a Venn diagram to show how their province is different from other provinces/territories in Canada
2. The students will describe and compare various characteristics of Canada's provinces and territories.
3. The students will locate and label the provinces, territories and capital cities within each region on a puzzle map of Canada.

Teacher Materials:

- a large puzzle of Canada
- short books that describes the province/territory, has pictures and includes content on that province/s/territory,s capital city, economy, population, cultural differences, physical features etc. (1 per province/territory)
- 6 packages of large post-it notes.
- The teacher will have completed this activity for the province of Ontario. This will be used as an example and teaching tool.
- a list of characteristics on a flip chart for students to use as a resource for this activity
- 13 large circles
- 6 thin markers

Student Materials:

Students will use materials provided by the teacher:

- post-it notes
- markers
- large circles
- books about provinces
- large puzzle of Canada

Sequence:

Preparation:
Preparation

1. The teacher will create a large puzzle of Canada; pieces of the puzzle will represent a province or a territory.
2. The teacher will place the puzzle on a Bulletin Board in the classroom. Note: This puzzle will not only be used for this activity, but can be used in a unit on Canada.
3. The teacher will collect a short book that describes the province/territory, has pictures and includes content on that province,s/territory,s capital city, economy, population, cultural differences, physical featuresΣ etc.
4. The teacher will display the books on the chalkboard ledge.
5. The teacher will need 6 packages of large post-it notes.
6. The teacher will need to organize desks to facilitate 6 groups of 5 students.
7. The teacher will have completed the activity for the province of Ontario. This will be used as an example and teaching tool.
8. The teacher will have a list of characteristics on a flip chart for students to use as a resource for this activity. The list can be compiled with the class before the activity or by the teacher.
9. The teacher will have cut out 13 large circles, which the students will use to place their information about the province/territory they are compiling information about.

Activity

1. Introduce the activity to all the students in a large group.
2. Use Ontario as an example of your expectations for this activity.
3. Once the students understand what their task is, break them up into six groups of five.
4. Ask a representative of each group to come up to the front and collect a book about a province or territory, a post-it note package and a large circle.
5. Students should now be given time to look at the book and find the information they are looking for. Students may want to organize their work by finding information about one characteristic at a time.
6. The students will now put their information on a post-it note and place that information on their circle.
7. Once the circles are complete, have the students bring their attention to the front. Each group should place the capital city on the puzzle map before they present their information.
8. Each group will then bring up their circle and compare the characteristics of their province/territory to those of Ontario.
9. Students should note the similarities.
10. The teacher can now introduce the concept of a Venn diagram.
11. Students can now place the similarities between the two circles in the area where they overlap.
12. The class can go through this process for each group. This may take some time, however this will provide an excellent opportunity to answer all questions.
13. Be specific about all expectations, before the next task, which can be used for evaluation.
14. Once all six groups have presented, send the students back into their groups.
15. Have another representative of the group come up and take another book.

16. The group is now to complete this activity again; they are also to complete a Venn diag

Application:

This activity can be adapted for use by most age groups. The use of a Venn diagram is useful for almost all areas of social studies i.e.) urban vs. rural communities, my community vs. another community, comparisons between countries, etc. In addition, a Venn diagram can be useful in science and can be adapted to be used on the computer. The discussion that occurs after the activity can lead to a language arts activity where students write of a province they would like to visit and why. This activity can also lead in to drama, students can dramatize life in the north, or they can use visual art to demonstrate what a home may look like in Saskatchewan, Newfoundland or Nunavut. This activity also leads into the affective domain of the student. Students can be given roles in their groups, which can provide opportunities for more passive students to play a more active role. Small group work also provides some opportunity for interpersonal development, goal-oriented group work and group dynamics.

Notes:

This activity is adapted from the website:
<http://www.usask.ca/education/ideas/tplan/sslpl/sslpl.html>

Contributor: D. Stepien

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Community Study, Maps, Personal Growth, Values Education

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will be able to identify rules and responsibilities with specific settings within the school
2. Students will demonstrate an understanding of the need for rules and responsibilities within the school
3. Students will be able to locate specific places in the school on a map

Teacher Materials:

Large piece of white construction paper

Coloured construction paper

Scissors

Flip chart

Story about rules and regulations in the school

Markers

Student Materials:

30 sheets of white paper with map of the building on it

Crayons

Scissors

Sequence:

Preparation:

1. Teacher has to prepare a large map on the white construction paper of the school for the children to look at
2. The teacher should prepare cut-outs to place on the map of the water fountains, gym, library, computer lab, class rooms, out of bound areas, and office in colours that will correspond to the childrens individual maps

Activity

4. The students will each be given a map, and they will have to locate specific areas on the map and colour them in the same colour as the classroom map
5. The off limit places will be marked with an X
6. The teacher will take the students on a building tour with their maps so they can check and see how well they did
7. During the tour the teacher will discuss what the rules and regulations are for each area
8. The students will stop at the principles office last for a treat, where he will read them a short story about rules and regulations in a school

Discussion

9. Go back to the class room to and discuss what they had learned
10. The teacher will have the members of the class tell her the rules they learned and she will help them to explain why these rules are so important
11. The teacher will chart the rules on the flip paper while they are talking

Application:

This activity would be used for a Grade one class on the first or second day so that the children become more familiar with their new learning environment. In the process the children learn the rules and regulations for it. When the children will learn that the rules and regulation makes the school environment a better place to be in because of respect. This lesson could very easily branch into more advanced areas of the curriculum for Grade 1 because

the ministry guidelines want the students to know and respect rules for not only the school but also for the community and their home. The teacher could have the children go home or even as a class discuss all the rules that they have at home and why they have them. The community rules and regulations might be a later lesson because it is a little more complex. The children need to learn the importance of the rules at home in the school and

in the community but also need to learn factors that might cause rules to change. This could be the next lesson for the teacher because she could show the children that outside things can effect the rules. An example would be when school have a fire drill then the off limit places might not be off limits anymore or that when its raining you do not have to go out for recess. This lesson is a great starting lesson for the children to get used to the new environment the teacher and learn any rules that they might have forgotten in Kindergarten.

Notes:

This activity is adapted from the internet http://ericir.syr.edu/cgi-bin/social_Studies/ the title of the activity is "Learning a New Environment" by Dianne Elaine, Muskogee, OK. (2001)

Contributor: E. Suk

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Community Study, Language Arts, Personal Growth, Values Education

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will describe the roles and responsibilities of various family members, as well as of other people in their school.
2. Students will demonstrate through discussion an understanding of the need for rules and responsibilities (need for protection, for respect).
3. Students will verbally identify rules at home and at school.

Teacher Materials:

Teacher Materials

Book - "Family Connections: Families Work Together" by Jackie Hobal & Roberta McKay

Chart paper & markers

Student Materials:

Student Materials

30 worksheets

30 pencils

Pencil crayons

Student Journal books

Sequence:

Preparation:

1. On chart paper, draw the outline of a web to record student responses to how they help at home, with the centre of the web stating: How I Help at Home.
2. On a second sheet of chart paper, draw a chart that resembles the student worksheet.
3. On a third sheet of chart paper, make two columns that have the headings: Rules at School and Rules at Home.

Activity

Part 1 (30 - 45 minutes)

1. Have the children seated facing you in the carpet area. Briefly let them talk about their families and things each member does at home to be helpful.

2. Begin by reading the story to the children. Discuss the characters and events in the story, focussing on the ways in which family members help each other.
3. After reading the story, ask the children:
Why is it important to help out at home?
How do you help your family at home?
4. Direct children's attention to web on the chart paper and record ways in which they help at home with simple words and pictures: eg. take out the garbage, put away my toys, do dishes, make my bed, walk the dog, etc.
5. When the web is complete, discuss other family members and their responsibilities.
Ask:
How do other people in your family help out at home?
6. Bring out the chart paper that resembles the student worksheet and record some of their responses in the appropriate columns. Ask:
Why is it important for all the members of your family to have responsibilities in your home?
What would happen if we didn't help out at home?
7. Reinforce the importance of all family members, regardless of age and abilities, and that all members have a special role and important responsibilities.
8. Explain to the children how they are to do their worksheet - print the name of each family member in the left column, and in the right column by their name draw a picture of how that person helps at home.
9. Children will return to their seats and take out their pencils and pencil crayons while a worksheet is handed out to each child.

Part 2 (30 minutes)

10. When the children have completed their worksheet, bring them back to the carpet area and put up the third sheet of chart paper.
11. Begin by discussing rules and ask:
What is a rule?
What are some of the rules we have at school?
Why is it important to follow these rules?
Do you have rules at home as well?
What are some of the rules you have at home?
12. Record responses in the appropriate column, comparing rules at school with the rules at home.
13. Discuss the reasons that rules are established - such as, to be sure that everyone is safe and happy.
14. Children will return to their seats and in their journals copy down a rule in pencil and illustrate it with their crayons.

Application:

This activity would be best carried out in two parts, focusing on responsibilities at home and then on rules at home. (Rules and responsibilities at school will have been covered earlier.) By doing this activity the children should experience personal growth in sharing

about their responsibilities at home and their family rules as well. Hearing how others carry out responsibilities and rules in their various homes will be a benefit for all. Certain values will come to the forefront in the discussions that take place regarding who does what, how certain responsibilities are carried out, similar rules in their homes, and so on. By beginning a study of the role of people at home and at school, the activity lends itself to being extended into a focus on the community in their neighbourhood in later lessons. Language Arts ties in very much with this activity as the children make use of reading, printing, and comprehension skills in copying a rule in their journals. The use of capital letters and periods, spacing of words, and neatness in printing are all areas that can be dealt with here. With the illustrations done in their journals as well as on the worksheets, the children would be encouraged to make good use of space, colour and creativity as they interpret what they know to be the roles of their family members and a rule. Visual Arts ties in well here. The activity can be extended by having the children make a collage of pictures cut from magazine pages to portray their role, or the role of various family members, onto a sheet of construction paper. This can be further extended by making a classroom collage where each child draws and colours or paints a spot on a large sheet of paper to show their role in their class. Understanding the rules and responsibilities they are a part of at home and at school will help the children to develop a better sense of who they are in this world.

Notes:

This activity is adapted from "Hands-on Social Studies - Grade 1" by Jennifer Lawson (Winnipeg: Portage and Main Press - Peguis Publishers, 2001).
Storybook used: "Family Connections: Families Work Together" by Jackie Hobal/Roberta McKay (Toronto: Globe/Modern Curriculum Press, 1991).

Contributor: D. Thompson

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Feelings, Personal Growth, Values Education

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify reasons why cooperation is important.
2. Students will be able to relate the importance of being kind to others.
3. Students will demonstrate social interaction by giving and receiving compliments.

Teacher Materials:

Nothing

Student Materials:

For a class of 25 students the materials required are:

25 strips of colored construction paper (1 per student)

25 crayons or markers (1 per student)

5 glue sticks or a couple of staplers to be shared by all students

Sequence:

Background Information:

This lesson should be done towards the middle or end of the year after the students have had some time to get to know each other.

Procedure: (Approximately 30 minutes)

1. Arrange students in a circle on the floor.
2. Hand out paper strips and crayons/markers to students.
3. Instruct the students to find the person seated on their right.
4. Have the students write on nice thing (a compliment) about the person on their right.
5. After everyone has finished writing, have the students give the paper to the students they wrote the compliment about.
6. Go around the circle and have students read their compliments aloud.
7. Instruct the students to work together to make a chain out of their paper strips with only the instructions given. See if the students can complete the task on their own.
8. Provide the students with glue or a stapler depending on the age level.
9. Intervene only if the students appear to need assistance with the task.
10. Hang or display the chain in the classroom.

Discussion: (Approximately 15 minutes)

1. If the students had problems constructing the chain, ask them what could have been done differently to make the task easier.
2. Discuss how it feels to receive compliments and why compliments are important.
3. Talk about how it might have felt to receive a "bad" compliment.
4. Ask students to share with the class an experience that they have had where they received either a good or bad compliment. Have the students explain how their particular experience made them feel.

Application:

This particular activity can be modified and adapted for use by most early grade levels. However this lesson should not be implemented early in the year when students are unfamiliar with each other.

Thus, introduce this lesson after adequate time has been given for students to make acquaintances.

If time permits this activity can be modified by having students decorate their strip of paper using pictures and/or symbols

to represent positive characteristics of the individual they are complimenting. For younger students or students with learning disabilities,

the activity can be kept simple by having only one nice thing (compliment) written on the strip of paper. However, for older students

or advanced students the activity's difficulty can be increased by generating more compliments and presenting them on paper in the

form of a picture. Presenting compliments in the form of a picture allows students the opportunity to be creative and use their artistic

abilities. In short this activity fits in the category "Relationships, Rules, and Responsibilities" which is a standard component of the elementary curriculum.

Notes:

This activity is titled the "Chain of Compliments" and it can be found at www.lessonplanz.com or can be obtained directly from <http://ericir.syr.edu/Virtual/Lessons/Health/Mental/MEH0001.html>.

Contributor: T. Wiebe

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Arts, Language Arts, Values Education

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify rules and responsibilities associated with the classroom, people, places, and events in their lives and communities in order to assist a substitute teacher.
2. Students will use illustrations and key words to record information about relationships, rules, and responsibilities in their classroom environment.
3. Students will use appropriate vocabulary to present a brief oral report to communicate one rule, responsibility, relationship, or routine established in the classroom.

Teacher Materials:

- chart paper
- marker
- scissors to cut chart paper into strips
- one coil to bind the book
- a cover page and back page for the book (Title on cover page and blank back page)
These pages should be on thicker paper.
- a class list, clipboard, and pen used to assess the students

Student Materials:

- 30 sheets of paper that have lines on the bottom half for written work and the top half blank for a picture.
- students will each need a pencil and colouring materials (ie. crayons, markers, pencil crayons)

Sequence:

The following activity is designed to be presented near the end of a Relationships, Rules, and Responsibilities unit in a grade one social studies class. For the purpose of this activity, students are expected to already have learned the rules of the classroom.

Day One:

Preparation:

1. Have chart paper and a marker ready to use for class discussion
2. Have scissors available so that the chart paper can be cut up right after the discussion

Activity:

1. Have students sit at the carpet.
2. Remind students to that they have been learning about rules, responsibilities, routines and relationships within the classroom and the community. Emphasize that the classroom is a community with specific rules and responsibilities. As in any environment, when a change occurs it is important for everyone to follow the established rules so that the environment runs smoothly. For example, when a substitute teacher replaces the regular teacher for the day, it is good for the substitute teacher to know the rules and routines of the classroom so the day can run smoothly.
2. Tell the students that they will be making a book of all the classroom rules, responsibilities, routines, and relationships so that they can assist a future substitute teacher in the classroom.
3. Brainstorm some of the rules, responsibilities, routines, and relationships that the students have in the classroom and record them on chart paper. Some of these may include how to let the teacher know when you have something to say, the routine that is followed when entering the classroom in the morning, how to let the teacher know when you want to use the washroom, what happens when the fire alarm rings, what noise level is acceptable during certain activities, etc. Make sure that there are as many rules/responsibilities/routines/relationships as there are students in the class.
4. When the brainstorming is over, cut the chart paper apart and give each student one rule/responsibility/routine/relationship and one sheet with lines for written work.
5. Ask students to write the rule/responsibility/routine/relationship from the piece of chart paper onto their sheets with lines. When they have transferred that sentence they are to draw and colour a picture of what that rule/responsibility/routine/relationship looks like in the classroom.
6. Remind students that their names should be written on the back of their sheets.
7. At the end of the period, collect all the sheets as well as the pieces of chart paper.

Day Two:

Preparation:

1. Make a cover page with the title: *Rules, Responsibilities, Routines, and Relationships in Grade 1 Written by the Grade 1 Students: A Guide for the Substitute Teacher*
2. Add the cover and back pages to the sheets from the students to make a book. Coil bind the book.
3. Have a class list of student names on a clipboard to assess the students.

Discussion and Assessment:

1. Have the students sit at the carpet.
2. Read the book that the students made the previous day as a class. Each

Application:

This activity can be adapted for use by most age groups. With older students, have them develop their own rules/responsibilities/routines/relationships that they think should be implemented in the classroom. The older students will also not necessarily be required to draw a picture but write a few sentences instead.

This activity can be linked with the language arts curriculum as students are required to write out their rule/responsibility/routine/relationship. If the students are drawing pictures

to compliment their written work, then the visual arts curriculum can also be linked with this activity.

This is a great activity to do near the beginning of the school year when some routines have already been established. In future days throughout the year when a substitute teacher is in the classroom, the class can review the contents of the book to remind them of what their expectations are as well as to inform the substitute teacher of how the classroom functions. This activity should be done to reinforce previously established rules and routines of the classroom.

In order for any classroom to operate smoothly, all members within the class must be aware of their expectations and the operation of the classroom. Therefore, by completing this activity, students will be better prepared for successful cooperation and learning in other classes throughout the day. At the grade one level, students need many reminders since they are new to the school system, therefore review of the book at any time is beneficial.

Notes:

The expectations for this activity have been taken from The 2004 Ontario Social Studies Curriculum Document which can be found online at

<http://www.edu.gov.on.ca/eng/curriculum/elementary/sstudies.html>

This activity is an original idea and was not retrieved from any previously published source.

Contributor: J. Williams

Grade: 1

Topic: Relationships, Rules, and Responsibilities

Keywords: Inquiry Skills, Language Arts, Personal Growth

Time: 30 Minutes

Student Grouping: Partner

Expectations:

1. Students will communicate their ideas, thoughts and feelings through their writing in a "Friends Are Fun!" booklet.
2. Students will write a simple sentence using proper punctuation (spaces between words, small letters and capitals).
3. Students will begin to spell words correctly as identified by charts/lists posted in the room.
4. Students will identify important present relationships in their lives (their friends).
5. Students will locate information from primary sources (e.g., interviews with their friends).
6. Students will present the results of focused inquiries (e.g., interview of their friend), using simple demonstrations, drawings, and oral and written descriptions.

Teacher Materials:

1. Sample "Friends Are FUN!" booklet to show the children - it may already be completed, or can do some of it with the children to show them how to fill it out properly.
2. Pencil.
3. Crayons.
4. Word sheet on board to help the children identify the correct spelling of words.
5. Marker to write new sentences on the board that the children have created to help them fill out the booklet.

Student Materials:

1. 30 "Friends Are FUN!" booklets.
2. Pencils.
3. Crayons.
4. Eraser.

Sequence:

Introduction/Motivation/Recall:

1. Read a story about friends to the children.
2. Show the children a "Friends Are FUN!" booklet that I have already begun to fill out.

3. Have the children help to think of some describing words that we could write about how our friends play with us/help us/teach us/make us laugh.
4. Have the children describe a picture to me that I could draw of my friend and I playing something together.
5. Explain to the children that I will be putting them into partners to do this activity so that everyone has a chance to be someone's friend, and so that no one is left out.

Sequence of Steps for New Learning:

1. Introduce the "Friends Are FUN!" booklet to the children (go through it page by page).
2. Introduce the concept of friendship to them.
3. Introduce the concept of how our friends are important to us.
4. Introduce the children to new words that they may have difficulty with (show them the word charts/lists).
5. Write describing sentences (the beginning of them) on the board or on some chart paper.

Recapitulation:

1. Go over the booklet one more time to make sure that everyone understands what they are to do.
2. Make sure that the children understand all the words in the booklet.
3. Pick two children's names out of a hat, and they will be partnered up together.

Application:

This activity can be adapted into other areas of the curriculum very easily. It is already a combination of both the social studies and the language arts curriculum, as the children have to do a lot of questioning of their friends, and writing of their answers. For integration into math, the class could take a tally of their friends in various ways. For example, you could tally the colour of everyone's eyes, their height, favourite foods, etc... The children could then fill in charts with their tallying information. In gym, they could play games that requires them to work with partners or in small groups. The children may have to get into the partners that they had for the "Friends Are FUN!" booklet, thus reinforcing that everyone in the classroom is friends. Other ways to introduce the topic of friendship would be to show a video where a child is being picked on, and have the children think about what they could do to help that person out and be a friend to them. The children could also describe situations where their friends have helped them to feel better or helped them to do something. The children could also do some simple role play scenerios. This topic could be used under any strands of the curriculum. There would not be many modifications needed for children with disabilities - just to have someone there to help them understand what they are to do, and to help them fill out their booklet if necessary.

Notes:

This activity is adapted from a culmination of various worksheets from grade one teachers.

Contributor: K. Allan

Grade: 1

Topic: The Local Community

Keywords: Community Study, History, Maps, Multiculturalism

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

Students will:

1. Understand that Canada is a country of many cultures.
2. Demonstrate an understanding that communities may be made up of many cultures and organizations.
3. Describe contributions made by individuals and groups to the local community.
4. Identify community celebrations that reflect their own heritage and Canadian identity.
5. Identify buildings in their community and their uses.
6. Make and read simple models and maps of familiar areas in their community.

Teacher Materials:

Materials: (class of 30)

Original copy of town/city map

Chart paper

Marker

Student Materials:

30 photocopies of the town/city map (whole map or selected area)

30 pencils

30 sheets of ruled paper

30 coloured pencils

Sequence:

Preparation:

1. Review with the class why Canada Day (July 1st) is celebrated. Be sure students understand that July 1, 1967 was the day on which Quebec, Ontario, New Brunswick, and Nova Scotia were first joined into the Dominion of Canada. I.e., the beginning of modern, united Canada.
2. Ask the students what they know about parades, such as the Canada Day parade. Explain and discuss that in a parade, the marchers include representatives of all the departments and organizations that help to run a town. Sometimes the armed forces and cadets march too.

Activity:

Plan a Canada Day parade as a class.

1. Brainstorm with students the various organizations, cultures, businesses etc. that help to run their city/town. For each mentioned, discuss how and why they contribute to the city. (state the purpose and importance of each organization, structure, culture etc.)
2. The students will then identify ways in which each of these structures impact their own lives and the lives of their friends and family.
3. Use a discussion to parallel the idea that what helps to run a town/city is a small scale of what helps to run a country. (Relate the municipal government to the Provincial, small businesses to large etc.) Ensure that students understand these structures represent the diverse nature of Canada as a country.
4. Students will create a list using lined paper of all the groups they would invite to march in a Canada Day parade, keeping in mind the diverse organizations and populations which represent Canada. It is important that students also list why they would invite these groups. Has anyone been excluded? Why?
5. Students will use logical thinking skills to decide in what order they wish the groups to march. Have them explain why they chose that order? (there is no right or wrong answer)
6. Students will closely study a map of their town or city and collectively identify what parts of the city the parade should pass on its route. (i.e. historical buildings, monuments, city centers, old age homes) Stipulate that the route must include at least one right hand and one left hand turn.
7. The class will decide upon an ideal route for the parade and draw it on their maps using coloured pencils.

Application:

Application:

This activity is very versatile in that it may be adapted for various grade levels. It may be used in grades one and two to introduce or review the various structures and people within a community (i.e. police, post office, businesses, and schools). When used at this grade level, the discussions would be rudimentary. It would serve more as a lesson on civil services and cultural backgrounds. As a fun culmination, students might develop their own parade on a day of importance. However, if used at the grade 6 or 7 level, various structures within the community could be looked at with a more in-depth approach. Practices of government, issues involving various cultures and current happenings within the community could be dissected. Students might also research historical monuments and buildings in their city, which would extend the map routing to more than simply knowing where they are located.

With a more broad approach, this activity could serve as the culmination of a unit on the components of cities and towns. One step further might be to research and compare the important aspects of a local city to the status and components of cities around the world. The original lesson also deals with cultural celebrations, heritage and Canadian identity.

This is a good base in order to begin a unit that analyzes the cultural identity of other countries in comparison to Canada.

Notes:

This idea is adapted from:
Banfield, S. *What in the world!:* Social studies projects and activities. Troll Associates, 1992.

Contributor: T. Chan

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Inquiry Skills, Language Arts, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will construct a simple model of the local community using various arts and crafts supplies.
2. Students will locate and identify the distinguishing features of their communities.
3. Students will create their own symbols on a map to identify building and places in their community.

Teacher Materials:

- Markers
- Chart paper/blackboard
- Blown up pictures of various buildings/places students would see in a community (Post office, police station, schools, fire hall, hospital, library, community centres, arenas, restaurants, shopping centre, parks)
- Simple/basic map of the community
- A poster of a map (specifically the community they live in) or a map

Student Materials:

- 15 Kleenex boxes
- 30 Paper towel and toilet rolls (each)
- 3 rolls of masking Tape and 6 glue sticks and 5 bottles of white glue
- Markers/crayons (10 markers and crayons of various colours at each table)
- A variety of paint colours (a set of 6 colours at each table) and 30 paint brushes
- A package of shape stickers (students may ask to use these if they want)
- A package of pipe cleaners (students may ask to use these if they want)
- 31 scissors
- 15 Cereal Boxes
- 3 boxes of Popsicle sticks

Sequence:

Preparation

- Have kits of Markers/crayons, scissors, rulers, glue sticks/white glue/tape for each group at table
- Have materials for constructing their buildings set up so the students can come and choose from them
- Set up bulletin board outside of the classroom - have table in front of it to display the buildings (the bulletin board will be background)

Introduction

1. Tell students to come and sit on the carpet area
2. Show students pictures of places/buildings in the community one at a time
3. Ask the students if they know what the building is (as you show each picture) and ask the students how they know the what the building is.
4. Ask students what features/characteristics show you what the building is

Discussion

1. Show students a simple/basic map of the community
2. Ask students if they know what this is (the map) and if they know why and when we would use a map
3. Discuss with students that maps help people with directions and find places/buildings in the community
4. Tell students if I was looking for the police station I would have to look for the symbol (emphasize where you would find the symbols)
5. Show students that the police station symbol is a capital P with a circle around it (Tell students to recognize different maps have different symbols)
6. Go through the map symbols of the pictures the teacher showed and ask the students if they can find that building on the map
7. Explain to students that they are going to make a community map
8. Tell students they will be constructing/building a community just like ours (using our art materials) - show the students an example (pre-made by teacher before hand)
9. Tell students that a community is made up of people and buildings just like we have discussed
10. Write the buildings up on the board and have students decide which building they would like to construct (make sure all buildings are being constructed)
(There will be some overlaps - so there might be more than one school or another building but that is okay).

Activity

1. Have students return to their tables in groups of 5
2. Tell students that the materials they need are up at front table desk - students may choose and pick the materials they need
(Remind students that we are sharing these materials) - Send one group up at time to get their materials
3. Post the various pictures of buildings on the board (or a place where it is visible for the children)

4. Tell students they need to be able to recognize what buildings they are constructing - they need to mark it with symbol/use specific colours, etc.
5. Teacher will walk around and help students when it is needed.
(The buildings may need a night to dry if paint was used)

Next Day: Discussion

1. Have students place their buildings outside on the table in front of the bulletin board.
2. Direct students to go back to the carpet
3. Ask students if another person was to look at the map - how would they know where each building was (try to get the students to remember the

Application:

In regards to prior knowledge, students would have to know their shapes. They need to be able to manipulate different materials to create objects. They need to be able to recognize letters/print or signs so they can tell the teacher what the characteristics/features are of the building/place. They also need to be able to write complete sentences for the follow-up activity. They should have a concept of sharing.

This activity can be extended and connected in other areas of the curriculum in different ways. This activity can be extended to meet other expectations in the social studies areas. For example students could identify significant places in their lives in which constructing the buildings may trigger their memory of a significant place. This activity can be used to teach map-reading skills such as describing specific routes to school using familiar landmarks and symbols and routes within their school. This activity can also help introduce 2 and 3 dimensional works of art in the visual arts expectations. The follow up to the activity could be used at the beginning as a planning sheet. For example have the students write what they are going to construct and what materials they will be using. The students could hand that in first, so they have solid plan of what they are building. Another way of using this activity is to use the materials used to make the buildings. For example toilet paper rolls, Kleenex boxes, cereal boxes, etc. to show students concrete Three-dimensional shapes. Students could identify the three-dimensional figures/objects they used to construct their building. This could lead into the math curriculum identifying cones, cubes, etc. This activity could also be used for language by having the students write about what they have made. They could write a couple of sentences of the characteristics/features of a building on a map. This activity could also be used to introduce the structures and mechanisms area

of the science curriculum. They could construct different structures using different materials and shapes and identifying the different geometric shapes in a structure.

Notes:

This activity will take at least 2 days (for letting the buildings/constructions dry) and you need time between constructing the buildings and placing them on the map. If you are teaching in the Catholic School Board - another significant building would be the church.

It might be wise to get students to draw the symbols for the bulletin board (though you could only pick a certain amount of students).

This is my reasoning for the teacher taking care of the symbols (just for the bulletinboard) in this activity.

Contributor: J. Dales

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will be able to identify the occupations of some people in the community (e.g., storekeeper, mail carrier, farmer, teacher, police officer, firefighter, doctor, etc.);
2. Students will be able to identify the tools and vehicles they use to perform their jobs (e.g., secretaries work in the school and use computers; firefighters are located in the fire hall and drive fire trucks, etc.);
3. Students will construct and play a game similar to 'Memory' to recall what they have learned about different occupations and the related tools.
4. Students will work co-operatively with a partner in the creation, construction and playing of the game.

Teacher Materials:

10 precut squares of construction paper per student (approximately 10 cm)
various books of community helpers (for student reference)

chart paper

markers

Memory

Student Materials:

crayons

markers

pencil crayons

scissors

glue

pencils

Sequence:

Procedure:

1. Draw a 2-column chart on the board or on chart paper. Label one column 'Community Helpers' and the other 'Tools.'

2. With the class brainstorm several Community Helpers discussed during various lessons. Write these on the chart for student reference.
3. Ask students to name various tools related to each occupation. For example, a fire fighter's tool might be a ladder or a fire truck. Write these on the chart.
4. Ask students, "How many of us have ever heard or played the game 'Memory'?" Show students the actual game of 'Memory.'
5. If students are familiar with the game, have a discussion on how you play the game. As you discuss the game, it may be helpful to demonstrate using the actual game. If students are unfamiliar with the game, explain it using the actual game. The purpose of this is not to teach students the rules of the game, but to familiarize them with the concept of the game. This understanding will help in the creation of their own game.
6. Explain that students will be making their own 'Memory' game of Community Helpers with a partner.
7. Explain that students will pick ten different Community Helpers to draw on each square (one person per square). On a different square, the students will draw a tool or vehicle that person might use to perform their job.
8. Pair each student with the person sitting beside them. Give each child 10 squares.
9. When students have finished their drawings have them print the name of the occupation and tool across the bottom of the card.
10. Once finished, review and demonstrate the rules of the game. Explain that students will place all the cards face down on the desk to form a square.
The cards should not touch each other. Students must decide who will go first. The first player turns over one card. He/she needs to find the match to the card by turning over another card. A match is successful if the occupation is matched with the correct tool or vehicle (e.g., the fire fighter and ladder is successful; the fire fighter and stethoscope is unsuccessful). If the cards match, the player picks up the match, keeps it, and takes another turn. If the cards do not match, he/she turns the cards back over and it is the other student's turn. The winner of the game is the player with the most matches.
It may be helpful to print the rules on chart paper so students can refer to them throughout the game.
11. After a team has played the game a few times, they can swap their set of cards with another group. For an increased challenge, students could combine two sets of cards (total 40 cards).

Application:

This lesson involves students creating their own culmination or assessment tool for their learning of Community Helpers and the tools they use for their jobs. This lesson could also be used as an introduction to Community Helpers. After brainstorming various occupations, students could research various Community Helpers and the tools and vehicles they use. After the research, students would construct their own game. The

'Memory' cards could be used to initiate further discussion about the different products and services these workers provide. This may also lead to discussion of where these individuals work. This in turn could lead to various field trips in the community or to various guest speakers in the classroom.

This activity can be adapted for use by most age groups and for many different subject areas or themes.

Notes:

This activity was adapted from <http://www.eduplace.com/ss/act/memory.html>.

Contributor: E. DiCorrado

Grade: 1

Topic: The Local Community

Keywords: Community Study, Language Arts

Time: 30 Minutes

Student Grouping: Individual

Expectations:

1. Identify the occupations of some people in the community (community helpers).
2. Match the hat/tool/uniform with the corresponding community helper.
3. Create three simple sentences that describe a community helper with guidance from parent/teacher.
4. Communicate in a clear, audible voice the descriptions of a community helper to the class.

Teacher Materials:

- 30 prepared community helper cards (a picture of one community occupation on each)
- hat, box, bag from which students draw occupation cards
- 30 community helper hats/tools/uniforms (created or purchased)
- Notice to send home to parents that explains the "community helper activity".
- 30 incomplete "community helper riddle forms" (activity sheet with space for 3 sentences)

Student Materials:

-nil

Sequence:

Preparation:

1. Gather hats/tools/uniforms of various community helpers and bring to the circle time for display. Have "community helper riddle forms", parental notices, and occupation cards ready to hand out.

Activity:

1. After briefly discussing/brainstorming various occupations within the local community with the children during morning circle/story time and examining the hats/uniforms/tools used by these people, inform students that they will have an opportunity to become a pretend community helper for a day.
2. Hand out "community helper riddle forms".

3. Explain to students that they are going to write three clues about a community helper on this activity sheet with their parents' help and then will read the clues to the class to see if the class can guess which community helper they have described. Explain that six children will read their riddles to the class each morning and that each student will have an opportunity to wear the hat of or have a tool of that community helper for the day.
4. Ensure understanding of all children by answering questions.
5. Have each student choose an occupation card from a hat. Remind students to keep it to themselves and not to show their neighbour so as not to ruin the surprise.
6. Give students the parental notices and have them put the notice, along with the occupation card and the riddle form in their school bag to take home. Parental notices should give a brief explanation of the "community helpers" activity and should ask that parents assist their child as he/she creates three simple sentences to describe the occupation. The notice should thank parents for their help, but should encourage parents to allow their child to generate their own ideas while simply being guided by the parent. Lastly, the note should request that the community helper riddle form be returned the next day with the child. (Students who return without the completed form can be guided by the teacher during a student/teacher conference during silent reading time).
7. Each morning (or social studies period) during that week the teacher will randomly choose six children to come to the front and read their riddles to the class. Each day, the teacher will remind the students that it is important to speak loudly and clearly when talking to the class. The teacher will stand beside each student while they read the riddle to offer help with reading if needed.

Presentation of Riddles:

1. After the riddle has been read, the student can accept guesses from classmates as to which community helper has been described.
2. The student who guesses correctly can come up and choose the corresponding hat/tool/uniform to the particular community helper and hand it to the student who read the riddle.
3. Steps 7 - 9 are repeated for the other five students who are to present that day.
4. The students can keep the community helper item at their desk for the entire day.

Application:

This activity contains expectations from the social studies curriculum document as well as the language curriculum document. A unit on "The Local Community" can be

introduced through the use of this activity and students can practice necessary oral language skills .

The "community helpers" activity can be linked to "Show and Tell" as well as students research the occupations of their parents/guardians and present them to the class through drawings and/or student-created books. Students may also begin to think about and share what they would like to be when they get older as a result of this activity. By including this type of activity in a classroom program, teachers can open the door for further discussion with children about their own place in community.

By being familiar with different occupations, students become aware of the local community and the place of various types of people within it. Therefore, this activity can provide students with opportunities to practice language skills and can thus enhance students' writing, reading and oral language skills. Most importantly, activities dealing with community helpers allow students to begin to think about themselves as important social actors in community.

Notes:

This activity was an original activity by Eve DiCorrado.

Contributor: C. Ewing

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Maps

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

1. The students will describe significant places and identify significant buildings in their community (e.g., school, bank, or grocery store). (Cognitive Objective)
2. The students will collaboratively construct a simple map of the familiar buildings in their local community. (Skill Objective)
3. The students will identify the roles and responsibilities of various community members and will identify the location of these members within the community (e.g. the firefighter will be found in the fire station or the police officer would be found at the police station). (Cognitive Objective)
4. The students will work co-operatively with a partner to construct a building for the community map. (Affective Objective)

Teacher Materials:

- Bulletin board, construction paper to cover the bulletin board, scissors, stapler
- Pictures of community buildings and pictures of community helpers,
- Bag decorated for group selection

Student Materials:

- 15 pieces of coloured construction paper (one for each building)
- 15 white paper cut into 16 x 5 cm rectangles (one for each building label)
- 15 tracers of the buildings (various sizes and shapes)
- Markers, crayons, rulers, glue, scissors (or any other material to decorate the buildings)

Sequence:

Preparation:

1. The teacher should prepare the bulletin board before the lesson takes place. She can do this by covering it with a backdrop of sky, grass, roads, trees ect..

Activity:

1. The children and the teacher will then brainstorm ideas as to what buildings can be found in their local community. As the children respond the teacher will add their

answers to a new list called "Buildings in Our Community". This will be the beginning of the mapping activity that will take place.

2. The teacher will then bring out a cloth bag (decorated with special pictures of community buildings). Inside the bag are two little pictures of each community building that the students will be creating. The number of buildings and types of buildings will vary depending on the class and the community. Some suggestions are: hospital, fire station, post office, school, doctor office, police station, church, dentist office, bank, grocery store, library, restaurant, or veterinarian clinic. The children will each have a chance to choose a community building from the bag and that will be the building that they will be working with for the rest of the activity. The other child who chooses the same building will be their partner for the activity. This just a suggestion as to how to create groups; the teacher can match up the children up any way she chooses.

3. The teacher will then explain that the class is going to work co-operatively and build a large pictorial map of their community. She can gain the children's attention by showing the class the large bulletin board that she has already prepared with the town layout (including streets, trees, and grassy park areas).

4. The children will then be told the instructions for the activity, which are as follows:
(a) First the children must draw their building or trace their building (chosen from the bag) on an 8x11 piece of construction paper.
(b) Then the children will be encouraged to neatly colour and cut out the building.
(c) After the building is created the students will be asked to make a clear, neat label to accompany their drawing by copying the name from the chart and printing the words large enough to see from a distance on the rectangular pieces of paper.

5. After the students have constructed, coloured, cut, and labeled their buildings the teacher will staple the buildings and label onto the bulletin board. Keep in mind, this activity may take many work periods to complete. The teacher will let the students give their input into where the buildings should go, making it a co-operative process. The chart called "Buildings in Our Community" can also be displayed beside the big pictorial map of the town.

6. After the pictorial map is complete, a class discussion on maps, community buildings and co-operation can take place. The teacher can explain how each child in the class had a task in the activity and they all worked co-operatively to make the activity run smoothly. She can show the parallel b

Application:

This activity fits nicely into the curriculum because it directly meets the expectations from the "Canada and World Connections" and the "Heritage and Community" sections of the Grade one Social Studies curriculum. This activity can be viewed as a creative way to introduce mapping skills, which is also important to the grade one curriculum. This

activity meets every overall expectation from the "Canada and World Connections" section this Ontario Curriculum document. The students do not need any prior knowledge on this subject because this can be used as an introductory lesson; however, it would be helpful if this activity followed the lessons on community members and their responsibilities. If the roles and responsibilities of community members were discussed prior to the map lesson, it would be beneficial to the students and would link together nicely. Perhaps the teacher could begin this lesson with a review from previous lessons on "community helpers" and the teacher could make a list on chart paper of "Members of Our Community". Beside each suggestion, the teacher will place a picture of each member. This chart could also be displayed beside the pictorial map in the classroom.

This lesson can be integrated into many other subject areas. This activity can be extended into a math lesson if the students learn how to use a legend, as well as using basic math skills to count and categorize the buildings. This could also become an art lesson, as the students are given the opportunity to add other buildings and details to the map (e.g., their own houses, slides in the park, or more trees). The students could also produce three-dimensional buildings and the community could be created on a table, rather than a wall. This would also meet the grade one Visual Arts expectations.

This activity could be adapted to older grades by having older students research and write about their building and then present their findings to the rest of the class. This would be a wonderful way of achieving the "Oral and Visual Communication" and "Writing" expectations of the Language Arts document. Each student could also create his/her own pictorial or three-dimensional map and present it as an individual Social Studies project. These are only a few ways in which this lesson can be integrated into the wider curriculum; however, there are numerous other ways.

Overall, this activity is a wonderful starting point in building the foundation of important Social Studies, Language Arts, Visual Art and Math skills. Mapping is a skill that will become more complex as the grades progress and this activity provides an opportunity to introduce an important concept in a way that is appealing and engaging for young children.

Notes:

Contributor: Z. Hamdani

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Express their thoughts and feelings about Franklin,s neighbourhood by comparing how Franklin,s neighbourhood differs from their own.
2. Identify important past and present relationships in their lives and relate orally the reason for their choices.
3. Identify and illustrate significant places in their communities

Teacher Materials:

- Franklin,s Neighbourhood-written by Paulette Bourgeois
- Chart paper/markers
- 8x8 inch coloured squares (one for each student)

Student Materials:

pencils/pencil crayons

Sequence:

Preparation:

1. Before reading Franklin,s neighbourhood, discuss with the class what is a neighbourhood and what is a community.
2. Ask the class if they have a favourite place in their neighbourhood or community and have them explain their reasons for their choice.
3. Read the story Franklin,s Neighbourhood and while reading ask the questions:
Who is Mr. Owl? Why does Franklin,s mother suggest that he take a walk around the neighbourhood?
4. After reading the story, ask the students to then name some of the places in Franklin,s community. On chart paper, using a T-chart graphic organizer, label the left side as places in Franklin,s community and write all of the places mentioned by the students. Ask the students to do the same when labeling the right side places in my community and write all of the places the

students mention. Discuss with the students the differences and similarities between the communities. Circle the similarities.

5. Discuss the reasons for similarities and differences by asking why some places appear in one or both neighbourhoods. (an example of a response may be everyone needs a library and school in their community)

6. After identifying places in the community, conclude the discussion by relating back to the story about what Franklin chose to draw as what he likes best in his community and why.

Review:

1. Review the people in Franklin's community and their roles
2. Review the places in the community and how they differ from one community to the next.
3. Discuss some of the class's favourite places and people and their reasons for their choices.

Activity:

1. Hand out one 8x8 inch coloured square to each student.
2. Within the square there are four boxes outlined, the top two being for favourite persons in the community and the bottom two boxes for favourite places.
3. Ask the students to draw and colour two favourite people and two favourite places in their community.
4. Together with the class, arrange the squares onto a bulletin board forming a classroom community quilt.
5. Have each student discuss their piece of the quilt and the reasoning behind their choices. (if lacking time, choose only a couple of students)

Later Activity:

Have the class then use their quilt pieces to create a My Community booklet. Have them take the booklet home to show their parents and leave a page at the end of the booklet for parent comments.

Application:

When the activity or learning experience is relevant to the child's life, like this activity is, children's own experiences become their sources of learning. Also when there are interesting reading materials supplementing the lesson, students not only become engaged but also are more willing to learn. That is the great bonus about this activity. While the children are learning the curriculum of social studies they are also touching upon oral, written and visual responses relating to the Language/Arts curriculum. Franklin's neighbourhood acts as a springboard in the retrieval of previous knowledge, as well as adding new information to their existing schema's on communities. People and Places in My Community is not only being reinforced through literature but the art aspect

of identifying elements of design, shapes and organizing their artwork as a whole and communicating through their pieces are all being touched upon. As this activity can be integrated across the curriculum it can also reinforce or extend other study areas. This activity may be the beginning of a unit discussing the local community and from this activity can stem other activities such as showing what a community looks like which develops mapping skills. As well as looking more closely at the components and concepts of a community by having the children interview their favourite people in their communities to see how they contribute their services and the types of services offered in their communities. The list can go on and on. The point being that from this activity can offspring many other ideas dealing with topics from local communities, family roles and responsibilities to changes in the family and changes over time.

Notes:

This activity is adapted from the „People and Places in my Community% activity in Scholastic,s book „Social Studies through literature% (Markham: Scholastic Canada, 2001).

Contributor: A. Henwood

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

Students will:

1. Identify the occupations of some people in their community through class discussion.
2. Describe the role these people play and how they are important in meeting our needs and ensuring safety.
3. Identify the buildings these people use and discuss why it is important for us to know where they are located.
4. Identify and discuss the tools and vehicles these people use through class discussion and through a picture of one occupation.

Teacher Materials:

Laminated cut outs of the following pictures. (These pictures do not have to be extremely detailed, but should be recognizable to children at the grade one level.)

Police Officer

Doctor

Teacher

Firefighter

Veterinarian

Block Parent

Mail Carrier

Farmer

Garbage Collector

Badge

Stethoscope

Books/pencils

Hose

Cat/dog

Block parent sign

Envelope

Hoe/carrots/cabbage

Garbage bag

Police car
Ambulance
Fire truck
Mail truck
Tractor
Garbage truck

The following is a list of written words that would also be cut out and pasted on cards.

Police Officer
Doctor
Teacher
Firefighter
Veterinarian
Block Parent
Mail Carrier
Farmer
Garbage Collector

Simple, large map with pictures of the following buildings placed in various positions on the map.

Hospital
Garbage dump
School
House
Veterinary
Fire hall
Post office
Police station
Farm

Sticky tack

Student Materials:

30 sheets of paper
30 boxes of crayons

Sequence:

Preparation:

Post the map on the board, and arrange all of the cut out pieces on the board too so that they are in two piles. One should have all of the people in it, and the second should have

all of the materials relating to the people in it. These should be mixed up randomly with in each pile.

Sequence of Learning and Instruction:

1. Ask the students about some of the job that people in their neighbourhood have, prompting them for answers such as teacher, doctor, police officer, fire fighter, etc.
2. Tell the students that the map on the board is a map of a town much like ours, and that there are many people who work in this town that have jobs just like the ones we have discussed. Explain that we are going to talk about these jobs and why they are important to us.
3. Have the students look at the board and name some of the buildings and symbols on it.
4. Once all of the buildings and symbols have been named, show the students one of the cut out people, and have them state who the person is and what they do.
5. Find the written name that goes with the person and read this aloud to the students having them repeat it back.
6. Have one child find the object on the board that this particular person might use.
7. Have one child come up to the board and stick both the person and the object on the map, in the place where the person would work. Stick the written name on the board beside the map to show that this person has been discussed.
8. Continue with this routine until all of the pieces have been placed on the map.
9. Each student chooses one person in the community to label and draw on a piece of paper along with the place the person works at and the tool that they use.

Application:

The grade one strand under study is „Canada and World Connections” The Local Community. The students will use this activity to understand their community and how all of the groups of people who live in it are connected. The activity I have developed can be used at either the beginning, middle or end of a unit on Our Community. At the beginning of a unit, the activity can be used to introduce all of the people who work in the community and teach the children what each person does. It can also be used in the middle once the children have learned who these people are, in order to teach where these people work and what they do. Finally, it can be used at the end of a unit to wrap up all that the students have learned.

Various activities can both lead into and extend from this activity. First of all it depends on how in depth a teacher wants the students to go with this lesson as to whether or not they require much previous knowledge. If this is an introductory activity then the students only require the knowledge of what a community is. If this is being used as an extension to a unit or lesson then the students must have knowledge of who the people in a community include, what they do and where the work. Lessons that can be done before this activity include those that go into detail about each occupation and why the people in these occupations are a necessity within the community. Extensions to the activity can be of the same nature. The students can go into more detail about the specifics of each of the occupations introduced. The teacher may even wish to have guest speakers from the

various occupations come in to talk to the class, or a field trip could be arranged to one of the places discussed in the lesson (eg. fire hall, police station).

Notes:

The activity may be done in smaller groups so that all children are able to participate.

The activity may range from 45-60 minutes depending on the number of occupations discussed.

The activity may be brought down to the kindergarten level under the area of "Personal and Social Development", in order to teach about safety.

Contributor: C. Hoover

Grade: 1

Topic: The Local Community

Keywords: Community Study, Language Arts

Time: 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will identify the occupations of some people in the community (e.g., storekeeper, mail carrier, farmer, teacher, police officer, fire-fighter, doctor).
2. Students will identify the buildings in which these people work and describe the tools and vehicles they use (e.g., secretaries work in the school and use computers; fire-fighters are located in the firehall and drive fire trucks).
3. Students will work cooperatively in partners as they create riddles based on community helpers and their roles.
4. Students will demonstrate fine motor coordination as they record their riddles on chart paper.

Teacher Materials:

- Children's Book:

Kalman, Bobbie. *Community Helpers from A to Z*. Crabtree Publishing Company, Niagara-on-the-Lake, ON: 1998.

- Titles of community helpers printed on individual slips of paper (e.g., bus driver, doctor, pilot, dentist, farmer, etc.).

A different title is needed for each pair of students.

- 1 roll of masking tape

Student Materials:

- Chart paper (1 piece for every two students)

- Markers (various colours; 1 marker for every two students)

Sequence:

Preparation:

Note: It is best to implement this activity during the middle or end of the unit.

Therefore, the steps in preparing for this activity will need to be

done early in the unit and on a continual basis to foster student understanding and preparation for this exercise.

1. Collect a variety of children's books (fiction and non fiction) about people and places in the community.
2. Display pictures of different people in the community with the tools they use; the vehicles they drive (if applicable); the clothes/uniforms they might wear; and the buildings they may be associated with.

(Example: Fire-fighter - uses a hose; drives a big red truck with sirens; wears clothing made of fire and heat-proof material, a helmet and a gas mask with an air tank; works at a firehall).

3. List vocabulary that is associated with each picture.

Activity/Process:

1. Come together as a class and share the book by Bobbie Kalman - *Community Helpers* from A to Z. Encourage students to share any experiences that they have had which relate to community helpers discussed in the book.
2. After reading and discussion, explain to students their task:
 - a) Students will be divided into partners. Each pair will receive the name of a community helper on a slip of paper (e.g., hair stylist).
 - b) Working together, students need to create and write 3 clues about the community helper. The clues need to include:
 - What the community helper does
 - Where the community helper works
 - What tools the community helper might use and if applicable, what vehicles they might drive.
 - c) Have students print their clues on chart paper with markers. Ask them to spell phonetically. When they are finished printing their clues, students need to print the question - Who Am I? Beneath, they should print the answer and fold the paper so that the answer is not visible.
 - d) Come together as a class again and have students share their riddles with each other. The teacher should post each piece of chart paper

with masking tape on the board. Again, be sure that the paper is folded so that the answer does not show. Each set of partners should read their clues to the rest of the class and ask other students to solve their riddle.

Example: I cut people's hair all day long. I work at a hair salon. I use a comb, scissors, hair dryer and lots of shampoo. Who Am I?

Answer: A hair stylist.

Application:

The purpose of this activity is to reinforce the different people and places in the local community. As mentioned previously, it is essential for students to be exposed to a variety of materials and to engage in different types of activities involving community helpers before this activity is introduced, so that prior knowledge can be activated to assist students. There are several possible extensions that stem from this activity which integrate other curriculum subjects. For example:

- Make a class "People Who Help Us" book (Language Arts and Art)
- Take a class "tour" of the community if possible, and have students map what they see (Social Studies and Math)
- Invite parents to visit the class and to discuss their jobs/roles in the community.
- Take class field trips to different businesses and services in the community.

Overall, this activity can be adapted for students in Kindergarten to Grade 2. Riddle topics can be selected that are age and grade appropriate (e.g., choose a community around the world and describe the food, clothing, home structure, transportation, etc. - grade 2). For students with physical or learning disabilities, they may illustrate the community helper or verbally share their clues instead of writing them down.

Notes:

The book that is used to introduce this activity has already been noted. Following is a list of resources that may be useful throughout the study of community helpers/the local community to enhance student learning and to generate discussion. As well, please note that this activity is suited for both partner and full class groupings (I was not able to enter this information into the activity description form).

Berenstain, Stan & Jan. *The Berenstain Bears Go to the Doctor.* Random House, New York; 1981.

Berenstain, Stan & Jan. *The Berenstain Bears Visit the Dentist.* Random House, New York; 1981.

Kalman, Bobbie. *People At Work.* Crabtree Publishing Company, Toronto, Canada: 1986.

Munsch, Robert. *The Fire Station.* Annick Press Ltd., Toronto, Canada; 1991.

Quinn, Natalie. *Living in a Community.* Apple Press, Toronto, Canada; 1992.

Rey, Margaret & H.A. *Curious George Goes to the Hospital.* Houghton Mifflin Company, Boston; 1966.

Contributor: J. Houle

Grade: 1

Topic: The Local Community

Keywords: Environmental Education, Human Geography, Maps, Physical Geography

Time: 60 Minutes

Student Grouping: Individual

Expectations:

1. The students will produce a map while recognizing the cardinal and intercardinal points of direction through the correct use and operation of a compass.
2. The students will develop a number and letter coordinate system and design pictorial symbols to represent features on a map to contribute to a legend.
3. The students will present their map to the class.
4. The students can if the activity is extended into other curriculum areas learn to recognize other people's perspectives, identify safety concerns in a schoolyard, and understand the need for physical activity to contribute to healthy living.

Teacher Materials:

30 compasses
30 instruction sheets
30 maps

Student Materials:

30 pencils
30 erasers
30 rulers
30 clipboards
30 sets of pencil crayons
30 transparencies

Sequence:

Preparation

1. The teacher must ensure that the students know how to use a compass correctly and know the cardinal and intercardinal points of direction. The students must know and recognize the required components of a map such as the north arrow, legend, and title. They must know how to read and produce symbols on a map and understand the coordinate grid system and grid referencing.

2. The teacher must produce a map of the schoolyard including the required features of a map (title, north arrow, legend) and a few distinguishable landmarks so the students are able to recognize the map.
3. The teacher must distribute the map to the class and explain the map and its features. This includes reviewing the required features of a map and ensuring the students are able to read the map.
4. The teacher must distribute the instruction sheet and explain and discuss the instructions so that the students know what is expected. This includes the purpose of the activity, the expectations of the student's behaviour, work ethic and final product.
5. The teacher must distribute the compasses and review the use of compasses. This includes when and how to use compasses.

Activity

1. Organize the class to go outdoors with appropriate clothing and school supplies.
2. The students will choose individual locations throughout the schoolyard and mark this location on their map including the direction they are facing.
3. The students will observe their surroundings in the schoolyard and notice the features of the yard, which are both natural and man-made.
4. The students will identify features within the yard that are located in the direction of the four cardinal points and record the features on their map using symbols, pictures and colour while recognizing the location of the features in relation to other features so the map is correct.
5. The students will identify features within the yard that are located in the direction of the four intercardinal points and record the features on their map using symbols, pictures and colour while recognizing the location of the features in relation to other features so the map is correct.
6. The students will then use the transparent letter number grids by laying them over their maps and recording the coordinates or grid reference of the yard features.
7. The students will then return to class and display their maps on the bulletin board.

Discussion and/or Follow Up

The teacher will lead class discussion about the activity. The class will discuss the purpose of the activity, what the students learned and if the activity is valuable or invaluable and why. For example, does it apply to the real world or will it make a difference in their life if they know about mapping. The students could present their maps to the class and discuss any relevant issues that arise among students. The activity could also lead into or introduce units such as mapping by moving from this general, familiar map of the schoolyard to a more specific map of

Application:

This activity has numerable and various applications. The activity incorporates most of the curriculum or is adaptable to the remainder. The activity can be altered to incorporate language through activities such as story creation. The data management and probability strand of mathematics is appropriate if the students conduct surveys by explaining, collecting, organizing and recording data followed by the production of graphs and charts. Geometry and spatial sense is an appropriate math strand, which has a

focus within coordinate geometry in which the students must demonstrate an understanding of coordinate systems. Incorporating this activity into a science unit on life systems and habitat would allow the students to recognize their environments and the effects humans have. A poster about the effects of litter on the environment is an appropriate activity for both science and art. Students are expected to understand healthy living, personal safety and injury prevention for physical education and discussions about the events of the schoolyard and rules could incorporate these topics. The students know that physical activity leads to healthy body shape and image and that the rules of schoolyards are necessary to ensure safety and prevention of injuries. Again, a poster of schoolyard rules is an idea for art incorporation. This is a well-rounded, far-reaching and appropriate activity that incorporates most of the curriculum or can be adapted to accommodate it.

Notes:

This activity can be adapted to varying ages of students by making it easier or more difficult. The use of groups whether pairs, triads or larger groups is also appropriate. A well organized teacher could also perform this activity with an entire class. A school could also do this activity by grouping students from each grade with the older students as leaders and teachers as the facilitators. This is especially appropriate because all students know the schoolyard, even the kindergarten classes and because depending on the purpose of the activity it could be used to make suggestions to the yard and its appearance whether equipment, locations of equipment or of garbage cans. The possibilities of this activity are endless and would be so much fun for everyone. This activity is adapted from the text "The Living Atlas" by Fraser Cartwright and Jim Gilchrist. Gage Educational Publishing Company in Toronto, Ontario in 1991.

Contributor: E. Jones

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will brainstorm and ask simple questions to gain information about occupations in their community;
2. Students will list the occupations of some people in their community;
3. Students will identify and describe the technologies and tools that people use in their places of work;
4. Students will use illustrations, key words, and simple sentences to sort, classify, and record information about occupations in their community

Teacher Materials:

- 30 copies of a note for each student to bring home (Explaining the project and requesting parental help)
- Chart paper
- Markers

Student Materials:

- 30 sheets of white paper (divided into two sections)
- Pencils
- Crayons

Sequence:

(This is a Two-Day Activity)

Preparation:

1. On Day One of the activity, brainstorm with the entire class and come up with a list of occupations that people have in their community.
2. Using chart paper and different coloured markers, write "Occupations in our Community" in the centre and list all of the different occupations around it.
3. Give each student a piece of paper that has been divided into two sections.
4. Instruct the students to write: "When I grow up, I want to be a _____" in the first section, filling in the blank using the brainstormed list of occupations.
5. Instruct each student to draw a picture of how he or she might look and what he or she might be doing if he or she worked in that occupation in the future.

6. Send a note home with each student, asking parents/guardians to participate by:
 - Telling their children what their occupations are;
 - Giving their children a tool of trade to bring into class, that explains or exemplifies what the function of the occupation is (Examples: wrench, computer paper, diapers, frying pan);
 - (Optional) Coming into the classroom on the following day to explain their occupations to the rest of the students and demonstrate their tool of trade.

Central Activity:

1. On Day Two of the activity, students will bring in their parents' tools of trade and individually explain them to the rest of the class in a show-and-tell manner. (Any parents/guardians who were able to come into the class, would also present during this period).
2. Engage the entire class in a second brainstorming session, adding to the previous list of occupations in a new colour. While doing this, emphasize the fact that there are many different kinds of important jobs in the community.
3. Give students the sheets of paper that they worked on during Day One and instruct them to write: "My (Parent/Guardian) is a _____" in the second section, filling in the blank using the updated list of occupations.
4. Instruct each student to draw a picture of his or her parent/guardian using the tool of trade that was brought into class.

Closure:

1. Compile each of the students' worksheets into a binder, entitled "Occupations in our Community".
2. Have the binder and a sign-out sheet available at the front of the class, so that a new student can sign it out and bring it home to show his or her parents/guardians what the class has learned about the community.

Application:

This activity is excellent for the Grade 1 Canada and World Connections Curriculum Unit: "The Local Community". In doing this activity, students are able to meet a variety of curriculum expectations, while at the same time, learning about the importance of their parents/guardians' occupations.

This activity will allow students to recognize that there are many different types of occupations in their community and each one is as important as the next. Many students will not primarily identify occupations such as homemakers or computer programmers when they list the different occupations in the local community. Thus, it is important for them to realize that all occupations are central in meeting community and individual needs. After engaging in this activity, students will become aware of and appreciate the many different jobs that make up a successful community.

As an extension to this activity, students might go on field trips to the different places of work in their community (Examples: the Fire Station, the Hospital). This will allow them to identify and appreciate the places in which people work as well as the vehicles that these people use.

This activity can also be extended into a number of different subjects. Some examples include: As a Drama extension, students can create tableaux to illustrate the different occupations and have their peers guess which one they are acting out; As a Language Arts extension, students can write a short story or sentence to represent their parents occupations; As a Math extension, students can make graphs to represent the number of students who want to be doctors, teachers, etc. While this is just a brief list, there are many aspects of the elementary curriculum that can be touched on through this activity.

Notes:

This activity has been adapted from the "Community Helpers" activity, available in the Curricular Exchange section of the "Columbia Education Center" website (<http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst078.html>).

Contributor: J. Kropf

Grade: 1

Topic: The Local Community

Keywords: Community Study, Maps

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Students will construct a simple map of their school.
2. Students will correctly identify the locations of the landmarks assigned to their group.
3. Students will identify and describe routes within the school using familiar landmarks and symbols.

Teacher Materials:

-Construction paper

-1 pencil

-1 pair of scissors

-Construction paper cutouts of the objects you are asking the students to locate in and around the school (e.g. doors, water fountains, washrooms, playground equipment, flowerbeds, stairs, garbage cans, coat hooks, benches etc.) Be sure to have enough cutouts for the children to label everything they located. For example if there are forty doors in your school, you must have at least forty cutouts of doors for the children. The children will use the cutouts as landmarks.

§One small outline map of the school, which identifies all of the major areas/rooms, for each group (the number of outline maps required will depend on how many groups there are in your class). In this case six small outline maps will be required.

§Six glue sticks

Student Materials:

-Outline maps (given to them by the teacher, 1 outline map per group)

-The cutouts (given to them by the teacher)

-Glue sticks (given to them by the teacher, 1 per group)

Sequence:

Preparation

1. Draw a large outline map, on mural paper, of the school that identifies all of the major rooms/areas and place it at the front of the classroom where everyone can see it.

2. Draw a smaller outline map of the school that identifies all of the major rooms/areas. Make six copies of this map. This map needs to be large enough for the children to place their landmark cutouts on.

3. Select the objects in and around the school you want the children to locate (see examples given above). Once the landmarks have been selected make the appropriate number of cutouts for each landmark.

Activity

1. Divide the children into six groups. There will be five children in each group. Give each group a copy of the small outline map of the school and a glue stick.

2. Assign a specific object to each group. (e.g., Group one will look for all the water fountains).

3. Give each group the cutouts for the landmark they have been assigned.

4. Tell the children to walk around the school, in their groups looking for the landmarks they have been assigned.

5. Explain to the children that once they find the location of one of their landmarks they must glue one of the cutouts onto their outline map in the correct location. For example if the group saw a water fountain beside the gymnasium they must glue one of their water fountains beside the gymnasium on their outline map.

6. Monitor the students as they are walking around the school looking for the landmarks. Ensure other classes are not being disturbed.

7. Have the students return to the classroom with their completed outline maps. (If students were unable to complete their map in the time given that is all right)

8. Allow the children to share their maps with the rest of the class. Have each group present their findings to the class.

Discussion

Conclude the activity with a brief discussion. Ask the children if they were able to find their landmarks. Ask the children if they saw landmarks that belonged to other groups. Ask the children if they thought it was hard to put the landmarks in the correct location on their outline maps. Ask the children what walking routes they used in search of their landmarks. What rooms/areas of the school did they walk past? Ask the children what they learned during the activity. Finally ask the children if they enjoyed the activity. If they did not enjoy it ask them what could have been done differently to make the activity

enjoyable. (The teacher is free to ask any questions they wish during this time period. The ones given here are only suggestions).

Application:

This activity can be integrated into a number of different subject areas. Once children understand how to use a scale, a variation of this activity could be applied in a mathematical classroom. Children would be given actual measurements of the school asking them to draw their individual maps to scale based on the measurements they were given.

This activity could be integrated into the geography curriculum by having the children map out different walking routes they take while they are at school. Examples of this include the route the child takes to get to the washrooms, cafeteria, or library, from their classroom. To extend the activity students could be asked to create a legend for their maps. Another way to extend the activity would be to ask the children to state the directions they travelled, during their walking route, using cardinal terms (North, South, East, West). Students may also be asked to put a grid on their map of the school. The students would then be asked to state where specific objects in the school were located, using the grid. For example, the girl,s washroom is located at F4.

This activity could also be integrated into the visual arts curriculum. Children could be asked to create their own cutouts of the landmarks and objects they located in the school. Children could also be asked to re-produce their map using a variety of art supplies (paint, markers, construction paper etc.) to create visual appeal. The students could also be asked to create a 3-D version of their map. This would allow the children to build their own miniature school.

A lead up to this activity may involve introducing the children to basic mapping skills. Show the children a large map of the school and ask them to locate specific landmarks. See how many landmarks the children are able to identify. Teach the children why people use maps and why they are important. If children have some background information on the importance of maps they will be more excited to learn mapping skills.

To extend this activity children could be asked to create a similar map of their community. This would allow the children to go on a small class trip. The children would explore their community and mark on their maps specific landmarks, such as the fire station, post office, library, schools, parks, community centre, baseball fields, arenas, churches, restaurants, residential areas etc. The class could then transfer all of the landmarks the students marked on their maps, onto one very large class map of the community.

Notes:

This activity was adapted from a „Mapping the School% activity found on the CanTeach website. The activity was located using the elementary resources for social science.
<http://www.canteach.ca/elementary/wenviron6.html>

The Ontario Curriculum guidelines were also used as a resource for the completion of this assignment. The curriculum guidelines were used to choose an appropriate activity and in determining the ministry topic the chosen activity fell under. The curriculum also aided in determining the expectations of the activity.

Contributor: T. Malamas

Grade: 1

Topic: The Local Community

Keywords: Community Study, Field Trip

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify mail carriers as people who help out in the community, and describe what they do.
2. Students will recognize the post office as a special place and building within their community, and describe its function.

Teacher Materials:

- 30 envelopes
- mailing address of each student
- computer and printer
- easel
- 1 large sheet of writing paper
- markers
- 1 sheet of letter size paper
- ballpoint pen
- story called "The Post Office Book"

Student Materials:

- 60 sheets of blank paper
- 30 pencils
- a large supply of crayons, various colours

Sequence:

Preparation:

1. Contact the post office and make arrangements for a class field trip. Arrange for a mail carrier to be present, and to describe his or her job. Ask the carrier to be dressed in uniform and to bring any tools, such as a mailbag.
2. Distribute and collect permission slips, and arrange for parent volunteers to help with supervision. Make a map of the walking route, or arrange for a school bus if necessary.
3. Pre-address 30 envelopes. Enter each student's mailing address into the computer, and print address labels directly onto the envelopes. Each envelope should have one child's

name and the school address as the sender. The receiver will be the librarian, at the school address.

Activity:

1. Seat students on the carpet. Ask children if they help out at home. Make a list of the things they do. Ask if they can think of anyone who helps out in the community. Define community as a group of people living in the same place. A neighbourhood, a town, or a city can be a community. Explain that a community helper is someone who does a job that helps the community. The teacher can give prompts such as, "Who helps out if there's a fire?" Ask students to think of someone who helps out in the school. Lead students to identify the librarian as a community helper. Ask the students to list ways in which the librarian is a good helper. For example, she or he helps students find books, and reads to the class.
2. Instruct students to return to their seats, and hand each a blank sheet of paper. Have the students write short notes or draw pictures to send to the librarian. Collect finished work.
3. Take the children on a field trip to a post office.
4. Have the children observe as the teacher and parent volunteers place the notes in the envelopes. Let the students see how the letters are addressed.
5. Purchase stamps at the post office and show the children how to place them on the letters. Pass each child his or her letter, which is now sealed in an envelope. Divide the children between adults, and supervise as students try stamping their own envelopes. (Adult assistance will be required, as fine motor skills are not fully developed.)
6. Let the children drop their letters in the mailbox.
7. Explain that mail carriers are community helpers who deliver mail, such as letters. Instruct the children to listen carefully as a mail carrier talks about his or her job.

Discussion:

1. Return to the classroom and seat children at the carpet.
2. Tell students you are going to read a story called "The Post Office Book." Show students the cover. Ask students to predict what the story will be about. Invite students to draw on the field trip for ideas. The teacher can lead the discussion with questions such as, "What happens at the post office?" "What do mail carriers do?" and "Have you seen a mail carrier working in your neighbourhood?" Explain that a post office is a place where mail is sorted, or put in order. Once the

Application:

After completing this activity, students can go on and study other community helpers such as police officers and firefighters. This activity can be integrated into the curriculum by having children tell or write stories about what they would like to be when they grow up. An extension of this activity is to have students role play different community helpers, or make puppets and put on shows. In visual arts, students can create patterns, and then cut out small squares to make their own stamps. Students could also use milk cartons to construct personal mailboxes. As well, this activity can be integrated

into the math curriculum. For example, grade two students can draw Venn Diagrams that sort community workers who wear hats, workers who don't wear hats, and workers who sometimes wear hats. Or they can conduct a survey asking classmates what they would like to be when they grow up, and then record data on a bar or picture graph. This exercise can also introduce upper elementary students to the formal letter writing process. Older students could also practice their interviewing skills by forming questions to ask community workers, classroom visitors, and special guests. This activity fits within the larger context of the elementary curriculum because it offers a foundation on which to build upon. Students are introduced to the rights and responsibilities of citizens, as well as to rules which must be adhered to.

Notes:

Citation for storybook used in this activity:

Gibbons, Gail. "The Post Office Book." New York: Harper & Row, 1982.

Note:

Teachers may collect fees from parents for the field trip. For example, a teacher might request 50 cents per student to cover the cost of stamps.

Contributor: L. Melito

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will describe the roles, responsibilities and contributions of people who work in the community.
2. Students will use appropriate vocabulary to describe their inquiries and observations.
3. Students will sort and classify information about each community worker, using more than one attribute.
4. Students will demonstrate their knowledge by matching specific attributes to a community worker.
5. Students will communicate the results of their inquiries by developing a simple pictorial and oral description of one community worker.

Teacher Materials:

Pictures of community helpers. Flash cards or index cards with pictures of community helpers and their specific attribute (tool). Two sided stick-on magnets strips. Chart paper and marker.

Student Materials:

30 sheets of construction paper
colored pencils/crayons

Sequence:

Introduction to Activity:

1. Begin the exercise with, "We have been studying neighbourhoods and communities. Today we are going to learn about some of the workers in the communities, the things they wear, the tools they use, how they help us, and vocabulary words that apply to each worker".
2. Develop a web with community helper as the centre word. Prompt the children for responses by starting a sentence with, "who would you need if... if your house was on fire, you were lost, you needed to send a letter, you wanted to recycle something etc..."

Presentation of Vocabulary Words

1. Using the web and the identified community helpers, develop the vocabulary words. For instance, a Fire Fighter vocabulary word could be fire safety, Police Officer the

vocabulary word could be the law, Mail Courier could have mail pouch and Dentist the vocabulary word could be x-ray machine.

2. Ensure that the children have explored the many roles, responsibilities and contributions of each community helper. This task will be important for the concluding exercise.

Activity:

1. Place the magnetic index cards randomly face side toward the chalkboard (concentration game).
2. Divide the classroom into two teams. One student from each team will approach the chalkboard one at a time and turn the cards over. The other team members may give advice to this person to help find matches.
3. The object of the game is to find a match between the picture of a helper and the tool that they use in their job.
4. Give points to each team for correct matches. For a bonus point, the student can identify the vocabulary word for that worker.

Discussion and Concluding Exercise:

1. Give the children a piece of construction paper and have them name a community helper and list the attributes about the helper.
2. Let the children draw a picture including everything they have identified about the community worker.

Evaluation:

1. Have the students share their pictures with the class by explaining their community helper and reading the information they have written about the community worker.
2. The teacher will assess the learning by monitoring the concentration game and observing the sharing activity, the pictures and information the students have listed.

Application:

This activity could lead into a field trip to a community worker's workplace for a tour. The teacher can arrange to have the community workers attend a classroom visit in their appropriate attire and tools of their trade.

The class could locate the location of the community helper's workplace on a map and display the map in the classroom. Have the children develop a route from the school to the community helper's workplace using a map of their local community.

Develop centres utilizing different medias and have the children construct a portfolio of the many activities involved in the centres.

Provide a reading unit with the many children's literature that depict a community helper as the main character.

Providing a solid foundation of the children's local community will enable them to transfer this information to future higher level grades curriculum expectations such as provinces and government.

Notes:

This activity was adapted by an activity I was involved in when I was in the primary grades. My classroom teacher utilized the concentration game for many of her lessons and the students enjoyed the challenge. While obtaining information for this project I investigated several internet sites to further develop the activity. Some sites that I investigated were LessonPlansPage.com, Education World and Scholastic.

Contributor: N. Peric

Grade: 1

Topic: The Local Community

Keywords: Community Study, Environmental Education, Personal Growth

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate an understanding of basic personal and family needs
2. Recall specific information about themselves and their community

Teacher Materials:

1. A round, medium to large parachute
2. A whistle
3. A large space outdoors to perform the activity (or a gymnasium in case of poor weather)

Student Materials:

1. Appropriate clothing for the outdoors

Sequence:

Preparation:

1. Sign out a parachute and have it available in the classroom before the activity takes place.
2. Pre-arrange for two older students to pick up the parachute just before your activity and take it outside to set up. They should remain there until you arrive with your class.
3. Prepare symbols that represent food, water, shelter and protection, which can be physically performed with the parachute
4. Before the class is taken outside, they must be reminded that they only touch the parachute when instructed.

Activity:

1. Bring the students outdoors to where the parachute is set up.
2. Ask the students to find a place to sit around the outside of the parachute. Students should not be crowded.
3. Explain to the students that the parachute represents our community and they will be working together in order to represent the things we all need to survive.
4. Brainstorm with the students different things that we need in our everyday lives in order to survive. After various answers are given, the four desired answers will be food,

water, shelter and protection. If any of these were not mentioned, give the students clues - Ask what they live in? Who loves them? Who helps them? Etc.

5. Explain that we are going to move the parachute with our arms and hands to make our community into what we need to survive.

6. As the teacher explains the actions for each basic need, the students will be mimicking the same actions on their part of the parachute.

Actions:

For water: Kneel down on the ground with the parachute in both hands and shake the parachute quickly in order to make small ripples that travel across the parachute

For Food: Stand in your spot while holding the parachute in both hands. Shake the parachute in order to make larger waves that travel through the parachute.

For Shelter: Crouch down in one spot with the grounded parachute in both hands. Everyone then rises to a standing position while quickly raising his or her arms. This will allow the parachute to make a roof and then gradually float back down.

For Protection: Stand in your spot while holding the parachute with both hands. Then begin moving in a clockwise direction as the parachute moves with us.

7. After demonstrating the actions, inform students that we will practice.

8. The teacher will then remove herself from the circle and call out one of the needs. Students will perform the corresponding action.

9. When students hear the whistle, they know that a new basic need will be called out and need to listen carefully. Without stopping, students must continuously demonstrate the appropriate actions.

10. Allow the activity to continue for about 5 more minutes

11. The students will now take turns calling out in a clock-wise direction one need that that the rest of the class must follow.

12. Allow this part to continue for another five minutes.

13. Ask the students to place the parachute gently on the ground and line up to go inside.

Discussion:

1. Discuss the importance

Application:

The concepts demonstrated within this activity are very important in terms of the Canada and World Connections Strand for elementary students. Basic human needs can connect to any topic that relates to ourselves and the people around us. This activity can be modified to the grade two level by using a larger parachute and changing it from a community to the earth and discuss the needs of different cultures.

The prior knowledge that students will have is they would have learned concepts of self and sharing with others within the kindergarten level and therefore be aware of what they need to be happy and healthy. Although this activity would be performed during the first part of the unit, the class would have covered information on being part of a community and what the community looks like.

To accommodate students with disabilities, the action of walking around in a clock-wise direction may be eliminated or the students can constantly sit while using arm and hand motions. However, if the student(s) is unable to use his or her hands, they may participate by calling out the actions and using different sources of sound to direct students to stop or go.

The gymnasium is another place where this activity can take place, especially if it relates to a Physical Education lesson or if the weather is poor outside.

Notes:

Not applicable for this activity.

Contributor: A. Pierce

Grade: 1

Topic: The Local Community

Keywords: Inquiry Skills, Maps

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Use non-standard units, number of paces, to measure distance on a map.
2. Identify and describe the school,s fire exit route using familiar symbols and landmarks.

Teacher Materials:

1. interior map of school
2. chart paper
3. markers
4. worksheet

Student Materials:

- 30 worksheets
- 30 pencils
- 30 sets of crayons

Sequence:

Preparation:

1. Do this lesson within the few days after a fire drill.
2. Have the students sit as a group at the front of the classroom.
3. Have the pre-made map of the interior of the school mounted on the front wall.
4. Ask the students if they can remember the route they took to get out of the school during the fire drill.
5. If the students can,t remember walk through the route again.
6. Write the route down in sequence on a piece of chart paper.
7. Have the students come up and mark the route on the school map adding in any landmarks that are not already represented. Eg. Drinking fountain, garbage can.
8. Hang up map and chart in the room to use as references and as part of the classroom rules.

Activity:

9. Hand out the worksheet with the map on it to each student.
10. Have them mark the route and landmarks on their own sheet.

11. During their grade seven-buddy time, have each pair individually pace out the fire route, using the grade one's pace size.
12. Have the pairs return to the classroom and record their findings in the space provided on the worksheet.

Application:

This would be a good activity to do during November, which is fire safety month. The activity can be integrated into the class's fire safety programme. For this activity the students should have some background knowledge of the school and have studied or made a map of the school.

The lesson, as already shown can be integrated into their buddy time. The lesson can also be integrated into the math curriculum. The students can survey the class and see how many paces it takes each student to walk the route. Then they can then graph the paces and see what the most, least and average number of paces is. The activity could also fit into the expectations for sequencing in math.

The students can also do this activity with their family as part of their fire escape plan for their home.

Notes:

Contributor: S. Positano

Grade: 1

Topic: The Local Community

Keywords: Arts, Environmental Education, Feelings, Language Arts, Math, Science

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify and evaluate ways that litter pollution can endanger wildlife.
2. Students will propose ways they can help eliminate these dangers.

Teacher Materials:

large sheets of butcher paper for mounting collages

Student Materials:

paper and pencil
different types of litter
glue

Sequence:

Procedure:

1. Divide the class into four groups.
2. Ask each group to bring a collection of litter to class in a paper bag. Suggest they look in parks, camping areas or school grounds, and they should not take things out of garbage cans.
3. Have the groups make collages of these items which will be displayed.
4. Discuss the effects of litter.
5. Ask students to assign a numerical value to each kind of litter. The item potentially most harmful to wildlife has the highest score and least harmful has the lowest score.
6. Have each group determine the total score for their collage based on the numerical values of each piece of litter.
7. Propose and evaluate ways that people can eliminate litter pollution.

Possible discussion prompts:

- How could people fishing have more control over losing their fishing line?
- How can individuals be instructed about the dangers and the unsightliness of littering?
- What can students do to eliminate or reduce their own litter?

Application:

This activity addresses other curriculum areas outside of social studies. Language arts is addressed through the discussion of the effects of litter. Also, proposing and evaluating ways that people can eliminate litter pollution with the discussion prompts is related to language arts. Science is definitely addressed because of the environmental education factor and the concern for wildlife. Art is also a component of the activity through the creation of collages. Finally, mathematics is used as well when applying numerical values to each kind of litter and then students have to total up the score. Many curriculum areas are addressed through this activity.

This activity can be extended by focusing specifically on litter that can be potentially harmful to aquatic wildlife. Also, a wildlife expert can join the class for further discussion. A film can be shown or students can read brochures on the subject as well.

Some prior knowledge students may need can be given by the teacher. It is important that students know how monofilament fish line can endanger birds. Also, animals can harm themselves on half-open cans and bottle caps or pop-tops may be eaten by wildlife.

The major purpose of this activity is to make students aware of the dangers caused by litter pollution. They must also consider responsible actions people can take to minimize the consequences of litter pollution. Having students go out into the local community and gather necessary evidence will develop affective objectives and alert their attention to keeping the environment clean.

Notes:

This activity is adapted from the "Project Wild" activity guide (Canadian Wildlife Federation, 2001).

Contributor: D. Potts

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will show an understanding of how people in their community are important to meeting their needs and ensuring safety. (cognitive)
2. Students will be able to name some helpers in their community and will also be able to explain how these helpers benefit the community. (skill)
3. Students will communicate the results of helpers in their local community, using simple demonstrations, drawings and oral descriptions. (affective)

Teacher Materials:

- chart paper
- black marker
- 30 sheets of blank white paper
- 30 pairs of scissors
- the book "Community Helpers from A-Z" by Bobbie Kalman
- fishing pole
- stethoscope
- letter with a stamp on it

Student Materials:

- crayons or pencil crayons
- pencils

Sequence:

Preparation:

1. Pieces of blank paper and a pair of scissors will be placed on every child's desk.
2. The stethoscope, fishing pole and letter will be displayed at the front of the class in order to begin the lesson.

Activity

1. The teacher will begin by gathering the students to the reading circle and reading the book *Community Helpers from A-Z*.

2. The stethoscope, fishing pole and letter will be shown to the class and the teacher will explain how a fisherman, a doctor and a mail carrier are just some examples of community helpers.
3. Questions will be asked to the students such as, "Do you help out at home?" "Do you help out in your neighborhood and community?" "What types of things do you do to help out?"
4. Students will then be asked to name community helpers and how they help out in the community and the teacher will record their answers on a large piece of chart paper.
5. At their desks the children will be asked to draw and decorate a picture of their favourite community helper and cut it out.

Discussion

1. Have some students present their community helper to the class by sharing their picture and explaining why they chose that particular helper.
2. The teacher will review the information about community helpers and will then instruct the students to clean up their working areas.
3. Collect the pictures and put the drawings on display in the classroom.

Application:

This activity can be extended into the wider curriculum by connecting it to a language arts lesson. The students might be asked to write some simple, but complete sentences about the community helper that they drew. The teacher can make a booklet of all the pictures and title it, "Grade One's Favourite Helpers!" The teacher could also arrange for the class to go to the school library and find different books about community helpers.

There is also room for a connection with the arts. The students have already drawn a picture of their favourite helper and an extension to this would be to create a background on a larger piece of paper for their picture. (ex. if they drew a fisherman, they might draw a lake with some fish jumping out of it).

A good reinforcement to the whole lesson would be for the teacher to arrange for a policeman, fireman or mail carrier to come in and talk to the class. The students would really enjoy this and they would be encouraged to ask questions and give comments.

The prior knowledge that students should require is that they should be able to distinguish a fireman from a policeman, a storekeeper from a mail carrier etc. The students should also know how to listen, respond and pay attention to their classmates in a presentation situation. They also require the knowledge of identifying people who help others in the community.

Notes:

This activity is adapted from the "Community Helpers" lesson plan by David Dooley. (1999). He is a teacher in Flagstaff U.S.A.
Ministry Guidelines in the Ontario Curriculum (1998) - Social Studies

Contributor: A. Reid

Grade: 1

Topic: The Local Community

Keywords: Arts

Time: 30 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify celebrations significant to them (i.e., Remembrance Day).
2. Students will identify the occupations of some people in their community (i.e., police officer, firefighter).
3. Students will identify ways that someone can be brave.
4. Students will draw a picture of a person who is brave or a situation where a person can be brave.

Teacher Materials:

- 30 5-inch squares of white paper
- 30 6-inch squares of red construction paper
- scissors
- tape
- strips of white paper (for the border)

Student Materials:

- 30 pencils
- 30 packs of crayons
- 30 glue sticks

(For the crayons and the glue sticks, 30 is not required because the children can share these materials).

Sequence:

Preparation:

1. Review the term bravery with the children.
2. Brainstorm with the children different people who are in occupations that we would consider brave (i.e., police officer, firefighter, paramedic), and different situations where a person can be brave (i.e., war, accident scene, sticking up to a bully).

Activity:

1. Distribute the white squares of paper to the children.

2. Tell the children to draw, in pencil, a picture of when they were brave, a picture of someone they consider brave, or a picture of a situation where a person can be brave on the square.
3. Have the children colour the pictures in crayon.
4. Distribute the red construction paper squares.
5. Have the children centre and glue the white squares into the red construction paper squares.
6. When all of the children have finished, the teacher or a few children in the class can tape the squares together to create a quilt. With a class of thirty this can be done by putting five squares across and six squares down.
7. To finish the quilt, the teacher can cut out and tape a white border around the edges.
8. Display the quilt.

Application:

This activity can be used as a conclusion to a unit or a few lessons on Remembrance Day and bravery. Through this unit, the children will learn about bravery and people in occupations that are considered brave (such as police officers and firefighters) and in this activity will draw on this prior knowledge to create a picture for their "quilt of bravery." This activity can be integrated into the wider curriculum by drawing on knowledge that has been learned in other subjects. In Language Arts, the teacher can read books about bravery, such as books on soldiers, police officers and firefighters. After reading these books, children can discuss the topic of bravery and heroes. Also, in religion or prayer time, children can say prayers about bravery. At the close of the unit, or maybe a day or two before Remembrance Day, the children can do this activity and create the quilt. This activity can be extended by displaying the quilt on the chalkboard the next day and having each child come to the front of the classroom and describe his or her picture of bravery. Also, by doing this extension of the activity, the oral and visual communication aspect of language will be integrated.

This activity can also be used in grade two under the ministry topic of Traditions and Celebrations. If a teacher uses this activity for grade two, the expectation that will be covered is the students will identify ways in which heritage and tradition are passed on.

Notes:

This activity is adapted from "A Special Classroom Quilt" on the Internet at http://www.eduplace.com/rdg/gen_act/sharing/quilt.html.

Contributor: C. Rodrigues

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Feelings, Language Arts, Personal Growth, Values Education

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

*Students will be able to identify events, and celebrations that are important to them.

*Students will be able to think reflectively about past events and celebrations in their lives.

*Students will use appropriate vocabulary to describe and discuss these events and celebrations.

*Students will be able to present information and ideas clearly and with sensitivity to others.

*Students will be able to present the significance of these celebrations by depicting them in pictorial form

Teacher Materials:

*30 blank medium size puzzles (Available at most art supply stores)

*markers

*30 Ziploc bags

*labels

*chart paper

Student Materials:

Materials will be provided by the teacher.

Sequence:

Preparation:

1. Set up materials for the puzzle activity before hand. Have them set up at a table for either small group or class participation.

Activity:

2. Brainstorm with students a list of special events and celebrations. (Ex. birthday party, holiday, sports competition, recital, visit to grandparents)

3. Have each student discuss a favorite event of celebration and its significance to him or her.

4. Have each student draw about the special event or celebration on one of the blank puzzles.
5. Then have each student break up the puzzle pieces and place them in a Ziploc bag that has been labeled with their name.
6. When everyone has completed their puzzles, have students switch puzzles and try to guess what the special event of that individual is.
7. Completed puzzles can be kept in a small storage box at the game/ free time center.

*At the end of the unit the puzzle can be glued onto a colored construction paper and laminated for use as a place mat.

Application:

This activity can be used within the wider curriculum. It can be used as to introduce, extend and reinforce any topic under study. For example, pre-made puzzle by the teacher can be used to introduce children to the different season. The puzzles can be put together in small groups and then they can discuss what season they believe it to represent and its characteristics. In addition, this activity can be used to extend and reinforce knowledge by providing students with a kinesthetic manner in which to learn and remember a difficult concept, such as photosynthesis.

Various activities can be used to teach children about special events and celebrations. For example, stories and poetry can be used within the classroom to teach students about different celebration and events around the world. Guest parent speakers and group discussions can also be used to obtain information, and painting, drawing, and collage work can be used to depict children memories about special events in their lives. It is important to note that before these activities can be introduced children must have a general understanding and several examples of the topic that is be discussed.

Notes:

This activity has been adapted from the "Special Classroom Quilt" activity, which can be found at http://www.eduplace.com/rdg/gen_act/sharing/quilt.html.

**If blank puzzles can not be located or are too costly, a photocopy of a puzzle can be used. Students would then draw on the blank puzzle copy, glue it onto piece of cardboard and cut out. Younger student may require assistance to cut out the puzzle pieces if this method is used.

Contributor: M. Smith

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Language Arts

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

Overall Expectations

1. Students will demonstrate that the local community is made up of groups of people.
2. Students will be able to locate distinguishing features of their community.

Specific Expectations

1. Students will identify and describe buildings in their community.
2. Students will identify and describe some people in their community.
3. Students will recall and record specific information about their community from pictures, print materials, and other media sources.

Teacher Materials:

Any Storybook on the community and the people in a community. (Suggestions on Reference List)

Student Materials:

6 large chart paper
30 magazines
12 newspapers
30 scissors
20-30 bottles of glue
Crayons for all 6 stations

Sequence:

Preparation:

1. Find a storybook that covers the topic of the local community. (An example with different people and places in the community)
2. Arrange desks so students can work in groups of five. Put one large chart paper on each station with the two headings "People" and "Places" on the top of the page. Draw a line on the page that divides the two headings.
3. Place an equal number of magazines, newspapers, crayons, glue, and scissors at each station.

Activity

1. Gather all children together on the floor in a circle. Tell the children we are going to talk about the community. Ask them if they know what a community is? Who lives in a community? And what are some buildings in the community?
2. Read the children a chosen storybook on the community.
3. Tell the children we are now going to do an activity that allows them to identify people and places in the community.
4. Tell the children they are going to go back to their desks to work in groups to cut, paste and draw "People and Places" in the community. They can use people and places from the story or from things they remember from their own community. (Show an example you have made)
5. Divide the children into groups of five to go work at the stations. Make sure they know they can cut pictures from the magazines or newspapers to put on their chart or they can draw their own pictures of people and places in the community.
6. Allow the children to start working, monitor their progress.
7. After the children have filled the chart (Approximately 20-30 minutes time consuming) bring them back to the circle with their chart.

Discussion

1. Make the children stand up in their groups and identify and explain to the class two of each of their drawings or pictures (the teacher should hold the chart). Make the children explain at least one picture from the people theme and one from the places theme (time consuming).
2. Discuss with the children that the community is made up of many people of different ages and races.
3. Discuss with the children that a community is made up of many different buildings and places, and explain the four main parts of a community (Businesses, Residential, Parks, and Industrial).

Application:

In this lesson plan students are developing a framework for understanding their community, and the components of other communities around them. The majority of this lesson focuses on what makes up a community. This lesson can be integrated to focus on how these students are part of the community and how community applies to the classroom. This topic allows students to become comfortable working with each other in an academic and social atmosphere. This lesson includes some aspects of language arts by allowing the children to explain their work to the class and allows students to work on their art capabilities by cutting, pasting and drawing.

To introduce this topic teachers can allow children to go home and ask questions to their families about their community or bring parents, teachers or community workers into the classroom. To extend this topic the teacher can work on activities such as allowing the students to create their ideal community, or can take the students on a field trip to their

own community. This activity is simple and the storybook helps eliminate the children having a lot of prior knowledge.

This activity can be adapted for use by most age groups. Choose topic words that are age appropriate or work in smaller or larger groups. For younger students the teacher may work with a few important people or places in the community. For physical disabilities you may change the setting or workstations. For older students you may work on advertising your community or developing a community timeline. This lesson on community, integrates the larger context of the curriculum by teaching students that their role in the community relies on responsibility, cooperation and hard work, which corresponds with their role as a student.

Notes:

This activity has been adapted from two activities selected from the Internet. The first resource was "Building a community" by Scott Dan from Internet site www.lessonplanspage.com/SSOBuildingAClassroom12.htm. The second activity resource was "Comparing Communities" from Internet site www.eduplace.com/ss/act/citsub.htm.

These are some suggestions for community theme storybooks:

1. "People and Places" Bobbie Kalman, 1982, Crabtree Publishing Company, Toronto.
2. "Towns and Cities" Claire Llewellyn, 1997, Rigby Interactive Library, Illinois.
3. "I live in a city" Bobbie Kalman and Susan Hughes, 1986, Crabtree Pub., Toronto.
4. "Living in a Community" Natalie Quinn, 1992, Apple Press.

Contributor: P. Thiessen

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Maps

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify the occupations of various people within the school environment.
2. Students will understand the importance of various individuals who work in the school.
3. Students will match a face and job with different locations within the school.

Teacher Materials:

- wall map of the school environment (include various rooms and places where pictures can be placed)
- camera to take pictures of school employees
- stuffed animal
- tape to place the pictures on the map

Student Materials:

- blank white paper to draw their favourite school employee
- crayons and pencils

Sequence:

Preparation:

1. Teacher will bring his or her favourite stuffed animal to school.
2. Teacher will make a large, colourful map of the school.
3. Teacher will take various pictures of school employees.
4. Teacher will inform staff members that his or her class will be touring the school later in the day and may visit them in their working environment.

Activity:

1. Teacher will show the students his or her favourite stuffed animal.
2. Teacher will ask the students to identify different people the stuffed animal will meet while spending a day at the school.
3. Children should be acclimated to their room environment and begin to focus on the environment and various people outside of their classroom.

4. Teacher will show the pictures of various school employees and ask the students to decide where the work areas of these people are on the school map. Introduce each person at whatever pace feels comfortable.

Discussion:

1. As a class the students will discuss the importance of each school employee.
2. Following the discussion the students will draw their favourite school worker. When the students have complete this task they must communicate to the teacher why they selected this individual.

Tying it all together:

1. Later in the day the teacher explains to the students that the stuffed animal has gone missing. This begins the tour of the school and the chance for students to meet each school employee.
2. Students visit the principles office last and he or she explains how they just took the stuffed animal back to the classroom.
3. Students return to class and retrace their journey using the map and identify the various people that they met.

Application:

This activity can be used for children in kindergarten through grade two to introduce them to the structure of the school and the various individuals that work within the school community. This is primarily an introductory activity. It introduces students to one aspect of the local community and the occupations involved in this environment. However, this activity can also be extended and used to look at other occupations found within the community such as postal workers, fire fighters and store keepers.

This activity incorporates other components of the wider curriculum. It focuses on art by encouraging students to draw human figures. Also, this activity helps strengthen mapping skills that can be used in a number of different subject areas. The mapping component of this activity can be adapted and used by most age groups. Teachers can select a wide array of topics (ie. history, geography) and use maps and pictures to help students increase their knowledge regarding these topics.

For older students this activity can be adapted. Teachers can ignore the use of the stuffed animal and simply use the map and pictures to teach a lesson. To make the lesson even more challenging students could work individually making their own map and pictures that relate to the topic of study.

Notes:

This activity is adapted from "The Gingerbread Man Trail" by Rosemary Valdez. It can be found at the following websites:

http://resource.mediacentre.com/socialstudies/the_local-community.htm
<http://youth.net/cec/cecsst/cecsst.67.txt>

Contributor: E. Traikopoulos

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Drama, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Construct a simple model of their local community, using small objects to represent large ones.
2. Identify a variety of significant buildings in their community in which people live and are used by community workers (e.g., fire-fighters work from a firehall).
3. Describe the vehicles these people use (e.g., fire-fighters drive fire trucks).

Teacher Materials:

- Safety sign templates
- Large newsprint or banquet paper
- Chart paper
- Note to parents for the supply of miniature toy vehicles, and empty boxes no larger than cereal boxes

Student Materials:

- 30 Pencils
- 30 sets of Crayons/Pencil Crayons/Markers
- 30 Scissors
- 30 Glue
- 20 Straws
- Plasticene
- Safety sign templates
- Construction Paper- Green (trees), Variety (slip covers for buildings)
- Paint- Green (grass), Black (roads), Grey (sidewalks)
- Empty boxes of various sizes
- Miniature toy cars, police cars, ambulances, fire trucks, school buses, etc.
(If they are not available use empty toilet paper rolls to make them)

Sequence:

Prior to Activity:

1. Teach fundamentals of local community life as set out in the Ontario Ministry guidelines.

2. Review what is necessary to create a community.

Preparation:

1. Send note home for parents to send 2 empty boxes per child no larger than cereal boxes, and a variety of miniature toy vehicles.
2. Prepare safety sign templates.
3. Set up stations with appropriate materials.
4. Create a large community area board with streets and sidewalks drawn in place. (This will act as a guideline for the students)

Activity:

1. Introduce the activity.
2. Review the importance of each of the community categories.
3. Describe what is to be done by the students in each of the following stations:
 - a. Houses (e.g., high-rise apartment buildings, townhouses, semi-detached houses, detached houses, etc)
 - b. Stores/Businesses (e.g., grocery stores, video stores, convenience stores, pet stores, gas stations, etc)
 - c. Educational institutions (e.g., elementary school, daycare, library, etc)
 - d. Community Helpers (e.g., Police, Fire Department, Hospital, Doctor, Dentist, etc)
 - e. Personal and Community transportation (e.g., bicycle, car, van, truck, school bus, taxi, police car, fire truck, ambulance, etc)
 - f. Safety Signs (e.g., stop sign, traffic lights, crosswalk signs, school zone sign, school crossing sign, playground sign, etc)
4. Divide class up in 6 groups of 5 students.
5. Break up into their groups and begin creating their part(s) of the larger community.
6. Place models on the large community board.
7. Set it aside on a large table or floor area.

Discussion:

1. Have students discuss in their groups what they feel is the most important aspect of their station within their community.
2. Have them create a 1 min. presentation for their classmates.
3. Presentations.
4. Discuss each group's reasoning for their choice.
5. 'Show and tell' their models.

Application:

This activity is ideal for the end of a unit on local communities since it is pertinent that the students reinforce their prior knowledge on what creates a community. This activity also provides a good introduction to basic mapping skills. It is a very fun social studies activity yet it maintains a highly educational focus with its integration with reading,

writing, listening, visual arts and drama. This activity may also be extended to activities or lessons in math on numbers in the community and graphing, as well as in language arts where students can write stories on what they would like to be when they grow up and why.

This activity may be modified to fit the needs of students in older grades such as Grade 2 where the students learn about communities around the world. As such, instead of creating one community students can be divided into groups where they can create different communities around the world to see the similarities and differences with their own. It may also be necessary to make modifications for special needs students. These students may need: one-on-one assistance in order to cut out pieces that are to be used for their model; someone to scribe words and/or phrases that they want to be on their work; and, in the case of advanced or gifted students, they may be asked to help less able students, or pair up with someone to share additional information on their personal knowledge of their community.

Notes:

It is suggested that this activity be spread out in 2-3 periods to allow for completion of student models and class discussion.

In order to evaluate the students and their work, the use of assessment tools such as anecdotal notes and checklists is recommended.

Contributor: K. Trussell

Grade: 1

Topic: The Local Community

Keywords: Community Study, Inquiry Skills

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

The students will:

1. Identify the occupations of some people in the community.
2. Identify and describe the tools and vehicles that these people would use.
3. Ask simple questions to gain information about these people in their local community.
4. Use their best listening skills as the other children are talking.
5. Learn how to cooperate and be patient as we take turns doing the activity.

Teacher Materials:

An informational story book such as "People Who Help People" by Jane Moncure.

The "Mystery Person Bag".

Materials to create the "Mystery Person Bag" include:

- Cloth bag
- Stethoscope
- Toy police car
- Fireman's hat
- Slate and chalk
- Dentist mirror & tooth brush
- Hand held stop sign
- Mail bag
- Rolling pin and apron
- Library book
- Lifeguard shirt and whistle
- Etc. (anything you can find to identify something a person in the community might use in their occupation)

Student Materials:

The students are not required to bring anything but will use the "Mystery Person Bag" as a group to do the activity.

Sequence:

Preparation:

1. Place articles in cloth bag and have drawstring closed.
2. Bring "Mystery Person Bag" to circle discussion area.

Activity:

1. Have students sit in circle on the floor.
2. Read one of the community helper books such as "People Who Help People" by Jane Moncure.
3. Explain to the children that you have items in the bag that a person in the community uses for his/her job.
4. Tell them that the object of the game is to guess the mystery person.
5. One at a time have children come to front and pull an item out of the bag and hold it up for the other children to see.
6. Have all the children communicate orally what the item is if they can.
7. Then have the child who drew the item out of the bag tell us what person in the community would use that specific item and how they would use it.
8. Ask children if they have any questions about the item or how the person in the community uses it.
9. Continue taking turns until all the items are out of the bag.

Application:

This activity can be adapted for the kindergarten curriculum (Personal and Social Development, pg. 19-20 of the Ontario Ministry Document 1998). The specific expectation states that the children will identify people who help others in the community, and describe what they do.

The activity would appeal to the kindergarten child. It could be used after several books had been read and discussions held about how various people in the community help each other. The activity may need some adaptation of time depending on your particular classes' attention span for these types of activities.

This activity could be a good introduction to a thematic unit on people in the local community. It could also be used as a summative activity especially if the class had collected samples of things people in the community use as they carried out the other activities in the unit.

Other related activities could include:

* Various field trips:

1. A walk around school area noting what other buildings are in the vicinity, and what people who work in these buildings do. Or

2. A trip to a specific location of which the opportunities are endless; i.e. Fire hall, hair salon, dentist office, hospital, police station, post office etc. etc.

* There is a large quantity of books on the many occupations to read to the children as an extension activity.

* Finger or stick puppets can be made by the children so they can act out how these people help meet their needs.

- * Activity sheets could extend the learning by having children do cut and paste matching sheet that match peoples occupation with the tools and vehicles that they use.
- * A concentration type game can also be used to match people with their corresponding "tools of the trade".
- * Discussion can be held on the occupations of the children's parents and possibly the children could bring in a tool or item their parent uses in their occupation.

The possibilities for this topic are very extensive and it certainly could be organized as a thematic unit incorporating math and language arts activities as well.

Notes:

Contributor: J. Velthove

Grade: 1

Topic: The Local Community

Keywords: Arts, Community Study, Inquiry Skills

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will present the results of focused inquiries (e.g., a study of community helper uniforms), using oral descriptions
2. Students will identify the occupations of some people in the community (e.g., storekeeper, mail carrier, farmer, teacher, police officer, fire-fighter, doctor).
3. Students will show an understanding of how these people are important to meeting their needs and ensuring their safety (e.g., the need for food, clothing, shelter, mail delivery, transportation, education, health care).

Teacher Materials:

Student Materials:

Picture books about community helpers
30 plain white t-shirts
5 sets of fabric paints in various colours

Sequence:

Preparation:

1. Set up a research area with the various books on community helpers.
2. Place the student desks in five groups of six.

Activity:

1. Have the children peruse the books and find a community helper that they would like to be when they grow up.
2. The children need to pay particular attention to what the uniform of that helper looks like.
3. The students will then move into their groups and take out their t-shirt.
4. Explain that the children will be painting their t-shirt to make it look like the uniform of the community helper that they have chosen.
5. Demonstrate how the paints work.
6. Distribute the paints and allow the children to work with them.
7. Allow the children time to paint their t-shirts.

8. When children are finished have them study the books some more and think about what their community helper does, and why that community helper is important.

Application:

1. Have the children come to the front wearing their shirt and describe their job to the class one at a time. They should also tell why their chosen occupation is important in the community.

Application:

This activity can be adapted by using fabric crayons. These will make less mess and do not require drying time.

Also, this activity can be adapted by having the children draw a picture of a community helper on a piece of paper and then presenting that to the class. This would eliminate the need of finding 30 t-shirts to paint.

This activity would be a great one to use as a culmination activity to a unit on community helpers. This way, the children will not have to research as much about their job because they will have limited reading skills.

Students with extra time could try to make some tools for their occupation that they can show to the class.

Notes:

This activity is adapted from the a lesson called "What I Want to Be" by Michelle at www.lessonplanspage.com

Contributor: C. Wilkinson

Grade: 1

Topic: The Local Community

Keywords: Community Study, Language Arts, Maps

Time: 30 Minutes

Student Grouping: Individual

Expectations:

1. Students will recognize a variety of community buildings, and express relative location using a simple map
2. Students will make connections between the sounds they hear and match them with places in the community relative to that sound (based on their past experiences)
3. Students will demonstrate listening skills and following directions
4. Students will describe the route that the girl in the story takes using mapping symbols and directions

Teacher Materials:

Teacher will need:

- The Mystery of the Kidnapped Chemist% by Donna E. Norton
- The Sound Map on page 458 of „Social Studies and the Elementary School Child% by George W. Maxim
- Tape of the different sounds used in the above story

Student Materials:

Students will need:

- 30 sheets of the sound map
- 30 pencils
- As a teacher you may choose for the students to use writing folders or something used to cover students, work as it is an individual listening activity and it would be easy for students, to copy another one,s work

Sequence:

Preparation:

1. Prepare you own larger version of the sound map and make copies for each child
2. Tape record the sounds heard in the story by Donna E. Norton in sequential order

Activity:

1. Have students clear their desks with the exception of a pencil or other writing tool.
2. Have two students pass out writing folders to each student to block their work.

3. Have two other students pass out a sound map to each student.
4. Have students look at the sound map and go over what type of community place is located in each block.
5. Discuss the types of sounds that you might hear for each community building. For example you might hear a certain bell at a church. Therefore, if you hear that bell you can assume that the kidnappers are driving by the church at that time.
6. Also before the activity begins, be sure that students know the difference between left and right so that when they discuss their routes the rest of the class can follow the direction changes.
7. Explain that you are going to read them the story „The Mystery of the Kidnapped Chemist% and their job is to help solve the case. The students must be „listening detectives% by listening to the story and the sounds they hear. Each sound is connected to a place on one of the blocks and it is their responsibility to determine the route that the kidnappers took to get to their secret laboratory.
8. After giving the children the instructions you may want to read the story more than once. I would suggest that the first time you read the story you have the children follow the route with their fingers only. The second time you read the story have the children draw a continuous line through the map each time they hear a sound. They will create the route that the kidnappers took to get to their secret laboratory and they will then have solved the case.

Discussion:

1. Have the children verbally describe the route that they took. What was the first sound that you heard? Encourage them to use vocabulary that focuses on directions and symbols.
2. What made you think that that sound came from the building that you chose? Have you ever been to that place before? Is that how you knew that one?
3. Collect students, work, ensuring that their names are on their papers

Application:

This is a great activity to use when introducing mapping skills because it is simple (a good start for mapping skills) and the children enjoy it. It can also be a link to language arts as it is a listening activity. It provides a direct link for the grade one/two units in social studies on communities. As an adaptation for the grade two curriculum you might wish to create your own story and sound map using buildings and sounds from different types of communities ie. Fishing or Inuit communities.

For students who may have hearing difficulties, you could modify the activity using visual cues rather than listening cues. For example, you could use a picture of a church bell rather than using the sound of a church bell.

Notes:

This activity is adapted from the „Using Children,s Literature% activity in George W.

Maxim,s text „Social Studies and the Elementary School Child%o

Contributor: L. Bilton

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Community Study, Inquiry Skills, Language Arts, Science

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will research and identify a physical, a behavioural, and an environmental characteristic for one Arctic animal.
2. Students will construct a riddle for the other students to guess.
3. Students will legibly print their riddle on an index card to make a memory game.
4. Students will present their riddle orally to the class.
5. Students will recognize the Arctic animal in the riddles made by everyone in the class.

Teacher Materials:

Books about Arctic animals

Pictures of Arctic animals (from magazines such as National Geographic)

Chart paper and markers

60 Index cards (30 blue and 30 yellow)

Student Materials:

30 Pencils

Scissors

Glue

Crayons/pencil crayons

Sequence:

Introduction:

1. Review what the students have already learned about animals of the Arctic. Talk about where Arctic animals can live (ocean, land), what they could eat (no fruit trees), how they keep warm.
2. Make a list on chart paper of the different Arctic animals the students need to know (caribou, seal, snowy owl, Arctic hare, Arctic fox, polar bear, beluga whaleΣ)
3. Explain that the students are going to make riddles. What is a riddle? When the students are assigned their animal to research they should not tell their friends what animal they are researching.

Activity:

1. Each student is assigned an Arctic animal from the list on the chart to research. The teacher makes sure that no more than three students (depending on class size) research each animal.
2. Each student needs to include one physical trait, one behavioural trait, and one environmental trait for the animal they are assigned.
3. The student takes their information and makes it into a riddle. E.g. I am a very big mammal. The Arctic Ocean is where I live. I am an excellent swimmer. My fur is white. I eat young seals. What am I?
4. The riddle is copied onto a yellow index card.
5. Each student draws a picture of their animal and prints the animals, name on a blue index card.
6. Each student reads their riddle for the class and the class tries to figure out the riddle. The student shows their drawing to the class.

Part two of the activity:

1. The teacher photocopies the riddles and pictures that the students made and pastes them onto the appropriate index card (yellow or blue). You could have the students paste the photocopies onto the index cards. Make as many copies as you want depending on if you want the class to play the memory game in large or small groups.
2. Students play the memory game with the Arctic animals. They take turns and flip over one blue index card and one yellow index card for each turn. If the cards match they take them and put them to the side and continue the game until all cards have been matched up.

Application:

This activity can be extended by comparing Arctic animals with animals from Ontario, such as deer, fox, skunk, beaver, raccoon, porcupine, squirrel, and mink. The class can talk about reasons why animals from Ontario would not survive in the Arctic (camouflage, prey/predator, and weather difference). Make a diagram to show the similarities and differences between the animals of the Arctic and of Ontario. For lower level learners simplify the memory game by matching the pictures with the names of the animals instead of with the description. You could also make up the riddles yourself instead of having the students research the animals.

Notes:

This activity is adapted from the „Arctic Animals% activity in "Hands-on Social Studies Grade Two" by Jennifer Lawson, Joni Bowman, Barb Thomson, and Linda McDowell, 2001. Published by Portage & Main Press.

Contributor: S. Birett

Grade: 2

Topic: Features of Communities Around the World

Keywords: Community Study, Environmental Education, Human Geography, Language Arts, Multiculturalism, World Study

Time: 30 Minutes

Student Grouping: Individual

Expectations:

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries where people have both similar and different

- lifestyles;

- use maps and globes to locate countries as part of a comparative study of families from countries from different

- continents;

- describe how the environment affects the ways in which needs are met (e.g., influences of climate on food, clothing, and shelter).

Overall Expectations

By the end of Grade 3, students will:

- identify distinguishing features of urban and rural communities;

- describe some possible relationships between communities and natural environments;

- demonstrate awareness of the possible similarities and differences among people, places, and environments.

Teacher Materials:

Maps of Canada, World maps, a free bulletin board,

Student Materials:

a small, stuffed animal, stationery for writing letters, packaging material and stamps

Sequence:

The Travelling Pet

I found this activity on the internet posted by a teacher named Shelley from Winnipeg.

She didn't quote her source (someone sent it to her) so I can't give credit to the creator. This is quite similar to the old urban legend of people stealing lawn ornaments and taking them around the world.

The first thing to do is to get a small stuffed animal, like a beanie baby. Give the toy a name, and mail it to a friend or relative in another part of the country. Write a letter of introduction from the animal's perspective, explaining that the class wants to get a firsthand perspective of different parts of the country, without actually going there. Ask the receiver to write a letter back describing their city, the weather, and current events. It would also be appreciated if the receivers would send a photograph of themselves taken with the toy. Next, request that the toy be sent on to a responsible friend or relative in another part of the country.

Another way to do this would be to have each child undertake this project, preferably at the beginning of the year because of the time it takes for the packages and letters to go through the mail. In a multicultural classroom like in downtown Toronto, the results would be fantastic. The toys could travel around the globe. Children could learn more about their own ethnic and cultural background and share this information with classmates. I would certainly recommend designating a classroom or hallway bulletin board where students could display the letters and photographs.

It would also be a good idea to have a world map on the bulletin board with the letters and photographs. The instructor could ask the students to stick pins in the map for each place the class had received a response from. The students could also fashion passports and create a stamp for each city or country that their toy had visited. Starting a regular correspondence through letters or e-mail should also be encouraged to improve the student's writing skills. I think one of the best things about this exercise is that it makes foreign countries and people seem more real to the students.

Application:

This activity could be extended to include many different aspects of the curriculum. The most obvious is geography, the letter writing could be part of a language arts lesson. Students might also be asked to create art based on the descriptions of other parts of the

world. Letters going to foreign countries could request a tape of popular contemporary music. Calculating exchange rates with a foreign country's currency could be brought into a math lesson. For science, students could ask about the local flora and fauna. And for religion the student's could ask questions about other belief systems around the world.

Notes:

Contributor: L. Campbell

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Language Arts, Maps, Physical Geography

Time: 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will use symbols, colour and cardinal directions (Eg. N, S, E, W) on maps and use cardinal directions when locating and recording information.
2. Students will use legends and recognize pictorial symbols on simple maps.
3. Students will construct and read a variety of maps for specific purposes.
4. Students will make artistic choices in their work, using at least two of the elements of design (colour, line, shape, form, and texture)
5. Students will produce two-dimensional works of art that communicate their thoughts and feelings.
6. Students will use and interpret some conventions of formal texts (Eg. Maps)

Teacher Materials:

1. Pirate Pearl by Phoebe Gilman
2. Water
3. Chart paper
4. Markers
5. Large map of Canada (or Ontario)
6. 20 tea bags
7. 10 empty yoghurt containers
8. A pirate treasure map (the teacher can make a simple example)

Student Materials:

1. 30 paint brushes
2. 30 pieces of construction paper (white) size 8 1/2x11
3. Crayons of various colours
4. 15 small-scale maps of Canada (or Ontario)-each child will share a map with one other person.

Sequence:

This activity is best introduced as a culminating lesson. Before the students can make their own maps they must first be introduced to what a map is used for and the different components of a map.

Review of Map Concepts

1. Bring the children to the carpet and have them sit facing the black board
2. Remind students about what a map is and what it is used for.
3. Ask the students what kinds of maps that they have seen before (road maps, maps of different countries, provinces, parents' hand written maps, pirate treasure maps). Ask the students why people use maps.
4. Display a map on Ontario or Canada on the bulletin board.
5. Ask the students what they see on the map (Land, water, etc. What is this a map of?).
6. Pair-up each student with the person next to him or her.
7. Give each pair a map of Canada (laminated).
8. Ask the students to study their map for a moment.
9. Begin your discussion of maps by having students recall the four different cardinal directions. Point to the compass rose and explain that it indicates direction so that when people read the map they will be able describe different locations according to their positions.
10. Have students find the compass rose on their map.
11. Direct students, attention to the legend. Indicate its name and explain the purpose of a legend. Have the students point to the legend on their map. Have the students find a few of the items that are listed on the map legend.
12. Discuss how to differentiate bodies of water from the land (the colours that are used to indicate water and land). Please note also that everything on the map is labelled with a name.
13. Make a list of the characteristics of all maps on a piece of chart paper on the bulletin board (title, legend, compass rose, land masses, bodies of water, the names of bodies of water and land).
14. Collect the students, maps.
15. Read *Pirate Pearl* to the class (*Pirate Pearl* by Phoebe Gilman). Make predictions about the story before you begin reading.
16. After completing the story ask the students to think about how the characters in the story could have used maps. Listen to a few of the students' suggestions.
17. After completing the story return to the list that the class made before the story on parts of a map.
18. Brainstorm any other requirements that a special map for example, a pirate,s map might need in addition to the features already listed, and write them on the chart paper. (X marks the spot, pirate ship, route to the treasure)

Map Activity (I would suggest giving the children a break at this point and then making the map afterwards.)

Preparation: Prepare the yoghurt containers before starting the art lesson. Fill up each container about half full of water and put one or two tea bags in each container. Have a cloth underneath the containers. Set the paintb

Application:

This activity can be adapted to suit the grade three and four curriculum by adding additional components to the map such as gridlines, lines of latitude and longitude, as well as recognizing that different colours represent different things on a map (Refer to the ministry documents for each grade level).

Map-making is a great hands-on activity that reinforces the components of a map. It can be used to compliment a literary study in Language Arts by having the students create a map of the main characters, house or town. It can also be incorporated into the Math Curriculum by having the students, estimate and measure the distances between objects on their map. Mapping can enhance a Science Unit on Air and Water in the Environment. A map could be used to indicate where water purification systems are and where our drinking water comes from. Mapping lessons can be incorporated into many different Social Studies Units such as a Community Study or an All About Me Unit. The students could make maps of their neighbourhood or their homes.

The students may present their maps to the class and describe the location of the treasure using the appropriate terminology. (Example: The treasure is North of the Horseshoe Island.) This provides a good opportunity for students to practice the cardinal directions using something that they have constructed on their own. A final group activity could be to perform an actual treasure hunt in the schoolyard using a map that the teacher has prepared.

Notes:

Make sure that your students do not use markers to colour the maps because when you put the tea bags on the map the markers will smear and ruin the map.

Be sure to set up the „tea area% in advance and allow the tea bag to soak in the water for a few minutes before the students begin to use them on their maps. It is also helpful to send only small groups back at a time to avoid over-crowding the area.

The book that was used to reinforce map-making was called, *Pirate Pearl* By Phoebe Gilman.

Contributor: N. Curtis

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Maps

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will create their own legend that includes a minimum of 4 symbols.
2. Students will use their legend to label a simple treasure map.
2. Students will label their simple map with all four cardinal directions.

Teacher Materials:

Storybook about pirates (e.g. *Mathew and the Midnight Pirates* by Allen Morgan, *Grandma and the Pirates* by Phoebe Gilman, or *Tom, David and the Pirates*, by Betty Clarkson.)

chalk

black marker and 30 pieces of construction paper (which are used together in sept 2 of preparation.)

Student Materials:

-30 sheets of prepared construction paper

-Markers/pencil crayons/crayons

Sequence:

Preparation

1. On the chalkboard draw a large square to represent a piece of paper/map. Draw a box in the upper right hand corner. This box will be used for the legend. Label the box legend but do not fill it in with pictures/symbols.
2. Draw and label a box for a legend on each of the 15 pieces of construction paper.

Introduction and review

1. Read aloud a story about pirates to the class. (The story should include the use of a pirate map) (e.g. *Mathew and the Midnight Pirates* by Allen Morgan, *Grandma and the Pirates* by Phoebe Gilman, or *Tom, David and the Pirates*, by Betty Clarkson).

2. Explain to the class that maps were very helpful tools for pirates when they were searching for buried treasure, just as they are for people today when they are trying to find their way.
3. Orally explain to the class that pirate maps are just like the simple maps that you have been using thus far in the unit.
4. Review the important elements of a map by having students brainstorm things that could be included on a map. List these items on the chalkboard as the student think of them. Items you might want to have on a map include: river, lakes, railroad, park, forest, trees, houses, school, church, mountains, etc.
5. Review the important elements of a map (i.e. Legend, pictures, symbols, cardinal directions) by having student help you fill in the empty map you have drawn ahead of time on the chalkboard. Initiate this step by adding the first element of a road using a dotted yellow line to both the legend and the map. Be sure to emphasize the fact that the symbols on the map must be represented in the legend. (*This step is very important as it functions as both a further review and as a model for the students of the steps to follow).
6. Have the students help you fill in the rest of the map. Be sure that when you are drawing on the map that you are using different colours for each symbol as a way of differentiating between the different symbols in the legend.
7. Explain to the class that today they are going to pretend that they are pirates and create their own pirate map.
8. At this point you must decide weather the maps are going to be marked and given a grade of some kind. They do not have to be used in this way and can be considered a fun project and be used to decorate the classroom. On the other hand, they can be graded using a checklist or rubric. If the maps are going to be marked it is important to, at this time, clearly inform the students of what the marking criteria is. Explain to them that you are looking to see that they have included a legend, that the legend and the map correspond, that the map is colour coded etc.
9. Hand out construction paper that has the legend box provided.
10. Hand out markers and have them begin working.
11. Let the students create their maps for about 25 minutes.
12. Have students hand in completed map (to be marked or hung around the classroom).

Application:

I feel that this simple activity is both a fun and functional. It contains elements of language arts and visual art and can be extended further to incorporate other curriculum subjects such as drama, art and physical education. Suggestions for following up activities include a visual arts lesson in which the students make origami pirate hats out of newspaper, or eye patches. In drama the students could act out part of the pirate story that was read to them at the beginning of the lesson using the treasure map, eye patch and pirate hat in their skits. Furthermore, for an extra fun phys-ed activity, the teacher, could create a treasure hunt for the students. You could hide clues outside on the school grounds. In small groups, the students would be required to run from clue to clue until they find the „buried treasure% (pencils or erasers for the class). To meet physical education curriculum expectation have the clues require the students to move to the location of their next clue using various forms of movement (e.g. skip, hop). Finally, this final treasure hunt activity could be used as a form of motivation/reward. That is, you could explain to them that you have a special activity planned and they will only receive their „prize% if they work hard, co-operate and behave throughout the week. (Please note that if you were to do this final activity in small groups you would have to either start the groups at separate intervals or rearrange the order of the clues to create several different treasure hunts thus allowing each student to read a clue or two, actively participating in the game.)

Notes:

The following story books are only suggestion. Although these are three that i particularly enjoy, there are many other books out there that deal with pirates and pirate maps to choose from.

Resources

Morgan, A. (1998). *Mathew and the Midnight Pirates*. Toronto: Stoddart Kids.

Gilman, P. (1990). *Grandma and the Pirates*. Toronto: Scholastic.

Clarkson, B. (1980). *Tom, David and the Pirates*. Ottawa : Borealis Press.

Contributor: C. Cutler

Grade: 2

Topic: Features of Communities Around the World

Keywords: Community Study, Maps, Physical Geography, World Study

Time: 15 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate an understanding that the earth is a sphere, and half the earth is a hemisphere.
2. Students will identify the position of the equator and the Polar Regions through a movement simulation game.
3. Students will demonstrate knowledge of cardinal directions by physically manipulating their bodies in the directions called out during the movement game.
4. Students will demonstrate knowledge and application of symbols used on maps by following directions in a game using gross motor co-ordination.

Teacher Materials:

Whistle

Four large cards with the cardinal directions indicated on each one.

Small cards or chart with pictorial symbols indicating the action and body movement required for each symbol.

Additional cards with the words equator, globe and hemisphere.

Student Materials:

Proper gym attire, i.e. running shoes tied.

No jewellery or watches.

Sequence:

Preparations in class (10 min.)

1. Link to student knowledge of mapping skills and symbol identification, from previous lesson taught in class in the Maps and Globes unit.
2. List and review the symbols found on maps and parts of the globe studied in class and chart them on a large sheet of paper.
3. Teacher will draw a simple action or body movement that students could perform to represent that concept after the review lesson, adding any missed symbols or concepts. (done after class)

4. Example of action and matching symbols could be: compass rose, lie on the ground with your legs together head pointed north and arms out to the sides or globe, everyone joins hands to form a large circle.(see notes & resources below for further ideas)

In the gym or large open area (20 min.)

1. Teacher will explain to students the objective of the game, will be to show their knowledge of various parts of maps and a globe.
2. Instruct the students that they will move their bodies from where they are standing in the direction called (north, south, east or west) pointing to the posted cardinal direction posted on the walls.
3. Teacher will display the chart of symbols pre-made, with the actions illustrated and demonstrate the desired physical movement that matches the symbol. (Large single cards can also be made matching the chart to hold up for students to view).
4. Teacher will pick a student to help demonstrate the activity by calling out a direction and a symbol, e.g. north, compass rose, then have the student go to the north part of the gym and perform that action.
5. Identify the centre line as being the equator and the halves of the gym as the hemispheres (northern, southern, eastern and western).
6. Ask if there are any questions, and then the teacher begins the game with the class as the caller.
7. Wrap up the activity with a simple stretching activity in the globe position (large circle). Have students follow the teachers actions by stretching high with arms up north, south touch your toes, east stretch arms and body to the right and west stretch to the left. Repeat 2 X,s.

Application:

This activity can be used as an extension to learning the required skills and knowledge in the Social Science strand of the Ontario Ministry Curriculum in grades two, three and four of the document. Students would need some prior knowledge of finding cardinal direction and some vocabulary and comprehension of symbols and concepts found on maps and globes e.g. equator as the centre line of the earth. This activity reinforces the skills learned in the mapping unit and applies student,s knowledge of globes in a kinaesthetic cognitive mode of learning. Students can practice their knowledge and experience learned in class by following auditory and visual instruction while interpreting the symbols and concepts while applying them to a gross motor action, meeting three multiple intelligence and learning styles. This activity can be used as a summative form of evaluation for grades three and four or as a formative activity for grade two reinforcing new concepts learned in the maps and globes unit. The teacher may use this activity as a diagnostic tool to determine which students are understanding the concept of direction and shows student,s comprehension of the vocabulary needed to understand mapping

symbols and demonstrate parts of globes as a model of the earth. This activity meets with the criteria of the fundamental movement skills in the Health and Physical Education Curriculum. Under the specific expectations locomotion/travelling skills in grades 2 and 3, students are expected to travel in a variety of ways and change directions while working up to incorporating repeatable sequences and a variety of speeds and levels by grade 4. This game can be adapted to incorporate speed and sequence in the game by increasing the number of symbols to completed in order, and decreasing the time between the called out actions. The posted cardinal directions could be removed, all but north, and the intermediate points of north/west could be added to increase the difficulty level of the game. One further extension of the game could be to play the game outside the school using the surrounding community as the compass points e.g. south to lake Erie, north to highway #3, etc.

Notes:

The Ontario Curriculum, Social Studies, Grades 1 to 6.

The Ontario Curriculum, Health and Physical Education, Grades 1 to 8.

The activity was adapted from a document being written called Recess Recreation, Come out and Play, by the Niagara Child Development Centre and District School Board of Niagara. The game was originally called submarine and the directions were adapted from port, bow, stern and starboard to cardinal directions. The actions were adapted to match some of the symbols found on maps and to identifying parts of the globe.

As a form of evaluation the teacher could through observation and note taking or use a devised checklist to determine the students, knowledge level and comprehension of the required concepts in the mapping unit. Students could also obtain a grade for physical education in the strand of locomotion/travelling.

Sample vocabulary words and matching actions ideas:

forest-students stand together and link arms

airport-students pretend they are airplanes

house-two students pair up using placing their hands together to form a roof

earth-all students join hands and form a large circle

scale-students must take 3 small steps and 3large steps

compass rose-students must lye down with their head facing north,legs together and arms pointing east and west

equator-all students must form a straight line in the centre of the gym

Contributor: A. Engemann

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Community Study, Science

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will be able to identify their own basic needs for food, water, shelter, and space in a suitable arrangement
2. Generalize that wildlife and other animals have similar basic needs

Teacher Materials:

chalk

Student Materials:

blank paper
crayons, pencil crayons or markers

Sequence:

1. List the words food, water, shelter, and space on the chalkboard.
2. Read each word aloud, asking the students to repeat the words.
3. Ask the students to explain the meanings of each of the words. Make sure the meaning of all four words is clear to the students before proceeding.
4. Give students a sheet of blank paper and ask them to draw a picture of their homes, including where they find food, water, shelter and space within that home. Ask students to label the areas where they find food, water, shelter and space.
5. Once the drawings are complete, write two new words on the chalkboard: arrangement and habitat. Say the words aloud, again asking the students to repeat them.
6. Tell the students that food, water, shelter and space combine to form a special place where animals (including people) can live. This place is called a habitat. The food, water, shelter and space are in an arrangement that makes it possible for animals and humans to live.

7. Ask the students to write the word habitat in big letters at the top of their drawings. Talk with the students about the meaning of a habitat.
8. Give the students another blank sheet of paper and ask them to think of any kind of animal, domesticated or wild. Ensure however that the students understand the difference between domesticated and wild animals.
9. Ask the students to draw a picture of their animal in a place where it lives. The students should include food, water, shelter and space in an arrangement that they think would make it possible for the animal to survive. Students should again write the word habitat in big letters at the top of their drawings.
10. Ask the students to talk about both of their drawings, pointing out the habitat components that they have included.
11. Talk with the students about how humans and other animals need food, water, shelter and space. The arrangement is different for each, but all have similar basic needs.

Application:

This activity does not only apply to the social studies curriculum area, but incorporates the science and art curriculum areas as well. An extension of this activity could be to integrate into the language arts curriculum area by having students write sentences or stories about their drawings, including key terms, such as food, water, shelter, habitat, and arrangement. Once the students have gained an understanding of the importance of food, water, shelter and space as survival needs this activity could lead into lessons concerning the features of communities around the world from the Social Studies Ontario Curriculum(e.g. identify the ways in which climate affects how needs are met in different communities around the world; demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs).

Notes:

This activity is adapted from the "What's That, Habitat?" activity in Canadian Wildlife Federation (1997). Project Wild Activity Guide. Ottawa: Western Regional Environmental Education Council, pp. 36-7.

The Ontario Curriculum (1998)--Social Studies, p. 30, was also used as a resource for this activity.

Contributor: S. Falconer

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Community Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

Expectations - Students will:

1. demonstrate an understanding that the world contains many countries, including Canada. 2z1
2. use appropriate vocabulary to describe their inquiries. 2z6
3. use a variety of means for obtaining information about communities around the world. 2z7
4. interpret data and draw simple conclusions. 2z8
5. construct a diorama for a specific purpose. 2z10
6. communicate information using oral presentations, models and written notes. 2z11
7. identify factors that influence choice of clothing. 2z22
8. produce a three dimensional work of art to communicate ideas (elements of community). 2a9
9. communicate ideas for specific purpose (informing classmates) 2z13.

Teacher Materials:

Sam (small beanie baby which has been "adopted" and named by the class.
Response letter and information from Sam's hosts - may be summarized in chart form.
Books and reference material about China.

Student Materials:

One shoe box per child
Construction materials: ie. glue, scissors, paper, plasticine, tape, markers
Information obtained by Sam, summarized in chart form
Reference books about China
Journals, pencils

Sequence:

Preparation: To be completed while class is awaiting the return of "Sam".
1. Send a letter home to parents a few days prior to this activity, explaining that as a class introduction to the grade two social studies unit on Canada and World Connections, the class will be seeing a "friend" off at the "airport" for his flight to another country. (The

"friend" is a beanie baby which the class has already named. ie. Sam) With their families, have students make a list of the items they would like to remind Sam to pack in his suitcase for a trip to China. Direct students to think about (and parents may provide assistance as necessary) what types of clothing and supplies Sam might need for his vacation to a very hot place.

2. With the classroom decorated with items one might find at an airport, ie. departures display board, and the assistance of the Principal whose voice over the P.A. will simulate the boarding call for Sam's plane, the students will say goodbye to Sam. Sam will really be mailed off to China with the following instructions for his host. "Please write a letter back to the class, written from Sam's perspective. He will tell the class about his adventures, describing the community he is visiting, the recent weather, the type of clothing he sees people wearing, unique sights he has seen, food he has tried, the languages he hears etc." An additional favor would be to ask the host to include with the letter a picture of themselves with Sam. Also include in your letter the date by which you would like Sam mailed home. When he returns, hopefully he will have discovered many aspects of the community he has visited that will now be of particular interest to the students in the class. While the class is thoroughly exploring the information Sam provides, Sam may be mailed to the next country. Don't worry about finding places for Sam to visit. If you post a request on the internet explaining what you would like to do, and ask for volunteer hosts, the responses are overwhelming.

Activity:- Just one way of dealing with the information gathered from a specific community. The continuous journeys of Sam collectively make up the entire activity I am proposing.

1. Upon Sam's return, the letters and pictures collected can be shared as a class. Collectively, a chart summarizing the elements that contribute to making this community can be created. Class discussion can help to focus the students attention on similarities and differences between the community explored and their own and the community may be marked (maybe with a flag or suitcase) on a class map or globe.

2. With information collected from at least one community, ie. a community in China, have the students create a diorama depicting at least three pieces of information that Sam has gathered and shared with the class about what makes this community unique. For example, the diorama may have a person, wearing clothing that would be appropriate for the climate/weather, surrounded

Application:

Application

This activity provides numerous extensions and curriculum connections. If timed appropriately, Sam's adventures can be easily tied to the unit on Traditions and Celebrations by visiting a community at a time during which a special event takes place. ie. Winter holiday such as Christmas or New Year's. Depending upon the strand of science currently being explored, Sam could also reinforce learning in this area. For example, if the class were discussing "energy and control", Sam could visit countries such as Amsterdam to observe the windmills in action or visit the Hoover Dam in the

United States. There are numerous animals that Sam could encounter to contribute to the "Life Systems" study of growth and changes in animals. Throughout the activities Sam's adventures can be mapped and charts and/or graphs can be created to make comparisons between elements of other communities, and our own. There are endless possibilities for language extensions ranging from the development of poetry, journal entries or newspaper reportings of Sam's findings to the sharing of literature with a multi-cultural focus. Finally, Sam's experiences provide an excellent introduction to experiencing the music and folk tales of other cultures as well as inspiring art projects or plays, breathing life into the stories Sam has shared. In conclusion, with Sam's help, the class can explore many communities around the world, without even leaving the classroom!

Notes:

Idea adapted from a lesson plan retrieved from internet website:

<http://www.teachers.net/lessons/posts/1354.html>. Posted by Shelley, Oct.17, 1999.
Winnipeg, MB.

Contributor: T. Hannahson

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Maps, Physical Geography, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. The students will use cardinal directions to show directions on a map of the world.
2. The students will indicate that a globe is a model of the earth.
3. The students will identify the Polar Regions and the equator on a constructed map.
4. The students will use cardinal directions when describing the location of their community on a map.
5. The students will locate their community on a map of the world.

Teacher Materials:

Teacher Materials: Globes (large and small), any large book, large map of the world, photograph of the teacher, plastic food wrap, tape.

Student Materials:

Student Materials: Raison bread or plain bread or graham crackers or large cookies or any other edible material applicable to the task 7~9 items per student, light blue construction paper (11x17) one per student, 3 red shoestring liquorices per student, white cake icing (1/4 cup) each, bread knife each, 2 Popsicle sticks each, edible cake lettering (small size), smarties candies one each.

Sequence:

PRESENTATION STEPS

a) Introduction/Motivation /Set

1. Show students both globes and demonstrate and discuss how these are models of the earth showing all the continents and oceans etcΣ
2. Ask the students if they can identify one problem with a globe? E.g. It is hard to carry, too big, will not fit in a book etcΣ
3. While holding the large book open demonstrate that a globe will not fit (try to close the pages) in a book no matter how small it is.

b) Development

1. Show students large map of the world and explain how this is similar to the globe but flat. Show students a picture of yourself and indicate how this is a flat model of you. „In order to get a globe to fit in a book people had to cut it apart and ended up with a map much like this.%o
2. Label and explain the continents of the world on the map. Clearly indicate with the students, assistance Canada and their own community. E.g. St. Catharines, Beamsville, Thorald, etcΣ
3. Discuss and with students, assistance clearly label on map polar regions and the equator. (These can be large hand made labels on construction paper affixed to the map)
4. Review cardinal directions and label on map.
5. Discuss and question students as to where their community is in relation to other areas on the map using cardinal directions in the answers. E.g. „Where is St. Catharines?%o „It is north of the equator and west of Asia%o
6. Discuss with the students why the oceans and other bodies of water are coloured blue?

c) Application

1. Hand out materials to the students.
2. Ensure that the world map (labelled) hangs clearly for the students to see.
3. Have students recreate the world map using the crackers or bread or other suitable edible material to represent the continents including the Polar Regions. The students can shape their continents etc. by eating the excess or by cutting the material away using the bread knife.
4. Have students use the liquorice to indicate the equator and the Polar Regions and to create a compass on the map showing each of the four cardinal directions.
5. The students affix their materials to the blue construction paper using the cake icing and the Popsicle sticks.
6. Have the students label each of the parts of their maps from the large map using the cake decorating letters and glue one smartie on the map for their home community.
7. On the blue paper, between continents, have the students write and describe the location of their community using each of the four cardinal directions. E.g. St. Catharines is south of the North Pole, St. Catharines is West of Australia, etcΣ
8. Once the students are finished have them bring their completed maps to the teacher where they can be sealed using the plastic wrap and tape.

Assessment and/or Evaluation:

1. Assess the students, accuracy of the placement of the continents, Polar Regions, equator, home community etc.
2. Assess the students, accuracy in describing the location of their home community on the map in

Application:

This activity is essentially an art activity with a social studies application. It is then an excellent example of how a wide range of mediums are acceptable to create art works. It also shows that art is for enjoyment and fun both for the artist and the audience.

This activity could be adapted into a group activity making a slightly larger map with each member responsible for a continent or other specifics on the map. As an assessment tool this would be an excellent summative assessment for a unit on maps, cardinal directions and locations. For older or more advanced classes foods representing the different continents could be used (e.g. tortillas for South America).

The students to complete this activity would need prior knowledge in maps, cardinal directions, the world as comprised of other places, and describing directions.

In order that the materials used remain fresh enough to eat it is important that this activity be done all at one time especially the actual map making. This may require that this activity be completed over a half day at once. It is also very important that the maps be wrapped and sealed quickly and well so that the students are able to eat them after the assessment of them. Assessment should be completed for this activity as quickly as possible (e.g. overnight) for many of these same reasons. This might be a lengthy activity but it is an excellent summative assessment and a very enjoyable activity for the students.

Notes:

This activity is an adaptation from an activity called "Delicious Continents" by Cheryl Schlissfeld. This activity is available at www.lessonplanspage.com.

Contributor: T. Kapuscinski

Grade: 2

Topic: Features of Communities Around the World

Keywords: Community Study, Inquiry Skills, Personal Growth

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

Expectations:

1. Students will be able to make clothing out of craft materials for seasons of their choice (spring, summer, fall or winter).
2. Students will be able to categorize their clothing into the correct season they would wear it.
3. Students will be able to identify which clothes to wear for different temperatures, activities, and changes in the weather.

Teacher Materials:

- 4 pieces of bristol board (designate each one as a season)
- booklet made up of pictures from magazines (one for each group)of different activities that you can do in different seasons (for example: making a snowman, swimming, raking leaves). Including pictures showing places such as the beach, snowy mountains, or tulips growing in a garden.
- tape

Student Materials:

- 1 pair of scissors for each group
- different colours of construction paper for each group
- 1 glue stick for each group
- white paper
- crayons

Sequence:

Preparation:

1. The teacher will take the four pieces of bristol board and write either spring, summer, fall, or winter on each one.
2. The teacher will tape these to the black board.
3. The teacher will make a booklet of pictures from magazines of different activities that you can do in the four seasons(winter, spring, summer and fall).

Sequence:

The teacher will:

1. Ask the children in their groups to think up different types of clothing they would wear for different seasons (winter, fall, spring, summer) (2 min)
2. Allow the students to make these items of clothing they discussed using the paper, glue, crayons etc. given to each group. (10 min)
3. The teacher will then show the children the 4 pieces of bristol board that has either summer, fall, winter, or spring written on it and explain the next activity.
4. The children as a group will show and tell their items of clothing they made in their groups. After the group has shown their items of clothing they can take them one up at a time and tape them to the appropriate season. If a certain group needs help the rest of the class can give them some clues or hints. This will keep going until all the groups clothing are taped onto the appropriate season. (10 min)
5. The teacher can then hand out the booklets of pictures that were made from magazines. Either in groups or with the class as a whole the students can go through the booklet picture by picture and decide what season it is (depending on the activity, weather, and temperature) and decide the appropriate clothing to wear. (10 min)
6. Finish the lesson off by doing a brief summary of the activity and ask if anyone has any questions (5 min)

Application:

Application:

This activity fits into the curriculum in grade two under applying concepts and skills in various contexts. This is an activity that students should know how to do by the end of grade two and they should be able to identify factors that influence choice of clothing. The prior knowledge that the grade one students would have to know to be able to do this activity would be a lesson on the four seasons so they would know the similarities and differences between winter, fall, summer, and spring. The student,s would also have to understand what kinds of things happen in these four seasons. For example, they would have to understand that it snows in winter but it rains in the spring to understand what type clothing to wear.

This activity can be integrated into the wider curriculum in many different ways. It can be integrated into math by asking the students to count how many different types of clothing they made for each season (on the bristol boards) or how many different colours of clothing the children make. This could get into grouping the clothing by colour and type, which can also lead into graphing the seasons and the different types of clothing in each. This activity could also be integrated into language by asking the students to write a story about the four seasons and what they may have been doing in each one. This could also connect to art by having the student,s draw pictures of the four seasons as well as including a picture of themselves in each season wearing appropriate clothing.

Notes:

Contributor: K. Klassen

Grade: 2

Topic: Features of Communities Around the World

Keywords: Environmental Education, Inquiry Skills, Maps

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

- (1.) Use symbols and cardinal directions (N,S, E, W) on maps
- (2.) Construct and read a map for specific purposes

Teacher Materials:

30 pieces of Chalk
30 prepared cardinal directions worksheets

Student Materials:

30 pencils

Sequence:

Activity:

- (1.) On sunny day, around noon time, take the class outside.
- (2.) Have the students stand on chalk Xs, one arm-length apart and in a line, with their backs to the sun.
- (3.) Inform them that the head of their shadow is facing the North Pole. On the head of the shadow, using their chalk they are to write the letter N, which the teacher will tell them means North on a map.
- (4.) Ask the students if they know what the opposite of North is. Allow responses. South is on the other side of North and therefore is where the shadow of their feet is.
- (5.) The children then bend down draw an S, symbolizing South, at their feet shadows.
- (6.) Ask the children to spread their arms out on either side of them. Tell them that their right arm shadow points East, having them bend down and write an E.
- (7.) Inquire as to what is the opposite of East. Their left arm shadow points West. The teacher will ask them to bend down and write a W.
- (8.) The teacher will then have the children turn their whole bodies to the different directions, using their own compass as a guide.

Group Work:

- (1.) The teacher will have the students face each direction and will ask what major landmarks on the playground are in that direction.

(2.) Then, a handout will be given to each student. It will be a map of the playground with all the major landmarks on it.

(3.) As a class the students will figure out where the landmarks from the playground are on the map, and using their own compasses and the landmarks will write N, S, E, W on the map.

Application:

Students need to understand that the sun only gives them direction of North around noon time because of its position in the sky. The next lesson would deal with what to do if there is no sun, or it is another time of the day. A compass would then be introduced to the class.

As an extra challenge, the children could bring the map back inside the classroom, figure out where their classroom is in relationship to the outside landmarks and label the different walls in the classroom N, E, S, & W.

Then the teacher could introduce a map of the town, with the N,S,E,W already labelled. The students could try to figure out where their school is in relation to the community.

Notes:

**This activity is modified from Lesson II in the book "Map Reading: Skills and Activities for Intermediate Grades" by Alice Tiles (available in the IRC).

Contributor: J. Massie

Grade: 2

Topic: Features of Communities Around the World

Keywords: Maps

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify the four cardinal directions (N, S, E, W)
2. Students will recognize each direction by observing a picture of a compass
3. Students will recognize where the four directions are located through observing a Modulator and they will individually place the four directions (N, S, E, W) in the appropriate position on the modulator.
4. Students will demonstrate an understanding of the four cardinal directions by placing the direction in the appropriate space on a handout provided, which displays the modulator that was presented to them.

Teacher Materials:

- Chalk Board
- Chalk
- Cue Cards
- Modulator
- Masking Tape
- 60 Handouts (30 Compass sheets & 30 worksheet)

Student Materials:

- 30 Glues & 30 Scissors
- Crayons or Pencil Crayons
- 30 Pencils & Erasers

Sequence:

Preparation:

1. Affix a piece of masking tape to the back of the life-size modulator & cue cards
2. Place the modulator at the front of the class. Make sure all students can see the modulator and can reach it.

Introduction/Motivation:

Start the lesson off by telling the students that there are four cardinal directions to know as they learn their way around the world in which they live. Then tell them that they are going to learn these four cardinal directions, which will help tell them where they are in the world and where they would like to go.

Activity:

1. Identify the four cardinal directions as a class, saying them out loud. I will write them on the board as we say them so the students can hear what they sound like and visually observe how they look & how they are spelled.

2. Once we have gone over the directions as a class, I will hand them a sheet of paper, which contains a picture of a compass.

As a class we will discuss the directions and their location within the compass. This will allow the students to recognize where each direction is located on the compass. The students will be given clues, e.g. North is at the top, South is at the bottom, West is on the left side and East is on the right side.

3. Once they have grasped a clearer understanding of where each direction is located on a compass, I will then display a modulator of a student who is standing with their arms out to the sides and facing inward with their back facing the students. Using cue cards with each direction written on them, I will demonstrate, with help from the class, where the four cardinal directions are located. After the students have observed where the directions are located they will have a chance individually to place the cue cards in the appropriate position around the modulator. This helps many students to grasp an understanding of the concept because they are having hands on experience. Once again I will discuss that N is at the top, S at the bottom etc.

4. Once the students have recognized where each direction goes on the modulator, the modulator will be taken down and the students will be handed a worksheet where they will have to demonstrate an understanding of the four cardinal directions by cutting and pasting them in the correct spaces provided. Once they have finished pasting they will then be given time to colour their picture.

Recapitulation:

1. Once the students have cut, pasted and coloured the cardinal directions on their worksheet, the students will show me as a class where to

place the directions on the modulator. The modulator will then be placed at the front of the class for the students to use as a reference.

Application:

This activity can be adapted for use by most age groups. As a follow up lesson, the students will be given a similar worksheet, which displays a map. Using this map the students will be asked to identify the four cardinal directions. Here they are required to write them in the correct spaces provided on the worksheet. In order to successfully complete this activity the students must have prior knowledge of the four cardinal directions and where they are located by observing a picture of a compass. Another activity, which is related to this is have the students observe a map of Canada and place the directions in the correct position on the map. The students can also use a globe and point to the directions on the globe. This will give the students a clearer and vivid understanding of the four cardinal directions because they are visually and kinesthetically doing the activity.

Notes:

This activity description is created from mainly myself but I took the picture idea (Compass & Modulator) from a social studies activity book "Map & Globe" EMC4130 and worked with it. The Ontario Curriculum Documents "Social Studies" grade 2 pg. 30-31

Contributor: L. Muldoon

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Community Study, World Study

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate an understanding that there are similarities and differences in the ways communities around the world meet their needs. (E.g. shelter) (MET Documents - Social Studies p. 30)
2. Students will identify similarities and differences (e.g. homes) between their community and communities in other parts of the world. (MET Documents - Social Studies p. 30)
3. Students will locate their local community, and the various countries studied on a globe. (MET Documents - Social Studies p. 31)

Teacher Materials:

- "This is my House" by Arthur Dorros
- globe
- chart paper
- marker
- "Three Little Pigs" book

Student Materials:

- Paper
- pencil
- scissors,
- glue
- tape
- scrap material and odds and ends to build houses
(e.g. cardboard, boxes of all sizes, small wood scraps, straw, twine, twigs, branches etc.)

Sequence:

Introduction

1. We have all read and heard many stories. Today I'm going to ask you to help me remember something special about one of these stories. The story I'm thinking about was a story about 3 Little Pigs. Each of the pigs in the story made a house. What materials did the little pigs use to make their houses? Some one please tell me one of the things? (straw, wood, brick) Show the class the 3 houses from the "3 Little Pigs" book.
2. Just like the three little pigs made their houses from 3 different materials, people all over the world make their houses from different materials. Today we are going to learn about houses from different parts of the world, made from different materials.
3. Have the students brainstorm about some other materials that people use to build their houses. The list will be recorded on chart paper, and the class will read it together.

Activity

1. Before the book is read, ask the students to listen and look carefully at all the different ways houses are built and the different languages in the book.
2. Read "This is my house" to the entire class. As the story is being read, have the students take turns locating each of the countries on the globe. Take time to stop after learning about each country to assist the children if they are having difficulty finding a particular location.
3. Ask the students what type of house they live in with their family. Have the students use the boxes, cardboard and other scrap material to construct their own make-belief house from any country but Canada. Encourage students to use similar materials to those that were used in the book, or think of new materials.
4. Have the students use the book or an encyclopedia to label their house with the location where it might be found and the main language the people speak there.
5. When their house is complete, have the students write 2 paragraphs on how their own home is similar and different to their constructed house.

Discussion

1. Display houses and have the children talk about them and/or read their paragraphs about their house.
2. Discuss the student's responses to the book and their feelings toward living in a different type of home than they have. Ask how they would feel about living in a different country. How would you like to live in Africa? Imagine you lived somewhere where everyone lived in straw huts, what would be some of the difficulties of living in a straw hut? Ask the students, "what makes a house a home?" There are many different types of houses and they can be a small room or a tall building. Discuss how each of these homes is different because they are made from different materials, but that each is their home because of the people in it.

Application:

This activity can also meet expectations from the visual arts curriculum for the construction of the different kinds of houses using different materials. It could also fall within the language arts curriculum as the students write stories about their houses.

An extension of this activity could be to have the students write about other things that are different from country to country. You could read another book or watch a movie about people's homes all around the world. Have the students draw a picture of what materials were used to make some of these homes.

This activity would also be a good way to introduce a larger look at differences between country to country not only in housing, but also food, clothing, work, family life, etc.

Notes:

· This activity is adapted from "Who's House?" By Sheila Kilpatrick, from the lessonplanspage.com website.

· Dorros, A. (1992). *This is my house*. New York, NY: Scholastic Inc.

Contributor: D. Nevins

Grade: 2

Topic: Features of Communities Around the World

Keywords: Maps, Physical Geography, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding that the globe is a model of the earth.
2. Students will identify the equator and polar regions of the earth.
3. Students will use cardinal directions when locating and recording information.
4. Students will create a globe using continents, polar regions, symbols, and colour.
5. Students will compare, during a discussion, the relationship between location and climate (e.g., warmer climates occur near the equator)
6. Students will identify the ways in which climate affects how needs (e.g., the need for food, clothing, shelter) are met in different communities around the world.
7. Students will demonstrate fine motor coordination.

Teacher Materials:

- Completed paper mache globe to serve as a class model
- Sharp object for popping balloon
- Garbage bags
- Tape
- 10 lbs. of flour (for 30 or so globes)
- Big pail for paper mache mixture

Student Materials:

- 10 small globes (can be purchased cheaply at the dollar store)
- 10 inflated balloons
- 10 pans filled with paper mache mix
- Several newspapers, shredded into long, 4-5cm strips
- 10 pieces of string or fishing line, for hanging balloons covered with paper mache to dry
- 10 sets of photocopied continents, to be cut out by students and traced onto globes
- 10 sets of photocopied labels (e.g., North Pole, South Pole, Equator), to be cut out by students and glued onto completed globes
- 10 sets of scissors
- 10 pieces of brightly coloured chalk
- Red, green, and white paint
- Paint brushes
- Markers

-10 bottles of glue

Sequence:

Preparation:

1. Create the continent outlines that the students will cut out and trace onto their globes. For the best results, you can trace these off a globe about the size of a blown-up balloon.
2. Make 10 photocopies of the continents.
3. Create labels (e.g., North Pole, South Pole, Equator) for your students to cut out and paste onto their globes.
4. Make 10 photocopies of the labels.
5. Make a paper mache globe to serve as the class model for this activity. Be certain to use all the same materials and techniques that you will expect your students to use. This should be done a few days before the class to allow for drying time and painting time, and allow for any adjustments you may wish to make to accommodate for the specific needs and abilities of your class.
6. Mix up the flour and water to a paste consistency before class and separate it into the 10 pans.
7. Put the students' desks into groups of three and cover the desks with garbage bags. Tape the bags down.
8. Blow up the 10 balloons.
9. Ensure that there is a place to hang the drying paper mache globes (if not, they can be set onto clean newspaper and rotated occasionally as they're drying).

Activity

1. Have the class sit at their desks, and explain that the people they're sitting with will be their partners for this activity.
2. Distribute the globes and ask the students to take a good look at them, explaining that they'll be making their own globes.
3. Discuss the different areas of the globe with them (e.g., North Pole, South Pole, Equator) and where they're located on the globes.
4. Demonstrate how to cover the balloons with paper mache by dipping the strips of newspaper into the pans and wrapping them around the balloon. Explain that they should cover the entire balloon about 3 or 4 times.
5. Distribute the balloons, paper mache mix, and strips of newspaper to groups.
6. Allow the students to cover the balloons, giving assistance when necessary.
7. Tie string or fishing line tightly around the end of the balloon.
8. Hang completed globes or set aside onto clean newspaper to dry overnight.
9. The next day, pop and remove balloon.
10. Have students cut out continents and trace onto globes with coloured chalk. They should look at their small globes for reference.
11. Have students paint in continents with green paint and polar regions in white paint. They should look at their small globes for reference.
12. Allow the paint to dry overnight.
13. Have the students paint in the water masses with blue paint.

14. Allow the paint to dry overnight.
15. Using chalk, students will draw on the Equator. They should look at their small globes for reference.
16. Using markers, students will trace continent borders and the Equator.
17. Students will cut out the labels and paste them on their globes, in the appropriate places.

Discussion

1. The class will discuss and compare the relationship between location and climate (e.g., warmer climates occur near the equator)
2. The class will

Application:

This activity can be adapted for use by most grade levels. Older students can draw on the continents freehand, and label the globe more extensively. Older students can also do much of the preparation themselves, from blowing up the balloons to tearing the newspaper into strips.

Many grade two Social Studies curriculum expectations are already covered by this activity and the following discussion. There are many possibilities for extensions that can flow naturally out of the follow-up discussion. Pictures of different communities, and people within those communities, from around the world can be shown to the class. The class can then discuss where they think those people live in relation to the poles and the Equator, based upon their dress, homes, etc.

Prior knowledge of the globe is not needed as the teacher will discuss the globe briefly before the activity, and the students will have their own globe to refer to during the activity.

As well covering specific expectations within the grade 2 Social Studies Curriculum, this activity also covers expectations within the Visual Arts Curriculum.

Notes:

This activity is adapted from the "Papier Mache" activity listed on the following website:
<http://www.track0.com/canteach/elementary/wenviron2.html>

Contributor: R. Pierog

Grade: 2

Topic: Features of Communities Around the World

Keywords: Arts, Community Study, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

- 1) demonstrate an awareness that there are similarities and differences in the ways communities around the world meet their needs (e.g. food, shelter, clothing.)
- 2) identify the ways in which climate affects how needs (e.g., the need for shelter) are met in different communities around the world.
- 3) identify similarities and differences (e.g., in homes) between their community and communities in other parts of the world.
- 4) produce two- and three-dimensional works of art--houses--that communicate their thoughts and feelings
- 5) Identify and restate the main idea in a piece of writing, and cite supporting details.

Teacher Materials:

1. Story: The Three Little Pigs
2. A globe
3. Picture books demonstrating different homes: e.g., A book about Indonesia containing pictures of homes found there; a book showing pictures of homes in Key West Florida; a book showing pictures of desert houses (sunk into the ground); pictures of houses found in hot climates and cold climates
4. Recyclable materials to build a model of a home

Student Materials:

30 sets of recyclable materials (which they brought in from home; so a note informing parents would have been sent in advance)
Classroom glue containers (15), extra supplies (e.g., scrap paper of different colors)
Popcycle sticks (a dozen or so for each student, if necessary)
One box of Leaves and grass

Sequence:

Preparation:

1. Read, and briefly discuss, the story of *The Three Little Pigs*.
2. The teacher will next ask a question such as: Could you imagine living in a house made out of straw, branches, or snow? Then he/she will state how we all live differently around the world. The teacher will provide some more questions for the students to think about: Why do you think people from all over the world make their houses differently? Then the teacher will state that we all live in homes but that they are made differently.
- 2) The students will brainstorm: what are some materials people use to build a house. The teacher will create a list of these on the blackboard. The entire class will read the ideas together.
3. Show students pictures of various kinds of homes: from Indonesia, Key West, Florida, Desert homes, houses in other hot climates, and those in cold climates. Add any more materials to the list on the board.
4. After this discussion, divide the class into various groups (e.g., assigning each a number from 1-5), giving each group the opportunity to build a type of home, using various recyclable resources. Six groups of 5 students each.
5. Teacher will emphasize that students must cooperate with one another, and that they must each have a specific role in contributing to the building of their house. Inform the teacher of their roles.
6. Teacher circulates and assists the groups.
6. Students, once finished, are to label each home with an indication of whether it would be found in an urban or rural setting.
7. Display the different homes around the classroom or school, indicating the type of home and where it would be found in the world.

Application:

This activity can be adapted for use by most age groups, especially for those beyond Grade 3. With higher-level classes, teachers would not read a story such as *The Three Little Pigs* but might introduce the topic using sites from the Internet or by a film whose theme is about different houses around the world. Older students may be able to choose from a wider range of homes; as well, their creative work--i.e., their model homes--would of course demonstrate more detailed artistic work. It may, for instance, show more texture and color; it may show people around the home involved in some sort of activity, like fishing or farming.

The activity could also be used, with higher grade levels, to introduce discussions about the weather, physical geography, and economics: the various styles of homes reflect the level of economic activity and weather that obtains in a given country.

Activities that naturally lead into this activity include a survey and a "Find Someone Who..." activity. Students can find other students who live in certain kinds of homes. Kinds of homes (brainstormed with students) on the activity sheet can include the following: apartment, trailer, hotel, semidetached, townhouse, farm house, cottage, tent, single family home, condominium, split level. Once completed, this information can be demonstrated in a bar graph.

An extension of this activity (for Grade 3s) might be to have the students write a short paragraph about what types of materials might be used to build the specific homes. This could then be pasted underneath their models. As well, they could write a paragraph about the types of materials used to build homes in rural and urban communities in Canada.

The activity fits within the larger context of the elementary curriculum in that it demonstrates that we are to respect the environment, that peoples all over the world do so, and that we are to use our resources wisely.

Notes:

This activity is adapted from the "Whose Houses?" by S. D. Kilpatrick, October 4, 1997, as well as the Ontario curriculum unit planner for Catholic schools.

Contributor: R. Steckly

Grade: 2

Topic: Features of Communities Around the World

Keywords: Maps

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will use a compass to determine where north is in their classroom, and use appropriate vocabulary when describing the directions.
2. Students will use cardinal directions when locating and recording information..
3. Students will listen and follow directions.
4. Students will work independently to complete the worksheet.
5. Students will learn strategies to help them remember the directions.

Teacher Materials:

1 compass
large cards labeled North, South, East, and West
various cut out shapes
tape
handout for each student
pre-made questions

Student Materials:

pencils

Sequence:

Learning for the Activity

1. Show the class a compass. Ask them if they know what it is, what it is used for, how you would use it. Use guided questioning if they do not know the answers.
2. Once you have established that the red arrow on a compass points north, have a student volunteer come up and label north in the classroom with the large card labeled North. Let them use the compass to figure out which way is north.
3. Have another volunteer come up and take the compass. Spin the child once or twice, ending so they are not facing the same direction as north. Ask them to use the compass to point to where north is. This is to prove to them that north is not always in front of you.
4. On the board write all four of the directions like this: N

W E

S

so that students can see the way that directions are in relation to each other.

5. Tell them that you are going to teach them a trick to help them remember the way that the directions go. If you go around the directions clockwise, a little rhyme to help you to make sure you have them in the right order is Never Eat Shredded Wheat. Have them repeat this a few times as a class.

6. Tell them another way to double check that the directions are in the right order is that the W and the E should spell "we".

7. Using the rest of the large labeled cards, have them label the rest of the classroom.

Practice for the Activity

1. On the board where you have the directions labeled place a shape (star for example) in the middle of the directions. Ask for a student volunteer to come up and place one of the other shapes west of the star. Have more student volunteers come up and place the shapes in the correct direction from the other shapes according to the sample questions you have created. Do this about 5 times.

Activity

1. Pass a handout to each student. The handout consists of a number of different shapes in five rows of three. Each shape has a letter on it. At the top, bottom, and sides are empty squares where students are to label the directions on their sheet. Also at the side there is a column of numbers from 1-15.

2. Tell the students that this is a special map. Tell them that on a map north is always at the top of the page. Have them label the directions on their map. Tell them to check to see if their map is labeled correctly by using Never Eat Shredded Wheat.

3. Tell them they will need to listen closely to the directions that you will be giving so they

can figure out what the answer to each question is. Have them write the letter that corresponds to the correct picture beside the number of the question that you are on. Do the first one together. "From the plate go south two pictures". Ask the students what answer they got. They should have answered table. The letter on the table picture is N so they should write that beside #1.

4. Continue with the other questions that you have come up with.

5. Have them hand their sheets in and

Application:

To deepen the level of difficulty you could extend the directions to include northeast and southeast etc. It would also fit into the Grade 3 curriculum (probably best as review) to get them to incorporate the appropriate vocabulary when discussing map skills.

The activity could be done as part of a unit on map skills and could be extended to reading actual maps and figuring out where places are in relation to one another (eg. the U.S. is south of Canada). It is also good when doing other mapping activities like

legends or grid mapping to reinforce the directions by having them label all their maps as well. Children should also be encouraged to use the appropriate vocabulary in further areas of study.

Some other activities that children could do to incorporate the topic would be to create a map of their town or their route to school.

Students do not really need any prior knowledge before doing the activity. The skill is really reinforced by all of the introductory, and practice activities.

Notes:

I am unsure where the handout for the activity came from. The page did not have the source labeled on it.

Contributor: D. Wilson

Grade: 2

Topic: Features of Communities Around the World

Keywords: Maps

Time: 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding that the world contains many countries, including Canada.
2. Students will work cooperatively with a friend or family member in successfully mailing Flat Stanley and having him returned after his vacation.
3. Students will read a map in order to determine where their Flat Stanley visited.

Teacher Materials:

'Flat Stanley' by Jeff Brown

30 letters to the parents regarding the project

30 letters to the "friends" asking for their cooperation

map

tacks

laminator

Student Materials:

envelopes

self addressed envelopes

picture of Flat Stanley

pencil crayons

bristol board

tape

pictures of where Flat Stanley visited

Sequence:

Preparation:

1. Read 'Flat Stanley' by Jeff Brown to the students.
2. Discuss the adventures Stanley experiences by being flat.

Activity:

1. Have the children colour in Flat Stanley and laminate him.
2. Send a notice home to the parents explaining the activity.

3. Have the parents mail Flat Stanley to a friend or relative. This person can either be interesting, far away, or most willing.
4. Mail Flat Stanley to the friend or relative with a notice asking for their cooperation and explaining what is expected. The friend or relative is asked to let Stanley spend a day with them and write back to the student explaining what Stanley did during his trip. The friend or relative is also encouraged to take pictures of Stanley's adventures. Enclosed in the envelope should also be a self-addressed envelope for Stanley to be returned in.
5. Receive Flat Stanley and pictures in the mail.
6. Have the children mount their Flat Stanley and the pictures with captions on bristol board or in a book.
7. Have the students present Stanley's adventure to the class. The students can explain where Stanley went, what he saw, and who he saw.
8. Have the students place a tack on the map where their Flat Stanley visited.

Application:

This activity can be used to reinforce the lessons regarding communities around the world. From the pictures that are sent back the class can discuss the similarities and differences found in comparison to their own country. The discussion can involve more information than what the pictures show, by incorporating what they might have learned about that country in class. For example, the students may know information regarding the country's food, clothing, recreation, or language.

The activity can also reinforce the vocabulary introduced in this unit. The students can demonstrate their proper use of new vocabulary when engaging in this activity. For example, when the students are putting the tacks on the map, they can state what hemisphere the country is located.

A graph could also be constructed as an extension activity. The students could create a bar chart to find out if different Stanleys visited the same country. Therefore the x-axis would list all the countries Stanley visited and the y-axis would list numbers to determine how many visited each country.

Notes:

This activity is adapted from Mrs. Stefaniuk's grade three lesson at A. K. Wigg Public School.

Contributor: D. Bice

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, Inquiry Skills, Multiculturalism, Personal Growth

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding that Canada is a country of many cultures (by sharing scrapebooks they will create themselves).
2. Students will demonstrate an understanding that traditions are passed down from parents and grandparents.
3. Students will identify ways in which heritage and traditions are passed on.
4. Students will identify the cultural origins of various family members.
5. Students will identify the significant features of various family cultures.
6. Students will construct a family tree identifying members of their family (or a family).
7. Students will share family traditions with the members of the class.

Teacher Materials:

A variety of magazines from which pictures can be cut.

Student Materials:

One scrapebook each (with pages that are at least letter size)

Glue

Various pictures (photos, maps, magazine pictures, maps)

Art supplies of their choice (coloured pencils, paper, markers, etc.)

Sequence:

Preparation:

1. Discuss the meaning of heritage with the students.
2. Demonstrate to the students how to create a family tree.
3. Provide students with an instruction sheet of what should be included in their scrapebook so they can make inquiries of their parents.

Activity

1. The students will create a scrapbook by collecting information about their family's heritage.
2. Their scrapbook must begin with a table of contents. This table of contents should address and briefly explain the following aspects of the child's heritage:

- a family tree dating back at least three generations (include family photos or drawings)
- information about the countries their family members originated from (include maps, letters from family members)
- where their family members originally settled in Canada (include maps, drawings)
- traditions and customs of their heritage (include photos, drawings)
- celebrations of their heritage - religious or cultural (include photos, drawings)
- music, dance, and art of their heritage (include any samples)
- the clothing or dress of their heritage-either past or present (include photos, drawings)
- food related to their heritage (include recipes)
- recreation /or sport of their heritage - (include photos, drawings)
- anything else the student would like to include about their heritage

Discussion

1. This activity would begin at the start of the Heritage and Citizenship Unit of Traditions and Celebrations and continue until the end of the unit.
2. As the unit progresses and the students learn what heritage means and what its different aspects are, the students will be further exploring their own heritage by collecting items to include in their Heritage Scrapbook.
3. Each of the aspects of the activity (food, celebrations, art, etc.) will be examined in class, allowing students the opportunity to share with one another, their ongoing personal discoveries of their heritage.
4. At the end of the unit, students will then present their scrapbooks to each other (either individually or in small groups) in order to demonstrate the various cultures represented in their class.
5. The scrapbook is a great culminating activity that demonstrates their concrete understanding of the various aspects of heritage.

Application:

Although this activity was created with primary grade students in mind, the use of a scrapbook as a way of collecting research could be integrated into other grades, other social studies strands and other subject areas.

Other grades and strands, such as Grade 8 - Geography: Migration, could be tracked in a scrapbook with each student or groups of students researching various trends as different cultures migrate(d) to Canada.

The scrapbook concept is very basic, but the expectations of research to be included in it can be increased to fit the appropriate grade level.

The actual presentation of the scrapbook by the student to the rest of the class could be assessed in conjunction with the Language curriculum as part of the Oral and Visual Presentation strand regardless of the particular subject area of its content.

Notes:

This activity was adapted from an untitled, junior level activity found in the handbook "70 Activities for Classroom Learning Centers" written by Dr. Dorothy Lloyd (Instructor Handbook Publications, New York: 1974).

Contributor: J. Broerse

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Government, History

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will understand the historical development of the Canadian flag.
2. Students will demonstrate acceptance of their classmates' flag designs.
3. Students will critically analyze the strengths and weaknesses of both their own and their classmates' flag designs.

Teacher Materials:

- book: Canada's Maple Leaf: The Story of our Flag
- chart outlining the development of the Canadian flag

Student Materials:

- 30 flag submission forms
- pencil crayons
- a piece of white fabric (45 cm x 20 cm)
- fabric paint
- string (40 cm long)
- a small stick (6 cm long)
- white glue
- a coffee can (and lid), filled with sand
- a dowel (1 cm wide)
- clips (5.5 cm wide)
- a piece of string (3 m long)

Sequence:

Introduction

1. Begin the activity by reviewing the progression of the Canadian flag and the history behind it.
2. Explain to the students that the prominent symbol of a culture is usually featured on the flag and that the flag itself is also a symbol of the culture because it represents a country, state or province.

3. Explain to students that their classroom is distinct from the other classrooms in the school because it has a different population of students and teacher(s).

Main Activity

4. Challenge the students to create a flag to represent our distinct classroom.
5. Hand out flag submission forms to students. Have students create their own flag design on the flag submission form.
6. Have the students hand in their completed flag designs to the teacher.
7. The teacher will go through the submissions and select the 6 or 7 best ones based on the following criteria: unique flag which shows the dynamics of the classroom; colourful; not too difficult to reproduce on a larger scale; and balanced (flag is not overly crowded or "busy" looking, no huge blank areas).
8. Next the class will choose their flag democratically. Students whose designs were chosen will present their design to the class and explain why it best represents the class.
9. Hand out ballots to each student and have them select their favourite flag.
10. Teacher collects ballots, tallies up the votes and announces the winner.
11. Review the steps of the Canadian flag selection process to the children. Explain to the students that the teacher will play the role of the senate and the principal will assume the role of the Queen/King.
12. Teacher accepts the flag design.
13. Principal accepts the flag design and makes it official.

Conclusion

14. Flag committee is formed. The design winner chooses four other classmates to form a flag committee. This committee would make the flag by following the instructions in the book entitled, *Canada's Maple Leaf: The Story of our Flag*. The teacher will help them put the doweling in place. The rest of the class will be working on a Canada colouring book filled with different Canadian symbols for them to colour.
15. Flag ceremony takes place in the classroom. The flag is unveiled and displayed in the classroom. Flag etiquette is discussed.

Application:

This activity perfectly reinforces a study of the national symbols of Canada as it would demonstrate the function of flags and increase their interest in other Canadian symbols like the beaver, Mounties, the maple leaf, the colours red and white, etc. This flag creation activity would also make the Canadian flag selection process clearer and more understandable to the students because it would make the process more relevant to them. The only prior knowledge the students would need for this activity is a basic knowledge about the Canadian flag, the flag selection process, and very general knowledge about government processes. All of this information is covered in the book, *Canada's Maple Leaf: The Story of our Flag*.

Furthermore, this activity would be the perfect lead into a study of the different provinces and territories of Canada, their flags, and their traditions. Like classrooms, provinces and territories are part of a larger establishment but they too are distinct because of their location, people, and culture. The newly created territory, Nunavut, could be spotlighted at this time. Since many people are unaware of the Nunavut culture and their way of life, this would be the perfect opportunity to educate them about this fascinating culture. In addition, Nunavut is a newly formed territory of Canada, therefore it could be considered a current event. The students could explore how the Inuit people created their own territory and flag. This study would promote multicultural education within the classroom.

Once the Canadian provinces and territories have been explored, we could examine different symbols and traditions from various countries around the world. All of these social studies topics could easily be integrated into other subject areas such as visual arts, history, geography, music, drama, and language arts. The basic aim of this study is to show students that Canada has an extremely rich and diverse culture that is distinct from other countries in the world.

Notes:

Owens, A. & Yealland, J. (1999). *Canada's Maple Leaf: The Story of our Flag*. Toronto, Ont.: Kids Can Press.

Contributor: T. Della Ventura

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Drama, Feelings, History, Human Geography, Language Arts, Math, Physical Geography, Science

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will be able to identify that some historical and contemporary sources of clothing derive from plants and animals.
2. Students will be able to collect and analyze data to draw inferences of the sources of most material used to make contemporary clothing.
3. Students will be able to identify, sort and classify information (e.g., concerning traditional costumes), using more than one attribute (e.g., renewable and non-renewable natural resources).
4. Students will be able to articulate appropriate vocabulary (e.g., culture, celebrations, heritage, traditions) to describe their inquiries and observations.
5. Students will be able to compare and contrast changes that have occurred (with respect to clothing) from a historical era to the present day.
6. Students will be able to demonstrate an understanding that traditions are passed down from parents and grandparents.

Teacher Materials:

- 1 tracer of a coat used to demonstrate a simple pattern example to make coats
- 30 coats from the class

Student Materials:

- 10 sheets of butcher paper or 10 large grocery bags
- 15 scissors
- 10 pallets of paint (a variety of colours)
- 15 paintbrushes
- 10 packs of crayons
- 15 balls of yarn (various colours)
- 50 pieces of wool scraps

15 spools of heavy quilting thread
15 crewel embroidery needles
3 bags of cotton balls (bag of 100)
30 small strips of carpet
60 buttons (assortment of colours, shapes and sizes)
10 hangers (wire or plastic)
10-15 resource books (historical costumes and clothing, traditions and celebrations)

Sequence:

INTRODUCTION:

1. Teacher will pose this question orally to the students, "On cold days, we wear coats. Where do we get coats from?"
2. A variety of answers should be generated. For example, most students will answer, "At a store," or "Someone bought it for me as a gift," or "My grandmother made it for me." If it was homemade, we can assume the coat was made from purchased materials.
3. Teacher will pose the next question to the class, "How would you keep warm in a cold climate, if you were unable to buy a coat at a store or someone in your family could not buy the material to make a coat?" Discuss answers with the students.
4. Have students obtain their coats and divide them into the appropriate categories: Renewable Natural Resources (living things with the capacity for regeneration) or Non-Renewable Natural Resources (non-living things). Define each term to the students because the main purpose of this activity is for the students to identify principle sources of clothing (e.g. animal and plant materials).

ACTIVITY:

1. Assuming a class of 30 students, divide the class into 10 groups of 3 students. *Note: if time and materials permit, you could have students complete this activity individually.
2. Assign, or have each group choose a specific historical period and place to live (e.g. Pioneers, Aboriginals, European Settlers etc.)
3. Each group will make a coat. Using the teacher's coat tracer as a model, students will cut out a pattern using butcher paper or a shopping bag.
4. Students can use paints, crayons, and cotton balls to resemble different coats (e.g. fur coat, down parka etc.) typical to their historical period.
5. Students can use the yarn, thread and needle to sew the seams and buttons in place.

6. Allow this activity to continue for approximately 40 minutes. When the coats are complete, have each group model their coats and display the final product on hangers in the classroom.

7. Have a follow-up discussion (10 minutes) with the groups by asking them to identify their coats, indicate their time period and place represented and materials used to make each group's coat. The students should be able to identify which materials are from renewable or non-renewable natural resources.

8. Allow students to clean up for approximately 5 minutes.

Application:

Application:

This activity can be adapted and modified for use throughout Grades K-6. This activity is especially useful to integrate social studies with history and geography.

Students are able to explore the lives of historical eras and significant people who have contributed to our history.

Incorporating drama into this activity by having a fashion show of the coats the students have designed, is also an extended activity to enhance learning.

Other extensions and variations from this activity for older students include:

1. Dividing the renewable and non-renewable resources into plants and animals. Then further divide the animal resources into categories that require the killing of animals versus those that do not.

This introduces the affective domain of the activity where the teacher can discuss with the class under what conditions (if any) is it appropriate to kill animals for human consumption. Then discuss under what conditions is it not appropriate to kill animals for human products such as clothing.

2. Discuss the students' reasoning for designing the coats the way they did (e.g. for warmth, availability of resources, convenience, practicality, fashion).

Did the students like the looks or the feel of the product? Did the students design their coats for moral or ethical reasons? Discuss the implications with the whole class.

3. The teacher can introduce the idea of how the following materials have implications on wildlife: cotton, orlon, vinyl, fur, silk, leather, nylon, polyester, paper, plastic, acrylic.

How do these materials affect individual animals? Animal populations? Animal habitats? Costs to ecosystems? This activity can also introduce the need for social action and implement the ways in which students can become effective wildlife advocates.

4. Older students can establish their own personal standard for choices in clothing and write a journal reflection on the basis of their criteria. As an alternative, the students could write a letter to The Canadian Wildlife Federation and discuss their views on animal rights.

Students do require prior knowledge before introducing this activity specifically in the area of historical traditions. The teacher could expose the class to different traditional costumes by providing resource books with colourful illustrations.

It will also be necessary to ensure that students grasp the terms renewable and non-renewable natural resources before having the class classify their coats. It may also be appropriate to explain to the class the different types of materials used to make clothing (e.g. synthetic and renewable materials).

Other background information includes having students understand that some clothing products come from animals and some come from plants.

This activity fits within the larger context of the elementary curriculum because it complements the topics Heritage and Citizenship for Grad Two - Traditions and Celebrations, as well as for Grade Three -

Notes:

This activity is adapted from the "Make A Coat" activity in the "Project Wild" Activity Guide manual.

Sponsored by the Canadian Wildlife Federation (1999).

Social Studies Curriculum Ministry Documents-used to outline the Overall and Specific Expectations for each grade level.

Contributor: J. Edwards

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Drama, Inquiry Skills, Language Arts, Multiculturalism, Personal Growth, Values Education

Time: 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will identify what heritage and traditions are and how they are passed on.
2. Students will use and define appropriate vocabulary (e.g., culture, celebrations, heritage, customs, traditions) to describe their inquiries and observations.
3. Students will ask questions to gain information and explore alternatives (e.g., the differences in celebrations among cultures).
4. Students will communicate the results of inquiries for specific purposes, using simple demonstrations, drawings and oral and written descriptions.

Teacher Materials:

The Teacher will need the following:

- a music playing device and a cassette or c.c of pre-selected songs from different celebrations

 - two suggested story and reference books: (other relevant stories will do)
 - 1) "Customs and Traditions" (from the Historic communities series), by Bobbie Kalman and Tammy Everts
 - 2) "Kids around the World, Celebrate!", by Lynda Jones.
- *See last section of this document for references
- flip chart paper on easel stand, a marker for writing on flip paper,

Student Materials:

- individual social studies notebooks and pencil (30)
- 30 blank sheets of paper, scissors, markers and colouring pencils, construction paper

Sequence:

Step One: Introduction/Motivation set.....(15) minutes

To introduce the topic of customs, traditions and celebrations:

I will first invite the entire class to gather in a group on the carpet for a guided reading, discussion and look at new words.

1) I will introduce the topic by playing a pre-selected variety of „celebration music%. I will have the children guess, what these songs were and what they represent. Possible tunes could be from Christmas, Wedding music, New Year,s song, Happy Birthday etc...

2) This will lead into a brief discussion about the words celebration, customs and traditions,. I will ask the students to define these words in their own terms, (depending on their abilities/knowledge, they may need guidance), where I as the teacher can facilitate the activity by asking them specific questions or by showing them some of the images from the selected reading I will be introducing in the next step; to get the ideas flowing. This will be a brainstorm of ideas. I will write their ideas on the flip chart paper.

3) I will read the section titled „customs and traditions% at the beginning of the Kalman book. These are two simple pages (4 and 5) that adequately define the terms custom, tradition and look at celebrations. There are illustrations and examples to support the information.

4) Next we will return our attention to the listed ideas on the flip chart from the previous brainstorm and compare what we as a class came up with and what the reading suggested.

Step Two: Sequence of steps for learning.....(30 minutes)

(For this part, we will be moving away from the discussion corner, as the students will be divided into 15 groups of two.)

1) I will give the following directions before moving into the groups of two:

- I will assign them into groups of two

- once seated with your partner, get your social studies workbook and pencil out and chose 3 questions from the list of questions we will come up with (they, ll be written on the flip chart) and copy them out into your social studies workbook, leave enough room after each question to write in the answer that your partner will give you

- the children will each take a turn role playing a person interviewing and the person being interviewed, they will each have 10 minutes for each role

2) Before separating into the groups of 2 and going back to the desks, we will draw up a list of possible questions we could ask one another. Such questions modeled on the flip chart paper could be: „What are some customs or traditions in your family?Why do you celebrate certain traditions? Where do you think these traditions come from? What are some community celebrations that you take part in? What do the words celebration,,

Custom, and Celebration, mean to you and your family? What do you do, how do you dress and what do you eat at some of these?

Application:

This activity could be adapted for use by most of the age groups although I geared it specifically for grade two as it is part of their specific curriculum.

This activity, at a higher level could incorporate more complex notions of citizenship or introduce debates about the subject of traditions to encourage self reflection on their own personal traditions and to reflect on why these traditions are passed on and the importance of them. You can ask if they plan on preserving traditions from their families into their adult lives. You could introduce the notion of conflict caused by conflicting traditions between members of countries where there are many customs and cultures. This would also introduce the notion of culture. There are numerous variations available beyond this activity....

For younger students or students with physical and or intellectual limitations, the interviewing portion could be adapted with visual cues rather than writing down the answers and the questions since their writing skills could be limited; even for this activity above, grade two students may have a difficult time writing down the questions and the responses, therefore pictures would be acceptable to illustrate their answers.

You could have flash card pictures that they can choose from to represent their answers of events or they could draw their answers on paper. Rather than have young or disabled children work in pairs of two individually for the interview, the pairs could dramatize the situation in front of the whole class and with the help of the teacher through a more guided lesson. With a hearing impaired child, the introduction could be adapted by having flash cards and illustrations once again rather than music.

The teacher would directly facilitate these modifications to the activity with these above listed scenarios.

Notes:

This is an original activity.

For the music tape or c.d., the teacher must prepare it at home first by pre-taping a personal selection of representative music.

The two books listed are:

- 1) "Customs and Traditions-Historic Communities series", Kalman, B. & Everts, T. (Niagara-on-the-Lake: Crabtree Publishing Company, 1994).
- 2) "Kids Around the World Celebrate!" Jones, L., (Toronto: John Wiley & Sons Inc., 2000).

Contributor: N. Farr

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, Inquiry Skills, Multiculturalism

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Students will identify the significant features of various family cultures.

Students will identify different cultures within their classroom community.

Students will use appropriate vocabulary in describing their inquiries and observations.

Teacher Materials:

-Information note to parents

-C.D. player (and various cultural music selections)

-large bristol board to make classroom crest, with bulletin board display

-plates or paper towels for snacks

-globe, map of the world

Student Materials:

-construction paper, scissors, glue, various craft materials

Sequence:

Advance Preparation:

1. Send a note home with parents explaining that we will be having a cultural celebration afternoon and they are welcome to join in. If they are not able to be present explain that their cooperation by sending in any cultural items (music, costumes, toys, flags, etc. all labeled with child's name) would be appreciated.
2. Arrange details with parents who will be joining in the celebration (Will they bring in a traditional costume? Do they have a traditional snack or dance to share?)

Preparation (the day of the activity):

1. Arrange desks so that there is a large space in the centre of the classroom with a low table in this centre space (for demonstration purposes).
2. Ensure that there is a world map and globe for students to view.
3. Set up CD player with music.
4. Section off part of the classroom wall for a class crest, prepare bulletin board.
5. Set out material for students to use when making their section of the crest.
6. Welcome parents and review the afternoon's agenda with them.

Cultural Celebration Afternoon:

Introduce the afternoon to the children by explaining that this classroom is a community that is made up of many cultures. Review appropriate vocabulary (e.g., culture, celebrations, heritage, traditions). Ensure that these words are visible to the children.

Introduce the classroom crest activity by explaining that although there is diversity within the classroom that the classroom is unified (relate to Canada: a country of many cultures). Encourage children to think about how they would like to design their portion of the crest. They must incorporate knowledge from previous activities (see Applications section). They will complete the crest after the recess break.

Introduce parents who are present. Have parents lead the children in cultural activities (e.g. dances, food sampling (ensure there are no allergy problems), storytelling, music, crafts, presentations of toys, national anthems, traditional costume displays, etc.). Explain the significant features of various family cultures. Ask parents to show the children their country on the world map or globe.

After recess, students will work on their portion of the crest. Parents may stay and work with the children or leave at this point. Have music playing in the background.

Conclude the afternoon by ceremoniously hanging the crest, reviewing the concepts of multiculturalism, and thanking the parents who were involved.

Application:

Before this activity, students will have a completed family tree and an understanding of their cultural backgrounds. This will help them understand the concept of "diversity" and will lead into the classroom crest activity which demonstrates "unity." These combined activities will demonstrate that Canada, like the classroom is made up of many cultures. This classroom celebration and crest activity could lead into future activities that fulfill specific curriculum expectations such as: (a) identify ways in which heritage and traditions are passed on (e.g., through special days, flags, music, etc.); (b) describe the contributions each family makes to the community. These activities fit into the larger

context of the curriculum because students will share cultural traditions and will learn how different cultures and traditions contribute to society.

Notes:

Contributor: P. Foster

Grade: 2

Topic: Traditions and Celebrations

Keywords: Personal Growth

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will construct a simple family tree identifying members of their own family.
2. Students will organize their tree in the demonstrated way displaying student name, family members' names and an appropriate title.

Teacher Materials:

completed personal family tree to demonstrate

Student Materials:

30 large sheets of white paper

paint-green and brown

30 paint brushes

30+ green sheets of paper with leaf outlines (sufficient to provide each student with enough leaves to cover all family members)

30 glue sticks

30 pencils

markers/pencil crayons

Sequence:

1. Teacher shows personal family tree to the class and discusses the concept of a family.
2. Students begin their own family tree by painting a large tree on the white piece of paper-brown trunk with thick green foliage.
3. While the tree is drying, students draw a picture of themselves and write their name in one of the outlined leaves.
4. Students repeat this process drawing and labelling each of their family members in separate leaves.
5. Students cut out the leaves and glue them to their tree.
6. Students label their tree with a title of their choice (eg. My Family Tree, The Smith Family Tree).
7. Students share their trees with the class (creating discussion leading to further topics such as family origins and traditions).

Application:

A family tree can quickly introduce the concept of family, family origin and family traditions. This activity could be followed by a timeline identifying the history of a family member or a special person (orally, pictorially, and in written form) as well as a lead up to sharing family traditions with members of the class (e.g., festival of lights) and identifying community celebrations that reflect the students' own heritage and Canadian identity (e.g., Carnaval de Québec, Calgary Stampede).

Notes:

This activity is based on the Ontario Curriculum, Social Studies, Grades 1-6.

Contributor: L. Gammie

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Human Geography, Language Arts, Multiculturalism, Personal Growth

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding that Canada is a country of many cultures.
2. Students will identify the cultural origins of family members.
3. Students will produce a short piece of writing starting with Canada is $\Sigma\Sigma\Sigma\Sigma\Sigma\Sigma\Sigma$.
4. Students will follow instructions while completing activity.
5. Students will complete a piece of art that shows what they think Canada is.
6. Students will present a short (1-2 minute) presentation about their collage.

Teacher Materials:

Teacher Materials ^

1. A finished collage - Class picture as the center
(to be used later as the cover of the class book)
2. Travel brochures ^ Canada, other countries
(all you can get)
3. magazines with people, pictures of Canada
(all you can get)

Student Materials:

Student Materials ^

1. Photograph of family ^ one per student
2. Glue ^ one per student
3. Scissors ^ one per student
4. Construction paper ^ 11 x 17 ^ one per student
5. Pencil ^ one per student

Sequence:

Sequence of Activity ^

Preparation

1. Arrange desks into groups of 4
2. Clear off desks
3. At each desk have ready per student ^ 11 x 17 sheet of paper, scissors, glue, and pencil

4. For each group of 4 ^ pass out magazines and travel brochures and place in middle of group
5. Each student to have ready a family photograph (this should have been requested earlier for the student to obtain from home)

Activity

1. Have students take photograph of family and glue in the middle of paper.
2. Have students cut pictures and words out from magazines and travel brochures that represent their culture.
3. Have students also cut pictures and words out from magazines and travel brochures that represent Canada.
4. Once cutting is complete, have students glue the cuttings onto the sheet of paper like a collage.
5. Once all gluing is complete, students are to make a one line entry on their collage - CANADA isΣΣΣΣΣΣΣΣ!

Discussion and Followup

6. Ask each student to share their collage with the class and give a short (1-2 minute) presentation about their family and culture.
7. Collect all finished collages.
8. Bind collages into a class book.
9. Leave the book on a table for the students to enjoy again later!

Application:

This activity can cover many specific expectations of the curriculum including:

GRADE 2

Social Studies - demonstrate on understanding that communities may be made of many cultures

- identify the cultural origins of various families, members
- identify the significant features of various family cultures

Language - use words and pictures to create a message

- use speech appropriately for various purposes

Arts - produce works of art that communicate their thoughts and feelings

An application for Grade 2 Heritage and Citizenship might be:

1. Have an informal discussion about Canada.
Who were the first Canadians?
Where did you or your parents or maybe your grandparents come from?
How do you think they arrived to Canada? (boat, train etc)
2. Have a map of the world ready in the classroom.
3. Have students place stickers on the map at the location where their families

were originally from.

4. Read aloud a book about Canada and its different cultures.

Come With Us: Children Speak for Themselves (The Women's Educational Press) ^ has stories written by children about their family coming to Canada

The Spirit of Canada (Barbara Hehner, Editor) also has some nice stories about people who immigrated to Canada. I especially like the „I Am A Canadian%“, by Duke Redbird. Children could write their own versions of I Am a Canadian.

Notes:

As of October 2000, Citizenship and Immigration Canada made available a really nice package on Canadians, including lots of free materials for teachers. Website ^ www.cic.gc.ca/welcomehome

There are posters, activities, bookmarks, flags, and Oh Candada cards.

Contributor: S. Gibbs

Grade: 2

Topic: Traditions and Celebrations

Keywords: Computers, Inquiry Skills, Language Arts, Maps, Multiculturalism, Personal Growth, Physical Geography, Values Education, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding that communities may be made up of many cultures.
2. Students will identify ways in which heritage and traditions are passed on (for example through food, clothing, celebrations, etc.) and identify the significant features of various family cultures.
3. Students will identify the origins of various family members.
4. Students will use appropriate vocabulary with respect to cultures and traditions in order to describe their inquiries and observations.
5. Students will locate simple information about family history and traditions from primary sources (interview parents).
6. Students will use appropriate gestures and tone of voice, as well as natural speech rhythms, when speaking (Language Arts ^ Oral and Visual Communication).
7. Students will begin to use resources for information and spelling purposes (Language Arts ^ Writing).

Teacher Materials:

- book "I Like You" by Kathleen Beal plus any optional books listed in the resource section
- chart paper and marker
- computers for children to use
- map of the world
- outline maps of different countries
- resource books for children to locate unknown information
- background knowledge with respect to the countries/cultures being studied.
- typewritten handout of questions created by children
- binder
- newsletter to parents
- camera

Student Materials:

pencil

recipe ingredients

Sequence:

1. Send a newsletter home to parents informing them that their children will be studying traditions and celebrations of various cultures throughout the coming year. Inform them that their children will be creating a short list of questions (3-5) and will be expected to interview a family member with questions about a particular culture. Tell parents that each child will be presenting their report to the class at some point during the school year. One child will report per week.
2. In class: Read the book *I Like You* by Kathleen Beal.
3. Discuss the differences between the children in the book.
4. Ask the children about other ways that people differ (clothes, food, type of home, celebrations, etc.). For example, maybe I eat fish for dinner at Christmas while a lot of people eat Turkey. Why do you think my family would choose to eat fish? This conversation will lead into a discussion of cultural differences and traditions.
5. Ask the students to think of questions they would ask someone who is from a different culture than them. For example, kids will ask such things as: do you eat the same food, do you live in homes like we do?, does your culture celebrate the same holidays as us?, etc. Write down the questions on chart paper. Inform students that 3-5 of these questions will be used for a project they will be doing this year.
6. Give students their first assignment: find out where their parents, families are originally from (write it in their agendas so that children don't forget).
7. The next day: Make a tally graph to represent students, cultural background.
8. Depending on the results, (how diverse your classroom is): divide your students into groups, pairs or assign a country/culture to an individual student.

** For the current lesson plan, students are working individually. This idea can be altered in many ways to make it easier or more difficult.

Activity:

1. Show students the handout (created with their questions).
2. Assign students a country/culture (preferably their own).
3. Inform students that once per week they will present their country/culture.
4. Inform students that they will be expected to interview a family member to answer the questions, use the map provided in their presentation (hint that they can label the cities where their family came from or where they may still have relatives), bring in a food/dish that is popular in this culture and the recipe of how to make it.

** Depending on the socio-economic factors you may want the students to prepare a) something small for everyone to try, or b) one sample for the students to look at and ask questions about.

5. Provide the students with one or two computer classes to search the internet in order to research their topic. You could limit the number of children on the internet at one time

for safety and monitoring reasons. Perhaps one week 3-5 students could use the time for research while others have other responsibilities. This would work better because of t

Application:

This activity currently covers a wide range of the curriculum. Some examples of how other subjects could be covered are:

Health and Physical Education - discuss overall differences in eating habits between the country/culture being studied and typical "Canadian" eating habits. Analyze the nutritional value.

-discuss favourite sports and how they may differ - try out a new game in Phys. Ed.

Music and Dance - study some differences in traditional music and dances found in the different cultures (maybe some students know a particular dance?). Perhaps a song or dance could be learned.

Mathematics - discuss the distance of these countries from the city you live in. Make it real for the kids (not just "over the ocean").

This activity relates to many of the other grade two expectations and can be extended to cover a good portion of the curriculum. It also ties in with the other Social Studies strand, Features of Communities Around the World. In later years, students knowledge of previous "groups" of people expands as they learn more about pioneers, medieval times, and early civilizations in Canada.

Through this activity students will become more aware of the different cultures and learn to respect the differences between themselves and others.

Notes:

Resource books for children to use:

Eyewitness Books: FLAG by William Crampton

We Came to North America: 1) the Africans

2) the Jews

3) the Hispanics

Books to read during class time (to foster discussions):

· Family Pictures by Carmen Lomas Barza (written in both English and Spanish)

· Picking Peas for a Penny by Angela Shelf Medearis

· Mr. Bear and the Baby by Ed Leon

· The Story of Chehalis by Ed Leon

· The Mountain Goat People of Cheam by Maggie Emery Douglas

· How the Mouse Got Brown Teeth by Freda Ahenakew

Contributor: A. Herlick

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, Multiculturalism, Values Education

Time: 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will construct a simple family tree identifying the members of their immediate family.
 2. Students will share family traditions with members of the class by writing at least three family traditions on leaves on their tree.
- (Both expectations adapted from: Social Studies Ministry Document, Heritage and Citizenship: Grade 2 - Traditions and Celebrations, Applying Concepts and Skills in Various Contexts, pg. 18)

Teacher Materials:

- 40 photocopies of family member leaf page in dark green (8 leaves per page)
- 40 photocopies of family tradition leaf page in light green (8 leaves per page)
- 35 precut brown construction paper tree trunks (height of 20cm)
- 1 page of each photocopy cut out to make class example
- glue
- book (one portraying a family, preferably not a basic nuclear family, and at least one tradition the family engages in)
- sticky tack for wall or pushpins and a bulletin board (perhaps decorated with green along the bottom and blue along the top half)

Student Materials:

- pencil crayons or markers
- scissors
- glue

Sequence:

Introduction (Hook):

First, the teacher will read the story to the class asking a few guiding questions about who is in the story, why they are important, what makes a family, what is a tradition and what traditions the family

in the story participate in. A tradition is defined in the document as an "element of culture passed down from generation to generation". The teacher may choose to include everything from attending festivals to berry picking to eating dinner together each day. Once the story has been read, the teacher will show the class the cut out leaf and trunk examples. The class will do the activity together for the family in the story before doing their individual trees.

Activity:

On the appropriate number of dark green leaves (which may have "family member" written on them), family members' names will be written (and pictures drawn if students have time at the end of the activity). On the light green leaves (which may have "family traditions" written on them) students will write a tradition their family enjoys together. The number of each type of leaf will vary for each child so extras may have to be given to some children once they have used all the ones they have. Be sure students put their names on the trunk of their tree and fill in their leaves, then cut them out, then paste them on the trunk in the proper sequence of steps. Some teachers may find it easier for some students to cut out the leaves before writing but the order stated above will help students to not lose their leaves.

Evaluation:

As mentioned earlier, students who finish first can draw their family members and traditions on the leaves with the words or perhaps colour their leaves and trunk as they wish. Students should be assessed on completing the assignment, including family members and including at least three family traditions. The levels one to four may be used to show student understanding by recording the amount of help students needed to remember what a tradition is and to come up with at least three traditions carried out in their own families.

Culmination:

As children finish, the teacher can make these trees into a "Family Forest" by affixing them to the wall or a bulletin board. The teacher will finish the activity by looking at the forest and reviewing what

children have learned. If time allows, or perhaps on another day, the teacher could have individual students come and tell the class about their tree. The teacher will point out how each family is different and that we all have traditions that are neat and important in our families.

Application:

This activity could be an interesting way to introduce the Social Studies "Traditions and Celebrations" unit which looks carefully at families and cultures. It will be highly effective to see the variety of traditions and families represented in the classroom. By celebrating and identifying different families, students will gain respect for different people and different traditions which will be essential throughout this unit. Beginning with this simple family tree will encourage students to think about families and perhaps to ask questions and become more interested in their own and their friends' families and traditions. In this way, the activity could serve as a "hook" for the whole unit.

"Family Forest" could also be used at various points throughout the unit, for example when looking specifically at traditions. A teacher could tie this activity in with not only the diversity of the class, but also the diversity of cultures in Canada. Students might follow this activity with other activities looking into their own family backgrounds and where their traditions come from. This could transfer into many kinds of research ranging from interviewing family members and elders within their culture, to library or Internet research on their culture or another particular culture. As with most subjects, language arts may be connected to this unit as students write reports, speeches or other forms of language activities. More elaborate, detailed or specific family trees could be produced and Visual Arts could take a part in these projects.

There are many ways this activity could be used due to its overarching message of respect and diversity. Respect for others is important for children to learn. As they become active learners, activities like this can help children see where others come from and why people are diverse. Children will begin to

take on this value of respect and this will help further their cooperation skills and ability to learn and work in this diverse country.

Notes:

This activity is adapted from the unit outline entitled "Families" on Jennifer Wilde and Michele Mahaffry's page in the "Social Studies Lesson Plans and Ideas" website:
www.usask.ca/education/ideas/tplan/sslpl/families.htm

The 1998 Social Studies section of the Ontario Curriculum was used for the expectations and definition of tradition in this activity.

Contributor: D. MacPherson

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, History

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Students will recognize that Canadians use many symbols to represent their nation.
2. Students will recognize the flags of Canada prior to 1964 and the historical significance of each.
3. Students will acknowledge when and why the Maple Leaf was chosen as the national flag of Canada.
4. Students will work in small groups to design their own Canadian flags, and follow with a brief discussion of the symbols found in each.

Teacher Materials:

1. Canadian coins
2. Pictures of various Canadian symbols
3. Pictures of flags historically used to represent Canada
4. Extra crayons
5. Blank flags made with white construction paper

Student Materials:

1. crayons
2. journals

Sequence:

Motivation:

1. Ask the students to identify symbols they see around them everyday (i.e. traffic lights, no smoking, poison, hospital). Encourage the class to see a symbol as an object, character, picture or animal that represents something else.
2. Display Canadian coins and pictures depicting a beaver, a moose, and the Bluenose. Ask the students if they recognize these pictures and encourage them to see these items as symbols of Canada.
3. Brainstorm a list of symbols that they identify with Canada. Encourage

diversity in student responses.

4. Encourage students to suggest why Canadians use symbols (i.e. to provide various means of communicating what Canadians share and to identify some of the components that help define our national identity).

Sequence of Steps for New Learning:

1. Ask the students to describe the Canadian flag. When they are finished, post a picture of the Maple Leaf.
2. Explain to the students that this was not the first and only flag of Canada. Several flags have served as the symbols of Canada since the Europeans came to North America.
3. Continue by displaying and discussing briefly:
 - (a) St. George's Cross - flown by John Cabot in the name of England
 - (b) Fleur-de-lis - flown by France when Canada was claimed for the King of France
 - (c) Royal Union Flag (Union Jack)- flown by Britain in 1759 when France was defeated and Canada became British territory
 - (d) Maple Leaf - introduced in the 1960s to mark the centennial celebration of Canada
4. Show students some examples of flag designs submitted by Canadians in the 1960s. Engage the students in a discussion of these designs and why they might be representative of Canada. Flag designs can be found in the Canadian archives web site or in a document published by the Department of Canadian Heritage entitled "Symbols of Canada".

Recapitulation:

1. Encourage the students to recall the meaning of a symbol
2. Invite students to remember the various flags flown in Canada throughout its history, and encourage them to recognize the meaning of each.

Application:

1. Distribute a blank flag to small groups of students. Inform them that they have been asked by the Prime Minister to design a new Canadian flag. Remind them that the flag should include symbols and colors that they see as being important in their representation.
2. Conclude with the students explaining the meaning of their flags and engaging in discussion.

Evaluation:

1. Observe the students' participation as they design their new flags.
2. In their journals students will define "symbols" and identify those symbols they see as being most representative of Canada.

Application:

This activity can be used to re-inforce Canadian Studies topics within the Canadian Heritage and Citizenship strand of the Ontario curriculum. It can be easily adapted to cover most age groups. Within the grades 4-6- range, students will recognize various Canadian symbols, the historical significance of flags traditionally flown in Canada, and the depth and diversity of Canadian history.

Students should have a basic understanding of both the history of settlement in Canada and the multicultural diversity of the Canadian cultural milieu.

A potential follow-up lesson/activity could include the creation of a bulletin board displaying the students' flags.

Notes:

This activity is adapted from the University of Saskatchewan's lesson plan database. Teachers may find "Symbols of Canada", published by the Department of Canadian Heritage a useful resource. The Canadian Archives web site also offers pictures of flags historically flown in Canada as well as pictures of flags submitted by Canadians in the 1960s.

Contributor: K. Moore

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Community Study, Economics, Government, History

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify and describe some of the pictures and symbols on Canadian currency.
2. Students will discuss different Canadian people, and state why they are significant to Canada.
3. Students will create a visual picture, using paper, crayons and or oil pastels, showing a person whom they believe is important to Canada.

Teacher Materials:

1. Michael Mitchell song „Canada in My Pocket%”.
2. Canadian coins (penny, nickel, dime, quarter, loonie, toonie).
3. Canadian bill (\$5, \$10 and \$20).
4. „Letter from the Prime Minister%” (made up by teacher).
5. Sample of the new Canadian bill (made by teacher).

Student Materials:

1. 30 sheets of white cartridge paper.
2. Scrap construction paper (various colours).
3. Various sheets of different coloured tissue paper.
4. 30 Glue sticks (can have students share if there are not enough materials for each student to have his or her own).
5. 30 Pairs of scissors.
6. 30 boxes of crayons and or oil pastels (can have students share if there are not enough materials for each student to have his or her own).

Sequence:

Preparation

1. Before the lesson, set out one sheet of white cartridge paper, one glue stick, one pair of scissors and one box of crayons and or oil pastels on each child,s desk.

Introduction

2. Have the students come to the carpet area and sit.

3. Play the Michael Mitchell song „Canada in My Pocket%. If the students don,t already know the song (because it may not be part of some Board,s music program), hand out sheets with the lyrics to the song on them. If the students do know the song, encourage them to sing along, but to reflect on the words being sung.

Sequence of Teaching and Learning

4. After the song is over, ask the students to describe the main idea in the song (the main idea is that Canadian currency is a form of Canadian heritage due to the symbols and pictures located on the currency).
5. Ask the students what types of things are on Canadian coins and bills.
6. Show examples of Canadian coins and bills. Pass around the coins and bills for everyone to examine.
7. Ask the students why coins would have symbols such as a maple leaf, beaver, moose, loon or polar bear on them (these are all things that can be found in Canada, are seen as part of Canadian heritage).
8. Ask the students if they recognize any of the people on the bills. Tell them that the people on the bills are important people to Canada,s history such as Sir Wilfrid Laurier (a past prime minister of Canada), John A. MacDonald (a past prime minister of Canada) and the Queen. Explain that these at one time were very famous people, and were very important to shaping Canada as a country.
9. Ask the students to name some people that they think are important to Canada today. These people can range from celebrities to friends or family members etc. Ask the students why they believe that these are people who are important to Canada today.

Activity

10. If possible have a student from another class drop by with the „letter from the prime minister%. If not possible, pull this letter out, and tell the students that last night, you received a letter from the prime minister of Canada. Read the letter, which states that the primeminister has heard what amazing grade 2 students are in your class, and that he/she is asking them to design a new bill for Canada! Tell the students that the bill can be any dollar value they choose, but it must include a drawing of a person who they believe is important to Canada (can be a celebrity, friend, family member etc.).
11. Instruct the students that they are to use the white piece of cartridge paper as their base, but other than that, they can use any of the materials around the classroom to create their new bill (these would include crayons, oil pastels, scrap construction paper, tissue paper etc.).
12. Show the students the teacher sample of the new bill that you created. Hang this up somewhere in the classroom for students to look at as a reference.
13. Turn the students loose to create their own new bills for Canada!
14. When co

Application:

Application

In order for this activity to be a success, the students should already know that Canada has currency (money) as a way to purchase items. Students should also understand what is meant by the terms symbol and heritage.

Although this activity is very specific to the grade two curriculum, it can be adapted to fit any age level up to grade eight. In order for it to be appropriate for another grade, curriculum, the expectations should be modified, but the idea of having pride in Canadian heritage is one that extends up through the grade levels, thus making an activity like this appropriate.

This activity incorporates visual arts by having the students create a new bill. It also ties in the mathematics concept of measurement. Measurement lessons could be created to talk specifically about money around the same time this activity is being taught. Finally, music is also incorporated by the singing of the Michael Mitchell song. This activity could be extended to language arts, writing strand, if the teacher were to ask the students to write a letter to the prime minister explaining their reason for choosing the person they did to design their new bill around. The activity could also be extended to the language arts, oral and visual communication strand, by having the students present their new bills to the class.

This activity could be adapted for older students by having the students create new bills by using the paint program on the computer instead of actually drawing a new bill. This adaptation is also useful for students with physical disabilities who work mainly from the computer.

Notes:

This activity was adapted from the Many Gifts Social Studies Curriculum, Unit 2, used by the Niagara Catholic Board.

Contributor: K. Ogden

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Multiculturalism

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify various celebrations that are passed down from family members.
2. Students will use a drawing to demonstrate one way in which their family celebrates.
3. Students will share family celebrations with other members of the class through discussion.

Teacher Materials:

chart paper
1 marker

Student Materials:

30 large sheets of white paper
crayons and/or pencil crayons and/or markers

Sequence:

INTRODUCTION: (10 minutes)

1. Discuss with students the idea that families have many traditions and celebrations. Discuss with the students that families have special days that they celebrate. Give the students some examples, such as birthdays, graduations, holidays, weddings, anniversaries, etc.
2. Ask the students to share with the class special days that they celebrate with their families. Encourage students to share any traditions their families may have for these special days. Using the chart paper and marker, list any special days and traditions that the students mention.
3. Review the list with children. Indicate that every family is different and that every family has their own special days. Discuss with the students that many families may

celebrate different special days and that many families may also celebrate the same kinds of days.

ACTIVITY:(20 minutes)

1. Hand out a large sheet of white paper to each student.
2. Have each child draw a picture of his or her family celebrating a special day. Indicate that they can refer to the list that the class has made for ideas.
3. When students are finished their drawings, have them label their pictures.

ACTIVITY DISCUSSION: (15 minutes)

1. Have each student present their drawing to the rest of the class identifying what special day/celebration they drew and what traditions their families may have for these special days.
2. Collect each drawing for assessment.

Application:

This activity can be used to reinforce the understanding that there are similarities and differences between communities around the world. This topic not only fits under the grade two ministry topic "Traditions and Celebrations", it also fits under the grade two ministry topic "Features of Communities Around the World". This activity covers both of the social studies topics required for grade two.

This activity also fits within the Arts curriculum for grade two. This activity requires that students produce a two-dimensional work of art that communicates their own thoughts on the topic of traditions and celebrations.

An extension of this activity may be to have students write a story about their drawing.

Notes:

This activity is adapted from the "Family Celebrations" activity from the Education Center Activity website: http://www.eduplace.com/rdg/gen_act/time/cele.html

Contributor: J. Penner

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, History, Human Geography, Inquiry Skills, Language Arts, Multiculturalism

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

This activity directly assists in fulfilling the following expectations.

1. The student will identify the geographical and cultural origins of his/her family.
2. The student will identify the significant features of various family cultures.
3. The student will locate simple information about his/her family history and traditions from primary sources through interviewing family members.

-

This activity also serves as a lead in for activities, which would fulfill the following expectations. (Page 17, M.O.E. curriculum)

- Demonstrate an understanding that Canada is a country of many cultures;
- Describe family history and traditions as they relate to being Canadian;
- Demonstrate an understanding that communities may be made up of many cultures;
- Demonstrate an understanding that traditions are passed down from parents and grandparents;
- Identify ways in which heritage and traditions are passed on.
- Use appropriate vocabulary to describe their inquiries and observations

While this activity focuses on people coming to Canada, exploring where families came from will lead them into discovering the world beyond Canada's borders. It lays a foundational context for exploring beyond Canada's borders to discover what the countries and communities are like where people we know came from. The map, if left on the wall, can be a constant touch-stone to refocus the class on why we want to study the broader world.

The expectations for these broader studies and mapping skills are found on pages 30-31 of the M.O.E. curriculum guide for Social Studies: Canada and World Connections ^
Features of Communities Around the World.

Teacher Materials:

- A large wall map of the world;
- Wall space large enough to accommodate the map and the additional data that will surround it;
- Pushpins, one for every child in the class;

- Yarn, a variety of colours is nice, there is no need to attach meaning to the colours, although you can if you want to (i.e. red means immigrated before 1700, blue, before 1800, etc.);
- One large heavy duty pin/nail to be the central anchor point at your home community.

Student Materials:

- Data Collection Sheet #1
- Data Collection Sheet #2

See below or see Jim Penner for a properly laid out version available in PDF or MSWord formats.

Social Studies

Where in the World Did We Come From?

Data Collection Sheet #1

School: Today,s Date:

Grade: Due Date:

Teacher:

Canada is a country of people who came from all over the world. Since the ancestors of our First Nations people first crossed the land bridge from Asia to North America, people have been coming to Canada and bringing their cultures and traditions with them. The purpose of our project is to learn what parts of the world the families of the students in our class came from. We also want to learn about each other,s cultural heritage. Once we have gathered the data, we will be plotting our results on a map in our classroom and discussing the similarities and differences we share. You will need to interview your parents, grandparents, aunts or uncles to find the following information about your family.

My Name is:

Where was I born?

What country did my family/I come to Canada from?

Where is this country? (Look it up on a map of the world.)

How did they/I get here? (Did they come in a boat or plane etc.)

When did they/I come to Canada?

Why did they/I come to Canada?

What other countries did my family live in before coming to Canada?

Social Studies

Where in the World Did We Come From?

Data Collection Sheet #2

School: Today,s Date:

Grade: Due Date:

Teacher:

Everyone has favourite foods they like to eat, clothes they like to wear and events they like to celebrate. When a group of people shares a favourite food, a style of clothing, or celebrations year after year, it is called a „tradition.‰ Groups of people also share common beliefs about how we should behave and how we should treat each other. The combination of traditions and beliefs are called a group,s „culture‰. We are going to identify some of the different cultural traditions our class enjoys. You will need to interview your parents, grandparents, aunts or uncles to find the following information about your family.

My Name is:

A favourite food from my family,s culture is: (Bring a picture if you have one.)

It is made from: (list the main ingredients)

Does my family have traditional clothing/costume?

What does the traditional clothing look like? (Bring a picture to school if possible.)

What is a special event that my family celebrates?

How do we celebrate it? (Bring a picture to school if you can.)

Why do we celebrate it?

Sequence:

Set-up

Post the map of the world in the middle of a bulletin board; leave lots of space around it for pictures of traditional costume, clothing and crafts. The central (heavier) pin should be secured in place. You may identify it any number of ways, (e.g., flag, post it, circle it in magic marker, etc.). You will not need the pushpins and yarn until the students have returned from the search for their data. You assign the due date on the data collection sheets.

Part 1

Introduction

Introduce this activity by explaining the nature of Canada,s population. Everybody who lives here came from somewhere else. While this is true of all places, Canada in particular revels in the cultural diversity it enjoys. The prehistoric migration of the First Nations, ancestors should be addressed, since they too immigrated to Canada, albeit thousands of years ago. So the question we are faced with is: Where in the world did we all come from?

Prepare the students to take home data collection sheet #1

You will note there is more information requested than required for our purposes. It can be helpful to have the worksheet look as scientific as possible, in acclimatize the student to a new genre of writing. Read over the Descriptive paragraph with them, clarify any confusing terms you may not have covered so far. Direct the students to read it over with the adult(s) who help them trace their family history.

Homework Assignment/Data Collection

The students take the worksheet home and are to return it by the due date. Students may gather their data from a variety of sources, interviews, photographs, and journals; encourage them to hunt like detectives to uncover their stories. For those students who are familiar with the Carmen Sandiego computer games the detective analogy may be enticing.

Compiling Data at School from data collection sheet #1

When students bring their data sheets back to school, the gathered information will be posted on the map of the world.

Have each student give an oral report of his or her data. Have them identify the country of origin they arrived at, mark it with a pushpin and then connect a piece of yarn from the pushpin to the centre pin, which is the class, community.

Analysis

Have the class study the map when it is completed. What conclusions can they draw. You may prompt them with questions such as:

Who came to Canada from the farthest?

Who came to Canada most recently?

Can we group any of these places together; are any of the countries similar? (i.e., language, geography, etc.)

In what way are these countries different?

What are some of the reasons people came to Canada?

Are people still coming to Canada for those reasons.

Closure/Prep for Part 2

The closure of this activity sets up the next one. Now that we have established that people came from various geographical/cultural places of origin, we want to explore what differences they brought with them that makes Canada the multi-cultural mosaic that it is. You may do the second data

Application:

While this activity focuses on the Social Studies component, in particular the Heritage and Traditions section, it lays a contextual groundwork for attacking the expectations laid out in the Canada and World Connections section. By first establishing where the families of the students in the classroom came from and pin-pointing them on the map, the students now have a reason to care where India or Scotland are. The addition of clothing and food elements as cultural attributes, leads into the exploration of why those clothes and that food. Mapping skills can be developed not only by plotting where people came from, but also through exploring the routes they took to get to Canada.

There are many ways to extend this activity into the Language Arts program by varying the ways and means students use to report their data and to analyze it. Opportunities for oral presentations, written works, etc. are abundant. You can also use the patterns and

colours of traditional costume to bring this discussion into the Art class and have students create similar works. The grade two Science and Technology curriculum deals with buoyancy. It may be possible if any student,s ancestors came to Canada by boat, to use this as a tie-in to the Science curriculum.

Notes:

The descriptive paragraphs on the data collection sheets are not only for the students benefit, but also, for the parents/grandparents or other adults who will be helping to fill out this information.

Contributor: C. Skorobohacz

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, Graphs, Inquiry Skills, Language Arts, Math, Multiculturalism, Values Education

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

Students will:

- 1) Orally identify one example of a multi-cultural community (i.e. our classroom, Canada, St. Catharines)
- 2) Identify the specific cultural origin(s) of their immediate family (i.e. Irish, German etc.), using both an oral and written response.
- 3) Ask five specific questions orally, in order to obtain background information about a student's cultural heritage
- 4) Use two vocabulary words (heritage, and symbol) appropriately, in an oral report.
- 5) Construct a bar graph in order to identify the various cultural backgrounds, which are represented within the classroom.

Teacher Materials:

(assumes a class of 30 students)

The book, „We Are All Related: A Celebration Of Our Cultural Heritage%” by G. T. Cunningham Elementary School

1 piece of chalk

a large blackboard

30 index cards (with lines on them)

a pair of scissors

a copy of the class list

a small empty plastic container

2 pieces of chart paper titled as follows: 1) „Interview Questions%”
2) „Multicultural Communities%”

30 sheets of graph paper

a large table with a clean surface area

masking tape

a ruler (or straight edge)

Student Materials:

1 artifact/object from home (that is meaningful to them and symbolic of their cultural heritage)

a pencil
a box of crayons or pencil crayons
a ruler
their homework from the previous day (a completed sentence strip identifying their family,s cultural heritage. „My family comes from _____.%“(i.e.) My family comes from Greece.

Sequence:

Preparation:

- 1) Have all of the necessary materials ready in advance.
- 2) Using chalk and a ruler, create the framework for the graph on the blackboard (include a vertical axis labeled Number of People and a horizontal axis that extends the distance of the board, labeled Cultural Heritage. Title the graph The Many Cultural Heritages Found Within Our Grade Two Classroom.

Introduction:

- 1) Review the key vocabulary words that students should be familiar with from the first day of the unit (i.e.) multiculturalism, culture, heritage, and symbol, through teacher-directed questioning. (Ensure that students have a strong grasp of these terms before proceeding).
- 2) Read the first ten pages from „We Are All Related%“ by G. T. Cunningham Elementary School.
- 3) Discuss the cultural/ethnic diversity represented within the story, and within our Nation.
- 4) As a class, have students brainstorm other examples of multi-cultural communities (i.e. the school, their city, their neighbourhood etc. and record their responses on a piece of chart paper.
- 5) Have students retrieve their homework that was to be completed the night before (a) Sentence strips identifying their cultural heritage and b) their non-breakable symbolic item representative of their cultural background)

Activity:

Part A:

- 1) Have each student read their sentence strips to the class and tape them up onto the board (under the main horizontal axis labeled Cultural Heritage. (If students have multiple cultural heritages, have them cut their sentence strips into sections, according to the number of heritages identified. If some students share a cultural heritage, have them place their sentence strip above the ones that are the same, to form a large grouping)
- 2) Count the number of times that various cultures are represented within the classroom.
- 3) Have students read and discuss the graph. They must orally identify:
 - a) which cultural heritage is shared by the most number of students
 - b) the total number of cultural backgrounds that are represented within the class(Make sure to emphasize that all cultural backgrounds are unique, special, and must be respected).
- 4) Have students work individually to reproduce the graph that they compiled as a class on the blackboard. (Use graph paper). This work will be collected and marked.

Part B:

1) Discuss with the class, what an interview is (its purpose is to collect information about a person). Explain that students will be interviewing each other in partners, in order to learn more about their classmates and their cultural backgrounds.

2) With reference to the chart titled „Interview Questions,% go over the expectations for how their interview will be conducted and the types of questions that they will ask.

Assuming the role of a reporter, students will ask 5 questions in relation to the individual and their special object that they chose to bring in. Questions include:

Who are you? (their full name)

What is your cultural heritage? (their family backg

Application:

This is an excellent activity because the opportunities for application are endless. There are many follow-up activities that would allow for a fully integrated thematic unit, addressing each of the curriculum subject areas. In the arts, the class could explore various music styles and songs from around the world. Students could listen to different types of music from an assortment of cultural backgrounds and graph characteristics or patterns that they identify. In drama, students could form groups and create an array of tableau scenes depicting traditions and celebrations from around the world. Their fellow classmates could guess the culture and the celebration that the others are depicting. Students in older grades could examine the history of theatre and investigate Greek tragedy, looking at the early festivals and traditions that formed the basis for the theatre that we have today. In visual arts, students could make a sketch of their artifact, and talk about history and the use of sketching to represent still life. Students could also take a picture of their item and create a class collage of all of their symbols. They could also make personal collages (as depicted in the book „We Are All Related%o), illustrating and exploring their own backgrounds in greater detail. Through science and technology, junior and intermediate grades could conduct Internet research about other cultures and countries. They could also go to Statistics Canada and examine Canadian demographics and population information, identifying the various ethnic backgrounds found within Canada. Students could make pie charts and graphs (involving mathematics and geography), to display their findings. In mathematics, younger students could work on identifying observable patterns on their objects, and identifying the shapes of the objects that they brought in. Moreover, combining mathematics and social studies, students could „sort and classify%o the objects in a variety of ways (i.e. By colour, size, length, weight etc.) There are numerous language activities that could build upon this theme. They include: conducting interviews with family members to explore their cultural backgrounds and stories, writing response journals about memories that correspond to their artifact, writing adventure stories about traveling to another culture/time/place, and creating a „Big Book%o with the class, based on new vocabulary words. Peer mentoring could facilitate some of these projects (i.e.) through „Reading Buddies,%o or grouping older students with younger ones. In physical education, students could learn folk dances, investigate rhythm and movement, study popular sports in particular cultures, or the origin of various sports (i.e. Canadian Hockey). In religion, students could participate in

prayer services, participate in social action and community initiatives to raise money for other organizations and children from around the world. They could also examine the similarities and differences amo

Notes:

While I devised part A of my activity, part B was adapted and expanded from a suggested activity given in a kit from the IRC, entitled „Celebrate a rich past, a bright future%“ Citizenship and Heritage Week, February 9 to 16, 1998. [Kit] Ottawa: Department of the Secretary of State of Canada.

A great resource for this activity is the book „We Are All Related: A Celebration Of Our Cultural Heritage.“ The reference information for this source is as follows:
G.T. Cunningham Elementary School (1996). We are all related: A celebration of our cultural heritage. Vancouver, B.C. Polestar Book Publishers.

Contributor: C. Vanka

Grade: 2

Topic: Traditions and Celebrations

Keywords: Language Arts, Math, Multiculturalism

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Demonstrate that Canada is a country of many cultures (2zI)
2. Sort and classify information (e.g., concerning traditional costumes) using more than one attribute (2z14)
3. Sort and classify concrete objects, pictures and symbols according to two specific attributes (e.g., shape and texture). (2m6)
4. Use appropriate gestures and tone of voice as well as natural speech rhythms, when speaking. (2e13)

Teacher Materials:

- 8 Dolls in traditional dress
- 11 Books showing people in traditional dress
- 2 Pieces of chart paper
- 4 Markers
- 1 Roll of masking tape

Student Materials:

- 30 Sort and Classify worksheets
- 30 Pencils

Sequence:

Preparation:

1. The teacher will arrange the students desks into six groups of five.
2. The teacher will distribute the dolls in traditional costumes among the five groups.
3. The teacher will distribute the books, with flagged pages, to the tables.

Activity:

1. The students will be asked to come and sit on the floor at the front of the room.
2. The teacher will explain that the students will be working in small groups to complete the activity.
3. The teacher will explain that on each table there are a few dolls in traditional costumes. The dolls are labeled (as to what country they come from). There are also a stack of books that have pages marked for the students to look at pictures of traditional costumes.

4. The teacher will then lead the students through a sample sort and classify for both dolls and pictures.
5. The teacher will explain that the students must sort the traditional costumes in at least two different ways (e.g., colour, length, pants, skirt, hat, no hat, long sleeve, short sleeve etc.).
6. The teacher will model sorting using colour and length of costume.
7. The teacher will make a "T" chart with one side of the chart for bright colours and the other side for dark colours.
8. The teacher will ask the students to help her list the costumes which are bright in colour under the bright side and the costumes which have dark colours on under the dark side of the chart.
9. The teacher will make another "T" chart for length of costume. On one side she will record long skirts on the other side she will record short skirts.
10. The teacher will ask the students to list costumes that have long skirts on one side and costumes that have short skirts on the other side of the "T" chart.
11. The teacher will explain that the students will be doing the same type of charts when they get to their tables.
12. The teacher will also explain that when everyone is finished the students will share their findings with the rest of the class by showing the dolls or pictures of costumes that were classified under the different categories. The students will also explain to the teacher and the rest of the class why they chose the classification system that they did.

Application:

Application:

This activity could be used as a review to the sorting and classifying taught under the data management strand of mathematics. The activity could lead into an activity on graphing or sorting students by their ethnic background. The students could classify other characteristics about the different ethnic groups such as religion, food, shelter and celebrations. The activity could be used to practice cooperative group work within the classroom.

The students would have had to have some formal instruction on the different ethnic groups that they were going to classify so that they could identify the country of origin. The students would also have to know how to sort and classify objects or pictures from their experience in the mathematics program.

This activity is based in the social studies program but could incorporate other subject areas as well. For example in music the students could learn some folk songs of the countries that they have studied. Once the students know the songs they could learn any folk dances that accompany the songs in their physical education program. In visual arts the students could create an ethnic costume of their own (if they were to establish a new ethnic culture). In the writing component of the language arts the students could write a descriptive sentence about the costume that they created.

Notes:

Book Citations:

1. de Groot van Embden, W. (1963). *Life in Europe: The Netherlands*. Michigan: The Fideler Company.
2. Fergusson, E. (1964). *Life in America: Hawaii*. Michigan: The Fideler Company.
3. Harrold, R. (1978). *Folk Costumes of the World, In Colour*. Great Britain: Blandford Press.
4. Jackson, M., and Bennett, J. (1995). *Clothes From Many Lands*. New York: Steck-Vaughn Company.
5. Kennett, F. (1995). *Ethnic Dress*. New York: Facts On File.
6. Malmstrom, V., and Malmstrom, R. (1962). *Life in Europe: Norway*. Michigan: The Fideler Company.
7. Nickles, G. (2000). *Russia: The People*. New York: Crabtree Publishing Company.
8. Parkard, M. (1991). *A Visit to China*. New York: A Golden Book.
9. Packard, M. (1992). *A Visit to Australia*. New York: A Golden Book.
10. Snowden, J. (1979). *The Folk Dress of Europe*. New York: Mayflower Books.
11. Tiernan, R. (1990). *Celebrate Japan*. Vancouver: Maple Leaf Publishing.

Contributor: M. Wang

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, Language Arts, Multiculturalism, World Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

Students will:

1. Define "Culture" and some elements of culture.
2. List cultural differences between Caribbean and Canadian culture.
3. Write pen pal letters to students on a Caribbean Island and inquire about their culture (students will also provide information about their own culture in the letter).
4. Demonstrate an understanding that Canada is multicultural.
5. Explain the importance of learning about other cultures.
6. Describe how culture is passed down from generation to generation.

Teacher Materials:

1. Book (My Little Island by Frané Lessac)
2. Caribbean music tape
3. Stereo
4. Posters/pictures displaying Caribbean culture
5. Pictures displaying Canadian culture
6. Map of the World
7. Pictures of facial expressions
8. Samples of Caribbean fruit
9. Paper plates, napkins, knife
10. Paper for pen pal letters
11. Masking tape for hanging up posters
12. Envelopes and stamps for pen pal letters

Student Materials:

Each student needs to have the following:

1. Pencil
2. Eraser
3. Markers

Sequence:

Introduction:

1. When students enter the classroom, there will be Caribbean music playing, various posters representing the Caribbean Islands on the blackboard, and samples of Caribbean fruit on the desks.
2. The students are asked to sit on the floor, facing the blackboard.
3. Students are asked if they have ever heard this type of music before, or seen these types of pictures before, or ever seen or eaten this type of fruit before.
4. Explain to the students that they have experienced some Caribbean culture (without even knowing it).
5. Have a group discussion about the definition of the word „culture%, and what makes up culture.
6. Explain to students how culture is learned at an early age, and passed down from generation to generation (from parents and grandparents).
7. Explain the importance of learning about and experiencing other cultures around the world--use the example of Caribana in Toronto as a cultural event that takes place every year.
8. Use the example of Caribana to illustrate that Canada is a multicultural society.

Sequence of Steps for New Learning:

1. After everyone has an understanding of culture, introduce the story *My Little Island*.
2. Ask one of the students to point out where the Caribbean Islands are on the map of the world, and the teacher will point out where Montserrat is located within the islands.
3. Explain to the students that there are several examples in the book of different Caribbean cultures and they will be discussing these cultural aspects after the story.
4. Read *My Little Island* to the students.
5. After the story, the students return to their desks and work in groups, writing down as many things as possible about the cultural aspects from the story that are different from their own lives.
9. After a few minutes, students will share their lists with the rest of the class (Information will be recorded on the board).
10. Students may eat the fruit on the tables in order to "experience" the culture of the Caribbean.

Application:

11. Based on what the students have learned during the lesson on culture, they will compare and list differences between Caribbean and Canadian culture.
12. Explain to the students that they now have the chance to not only learn even more about Caribbean culture, but also to make friends with someone from a Caribbean Island.

13. Ask the class if anyone knows what a pen-pal is, or if anyone has ever had a pen-pal before.
14. Tell each student that they will be writing a letter to a grade two student who lives on a Caribbean island. The letter must be at least two paragraphs in length. One paragraph must explain something special about Canadian culture, while the other paragraph must be asking the Caribbean student something special about his/her culture.
15. Students must apply what they have learned about culture, by identifying various cultural

Application:

This activity is integrated within the curriculum. It touches on both strands in the social studies discipline. It relates to Traditions and Celebrations by showing that Canada is multicultural and that culture can be passed down from generation to generation. Also, different cultures have different traditions and significant features. It also relates to Features of Communities Around the World by showing that the world is made up of countries where different people have different lifestyles. Students are exposed to a world map in order to see Canada in relation to other countries. Finally, this lesson is integrated into the Language Arts discipline, because students learn and/or practice their letter writing skills.

There are other activities that can be extended from this lesson. Students can:

1. Develop a family tree to identify members of the student's families.
2. Identify the contributions that various cultures have made to the community and learn about more cultural groups by interviewing members of the local community.
3. Have students share their own family traditions with the class.

Notes:

1. Lessac, Frane. *My Little Island*. Harper Collins Children's Books, 1987.
2. Some ideas for this activity came from the Teacher's Activity Guide written by Frane Lessac for the book *My Little Island*.
3. The Ontario Curriculum. *Social Studies, Grades 1 to 6. History and Geography, Grades 7 and 8*. Ministry of Education and Training. Queen's Printer for Ontario, 1998.

Contributor: D. Watson

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, Community Study, History, Human Geography, Inquiry Skills, Language Arts, Maps, Multiculturalism, Personal Growth, World Study

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate that Canada is a country of many cultures. The Ontario Social Studies Curriculum Document: Grade 2- Overall Expectations. Traditions and Celebrations, p.17.
2. Students will identify the significant features of various family cultures (e.g. food, dress, celebrations). The Ontario Social Studies Curriculum Document: Grade 2-Specific Expectations, Understanding Concepts. Traditions and Celebrations, p.17.
3. Students will ask questions to gain information and explore alternatives (e.g. the differences in celebrations among cultures). The Ontario Social Studies Curriculum Document: Grade 2- Specific Expectations, Developing Inquiry/Research and Communication Skills. Traditions and Celebrations, p.17.
4. Students will communicate the results of inquiries for specific purposes, using simple demonstrations, drawings, and oral and written descriptions. The Ontario Social Studies Curriculum Document: Grade 2- Specific Expectations, Developing Inquiry/Research and Communication Skills. Traditions and Celebrations, p.17.
5. Students will work cooperatively with one another in small groups and create a 'Christmas Around the World' booklet, using resources provided by the teacher.

Teacher Materials:

*one children's story about 'Christmas Around The World'-some suggestions are provided at the 'notes and resources' section of this assignment

i.e.) Mickey's Christmas Around The World-primary grades (grades 2-3)

Christmas Stories 'Round The World -junior grades (grades 4-6)

*colour pictures of flags from around the world- would require at least 6 flags in total (one flag per group) flags can be obtained from encyclopedias, reference books, and internet sites (www.flagsoftheworld.com)

*chart paper

*marker

*stapler

- *photocopier
- *cassette/CD player
- *cassettes/CD's of Christmas music from around the world
- *World Map
- *stickers
- *tape

Student Materials:

- *pencil
- *eraser
- *markers
- *crayons/pencil crayons
- *paper -each student will need three pieces of 8.5X17in. paper (30 students =90 sheets of paper)- the teacher will have the three pieces of paper folded (to resemble a booklet) and will be stapled to bind the sheets together. On the 'cover' of the booklet will be a blank rectangle (this is where students will draw their flag) and three lines underneath the rectangle (where students' title, and name will be placed)
- *children's reference books that cover the subject of 'Christmas Around The World', which focus on several specific countries-there would be at least 12 books, with 2 books per group (several suggestions for books can be found in the 'notes and resources' section of this assignment)
- *information about how different cultures/countries around the world celebrate Christmas -this information can be obtained by visiting web sites such as;
<http://www.santas.net/aroundtheworld.htm> or <http://www.christmas.com>
students will need as much information as can be obtained from this resource, teacher will provide at least 4 sheets of information on each of the countries being examined in this social studies activity (i.e. information about six different countries,as there will be six different groups of students)
- *colour pictures of flags from around the world - one flag per group = 6 flags

Sequence:

Preparation:

1. Place desks/tables into groupings so that small groups of students (five per group) can sit together.
2. Choose six countries to focus upon for the 'Christmas Around The World' activity, and place a picture of the flag that represents each country in the middle of each group table.
3. Display resources on each group table that corresponds to the country that the group will be representing (i.e. group/table #1= Germany, group/table #2= France, group/table #3= Mexico, group/table #4= Sweden, group/table #5= Norway, and group/table #6= India). These resources would include any books, pictures, or internet information that has been gathered that pertains to the countries being studied (i.e. table #5 would receive the book titled "Christmas in Norway" as well as the internet information on Christmas celebrations in Norway).

4. The teacher will prepare Christmas music from around the world- by having cassettes/CD's available to be played during the activity.

Activity Introduction:

1. The teacher will have children sit together on the carpet at the reading area of the class (for older students, they may remain in their seats).
2. The teacher will introduce the theme of 'Christmas Around The World' by asking students, "How do we (Canadians) celebrate Christmas?" (responses may include; Santa Claus, decorating the Christmas tree, caroling, turkey dinner, stockings, Christmas gifts....). The teacher will write responses on chart paper under the heading 'Christmas In Canada'.
3. The teacher will then ask students, "How do people from other countries/cultures celebrate Christmas?" The teacher will write responses on chart paper under different headings that are suggested, such as 'Christmas in France', 'Christmas in Germany'..... (if none are suggested,inform the students that this is what they will be learning about in today's class).
4. The teacher will then explain to students that many people from around the world live in Canada, and at Christmas many of these people celebrate the holiday differently than Canadians- they follow the traditions and celebrations of the country that they are from.
5. The teacher will now read a story about 'Christmas Around The World' to the class which introduces Christmas traditions and celebrations from around the world. Some suggestions include;Mickey's Christmas Around The World -for primary grades(2-3) and Christmas Stories 'Round The World - for junior grades (4-6).
6. After reading the introductory story, the teacher will add appropriate headings to the chart paper, (i.e. Christmas in Germany, Christmas in France...) and will briefly write down a few of the different ways that these countries around the world celebrate Christmas.

Activity:

1. The teacher will now divide the class into small groups (five students per group=six groups), and will explain to the class that each group will represent a country (i.e. group #1= Germany, group#2= France, group#3= Mexico.....).
2. Before t

Application:

This activity can be adapted for use by most age groups, (i.e. by adding the number of countries to be researched for the older grades, or by making it an individual research project whereby students would be responsible for locating all of their own information).

There are several strategies for integrating this activity with the wider curriculum. For example, the theme of traditions and celebrations (with a focus on Christmas) can be used in the Language Arts (i.e. writing stories about Christmas traditions from around the world, as well as reading independently stories about this topic), as well as in the Arts (i.e. music-teaching Christmas songs from around the world, visual arts- creating pictures

of what Santa looks like around the world, drama- acting out the ways that different cultures celebrate Christmas).

Other activities that extend from this activity would include having guest speakers from the community that represent a variety of cultures come and speak to the class. These guest speakers could show pictures of the country they are from, and pictures of their Christmas traditions and celebrations (i.e. their Christmas tree, holiday foods, etc.). Furthermore, another activity that could occur at the completion of this unit, or as a Christmas party before the holiday would involve the teacher and/or parents baking holiday foods from around the world, so that the students can sample some of the foods that they have been reading about.

Notes:

citations for great books that can be used for this activity:

Brimmer, Larry Dane. 'Merry Christmas Old Armadillo.' Mexico: Boyds Mills Press, 1995.

Delacre, Lulu. 'Las Navidades-Popular Christmas Songs From Latin America.' New York: Scholastic Inc., 1990.

Johnson, Lois S. 'Christmas Stories 'Round The World.' New York: Rand McNally & Company, 1970.

Kennedy, Pamela. 'A Christmas Celebration: Traditions and Customs From Around The World.' Nashville: Ideals Children's Books, 1992.

Lankford, Mary. 'Christmas Around The World,' New York: Morrow Junior Books, 1995.

Morency, George. 'Mickey's Christmas Around The World - A Disney Pop-Up Adventure In Story And Song.' London: Brown Wells and Jacobs, Ltd., 1991.

Ouwendijk, George. 'Looking Into The Past: People, Places, and Customs: Santas Of The World.' Hong Kong: Chelsea house Publishers, 1998.

Patterson, Lillie. 'Christmas In Britain and Scandinavia.' Illinois: Garrard Publishing Company, 1970.

Thoennes, Kristin. 'Christmas in Norway.' New York: Hilltop Books, 1999.

Some great web sites to visit:

Christmas Around The World

<http://www.santas.net/aroundtheworld.htm>

Christmas.com

<http://www.christmas.com>

Norwegian Christmas

<http://www.norway.org/xmas/menu.htm>

Contributor: B. Welch

Grade: 2

Topic: Traditions and Celebrations

Keywords: Community Study, History, Inquiry Skills, Multiculturalism, Personal Growth

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify at least 5 significant features of their cultural background.
2. Students will locate simple information about their cultural history and traditions from primary and secondary sources.
3. Students will share their cultural traditions with members of the class and family members.
4. Students will demonstrate an awareness that communities are made up of many cultures.

Teacher Materials:

1. students' earlier work to decorate classroom
2. cd player (if student(s) choose to present on traditional music)

Student Materials:

1. access to research materials (i.e. Internet, books)
2. paper on which to write invitations (number depends on who is being invited)
3. materials to decorate both invitations and the classroom
4. chosen objects/food, etc. for presentations (students' responsibility)

Sequence:

"The Cultural Celebration Ceremony" = an interactive event in which students present important aspects of their culture to an audience composed of classmates and family members in a party-like atmosphere.

Previous Knowledge:

1. This activity (event) will act as the culminating task for the Grade 2 Traditions and Celebrations Unit, therefore it is expected that the students will already have studied all aspects and expectations involved.
2. It is assumed that each student will have previously determined his or her cultural background.

In the Days Leading to the Event:

1. Prior the actual event, students will be given time to research information on their cultural background using both primary (family members, etc.) and secondary (internet, books, etc.) sources.
2. Students will be expected to discover the type of foods, dress, games, music and artefacts that are popular or traditional in their cultural background. Any other areas of interest that students discover would also be accepted (i.e. traditional dances).
3. Students will choose one or two topic areas that they have researched to share and present to audience (class & family members) during the "Cultural Celebration Ceremony". For example, they may choose to wear their culture's traditional clothing or bring in a traditional food to share.
4. Students will create invitations for family members to invite them to join the "Cultural Celebration Ceremony". It is hoped that the inclusion of family will not only help the children to truly see the different cultures that can be found in their community, but also to build a sense of family and community in everyone involved.
5. Students will decorate the classroom in order to increase the festive atmosphere. The teacher may wish to hang up and display work that students have completed during the Traditions and Celebrations Unit.

The Actual Event:

1. During the actual "Cultural Celebration Ceremony" each child will have a chance to talk about and demonstrate (if applicable) the aspects of their culture that they wish to share. The teacher may wish to set up a schedule of presentation order to ensure that everything runs smoothly.
2. After all presentations everyone is invited to share in the food, play the games and listen to the music of the various cultures. This part of the Ceremony is a chance for everyone involved to socialize and enjoy the various cultural activities.

The Next Day (or Sometime After the Event):

1. Children will write a short paragraph about what they learned during the "Cultural Celebration Ceremony". This paragraph will contain at least three points they have learned about different cultures. The students will also address the issue of why it is important that everyone understand and celebrate not only their own, but other cultures as well.

Application:

Of course, as was previously stated, this activity would be used as the culminating task for the Grade 2 Unit.

Because this activity is both fun and personal to each child, it is hoped that it will draw together the unit in a clear manner and also at a deeper level. This activity could incorporate any number of expectations from this strand of

social studies, as well as those from language arts, and perhaps music, art, drama or others, depending on what the children choose to present. If the teacher wished to incorporate even more of the Language Curriculum, students could write up reports on their various cultures to join together in a class booklet. This could be distributed to audience members during the Ceremony.

It is possible to extend this activity to an even wider audience during perhaps a school assembly presentation or through poster making and displaying, etc. Children would then be educating those from other grades about their diverse community.

In the case that children are not able to discover their own cultural background, they should be allowed to choose to investigate and present on any culture that interests them. It is also possible to have children choose or be assigned to research various cultural backgrounds. This may be necessary in a class that has very little diversity, in order to prevent repetition and also to encourage a wider learning experience.

Notes:

* This activity is an individual process during the research and presentations, however I would also consider it a group activity as the students come together in an interactive and social experience.

Contributor: M. Wood

Grade: 2

Topic: Traditions and Celebrations

Keywords: Human Geography, Inquiry Skills, Language Arts, Maps, Multiculturalism, World Study

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify the cultural origins of various families, members.
2. Students will identify significant features of various family cultures.

Teacher Materials:

World Map

Bulletin board

30 map pins

1 ball of yarn

Scissors

Stapler and staples

8-10 student resources *please see notes and resources

Student Materials:

30 index cards

30 pencils

30 erasers

Sequence:

Preparation:

1. Send home a letter to parents or guardians, asking them to list the countries where their ancestors were born
2. Pin a map of the world on bulletin board

Introduction:

1. Ask students to sit in an open area of the classroom where the map of the world is visually accessible to all students.
2. Display pictures of children from various parts of the world. These pictures can be displayed from the book "Children Just Like Me". E.g. Canada, Africa, Asia. As names are given, write the country on the chalkboard.

Sequence of Steps for New Learning:

1. Once attention has been drawn to various countries in the world, read to the class the story "People".
2. Ask the students to volunteer and come up to the map and point out where Canada is. Once this is established, ask students to volunteer to point to Ontario. If the students are having difficulty finding either one, the teacher should point them out.
3. Once Ontario has been found, the teacher should place a map pin in the approximate area where the school is located.
4. The teacher should then call on students one at a time to come up to the front of the group and tell where their ancestors were from. As each student announces the name of a country, the teacher should place a map pin in that country.
5. Continue this process until all students have had a turn.

Recapitulation:

1. Call on students to help recall four or five of the countries that were marked on the map with map pins.

Activity:

1. Ask students to return to their desks. Distribute the index cards, monitor-style.
2. Ask students to research the country from which their ancestors originated and write a minimum of three interesting facts about the country and its culture on the index card. I.e. celebrations, dress, food. (If students have ancestors from more than one country, tell them they only have to write about one of them.) Circulate and give assistance where needed.

Evaluation:

1. Collect the student,s index cards at the end of the lesson.
2. Mark the activities out of 4, with 1 mark for finding and listing the cultural origin of their ancestors and 1 mark for each of the interesting facts written on the index cards. Correct spelling where necessary, but do not deduct marks for spelling or grammar mistakes.
3. Record marks in teacher,s record book making note of any children that seem to be having difficulty with any part of the assignment.
4. The following day, staple the students index cards around the border of the world map. Cut pieces of yarn and staple them to the bulletin board connecting each of the children,s index cards to the map pin in the corresponding country.
5. Students should be given time during the following social studies period to share the information they found with the class.

Application:

1. This activity can be adapted for older, or advanced students by requiring them to research greater amounts of cultural information about a particular country.

2. This activity can also be modified for younger, or less advanced students by asking them to draw a picture on the index card about what they learned, rather than writing the information.
3. Demonstrating an understanding that communities may be made up of many cultures can also extend this activity to another area of the grade 2 social studies curriculum.
4. Demonstrating that the world contains many countries including Canada could also extend this activity to another area of the grade 2 social studies curriculum.

Notes:

The following are examples of student resources

Encarta Encyclopedia on CD ROM

Harrington J. "Multiculturalism for Children" 1998

Kindersley, B. "Children Just Like Me" 1997

Matsumoto, M. "People Around the World" 1994

Moore, D. "Children Around the World" 1996

Sack, S. "This is the way we go to school: A book about children around the world" 1995

Spier, P. "People" 1980

Whordley, D. "Children Around the World" 1996

Contributor: T. Zwambag

Grade: 2

Topic: Traditions and Celebrations

Keywords: Arts, History, Math, Multiculturalism, World Study

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will be able to identify what culture celebrates Hanukkah.
2. Students will be able to list three key features of a Hanukkah celebration.
3. Students will complete the Hanukkah Activity Sheet.
3. Students will learn the rules of the dreidel game and demonstrate this knowledge by playing the game.

Teacher Materials:

- 1 sheet of bristle board
- a picture of a menorah, latkes, and a dreidel
- tape
- 6 pre-made dreidels
 - 6 printed copies of the dreidel pattern
 - 6 pencils
 - 1 pair of scissors
 - 1 glue stick
 - 1 hole punch
 - 1 package of crayons

Student Materials:

- 30 activity sheets
- 12 packages of crayons
- 6 sandwich bags full of tokens

Sequence:

Preparation

1. Using the website (see notes and resources section), print off 6 copies of the dreidel pattern.
2. Using the pattern and instructions from the website (see notes and resources section), decorate and assemble six dreidels.

3. Using the book "We Celebrate Hanukkah", make a Hanukkah Activity Sheet that has a picture of a dreidel, a menorah, and latkes that the students can colour. Have the words of the objects written below the pictures.
4. Make 30 copies of the activity sheet.
5. Using crayons write the word Hanukkah across the bristle board.
6. Using tape, hang the bristle board and pictures of the menorah, latkes, and dreidel on the wall.
7. Arrange the desks into six workstations each containing: 1 pre-made dreidel, 5 activity sheets, 2 packages of crayons, and one sandwich bag full of tokens.

Activity, Portion 1 (20 minutes):

1. Arrange the students into groups of 5 and have each group sit at a separate workstation.
2. Using information obtained from "We Celebrate Hanukkah", introduce the celebration of Hanukkah specifically including: who celebrates Hanukkah, when the celebration occurs, and key features of the celebration (ie. the menorah, latkes, and the dreidel).
3. Refer to the pictures of the menorah, the latkes, and the dreidel.
4. Show the class a pre-made dreidel.

Activity, Portion 2 (10 minutes):

1. Have the students colour their Hanukkah Activity Sheets.

Activity, Portion 3 (25 minutes):

1. Using the information from the websites (see notes and resources section), explain to the class how the dreidel game is played.
2. Among their groups, using a pre-made dreidel and a bag of tokens, have the students play the dreidel game.

Clean-Up (5 minutes):

1. Have the students put the tokens back in the bags.
2. Have the students put the crayons back in their packages.

Application:

This activity should be used to extend and reinforce the topics of culture, celebrations, traditions, and communities. Prior to this lesson, it would be beneficial if students have discussed and identified Canadian Christmas traditions. Students should also demonstrate an understanding that communities are made up of different cultures and that different cultures have different celebrations and traditions. This activity can be extended by having the students compare Christmas to Hanukkah. Another extension of the activity could involve students inquiring about their personal traditions and from what culture these traditions stem from.

This activity fits into the wider curriculum because it ties in elements of history, art, and mathematics. In particular, the dreidel game relies on and helps to enforce the basic math skills of addition and subtract.

Suggestions to increase the difficulty of this activity, therefore making it appropriate for older grades, include: having the students make their own dreidels, and altering the rules of the dreidel game to enforce more advanced math skills.

Notes:

-this activity is adapted from "Hanukkah Fun: The Dreidel Game", submitted by Lois Lewis to the lesson plan resource site "Education World", which can be found at http://www.educationworld.com/a_lesson/00-2/lp2251.shtml

- suggested book: Kalman, B. (1986). *We Celebrate Hanukkah*. Toronto: Crabtree Publishing Company, or related resources explaining Hanukkah and the history of the dreidel

- directions and pattern for making dreidels:

<http://www.billybear4kids.com/holidays/hanukkah/pattern.htm>

- directions on how to play the dreidel game:

<http://www.billybear4kids.com/holidays/hanukkah/rules.htm> and

<http://www.billybear4kids.com/holidays/hanukkah/dreidel2.htm>

Contributor: V. Batcules

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Community Study, Feelings, History, Inquiry Skills

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will use appropriate vocabulary to describe their inquiries and observations regarding the lifestyles of male and female pioneers and their children
2. Students will articulate the connections they made between topics.
3. Students will predict roles and functions performed by various members of a pioneer family
4. Students will describe, compare and contrast similarities and differences within pioneer and current lifestyles.

Teacher Materials:

chart paper
marker

Student Materials:

Sequence:

Preparation:

1. Facilitate student brainstorming regarding chores performed by women, men and children in pioneer times

Activity

1. List the chores on a chart divided into 3 sections "men", "women", and "children"
2. Discuss the chores that members of the student's families perform today
3. List the current chores as given by the students on a separate chart
4. Have the students describe, compare and contrast similarities and differences in chores/jobs between the pioneer and those in our current lifestyle.

Discussion

1. Discuss reasons for the differences in jobs and chores.

Application:

Application:

Spelling: New words found within the unit may be incorporated into spelling exercises (e.g. weaving, harvest, thrashing, flail)

Science: The study of Mechanisms and Structures in the Grade 3 curriculum can be incorporated into this unit through discussions of the various mechanisms (pulleys, levers, etc.) and structures (log cabins, sod houses, etc.) that were used by the pioneers in their daily lives

Journalling: After viewing books and illustrations of pioneer life, the students could write a story as a journal entry of a day in the life of an imaginary child from pioneer times and illustrate it.

Language Arts: Books such as the Laura Ingalls Wilder series of "Little House" books ("Little House in the Big Woods, for example) can be read to the children.

This activity can be adapted for use by most students in Grade 3. The words used for spelling lessons can be adapted dependent upon the needs of the children in the classroom (more or less difficult, extra words, etc.). This activity also lends itself to group work, where the class may be divided into 3 groups to discuss and formulate group ideas regarding the chores of men, women and children in pioneer times, instead of making it a whole-class lesson. Ideally, the above lesson would follow the introductory lesson to Pioneer Life.

Notes:

This activity is adapted from a lesson plan found at
<http://www.uask.ca/education/ideas/tplan/sslp/pioneer.htm>

Laura Ingalls Wilder. "Little House in the Big Woods" Harper Trophy; USA. 1993.

Wayne Barrett (photographer). "Kings Landing- Country Life in Early Canada" Oxford University Press; Toronto. 1971.

Contributor: R. Carrier

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Feelings, History, Human Geography, Language Arts

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

- Describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement.
- Describe the major components of a pioneer village or settlement.
- Use appropriate vocabulary to describe their inquiries and observations.
- Communicate information, using media works oral presentations, written notes and descriptions, and drawings.

Teacher Materials:

This lesson exercises students, ability to write stories about pioneer life so an associated story to introduce the lesson is needed. Teachers will need chalk when they write vocabulary and ideas about pioneer life on the chalkboard. Upon assessment of student work teachers will need a pen.

Student Materials:

This lesson requires students to prepare a story and illustrate pictures in their workbooks. Therefore, each student will need a pencil, eraser, and coloured crayons.

Sequence:

Introduction:

Read a book about pioneers. Then, discuss with the class the topic of North America, s early settlers and the hardships they overcame in order to start a new life on the frontier. Discuss the different reasons that attracted many of the settlers to the frontier. Develop a base knowledge by eliciting any prior knowledge that students may have about this topic.

Discuss the following pioneer life characteristics and make reference to them on the board:

People- What were they like

Reasons for moving westward

- Escape the law, find a more exciting life, prospect of getting rich

Landscape (what did the land look like)

- Rocky, unsettled. The land needed a lot of clearing before it could be cultivated.

Jobs (farmers, millers, blacksmiths, miners, ranchers)

- There were few types of jobs

Transportation (covered wagons, stagecoaches, horses, etc.)

- In the beginning there were no trains, planes, cars and boats only went up the St. Lawrence and into the great lakes.

Food (vegetables, wild game, fruit, etc.)

- They had to grow or catch their own food

Clothing

- They had to make and mend their own clothing

Homes (log homes, home-made furniture)

- They had to build their own homes and furniture

Communication (letters by stagecoach, pony express)

- They had limited access to communication (letters)

Ask questions to ensure students, comprehension of vocabulary associated with pioneer life. Model the story-writing process and explain how students should prepare their stories.

During the exercise, students can work individually or in pairs. Students will discuss which ideas to write about in their stories. They will present their ideas in a story format, depicting the lives of their imaginary families starting lives on the frontier. Included in their stories should be many descriptors of the characteristics and the specialized vocabulary that were discussed in class, such as family occupation and what each family member does each day. Detail will be encouraged. If they are stuck for ideas they can refer to the board. On the board will be the listed characteristics and vocabulary from the discussion period at the beginning of class. At least one illustration must accompany their story to show how they imagined pioneer life. Once all students have completed their stories they will share them with the rest of the class. While they give their oral presentations, they can offer further descriptions that they could not form into sentences or forgot to include.

Closure:

Review what was learned from the book that was read, the brainstorming of class-generated ideas, and the student presentations. Re-ask the class about what it means to be a pioneer, and the different characteristics about life on the frontier. Have students think of further ideas that can be added to the board.

Application:

As a follow-up to this lesson teachers could reinforce it using different mediums. For example, viewing a film depicting life on the frontier would help students tie the learned

vocabulary and characteristics from the previous lesson. After the film the class could discuss any further ideas or opinions about the early settlers, lives on the frontier. Having students form small groups and role-play a pioneer family would increase their understanding of the topic. Allow students to alternate roles so that they can gain a better understanding of how roles in pioneer families differed for each member according to their daily tasks. As well, the class could talk about how there were different behavioural expectations for each family member. Contrast these expectations with ones in today's society.

Notes:

Contributor: K. Forgrave

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: History, Human Geography, Inquiry Skills

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will compare and contrast life in a pioneer settlement with that in their own community (e.g. with respect to homes, transportation, food, clothing, schools, and community life).
2. Students will locate key information about pioneer communities from a variety of secondary sources (e.g., illustrations, print materials, videos).
3. Students will communicate information using written notes and descriptions, pictures, and oral presentations.
4. Students will work cooperatively in small groups as they identify and discuss the changes that have taken place since pioneer times.

Teacher Materials:

- a variety of resources on pioneers (books, pictures, artifacts, videos - see resource list in „Notes & Resources%o section)
- 1 TV and VCR for the group looking at the video
- Post-it notes, to mark pages in books
- 6 group instruction cards, posted on coloured construction paper (may be laminated)
- 30 photocopied charts (recording sheets) - 1 per pupil, photocopied on coloured paper as follows: (assume 5 copies per group)
 - Homes-green
 - Transportation - pink (Note: colours are not significant - other colours can be used just as effectively)
 - Food- blue
 - Clothing-orange
 - Schools-teal
 - Community Life-purple
- 30 large sheets of paper (i.e. cartridge paper) for students, drawings

Student Materials:

There will be six groups of five. Each group of five requires:

- pencils & erasers (5 of each)
- 5 recording sheets (charts) - supplied by teacher
- a variety of books and pictures, or a video, to look at (supplied by the teacher)

Sequence:

PREPARATION:

1. Select a variety of resources (books, pictures, etc.) on pioneers (see resource list in „Notes & Resources%” section for guidance). Sort these books into categories, according to the topics that they cover in the most detail (i.e. homes, transportation, food, clothing, and schools). Some books may need to have a specific section or page identified as being pertinent to the topic by placing a post-it note in the book.
2. One group of students will be working with a video that focuses on community life, such as jobs and businesses, in the pioneer community. After previewing the video, rewind it and set it up in the VCR, ready for students to watch.
3. Type up instruction cards for the six groups and mount them on coloured construction paper. (See „Notes & Resources%” for samples of the group instruction cards, including questions).
4. Create recording charts („Then and Now%”) for each of the six groups, and photocopy them on colour-coded paper to correspond with the colour of the mounted instructions for each group. i.e. homes - green, clothing - orange, etc.
5. Organize the materials into six piles for the six groups, with each pile containing an instruction card, recording charts, and various resources.

ACTIVITY

1. Divide students up into groups of five, and have them sit together at their tables (or push their desks together to form groups).
2. Tell students that they will be examining a variety of materials on pioneer life. Show the students some examples of the resources they will be examining at their tables. Tell students that each group will have a different focus - homes, food, transportation, schools, clothing, and community life. Explain that all students are going to be able to act as „pioneer super sleuths%”, as they try to discover how life in pioneer times was different from life today.
3. Explain how students will use the recording charts („Then and Now%”) to record their observations about how various aspects of our lives are different from life in pioneer times. Reinforce the idea that students can record their ideas in pictures as well as in words when they fill in their chart. Point out that the instruction cards at each table have some key questions that should be answered in their chart, and that these questions can help the students to get started. Tell students that it would be a good idea for one person in the group to read the instruction card out loud to the other members of the group, so that they all understand the task.

4. Review the activity by asking a student to repeat what the groups will be doing as soon as they get the materials:

They will be 1) Reading the instructions out loud to the group

2) Looking at the resources for ideas about how pioneer life differed from life today (in terms of clothing, transportation, schools, etc.)

3) Recording the information in their charts, which will be

Application:

Before using this activity in the classroom, students should already have been introduced to the topic of pioneers. For example, this activity may be used after students have learned about who the pioneers were (when they lived, their countries of origin, and where they settled in Upper Canada). With this introduction to pioneers serving as background information, students are prepared to participate in the current activity, which can be used to give students a more in-depth understanding of some important features of daily pioneer life in Upper Canada.

This activity can be adapted for different age groups by adjusting the level of difficulty of the resources that are used. For example, older students in Grades 4, 5, and 6 could read more detailed accounts of pioneer life than students in a Grade 3 class. Students in a Grade 1 or 2 class would have to rely more heavily on pictures and illustrations in books. The teacher could read a simple story book about pioneers to younger students (i.e. „Dance at Grandpa,s% by Laura Ingalls Wilder) in order to initiate a class discussion about differences between life in pioneer times and our lives today.

There are a number of reasons why this social studies, activity can be used effectively with students who have learning disabilities, or who are otherwise unable to read or write proficiently at the Grade 3 level. For example, students are provided with a wide variety of resources, and students who have difficulty reading some of the material can gather information through pictures, illustrations, and videos rather than relying on the written word. In addition, students are working in cooperative groups, so that group discussion and collaboration can be used to clarify instructions and ideas. Instead of recording their ideas in writing, students are free to use pictures and illustrations, which will enable the ideas of all students to be presented to the class.

This activity can lead to many extension activities which meet curriculum expectations in different subject areas at the Grade 3 level. Please see the „Notes & Resources% section for possible extension activities.

Notes:

1) Instruction Cards For Student Groups:

Group 1: Homes

Look at the books and pictures that are on your table. How were pioneer homes different from our homes today? Be sure to look at:

- how the houses are built
- what the houses are made from
- the size of the homes
- what furniture is included in the homes

Group 2: Transportation

Look at the books and pictures that are on your table. How did pioneers get from place to place? How are our forms of transportation different from those of pioneer times? Be sure to look at:

- travel on land, on water, and in the air
- how did pioneers see at night? (Were the headlights on cars back then?)
- what type of transportation is used on the farm?

Group 3: Food

Look at the books and pictures that are on your table. How was the food that pioneers ate different from our food today? Be sure to look at:

- where the food comes from (i.e. did pioneers go to a Zehrs for bread, butter, ham, and carrots sticks?)
- how the food is made or prepared
- what methods are used to cook the food
- how food is stored

Group 4: Clothing

Look at the books and pictures that are on your table. How do the clothes that pioneers wear compare to the clothes that people wear today? Be sure to look at:

- how women,s and men,s clothes are different
- how babies are dressed
- what children wear
- where people get their clothing, or where it is made

Group 5: Schools

Look at the books and pictures that are on your table. How were schools in pioneer times different from our schools today? Be sure to look at:

- what students use to write with
- how many different grades are in one classroom
- games children play at recess
- what happens if you forget your homework?

Group 6: Community Life

Look at the first video clip. How were jobs and businesses in pioneer times different from businesses in our community today? Be sure to look at:

- what types of shops or stores are in the community
- what types of equipment, tools, or machinery are in used in people,s jobs
- how much selection people have when they go to a store

2) Example of a „Recording Chart%o:

(NOTE: chart lines do not appear on this on-line form)

HOMES

Then	...And Now
(In Pioneer Times)	(Present Times)

3)

Suggested Resources

Greenwood, B. (1999). *A pioneer thanksgiving: A story of harvest celebrations in 1841.* Toronto: Kids Can Press.

Greenwood, B. (1997). *Pioneer crafts.* Toronto: Kids Can Press.

Kalman, B. (1991). *Early schools.* Toronto:

Contributor: N. Fraraccio

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, Community Study, Environmental Education, Field Trip, History, Inquiry Skills, Language Arts, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Cognitive Objective: Students will be able to identify and describe the major components of a pioneer village or settlement (e.g. grist mill, church, school, general store, blacksmith's shop) and see how a village progressed constructively.
2. Affective Objective: Students will work cooperatively in groups as they build parts of a pioneer village using the materials provided.
3. Skill Objective: Students will demonstrate an understanding of symmetry as they assemble cabins with popsicle sticks and paste and demonstrate an understanding of landscape layout as they sketch and paint the layout of a pioneer village using their materials (e.g. water paint, pine cones, branches), to mark out the gardens, roadways, streams, trees, grass, etc.

Teacher Materials:

Teacher Materials:

1. Glue gun.
2. 3 pieces of styrofoam (3ft. x 6ft.)
3. 1 box of popsicle sticks (approximately 250).
4. Water paint of various colours (e.g. black, brown, red, green, and blue)
5. Paint brushes.
6. Paste.

Student Materials:

Student Materials:

1. Pencil.
2. Tiny branches.
3. Pine Cones.

Sequence:

Preparation:

1. A field trip will be taken to Balls Falls located in the Niagara Region on Regional Rd. 24, Ontario. Students will get an idea of what a pioneer village looks like and how the pioneers lived.
2. After the field trip, the teacher will conduct a discussion with the students about the trip and ask the students what they admired most about Balls Falls.

Activity and Process:

1. Teacher will introduce to the class that the class is going to be building a pioneer village and discuss how a pioneer village progressed constructively in stages.
2. After discussion, the first step is to have students pair up. Pairs of students will be shown how to make the walls and roof of a cabin using popsicle sticks and paste, and making sure that the walls and roofs need to be squared properly. This will make it much easier to assemble the cabins and it will look much neater.
3. When the paste has dried up, each pair will then paint the walls and roofs brown, black, or red. It is important that the colour of the walls is identical to the colour of the roof.
4. When the paint has dried up, the teacher will then assemble the cabins using a hot glue-gun. The teacher will select a few students to assist in assembling the cabins.
5. The rest of the students will then be divided into three groups. With their materials, the three groups will demonstrate how a pioneer village slowly progressed constructively in stages.
6. Group One will layout and paint a piece of styrofoam (3ft. x 6ft.) that resembles a pioneer village with only one cabin, a garden, grass, and trees.
7. Group Two will layout and paint the second piece of styrofoam resembling how a pioneer village now has two or more cabins, a garden, and a roadway, for example.
8. Group Three will layout and paint the third piece of styrofoam resembling a pioneer village with cabins,

a gristmill, school, blacksmith shop, gardens, roadways, a bridge over a stream, etc. Therefore, there are three stages in this activity that shows how a pioneer village slowly progressed constructively.

9. The duration of this activity will be well over 60 minutes. Depending on how quickly the three groups complete their projects, how well they work together, and when students have social studies class, this activity could even last one week.

Application:

The purpose of this activity is to have students gain an understanding of pioneer life and culture and to see the stages of how a pioneer village progressed constructively. This activity reinforces the topic of pioneer life for the students. It can also be an introductory activity to introduce pioneer culture, depending on how the teacher wishes to teach pioneer life. Or, as in this case, it can be a last activity to finish off a pioneer unit.

An activity that can lead into this activity is a trip to Balls Falls as mentioned above. A trip to Balls Falls will allow students to learn about the history of pioneer culture, pioneer terminology such as conastoga wagon, sleighs, a list of mills and shops, develop inquiry skills, etc. A significant advantage of this activity is that it also allows students to compare pioneer life to present life.

Prior knowledge students will require before this activity is introduced is having literature and worksheets on pioneer lifestyle. Students should read literature on pioneers so they can learn the lifestyle, culture, traditions, occupations, how a pioneer village progressed constructively, etc. Having read the literature will allow the students to apply their knowledge to this activity even better. Of course, the teacher should always review with the students what was learned from the previous lesson. This reinforces their knowledge on pioneers.

This activity also leads into the other topics of the social studies curriculum such as Early Civilizations in

grade five, and Aboriginal Peoples and European Explorers in grade six. Therefore, this activity is a good stepping stone that leads into the topics discussed in grades five and six.

Notes:

This activity was created from reading "Discovering Canadian Pioneers" by Marlene and Reginald Gutsole.

Contributor: R. Gumkowski

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Community Study, History, Inquiry Skills, Language Arts

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the lifestyles of male and female pioneers.
2. Students will identify the roles of individuals in a pioneer settlement.
3. Students will formulate differences between current lifestyles and lifestyles of the pioneers.
4. Students will verbally present their findings to the class.
5. Students will describe the lives and contributions of the pioneers.

Teacher Materials:

1. 1 overhead projector
2. 1 overhead sheet listing 10 pioneer professions
3. 30 fill-in-the-blank worksheets that will be handed out to students.

Student Materials:

1. 2 pieces of masking tape, for each group of 3 students in the class, or 20 pieces of masking tape in total.
2. 1 marker, for each group of 3 in the class, or 10 markers in total.
3. 1 large sheet of chart paper, for each group of 3 in the class, or 10 pieces of chart paper.
4. 1 pencil per pupil, or 30 pencils in total.

Sequence:

Preparation:

1. Arrange desks in the class so that pupils can work in groups of 3.
2. Arrange pupils in groups of three.
3. Place 1 sheet of chart paper at each work station for each group of 3.
4. Place one marker at each work station for each group of 3.
5. Place 2 pieces of masking tape at each work station for each group of 3.

Activity:

1. Instruct each group of 3 to discuss, among themselves, and then write on chart paper, different occupations in present day society and the different occupations their parents have. Students will have 10 minutes for this portion of the activity.
2. Have a representative for each group come to the front of the class and tape the chart paper to the blackboard.
3. Have a representative for each group come to the front of the class, one by one, and verbally present the list to the class.
4. As the representative is presenting, the teacher will ask the pupil to put a checkmark, with the marker, beside the occupations that he/she or the class thinks existed in pioneer days.
5. After the presentations, the teacher will, on the overhead projector, present a list of 10 occupations that existed in pioneer days; they are,
 - a) a blacksmith b) a teacher c) a weaver d) a printer e) a stage-coach driver f) a farmer g) a miller h) a cooper i) a furniture and toy maker and j) a logger.
6. Compare the list of 10 pioneer occupations to the multiple lists of present day occupations.
7. Discuss occupations that existed then and still do exist now such as a doctor.
8. Identify pioneer occupations that do not exist in present day but have been altered, such as a stage-coach driver being transformed to, for example, a bus driver.
9. Encourage students to list pioneer occupations they do not understand such as, for example, a cooper.
10. Explain each pioneer profession listed on the overhead. For example, explain the role of the cooper was to work with wood to make barrels, kegs, pails, and other such items.
11. Distribute a fill-in-the-blanks worksheet to each of the 30 students. Students have 10 minutes to complete the worksheet and may work in groups of 3. A listing of the 10 pioneer professions would be at the top of the page and students would have to fill in the blanks in the sentences below using one of the pioneer professions listed. For example, 'A _____ needed to be strong for the heavy beating of iron'.
The student would enter blacksmith in the blank. Vocabulary in the sentences would be grade level appropriate.
12. Exercise would be taken up orally by the teacher choosing students to individually read the completed sentence.

Application:

This activity could be used as an introduction to the Grade 3, Pioneer Life portion of the Ontario Curriculum. This activity satisfied 3 specific expectations as found in the curriculum and further expectations could be satisfied by building on this lesson. One suggestion would be to have a lesson on the buildings members

of these 10 professions lived and worked in. These pioneer buildings and other buildings in a pioneer settlement could be contrasted with present day buildings thus satisfying the curriculum expectation that students compare and contrast buildings in a pioneer settlement with those of present day.

The prior knowledge needed for this lesson would be a basic knowledge of occupations and a limited knowledge of occupations that existed a 150 years ago. Since, during the activity, the teacher is asking students to place a check beside present day activities believed to have also existed in pioneer days, pupils can use their imagination if uncertain.

This activity can be related to the language curriculum because pupils are writing, reading, and orally presenting or speaking.

This activity can be altered or modified by, instead of comparing occupations, the task can be to compare methods of transportation in the pioneer days as opposed to now or one can compare the diet of the pioneer to the present day diet. Pioneer diet and transportation and routes are expectations found in the curriculum.

Notes:

This activity was adapted and modified from Kathleen Webb (E-mail: webb k@suu.edu) who is a Utah teacher. The original activity can be found at www.uen.org/Centennial/20Children.html. The following book was used as a resource for this activity: *In The Pioneer Home* by R. Neering and S. Garrod (1978 Fitzhenry and Whiteside Ltd., Toronto). *Pioneer Occupations* from the Federation of Women Teacher's Associations of Ontario, 3rd Floor, 1260 Bay St., Toronto, Ontario M5R 2B8 was also used as a resource. Finally, the Ontario Government's Social Studies Curriculum was used as a resource.

Contributor: T. Holtby

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Drama, Feelings, History, Language Arts

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will compare and contrast the lives (eg. daily routines) of pioneer and present-day children.
2. Students will compare and contrast life in a pioneer school with that of their own school.
3. Students will demonstrate fine motor skills and penmanship using pioneer instruments.

Teacher Materials:

Walnut Shell Ink Materials: paper bag, hammer, 2 small to medium saucepans, measuring cup, teaspoon, cheesecloth, small containers with lids (ie baby food jar), 4 empty walnut shells, water, salt, vinegar.
Cranberry Ink Materials: metal spoon, metal strainer, cranberries.
Both inks also require: feathers, stove

Student Materials:

blank paper (preferably parchment).

Sequence:

Preparation and Activity (Preparing the inks is part of the activity).

To make the walnut shell ink:

1. Crush 4 empty walnut shells in a paper bag with the hammer (watch your fingers).
2. Put in saucepan and add a cup of water.
3. Boil the mixture and add 1/2 tsp salt and 1 tsp vinegar.
4. Turn the heat down and simmer for 15 minutes.
5. Strain the ink through the cheesecloth to remove shell pieces.
6. Pour ink into baby food jar or other appropriate container.

To make the cranberry ink:

1. Put 1 cup cranberries and 2 tablespoons of water into a medium saucepan.
2. Boil mixture and then use a metal spoon to crush the cranberries.
3. Strain the ink using a metal strainer (plastic will stain) and pour into containers.

These recipes will need to be increased for large groups; it may be best to make the inks in small groups/centers.

Activity: (Writing with feather and homemade ink can be done with the full class).

1. Sharpen the end of a large feather and try to write with it. You will need perseverance.
2. For one subject, have students do all required handwritten work with the quill and ink.
3. Have students reflect/record their observations of writing with quill and ink.

Application:

This activity is part of the overall activity: for one school day, have students pretend they are in a pioneer school.

1. Teacher and students could dress up in pioneer clothing.
2. Heat could be blocked off from the classroom to simulate how the rooms would feel in pioneer days.
3. Lighting for the classroom would be either candles or lanterns.
4. The teacher and students could discuss present day student and teacher rules with those of pioneer-age rules.
5. Students could be presented with statements about the first schoolhouses and could write present-day correlatives for these statements.
6. As pioneer schools were generally a one-room building for eight grades, students could spend some time helping out in a younger class. Later, students could analyze their experience (ie. who learned the most?)
7. After participating in this pioneer school environment, students could be asked to reflect and answer the question: Would they rather go to school now or in the days of the pioneers?

The duration of this activity would be at the discretion of the teacher and the students' interest levels. Some children may enjoy the challenge of participating all day using only pioneer school equipment, obeying pioneer rules, etc. Others may become frustrated at the limitations imposed upon them using such archaic devices.

The teacher may also need to prepare the inks and sharpen the feathers in advance, depending on the abilities of his/her students.

This activity is designed to be a culminating activity after the pioneer unit has been introduced and been studied.

It could, however, be used as an introductory "hook" to prepare the students for the hardships of pioneer life and set the tone for the affective component of the unit.

Notes:

The overall activity of having students participate in pioneer school life for a day came from:

Mrs. Barb O'Brien, St. Raphael School, Burlington.

The specific activities were modified from the following book:

Elementary Social Studies: A Practical Approach to Teaching and Learning,
Seventh Edition
Wright/Hutchison
Activity Ideas for Elementary Social Studies

Stenson, Elizabeth (1983). *Early Settler Activity Guide*. Toronto:Crabtree Publishing Company.

Contributor: L. Polgar

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, Community Study, Drama, Field Trip, History, Language Arts

Time: 30 Minutes

Student Grouping: Individual

Expectations:

1. Students will be able to compare, contrast and describe aspects of life in early settler communities and present day communities
2. Students will use appropriate vocabulary (e.g. pioneer, settlers, grist mill, general store, blacksmith) to describe their inquiries and observations
3. Students will be able to describe the major components of an early settlement (e.g. grist mill, school, church blacksmith's shop) through brainstorming and letter writing.

Teacher Materials:

chalk, chalk board or
chart paper and marker

Student Materials:

pencils
pencil crayons,
ruler,
paper (one sheet each of lined and blank for each student)

Sequence:

Preparation:

The following activity is a follow up after students attend a field trip to St. John's Outdoor Study Centre or other pioneer village/area. This activity would take place following a previous lesson about pioneer life in Upper Canada.

Activity:

1. Teacher will tell students that each of them have been granted permission to take a journey back in time to the days of the pioneers in Upper Canada.
2. Students as a whole class will first brainstorm ideas of what they might see on their journey. Teacher will discuss and write some ideas on the board in relation to questions such as: What might they eat for dinner? How will they make their food? What will they sleep on? What might their bedroom look like? What are some of the chores they might have to do? What methods will be used to complete their tasks? What games might they play and who with? Will they go to church? How will their school compare to the

school they attend today? What kind of work did the men and women do? What are some of the structures they will find in the village and what are they used for etc.?

3. Students will travel in an imaginary time machine (seated at their desk) as they close their eyes while the teacher counts backwards from 10. While counting, the teacher will ask students to imagine their surroundings and to think of their field trip and what life was like for the pioneers.

4. When the students open their eyes they are to imagine they are living with a pioneer family for two days and they are to consider what they might be doing, eating etc.

5. Students will next write a letter to either a member of their family, a friend or themselves (like a diary) about what they are experiencing with their pioneer family. They will tell in their letter about their surroundings, chores, what they might have eaten or played etc., while using the previous brainstorming material as a guide. The letter should be at least one page and should include comparisons of life in modern day Ontario.

6. Before the students return home from their journey they are to bring home with them one artifact they found useful, they liked, or they thought was unique.

7. The students will draw the artifact on a sheet of paper or in their social studies binder and give a description of what it is called, what it is used for, where they got it from and why they picked that artifact to bring back with them. If time permits allow students to compare their artifact with its modern use today.

8. Remind students to use a title for their work and use a ruler to underline when necessary.

9. For a later class students will have a chance to share with others their letter and/or picture.

10. Students knowledge of Pioneers can be evaluated by assessing their written and visual activity as well as observing their participation during the brainstorming.

Application:

This activity can be adapted for use by an age group that has writing skills.

This activity can be incorporated into several other subject areas such as drama, literature, and visual art.

This activity can be considered a part of drama because students are writing while they are in role, and are using imagination to recreate a different time period for themselves to exist. As an extension to the drama lesson, students can practice a corridor of voices (where one student begins reading their letter, after one line is read the next person joins in while the first person continues reading his/her own letter) with their own personal letter and so forth until every other student has read their letter (sort of like singing in rounds except it is reading).

Students could also turn their pioneer experiences into frozen pictures called tableau's as they demonstrate what they might have been doing with their pioneer family in the village. In a group of 3-6, students will work together to create a drama for others to observe recreating a scene of pioneer life without movement.

Literature is incorporated into this lesson because students are asked to use their writing skills to write a letter. It also is necessary for them to listen to the instructions and read

their letter to the class, all of which (that is reading, writing, and listening) are essential components of language arts.

In a follow up visual arts class, students can copy their artifact design onto a quilt patch work that all students will make together. Quilts were important and common to the pioneers. Students can later hang the quilt in the classroom as a display of every ones creative art.

Notes:

This activity was created independently however it could be useful to use resources about Pioneers of Upper Canada as a tool. The activity is designed for a full period or will take between 30 and 45 minutes.

Contributor: M. Porretta

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, Community Study, History, Science

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. The students will explain how the pioneers used natural resources to help build their homes. i.e. the forest for logs, the clay and straw to pack the stones for their chimneys.
2. The students will describe the major components of a pioneer village or settlement i.e. The grist mill, the church, the school, the general store, the blacksmith,s shop.
3. The students will compare and contrast life in a pioneer settlement with that in their own community with respect to services, jobs, schools and stores.

Teacher Materials:

- Instructions with the steps and the pictures will be available for those students who need to actually visualize what they are making.
- The pioneer log cabin already made to show the students what the finished product is going to look like, the sufficient materials to demonstrate how to make the log cabin.
- A roll of brown craft paper on which to set up and affix the completed village.

Student Materials:

The following are the materials required to make a small village containing: 10 log cabins, 1 grist mill, 1 school house, 1 church, 1 general store and 1 blacksmith,s shop: All the paper will be pre-cut.

- brown paper grocery bags
- 15 pairs of scissors
- 15 paper plates
- 30 pencils
- markers
- 15 bottles of white glue
- 20 sheets of brown construction paper; 15 of them cut into 8% x 8% shape
- 10 sheets of 9,x12, yellow construction paper

Sequence:

Preparation:

1. Have the students pick symbols out of a hat. Each symbol represents what structure they will have to make. The following are the symbols with their respective structures:
a Pilgrim,s hat = log cabin
a sheaf of wheat = the grist mill
a horseshoe = the blacksmith,s shop
a cross = the church
a quill pen and slate = the school
a newspaper = the general store
2. The students must then pair up with someone else in the class with the same symbol. That person becomes their partner.
3. Once the students are paired up and they are at their appropriate stations ie. the blacksmith,s shop, the grist mill, etc. ask them to watch as you demonstrate how to make a log cabin. Explain to the students that they can make their cabins look different and that those that have to build the blacksmith,s shop must label it with some sort of sign so that the people of the village know that it is the blacksmith,s shop or they can even just put a horseshoe on the front of the door.

Activity: Pioneer Log Cabin

1. The paper bags will already have been pre-cut into 4% x 2 [] wide strips. To make the log, roll the strip around the pencil, and glue the cut end. Then remove the rolled paper from the pencil and there you have your very first log! Repeat the steps to make 16 more logs and then you are ready to construct the base of the log cabin.
2. The logs now need to be arranged on a paper plate, alternating them at the corners. Next, glue the logs together.
3. Now a second row of logs is ready to be placed on top of the first, by staggering them at the corners. Continue adding logs on this way until the cabin is four logs high.
4. The next step is to roll two smaller logs that are 3% x 2 [] ,, to make logs for the first row that will taper to the roof.
5. Then make three more pairs of logs, with each pair a little shorter than the last.
6. These need to be glued at opposite ends of the cabin
7. The longer logs need to be glued on first and then tapered to the roofline.
8. The next step is to take the pre-cut brown construction paper and fold it in half. Some adjustments may have to be made to fit it atop the log cabin. Glue it atop the logs.
9. Now use the yellow construction paper to cut out doors, windows, chimneys, shutters and porches to add detail to the cabin.
10. Allow the students to work on the activity for about 30 minutes.
11. Once all the students are finished have them come over to a long table where you will have already laid out roughly 2 [] meters of brown craft paper. The students will then be asked to recall their field trip to Black Creek Pioneer Village to decide where to position the cabins.

Application:

This activity is strictly for the grade three social studies program under the Heritage and Citizenship: Pioneer Life strand. It however, can also be used as an art activity since it can also be used as a thanksgiving art activity. Instead of having the students only make log cabins, they can possibly also make tepees and integrate them into the village to show how both the Pioneers and the Aborigines lived together. The directions for making the tepees and wigwams are also contained in the book that is cited in the resource section.

For this particular activity, a field trip to Black Creek Pioneer Village in Toronto (somewhat similar to the St. John,s Outdoor Centre) would precede the activity in order to have the students familiarize themselves with the actual set-up of a pioneer village or settlement. This activity can also be used for science by asking the children to recall from the field trip how the Pioneers made use of their natural surroundings (resources). As the students are using the construction paper and glue to piece the cabins together, the teacher might want to recall the field trip to remind the students that the cabins were not made from paper and glue, but that in fact they were made with logs after having cleared entire areas of forest. The teacher might also want to mention to the students that it did not take just 20 minutes to build a cabin, but it in fact took months to gather their supplies from their natural environment. These materials included: trees for the logs, clay, stones and straw.

The follow-up lesson to this activity could then be that once the students have affixed the cabins onto the craft paper, they are to work with their partners to come up with the differences that exist between their buildings and those buildings that surround them in their everyday lives. For example they could compare the one room schoolhouse to their present day multi-roomed and multi-levelled school buildings.

The students could possibly also compare where the pioneers had to go to get their flour (the grist mill) compared to where their parents now have go to buy their flour (the supermarket). The idea is to have the students try to brainstorm the similarities and differences of life that exist in a pioneer settlement to those that exist in their own community.

Notes:

1. The expectations for the students were taken from The Ontario Curriculum Social Studies Ministry Guidelines for Grade 3.
2. This activity is adapted from the „Pioneer Log Cabin% activity in Laurie Carlson,s book „Kids Create: Art and Craft Experiences for 3-to 9-year-olds% (Vermont: Williamson Publishing, 1990).

Contributor: J. Schlombs

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: History

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will play „Social Studies Baseball% as a means to review concepts of pioneer life. (Social Studies Curriculum Document-Grade 3-Heritage and Citizenship-Pioneer Life)
2. Students will answer questions individually and collectively as a team.

Teacher Materials:

Blackboard
Chalk
Chart paper (for the batting order)
4 magnets (any design)
Question Bank

Student Materials:

Sequence:

THE GAME: SOCIAL STUDIES BASEBALL!!

TEACHER PREPARATION:

1. The teacher will design questions that will test students on the concepts taught in the unit. The questions will be organized into three categories: „First base% (not difficult), „Second base% (moderately difficult), „Third base% (difficult).
2. Using chart paper, the teacher will prepare a „batting order% (list of students names) for each of the two teams.
3. Before the lesson begins, the teacher will draw a baseball diamond on the black board. The teacher will place 4 magnets on the blackboard (in the „dug out%). These will represent players in the game. The „batting order% will be posted.

THE GAME:

1. The game will consist of three innings. Each team will have 5 players up to bat per inning. Therefore, a total of 10 students will be up to bat per inning.
2. Each „batter%” has the opportunity to choose a question level („first base%”, „second base%” or „third base%”).
3. If a student is successful in answering the question, he/she will „stand%” on that base (using a magnetic marker on the black board). For example, a student who successfully answers a third base question will „stand%” on third base. Students on base will move ahead according to the question level of the players that follow. (ie. If player #1 is on 1st base, and player #2 correctly answers a 2nd base question, then player #1 would move to 3rd base and player #2 would stand on 2nd base.)
4. If a student requires a hint from the teacher, the question level will be reduced by one. There are no hints for „first base%” questions.
5. There are no „outs%” for wrong answers.
6. The team scores will be recorded as tally marks on the board. Each player that „runs%” home will mark a point for his/her team.
7. After three innings, there will be a special fourth inning, in which students will go up to bat in pairs (determined according to the batting order). Each pair will choose a question level and discuss the question before answering. If the class has an uneven number of students, one player may go twice. In a class of 24, this round would consist of a total of 12 questions.
8. In the event of a tie, one student on each side will be appointed „team captain%”. One question will be asked per team. The team will work together to come up with the answer. If both teams are correct, the game remains a tie!

**** NOTE **** Number of innings and number of batters per inning may be modified to suit the size of the class and the amount of time allotted for the game.

SAMPLE QUESTION BANK

Grade 3: Pioneer Life

„First base%” Questions:

1. What is a pioneer?
2. T/F- Pioneers used electricity to heat their homes.
3. T/F- The first pioneer homes were made of logs.
4. T/F- What product does a sawmill produce?
5. In school, the children used _____ rather than books.

„Second base%” Questions:

1. Give three reasons the fireplace was important.
2. Name two countries of origin of the pioneers who settled in Upper Canada.

Application:

This activity may be used as a fun way to review pioneer life, as well as many other topics in social studies. Material from other subject areas, such as science and math, could also be reviewed in this manner. The game is unique in that it can target different age groups depending on the difficulty level of the questions and duration of the game (both of these are regulated by the teacher). Therefore, this game would be appropriate to play with children from grades 2 through 8. For older grades, the game could be adapted to allow students to create questions for their opposing team.

Notes:

Contributor: P. Schoen

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, Community Study, Drama, Feelings, History, Language Arts, Personal Growth

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

- 1) Students will be able to compare and contrast the lives of pioneer and present-day children of similar ages.
- 2) Students will demonstrate an understanding of a character's point of view through role play of a pioneer child.
- 3) Students will produce a three-dimensional work of pioneer art, and communicate their thoughts and feelings about pioneer toys.

Teacher Materials:

- butter churner (or 2 clear plastic containers)
- 3 pints of whipping cream
- washboard
- washtub
- homemade soap (if available)
- scraps of material
- blocks of wood (3 inches X 2 inches), 4 per child
- one half metre of ribbon per child
- glue gun (for teacher use only) and white PVA glue
- wheat grinder
- wheat kernals
- bread dough - enough to make 4 loaves of bread
- entire class dress in costume
- parent volunteers (4-5)
- broomstick

Student Materials:

- all children are to come dressed in pioneer costumes

Sequence:

Activities:

This activity should be used as a culminating activity at the end of a pioneer unit of study.

Have the children (and adults!) come to school in pioneer dress. Divide the classroom into five centre stations. The children will spend 10 minutes at each station, and then rotate to the next until each child has had a turn at each station. You should have approximately 5-6 children in each group. Have at least one parent volunteer or teacher at each centre.

Centres:

1) Churning butter. Have an old fashioned butter churner (if possible). Use about 1/2 pint of cream for each demonstration. The children will take turns churning the cream (whipping cream works best) until they can see it changing to butter. If no butter churner can be obtained - use a plastic jar (example - empty peanut butter container), have the children sit in a circle and roll the jar back and forth to each other. They can each take a turn shaking the container as well.

During the activity, discuss the differences between butter making during pioneer times and butter availability (in grocery stores) today.

2) Washing clothes. Set up an old fashioned washboard in a washtub with about two inches of water. Demonstrate how clothes were washed using the homemade soap and washboard - then allow each child to take a turn. While the children are taking turns, discuss the differences between washing clothes today and the amount of work a pioneer had. Use an old fashioned drying rack (or clothesline) to hang clothes. (be sure to put newspaper under it)

3) Making a typical pioneer toy. (you will need two parent volunteers at this centre) Set up the centre with blocks of wood, ribbon and glue. Demonstrate how to make a Jacobs Ladder toy, then have each child make one. Discuss the differences between pioneer children's toys and modern day toys as you are working. (Can substitute any simple pioneer toy here, eg. string and button toy)

4) Playing a typical pioneer game.

Demonstrate with two children, a typical pioneer game called the „stick pull%. Let each child have a turn. This game is played as two children (or adults!) sit on the ground facing each other. They put the soles of their feet together. A broomstick (or any stick about that length - e.g.. walking stick) is placed between them, and they each grasp it with

both hands. When someone says „go% each child pulls backwards on the stick (keeping their feet together) and tries to pull the other child up to a standing position. During the activity, discuss the differences between games of pioneers and games that children now play.

5) Breadmaking

Demonstrate the hand wheat grinder - let each children have a turn. While grinding explain how

the wheat is grinding into flour which will then be used to make the bread. Have some bread dough previously made - let the children each have a turn kneading the dough. (This will not be baked - just fun to experience)
Have some homemade bread baking in the staff

Application:

This activity fits into the Ministry Curriculum in the grade four Pioneer Life section. It should be used as a culminating activity at the end of the Pioneer unit of study. This activity provides children with a great hands on experience. They can make, feel, touch, and see many of the things which they have been studying in their unit. This activity uses cognitive skills as it reinforces vocabulary, etc. which has been studied throughout the unit. Children will also be thinking affectively as they compare and contrast themselves to pioneer children. Their thoughts and feelings are an important part of the experience. Kinesthetic skills are apparent also in these hands on active tasks.

I have chosen two expectations from other areas of the curriculum. There are actually many which could fit into this activity.

Visual arts expectations are met through the toy you choose to have each child make, while drama expectations are met through having the children role play a pioneer child for the whole activity.

Language Arts expectations could also be met by stressing and reinforcing pioneer vocabulary, or having the children write a journal entry or story about their experience after the activity. Phys Ed. expectations could be achieved if a different (more active) pioneer game were to be played.

This activity is primarily used to reinforce the study of the Pioneer unit. It extends the previous learning to an experiential focus.

This activity also fits very nicely within the larger context of the elementary curriculum in many areas.

Notes:

This activity is adapted from an activity which I helped to plan and implement for a Pioneer Days activity within my church.

One book was used for the Jacob's Ladder instructions, which I will try to find.

If there is more than one grade three in a school, the teachers could work collaboratively and combine to have the activity together.

Contributor: K. Shaw

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, Computers, Drama, History, Human Geography, Inquiry Skills, Language Arts, Maps, Media Literacy, Multiculturalism, Physical Geography, Values Education, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

By the end of Grade 3, students will:

Social Studies - Pioneer Life

1. Identify the countries of origin of the pioneers who settled in Upper Canada,
2. Identify the early areas of settlement in Upper Canada,
3. Describe the routes pioneers took to arrive at their destinations in Upper Canada,
4. Locate key information about pioneer communities and lifestyle using primary and secondary sources,
5. Communicate information using oral presentations, written notes and drawings.

Language

1. Use visual material to reinforce a message (i.e. draw pictures of pioneer life),
2. Speak on a variety of topics that are associated with Pioneer Life,
3. Use appropriate volume, tone of voice, gestures when making a presentation to their class,
4. Contribute ideas to their group discussion and listen to the ideas of others in their group.

Drama

1. Demonstrate an understanding of a character's point of view through writing and speaking in role (i.e. writing journal entries).

Teacher Materials:

Bobbi Kalman books about Pioneer Life: Colonial Life, Colonial Times from A to Z, The Early Family Home, Early Village Life, Food for the Settler, Settler Sayings and Visiting a Village

Assessment Materials (checklists, rubric for each group)

Student Materials:

6 maps of Canada
6 maps of the world
"Colonial Life", "Colonial Times from A-Z", "The Early Family Home", "Early Village Life", "Food for the Settler", "Settler Sayings" and "Visiting a Village" all by Bobbi Kalman and other related books about this topic displayed in class
30 Literature Response Journals
6 large pieces of white paper
Colouring materials

Sequence:

Preparation: Day One

Introduction: *This activity is a reinforcing activity to be used midway through a Pioneer Life Unit. This activity is designed to take five periods to complete.

Day One:

1. Review with students previous ideas about people coming from other places in the world to live in Canada. Ask students why they think people chose Upper Canada as their new home.
2. Read a few of the above listed books about "Pioneer Life", as well as other related books about the topic and discuss various aspects about how pioneers arrived in Canada and what routes they may have taken to get here. The books to be read are: "The Early Family Home" and "Visiting a Village" by Bobbi Kalman. Other books will be displayed in class to use as future resources.
3. Students will brainstorm ideas about different aspects of pioneer life and will identify places on maps where pioneers travelled from to get to Canada.
4. Students will be asked to think about various questions, such as "Why did the pioneers come here?"; "How did they travel?"; "What did they bring with them?"; "How did they survive?", etc. They will share their ideas with the class.

Activity

1. Day One: After ideas have been generated, students will write in their Literature Response Journals. They will write in the character of a pioneer coming to Canada to live. They will write in character about those character's experiences coming to Canada for the first time.
2. Days Two and Three:
 - a.)The class will be randomly divided into five groups of six students in each.
 - b.)Each group will be given a world map and a Canada map and a large piece of white paper. Each student will need their Literature Response Journals.
 - c.)Each group will be given the task of pretending that they are a family coming to Upper Canada from Europe or the United States and they must plan their voyage to their new home. They will need to consider where they are coming from, where they are going, how they are going to get to their destination and what belongings or materials they

should bring. This information will be written in the form of a story. They will need to map out their plan on the world map and pick a destination on the map of Canada.

d.) Each group will be expected to find information about pioneers using the media, books, maps, pictures, etc. and will use this information to create their story.

e.) In their Journals, they will write out a rough draft of their pioneer life story, which will later be printed onto one side of their large white sheet of paper after it has been corrected by the teacher.

f.) As a group, they will draw a picture to communicate the message of their "family" coming to Canada and their maps and additional information will be attached to the paper.

Discussion

Day Four: Each group will continue to work on their projects and will plan how they will present their stories to the rest of the class. They will gather the necessary props that they need for their presentation and will have

Application:

Day Five: Each group will have 5-10 minutes to present their Pioneer story to the class. The groups must present their story in role of their pioneer family and explain why they chose Canada to be their new home. They will be encouraged to use props, different resources from the Internet, magazines, books or other sources. They will be expected to present their "family story" in a creative manner and to use proper presentation mannerisms such as voice volume, eye contact and clarity.

This activity is just one that can be used in the Grade 3 unit for Pioneer Life. It can be integrated into many different subjects such as language, science, mathematics, physical geography, visual art, music and drama. This activity was used as a reinforcement of some pioneer aspects such as language terms, lifestyles and locating areas where they settled. This activity could also be used as a cumulative activity to assess the student's complete understanding of the unit.

Other activities can lead into and extend from this one: teachers can build up map skills with students in Canada and world maps; book reports from novel studies can be done or students could do a class project/book that compares children of today to children from hundreds of years ago. Teachers could also do activities about the roles of Native Americans in Upper Canada during the time of settlement or could focus on trade, resources, transportation. A study of a pioneer village could also be an interesting activity to do and may involve a field trip to Black Creek Pioneer Village.

Before starting this activity, students need to understand map skills and from where pioneers came from so that they could settle in Upper Canada.

Notes:

References:

Kalman, B. (1992). "Colonial life". Niagara Falls: Crabtree Publishing Company.

- Kalman, B. (1998). "Colonial times from A to Z". Niagara Falls: Crabtree Publishing Company.
- Kalman, B. (1982). "The early family home". Toronto: Crabtree Publishing Company.
- Kalman, B. (1981). "Early village life". Toronto: Crabtree Publishing Company.
- Kalman, B. (1982). "Food for the settler". Toronto: Crabtree Publishing Company.
- Kalman, B. (1994). "Settler sayings". Niagara-on-the-Lake: Crabtree Publishing Company.
- Kalman, B. (1990). "Visiting a village". Mississauga: Crabtree Publishing Company.

Other resources to build knowledge:

- Kalman, B. (1994). "A child's day". Niagara-on-the-Lake: Crabtree Publishing Company.
- Kalman, B. (1992). "Colonial crafts". Mississauga: Crabtree Publishing Company.
- Kalman, B. (1982). "Early settler storybook". Toronto: Crabtree Publishing Company.
- Kalman, B. (1997). "Girls and women". Niagara-on-the-Lake: Crabtree Publishing Company.
- Kalman, B. (1990). "The gristmill". Toronto: Crabtree Publishing Company.
- Kalman, B. (1990). "The kitchen". Toronto: Crabtree Publishing Company.
- Kalman, B. (1994). "A one-room school". Toronto: Crabtree Publishing Company.

Contributor: M. Sim

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, History, Language Arts, Math, Science

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will complete a hand made candle.
2. Students will compare past and present techniques of processing products (e.g., production of candles).
3. Students will compare and contrast the lives of pioneer and present-day children of similar ages.

Teacher Materials:

(Activity designed for full class broken into small groups - makes 30 candles)

1. Newspapers
2. A meter stick or broom handle propped between two chairs (3 sets)*
3. Water
4. 3 large pots *
5. 60 sticks of paraffin wax (2 sticks for each candle)
6. 3 empty 1.36L (48 ounce) cans with one end removed *
7. Scissors
8. 1.8 meters (60 feet) of candlewick (60 cms or 24 inches for each candle)
9. At least 5 adults (i.e., volunteers needed)
10. 3 electric burners (stove tops)*
11. Store bought candles

*Increase/decrease the number of materials depending on how many groups there are

Student Materials:

Each student will need his or her

1. Notebook
2. Pencil

Sequence:

Preparation:

1. The room will be organized in order to accommodate the number of burners needed, with enough room around each burner for the children to have a good, but safe view of what is happening.

2. The teacher will review safety issues with the students:
 - a. Paraffin wax catches fire easily if it gets too hot.
 - b. Drips of hot wax can burn the skin.
 - c. Only adults are to turn the burners on and off.
 - d. Only one person at a time can carefully dip their candle into the wax with an adult helping them.
3. The teacher will separate the class into groups. An adult will supervise each group. (Minimum of 5 adults).
4. Organize the children in each group to set up the broom handles and chairs and to put old newspapers under them so that the candles can drip while they harden.

Activity

1. 2 students will measure and pour 5 cm (2 inches) of water into the pot. The adult will turn the burner on low and heat the water.
2. The remaining children will place the correct measurements of paraffin wax in the can and place the can in the pot of water so that the wax will melt slowly.
3. Each student will measure the candlewick and cut into 20-cm (8-inch) lengths for their own candle.
4. When the wax has melted, the adult will lower half of one candlewick into the wax slowly lifting it out and holding it until the wax begins to cool and harden. Then the student (assisted by the adult) will lower the wick again so more wax will coat it. Lift it and let it cool again. Repeat this process until the candle reaches the desired thickness.
5. Tie the wick onto the broom handle and leave the candle to cool. After several hours, when the candle has hardened, cut the wick off 1 cm (1/2 inch) above the wax. Store the candle in a cool place until it is needed.
6. Organize the children to help clean the mess, and arrange the room as it was before.

Discussion

1. After the clean up, discuss with the students their reaction to making candles by hand. While discussing with the children, create a note on the board for them to copy into their notebooks at the end of the discussion.
2. Present the children with a store bought candle that is of similar size to one that the children made. Have the children compare their visual differences. Have the children compare why they are different (i.e., one was made by a machine, the other by hand).
3. Have the students comment on what the pioneers would have used to melt the wax for the candles (the children used an electric burner, pioneers would have used an iron pot over a fire, a wood stove).
4. With the help of the other adults, light some of the candles that the children made, and turn out the lights in the classroom. Ask the children to comment on their reaction to the fact that pioneers did not have electricity, and that they used candles for their light.
5. Ask the children if they think that it is easier to see in a room lit with candles, or by electric lights. Remind the childr

Application:

This activity can be used to help the children understand what it would have been like for the Pioneers as they made candles, and that candles were needed as a source of light. Other activities could include (in the Catholic schools) a religious prayer service in using the candles. Candle making could be an art activity (making different kinds and shapes of candles using moulds, colours and fragrances (allergy alert), a math lesson in measurement or temperature, a science lesson in liquids and solids, and a language lesson, the students could write a short story about being a pioneer and having to make candles, and why they needed them.

Prior background knowledge would require the student to be introduced to the Pioneers, where they came from, where they lived, what their houses were made of, and what sort of equipment they had/did not have (i.e., electrical items).

Modifications:

In adapting for younger students or students with physical disabilities, the activity can be modified so that the children (a much smaller group) are seated in a way that they have a good view of what is happening, and can observe the teacher making the candle. Note here that in order to prevent serious injury, and for the well being of the child, depending on the developmental capabilities, it would be best for the teacher to dip the candle.

These students can pass around a store bought candle as well as the complete homemade candle and they can see and feel the differences.

Notes:

This activity is adapted from the "Candle Dipping" activity in Barbara Greenwood and Heather Collins' book "A Pioneer Story, The Daily Life of a Canadian Family in 1840" (Toronto: Kids Can Press Ltd., 1994).

Contributor: L. Whiting

Grade: 3

Topic: Early Settlements in Upper Canada

Keywords: Arts, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. **COGNITIVE:** Compare and contrast school days of pioneer and present-day children of similar ages.
2. **AFFECTIVE:** Work co-operatively with others while creating a time capsule.
3. **SKILLS:** Brainstorm objects from their school life that could be placed in a time capsule.

Teacher Materials:

1 class list observation chart with the following headings: student names & comments

Student Materials:

6 time capsule activity cards

30 "Judging Your Project" worksheets (reproducible page in Assessment Handbook, Tapestry Series)

variety of contemporary school artifacts

lined & unlined paper

pencils, pencil crayons

6 storage containers

Sequence:

PREPARATION

a) Create time capsule activity cards.

ACTIVITY

a) As a full class, ask students to identify which aspects of past school life (such as school buildings, school supplies, students and teachers) have changed most dramatically between the nineteenth century and now and how they have changed. List student responses on the board.

b) Ask students to imagine what old school artifacts they could find if they discovered a time capsule that was buried in the ground.

c) Inform students that they are going to create their own time capsules of their school life.

- d) Elicit student suggestions on what could go into their time capsules.
- e) After brainstorming, ask students to choose categories under which the objects could be grouped. Use these categories to create a web on the board.
- f) Organize students into 6 groups of 5, then ask them to develop their own webs for their group time capsule. Erase the brainstorming web off the board before groups begin creating their own webs.
- g) Groups will complete a time capsule activity card that includes:
 - collecting objects and drawing pictures that tell about their school life
 - writing a letter to someone from the future that explains what the objects are
 - placing the letter and objects in a container that can be tightly closed
 - discussing where they would put their time capsule
- h) After groups have completed the activity cards, allow groups to present their time capsules to the rest of the class.

ASSESSMENT

Teacher will observe groups, and record observations on the class list observation chart, as groups are preparing their time capsules

- assess students' planning & problem solving skills (Which items have students chosen to represent school life?; How suitable are these items for a time capsule?)
- examine student self-assessments to assess how well they evaluated their own work

EVALUATION

Students will

- assess their strengths & weaknesses of their work by completing "Judging Your Project" worksheet

Application:

INTRODUCTORY ACTIVITY - SHARING KNOWLEDGE OF EARLY SCHOOL LIFE

COGNITIVE: Realize that school customs have changed over time.

SKILL: Discussing

FOCUS: History

MATERIALS: Ask students to bring in old school artifacts, such as textbooks and photos from family members.

SEQUENCE:

- a) Generate a class discussion about the school artifacts that were collected. Use the following questions as a guide for learning:
 - In what ways do you think your parents' school life was different from yours?
 - In what ways do you think your grandparents' school life was different from yours?
 - How do you think school has improved since your parents were children?
 - How do you think school has not improved since your parents were children?

REINFORCEMENT ACTIVITY - READING ABOUT EARLY SCHOOL LIFE

COGNITIVE: Realize that school customs have changed over time.

SKILLS: Reading, Generating Ideas

FOCUS: Language Arts, Inquiry Skills, History

MATERIALS: Generations from Tapestry Series

SEQUENCE:

- a) Ask students to read a letter individually, written by a ten-year-old girl that writes about her school days in the nineteenth century (pp. 34-35 from student book).
- b) While reading, ask students to rank the features of Emma's school life, in their notebooks, in order of strangeness, beginning with the most strange.
- c) When students are finished their lists, pairs of students will compare their lists with each other and explain their choices.

EXTENSION ACTIVITY - INTERVIEWING AN ADULT ABOUT PAST SCHOOL LIFE

COGNITIVE: Realize that school customs have changed over time.

SKILLS: Planning, Interviewing, Writing

FOCUS: Language Arts, Community Study, History

MATERIALS: Interview questions, bristle board

SEQUENCE:

- a) Inform students that they are going to create a museum exhibit on past school life using data collected from interviews.
- b) As a full class, brainstorm possible topics for interview questions, such as school rules, clothing worn, school lunches, reading materials, modes of transportation to and from school, teachers, and classroom arrangement. Also brainstorm a list of people that students can choose to interview (i.e. parent, grandparent or teacher).
- c) Demonstrate interviewing conventions on how to: welcome interviewee, ask and rephrase questions, record responses, listen and maintain eye contact, and thank interviewee after the interview.
- d) Allow students to practice interviewing each other using the questions that they have created.
- e) After interviews are completed, each student will create a poster that includes pictures and a write up of their interview.
- f) Display posters around the classroom.

Notes:

This activity is adapted from the "School Days, School Days" section of the teacher's guide of Generations (Tapestry Series), by Peturson, R. et al.

Contributor: L. Alonzi

Grade: 3

Topic: Urban and Rural Communities

Keywords: Community Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities.
2. Students will demonstrate an understanding of the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities.
3. Students will construct a model of an urban or rural community to describe the characteristics of a community and its environment.
4. Students will communicate information (e.g., concerning the comparison of urban and rural communities) using an oral presentation.
5. Students will use appropriate vocabulary (e.g., urban, rural, city, town, village) to describe their inquiries and observations.

Teacher Materials:

- 1 white bristol board per group
- 1 pair of scissors for each student
- 1 masking tape
- Glue bottles for each student
- Construction paper (various colours)
- Chart paper indicating urban and rural community characteristics
- Names of each group member on separate slips of paper for a draw
- 8 garbage bags

Student Materials:

- 2 empty household boxes per student
- Pencil
- Eraser
- Crayons
- Pencil crayons
- Marker

Sequence:

Preparation:

1. Two weeks prior to this activity ask each student to bring 2 empty boxes to the classroom and designate a place where they will be stored. Preferably 1 small and 1 big box per student (e.g., kleenex boxes, boxes used to enclose food products such as granola bars or jello, paper towel/toilet rolls may also be collected).
2. Write urban and rural community characteristics on chart paper:

Urban Community	Rural Community
Industrial (factories)	Farming and Mining
Residential (houses and apartments)	Fishing
Commercial (stores and offices)	Forestry
City	Town
Buses	Village

Activity:

1. Divide the class into groups of 4 (or another number).
2. Move the desks together so that the groups will have their own work space.
3. Place 1 white bristol board, glue bottles, scissors, and 2 empty household boxes on each work space (two small and two big boxes).
4. Explain to the class that they will be constructing a model that represents either an urban or rural community by using the following: white bristol board, empty boxes, and construction paper, crayons, pencil crayons, and/or markers.
5. Indicate to the class that masking tape and construction paper will be made available when they decide on the materials needed. Students can ask the teacher for their supply.
6. Show a previous sample of a model if available. If not, describe that the roads and/or land area can be drawn and coloured directly onto the bristol board and the empty boxes may represent homes and buildings. The empty boxes must be designed properly by covering them with construction paper and drawing what type of model it represents (e.g., home, building).
7. Instruct the students to use the list of words on the chart paper as a guideline for their project.
8. Assign one of the community choices to each group so that there will be an equal representation of urban and rural communities.
9. Ask the students to start designing their land plans by using their pencils. The students must leave space on their bristol board for the empty boxes. After the design is complete, students may colour the land plans by using their crayons, pencil crayons and/or markers. After the land is coloured, have the students design their models using the empty boxes.
10. Students may need assistance with gluing the boxes onto the bristol board. You may have older grade students help with this process.
11. Allow the activity to continue until the project is completed. This activity may take up to 2 lessons, but no more.

Discussion:

1. Once the projects are completed, have each group present their community to the class. Ask them questions: What community did your group build? What type of models did your group build to represent your community?
2. After each presentation have a draw as to which student in the group will take the

Application:

How can this activity be used to introduce, extend, or reinforce a topic area under study? This activity extends and reinforces the students understanding of the characteristics of urban and rural communities by allowing the students to engage in a hands-on approach to building their own community. Having the students work in groups allows them to problem-solve ways to represent their community that extends their knowledge of the topic. As well, using the key terms listed on the chart paper reinforces what the students already know about urban and rural communities.

What other activities can lead into or extend from this activity?

Before this activity, students must receive a previous lesson(s) on urban and rural communities and have a clear understanding of the characteristics of each community. The teacher may also review proper behaviours for group work activities.

An activity that may extend this activity is a learning center that focuses on urban and rural communities. Providing a learning center in the classroom with activity cards and pictures will have students engage in a learning experience during their free time.

What prior knowledge do students require before this activity is introduced?

Students must understand the characteristics (e.g., with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) and rural (fishing, farming, forestry, mining) communities. Students must also demonstrate appropriate vocabulary (e.g., urban, rural, city, town, village) to describe urban and rural communities.

How can/does this activity fit within the larger context of the elementary curriculum?

This activity may be adapted to lower grades by preparing a model local community and displaying it to the class during a local community lesson. This activity may apply to higher grades by allowing students to work individually or in partners to construct models or a project for a given topic. Oral presentations are a good way to practice speaking to an audience, especially for the grades that participate in public speaking competitions. Group work gives students the freedom to problem solve and brainstorm ideas.

Notes:

Ministry of Education and Training. "The Ontario Curriculum: Social Studies Grades 1 to 6." (Ontario: Queen's Printer for Ontario, 1998).

Elementary Social Studies: A Practical Approach to Teaching and Learning,
Seventh Edition
Wright/Hutchison
Activity Ideas for Elementary Social Studies

Contributor: B. Bovaird

Grade: 3

Topic: Urban and Rural Communities

Keywords: Environmental Education, Science

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. Students will demonstrate an understanding of why people and animals live where they do (urban or rural areas).
2. Students will be able to communicate information concerning the characteristics of urban and rural environments in relation to the animal of choice through an oral presentation.
3. Students will use appropriate vocabulary (eg., urban, rural, sources, environment) to describe their findings.

Teacher Materials:

- Chalk
- Library Access

Student Materials:

- Crayons, markers
- 30 sheets of drawing paper
- Library Book about an animal

Sequence:

Preparation:

1. Students will be asked to identify an animal which is located in the surrounding urban or rural environment.
2. Students will be paired in groups of two, both students in the pair are willing to research the same animal.
3. Students will be asked to go to the library and research their animal of choice, one partner researching the animal's access to food, water, shelter, and space in the urban environment. The other student researches the same things but in a rural environment. (This preparation for the activity will be done in the social studies period prior to the day of the activity.)

Activity:

1. Once the pair of students have selected an animal in the surrounding urban or rural environment to research, one member of the pair will identify how that animal accesses the sources listed above which are vital to its survival in that environment. The other student will do the same but for the opposite environment.
2. The students will then be asked to draw a picture of their animal in the center of their paper which is distributed by the teacher, and one student will title their paper "Rural" and the other student will title their paper "Urban".
3. In the four corners of the paper, each student will be required to write a sentence or two, in order to identify how their animal accesses food, water, shelter, and space in the urban or rural environment. (Students will be given 30 minutes to complete this section of the activity.)

Discussion:

1. Students will be asked to present their findings to the class through a brief oral presentation. This presentation will allow each pair to identify how the animal adapts to access the sources of food, water, shelter, and space in both urban and rural environments to survive. If the animal is only found in one of the environments the students would be encouraged to explain why their animal could not survive in both areas. (15 minutes would be given for presentations and the research sheets with the drawing of the animal and the obtained information would be collected for assessment.)

Application:

This activity is an excellent opportunity for teacher's to combine many areas of the curriculum into one common theme. Not only are children learning about urban and rural communities in relation to people, they also realize that animals are affected by the differences these areas possess as well. This activity allows students to use some artistic form of expression through drawing the picture of their animal. Also students are discussing topics such as habitat, environment, and life sources which will provide them with an introduction to these topics as they will be addressed in the science strand in Grade 4. Also, this activity could be integrated into physical education where children can play games such as "Oh Deer" which address animals and their life sources such as food, water, shelter, and space. Finally, this activity can also provide a framework for other activities in the language arts strand where children could write stories or make speeches about animals and the role of their surrounding environment for survival.

It is essential for the teacher to realize that children must have some prior knowledge before engaging in this activity. Children must be familiar with the meaning of the words habitat, environment, and shelter for example. These words could be used for spelling dictation as well. In addition, students must also be aware of the similarities and differences between urban and rural areas (eg., Space, physical features, population).

Notes:

This activity is adapted from the "What's That Habitat?" activity in the Project Wild Activity Guide (pg, 36). This guide is published by the Canadian Wildlife Federation.

Contributor: A. Coombes

Grade: 3

Topic: Urban and Rural Communities

Keywords: Arts, Community Study, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

Students will be able to:

1. Demonstrate an understanding of the characteristics of urban communities (e.g. physical features, buildings).
2. Use appropriate vocabulary to describe communities (e.g. urban, city, north, south, east, west).
3. Construct and read (using labels) a model/map of a community.
4. Make large models and personal maps of an urban community.
5. Use fine motor skills (e.g. cutting paper and boxes for models of buildings).

Teacher Materials:

- large paper for floor plan
- information and vocabulary on communities

Student Materials:

- boxes (e.g. different shapes and sizes of cereal boxes)
- art supplies (e.g. scissors, glue, construction paper, pencil crayons, paint)
- pencils and 8.5 X 11 white paper
- rulers (metre sticks)

Sequence:

Introduction:

1. After discussing and brainstorming features of an urban community as well as reviewing how to make and read simple maps/models, students will build a model of the community using boxes and construction paper (see materials).

Sequence of Steps for new learning:

2. Students will be assigned what building(s) they have to design and construct individually. They must also label the type of building that they have constructed. (Buildings include houses, schools, hospitals, fire stations, office buildings, restaurants, and churches.) Students will be given the rest of the period (approximately 30 minutes to

work on their buildings. Observe how student work is progressing and determine how much further time is needed.

3. When buildings are complete, students will work on a floor plan (including streets, signs, lights, trees, flowers, grass, etc.) as a whole class before deciding where buildings will be located. This floor plan will first be drawn on the blackboard while brainstorming ideas and the final floor plan will be committed to large paper so that the buildings and physical features can be placed directly on the plan.

4. The other physical features that are included in communities (e.g. trees, flowers, etc.) will be constructed as a whole class at this time.

5. Students will then place all buildings and other features onto the prepared floor plan to make the model of the community.

6. During this time, students will be able to discuss the model and community with each other and with the teacher. The teacher can use this time to discuss features of communities, vocabulary as well as answering any questions the students may have concerning models and urban communities.

Closure:

7. After the large model of the community is completed, students will make their own personal map of the community they have constructed (on regular sized 8.5 X 11 paper). They can colour and label if desired.

Note: Entire activity may span several periods.

Application:

Other Activities:

-Students could write stories of what occurs in the buildings in the community or the community itself.

-The teacher could further explain how labels have symbols that represent what the map features are in legends (e.g. H for Hospital).

-Engage students in a discussion of past communities and how they compare to modern communities.

-Engage students in a discussion of communities from around the world and how they compare to communities in our city.

-Students could make large maps using familiar units of measure (e.g. centimetres, metres) - i.e. make map to scale.

-Students could make a legend for the map/model.

-Students could use different colours to represent different things in the community. Therefore, students will be able to recognize that different colours on maps indicate different things.

-Students could use the map and map terms to discuss where things are in relation to one another in the community.

Prior Knowledge:

- Students can recognize that the city is made up of communities and that these communities share differences and similarities.
- Students will have the knowledge of different buildings in the community and what they are used for.
- Students will have the knowledge of the ways in which people travel in communities (e.g. using streets).
- Students can make and read simple models and maps of familiar areas.
- Students will have the basic art skills (e.g. cutting with scissors).
- Students will be able to ask simple questions in order to gain information about communities.

Larger Context of Curriculum:

- This activity further develops fine motor skills (e.g. cutting boxes and paper for buildings).
- It develops abstract thought (visualizing communities) to make concrete models.
- Ties to Mathematics by using units of measure when constructing model.
- Ties to History by discussing communities of the past.
- Ties to Language Arts through developing writing skills (as well as creative thinking) and reading about communities of the past.
- Ties to the Arts through drama - could put on a play about past communities
 - could engage in a tableau about modern communities

Notes:

This activity is adapted from Patricia L. Martinez
(<http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst060.html>)

Contributor: F. Costoulas

Grade: 3

Topic: Urban and Rural Communities

Keywords: Community Study, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will construct and read graphs, charts, diagrams, maps and models for specific purposes (e.g to describe a community and its environment).
2. Students will develop perspective as an enabling skill to read maps.
3. Students will consult map legends when looking for selected features.

Teacher Materials:

'David's Father' by Robert Munsch

'A Bird's eye View' (big book, individual student's books and teacher's guide) by Marcia S. Freedman

'Cressida's Classroom' by David Crew
chart paper and markers

Student Materials:

30 pencils
30 sheets of white blank paper
various objects from the classroom

Sequence:

Introduction:

1. Read aloud the story 'David's Father' to the class.
2. Discuss the pictures in the story and describe them using words such as bigger, smaller, higher, and lower.
3. Explain that things look different depending on where you are when you look at them.
4. Read aloud the book 'A Bird's eye View'.
5. Introduce and explain the terms bird's eye view and perspective to students.
6. Ask students to describe the difference between a bird's eye view and eye level view.

Sequence of steps to new learning:

1. Discuss as a class, the layout of the classroom, as well as the position of furniture and other large items in it.
2. Have students visualize what items may look like, in the room, using a bird's eye view (vertical perspective).
3. Model the drawing of an object from a vertical and horizontal perspective for students by placing an object on top of a desk, and drawing what you see when standing on the chair and looking down (bird's eye view) and when sitting in the chair and looking at it from a horizontal perspective.
3. Discuss how items in the classroom can be drawn as symbols and the advantages of using symbols when drawing a plan of the classroom.
4. Model the drawing of part of the classroom using symbols on chart paper.

Application:

1. Distribute a white blank sheet of paper to each student.
2. Leave copies of 'David's Father', 'A Bird's eye View', and Cressida's Classroom out for students to refer to.
3. Direct students to choose an object from the classroom and place it on their desks.
4. Instruct students to do the same activity that you modelled earlier. Repeat the instructions for the activity again e.g. stand on chair, look down draw what you see etc.
5. Have students share their drawings and have a partner identify the object(s) or match the two perspectives.
6. For homework have students draw a plan of their room from a bird's eye perspective using symbols they create.

Application:

Modifications:

For students who are ESL or have learning difficulties and need help with this concept, give direct teacher assistance by continually reinforcing the vocabulary needed to describe perspective and by giving them many opportunities to view pictures and objects from various angles. Provide these students with books, pictures etc. that they can refer to.

Extention Activities:

1. Ask students to bring in pictures that depict a bird's eye perspective. Make a display of these pictures.
2. Ask students who live in an apartment building to look out their window/balcony to view the ground from up high. Have them describe what they see from their window/balcony. Ask them to go outside and have a look around at the ground

level. What was different? Students who live in second-story houses could do the same activity. Students who live at ground level could be asked to view other places in their community from up high such as from a shopping mall escalator, or a bus.

3. Take students outside to the playground and have them describe what they see from the ground level. Next take students to the second floor of the school and have them look outside the window down at the playground from this height. Ask them to describe what they see. Does the playground look different from up high? Can you see more or less of the playground from up high? How are the two views different?

Integration across the curriculum:

Language Arts: Distribute to students pictures depicting different perspectives and ask them to write a few descriptive sentences about each picture. This falls under the Grade 3 curriculum's expectation to use basic terminology (e.g. close-up, bird's eye view perspective) to discuss visual images in print.

Visual Arts: This activity could serve as an introduction on different perspectives found in the Grade 3 curriculum's expectations. Students could be asked to produce two-dimensional works of art, and to label the foreground, middleground, and background.

Mathematics: The activity also covers the Grade 3 expectation to sketch a picture of a structure or a model created from three dimensional shapes.

Notes:

Description:

Perspective is an important skill used when viewing maps and globes. Making a room plan supports the gradual development of perspective awareness, moving student's perspective from a horizontal one, which they have naturally, to a vertical one, often called a bird's eye view. This activity helps students to recognize that an object looks different when viewed from up high (i.e. a bird's eye or overhead view). Students need to be able to look at the surface of places from above since that is the way it is represented on a map. Developing this perspective will help students to understand that the size of objects and areas appears to be larger or smaller depending on the height from which they are viewed. This activity serves as an enabling skill for making and reading maps.

Resources:

'David's Father' (non-fiction story) by Robert Munsch

'A Bird's eye View' (big book, individual student's books, and teacher's guide) by Marcia S. Freeman (Rand McNally People, Spaces and Places Series)

'Cressida's Classroom' (student non-fiction picture book) by David Drew (Scholastic Info Active Series)

Any books or pictures which depict a bird's eye perspective.

Adapted from: Mrs. V. Kalanderopoulos (Gr. 3 - David Lewis P.S.)

Contributor: A. Fretz

Grade: 3

Topic: Urban and Rural Communities

Keywords: Arts, Maps, Math, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will create and use maps of different types of communities containing the following necessary map elements of title, scale, symbols and legend, and cardinal directions.
2. Students will consult map legends when looking for selected features and landmarks on a map.
3. Students will recognize a range of features that may be represented by different colours on a map.
4. Students will use familiar units of scale (e.g., 1 cm = 100 Km) to measure distances on maps.

Teacher Materials:

a proper map

a simplified teacher created example of a map that includes the elements that the students will have to use

Student Materials:

30+ sheets of plain white 8X10 paper (1 per student)

pencil, eraser, ruler,

markers, pencil crayons

Sequence:

Pre-activity

1. Students should already be familiar with the use of map, globe, and graphic skills from previous lessons to be able to successfully complete this assignment.
2. Depending on how extensively this topic area has been covered in the class, it may be necessary and beneficial to review the elements of a map such as scale, symbols, legend, and cardinal directions.
3. Provide the students with a visual example by showing them a simplified example of a map that you have already created using the elements that they will have to use.

Activity: Part 1

1. Give every student a sheet of 8X10 plain white paper.

2. Explain to the class that they are explorers and they have discovered a new uncharted island. Their task is to draw a map detailing all of the features of their island in order for visitors to find their way around.
3. Their map must include a title, a scale, signs and symbols to represent various places of interest (i.e., hospital, lighthouse, park) and necessary markings (i.e., roads, railroad tracks, trails), a legend, and cardinal points.
4. Students will then colour their map. They should be reminded to use colour in a way which will make the map easier to read and identify certain features (e.g., blue for water).

Activity: Part 2

1. Have the students get into pairs.
2. One partner will ask the other to find specific landmarks on their map.
3. The other partner will use the legend to find the requested landmarks.
4. To facilitate their partner in finding the requested landmark, they can provide them with the cardinal directions (e.g., The park is in the Northwestern part of the island).

Discussion

1. As a class, the teacher will guide a discussion regarding the different features that were included in the various maps.
2. The students will express any troubles they may have had when trying to locate the landmarks on their partner's map, and offer any suggestions as to what could have made it easier.
3. The teacher will then wrap up the activity with a quick explanation about why it is important that all maps have these specific elements and why they must be accurate, based on the points brought up during the class discussion.

Application:

This activity can be adapted for use by most grades. This activity was designed with the Grade 3 expectations specifically in mind but can be simplified or made more difficult by removing or adding different requirements based on the curriculum requirements for that grade.

For the younger grades, the use of a legend and cardinal directions may be omitted to simplify the activity.

For the junior grades, they may be required to add time zones, grid lines, and contour lines on their map to better evaluate their appropriate skill level.

For all grades, this could be used as a culminating activity, and should be preceded with a review of relevant terms and concepts. Students should already be familiar with the use of map, globe, and graphic skills from previous lessons to be able to complete this assignment.

Also, if time does not allow for the entire activity to be completed, then the two parts can be used as two separate activities (Part 1 followed by Part 2).

The basic idea of this activity can be adapted to fit into any curriculum requirements that include map, globe, and graphic skills in their expectations. It can also be used to fulfill many cross-curricular expectations in subjects such as mathematics (use of scale and measurements), and visual arts (use of lines and colour).

Notes:

no references

Contributor: T. McKay-Crawford

Grade: 3

Topic: Urban and Rural Communities

Keywords: Community Study, Controversy, Economics, Inquiry Skills, Language Arts, Personal Growth, Social Action

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will sort and classify information about communities to identify issues, solve problems and make decisions through a class discussion and debate.
2. Students will use appropriate vocabulary to describe and express their inquiries and observations through the form of a classroom discussion.
3. Students will ask at least two well formed questions aimed to gain information concerning the relationship between the community and the environment.

Teacher Materials:

Teacher Materials:
a script
map of the local area
markers
timer

Student Materials:

Student Materials:
30 copies of the map above
paper
pencils
masking tape

Sequence:

Preparation/Motivator (10 mins)

1. A script outlining the structure of the meeting, and describing the development itself (where is it? what is going to be there?)

2. Copies of maps of the local area. On these you should colour the "location" of the new development.
3. The teacher will then place the proposed development center on the maps. Try to place the development center in an

interesting location (i.e. on top of some of the major roads, on some of the children's houses, or even on top of the school!). This might provoke them a little, and will liven up the discussion.

4. The room should be set out as to promote maximum discussion.
5. Briefly explain what is going to happen (i.e. a new shopping centre is going to be built in the local area), and ask the children to decide if they are FOR or AGAINST the development. The teacher will then ask them to sit on the appropriate side of the room.

Activity (35 min)

1. This activity is set in the context of a meeting, in which the students (the whole class) are discussing the proposed development of a new shopping centre where they live.
2. The teacher plays the role of the manager of the construction company who is going to build this.
3. The purpose of the meeting is to discuss ideas and opinions and (at the end) to vote on whether the development will actually go ahead.
4. The teacher should take a biased approach, disagreeing with the AGAINST children and agreeing with the FOR children.
5. The lesson begins with a speech by the teacher - outlining how the discussion will be set out.
6. An initial vote should be done to find out the general student opinion on this development.
7. Another speech by the teacher - outlining the development itself, showing the location and the features of the centre.
8. Children ask questions to the construction manager (i.e. the teacher)
9. Children discuss opinions and (in groups) write a short paragraph outlining their feelings.
10. Each group shares their paragraph with the rest of the class.
11. Final discussion and question/answering.
12. Final vote - the results of this vote will decide whether the shopping centre will or will not be built!

Discussion (15 min)

1. As a whole class discuss the implications of building the center or not building the center at the proposed location.

2. Have each child reflect in his/her writing journal on the process of the debate (be sure to have him/her describe their role).

Application:

This activity can be adapted for use by most upper primary or junior age groups. The younger the children the more structured the scenario will have to be. This activity provides opportunity for the teacher to assess speaking and listening within the language arts component of the curriculum. Although you would not be able to do this during the lesson (because you have such an active role), you could tape-record or video-record the lesson, and assess the children afterwards. This lesson assumes that the children have been in the community for the majority of their lives. If you have students that do not fall into this category, you would have to ensure that he/she knew of the aspects within this particular community. This lesson could also branch into the history component of the Ontario curriculum with the older grades. Students would have to complete some research aspect to this lesson and incorporate the knowledge into their debate response. This lesson could be done with the teacher assigning a role or the choice could be left up to the students. Finally, this lesson leads beautifully into the drama component of the Ontario curriculum. Students could be assigned roles (i.e. store owner, developer, citizen of 50 years etc...) and have to prepare a small skit or play to show to other students within the school.

Notes:

This activity is adapted from a lesson taught at my internship school, by Mr. McMurry's grade 3/4 class. It was very well done and the students loved it. They were very passionate and produced well spoken arguments.

Contributor: T. Pippo

Grade: 3

Topic: Urban and Rural Communities

Keywords: Arts, Community Study, Field Trip, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

1. Construct and read graphs, charts, diagrams, maps and models for specific purposes. (to describe a community)
2. Consult map legends when looking for selected features.
3. Compare the characteristics of their community to those of a different community.

Teacher Materials:

- cereal boxes of various shapes and sizes
- tempra paint
- construction paper
- felt tip fine pens or markers
- scissors
- butcher paper

Student Materials:

- pencil
- eraser
- ruler

Sequence:

Preparation:

1. Discuss with students "what is a community? What are different kinds of communities that people can belong to?" Come to an agreement on what community the class belongs to, ie. name of town lived in.
2. Teacher will lead the discussion on community to awareness of buildings, streets, parks, or other features unique to their community.
3. Plan and conduct a class field trip to observe the actual make-up of the community. Instruct students to make note of above mention landmarks.

Activity

1. Return to the classroom to construct the model community.
2. Ask the students to assist in drawing in outline form, the streets and roads that make-up the community. This plan may first be drawn on the chalkboard by the teacher, and then transferred on to the butcher paper by each partnership of students. Teacher will distribute the butcher paper for students to copy plan on to.
3. Direct the students to work in pairs to make buildings from the cereal boxes and art supplies. Assuming a class of 30 students, you will have 15 groups; thus you will have 15 finished community models.
4. Students are to incorporate all of the buildings and landmarks discussed on the field trip and back in the classroom. (ie. firehall, library, hospital, police station, churches, grocery store, cemetery, school, etc.) Students are to include a legend of landmarks (ie. cross=church), as well as a compass rose.
5. When students have completed creating the landmarks with the cereal boxes, place them in the appropriate spots on the streets and roads drawn on the butcher paper.
6. Students can also create traffic lights, street signs, trees, flowers, grass, etc. out of construction paper. Place them too on the butcher paper.

Discussion

1. Provide time and opportunity for students to discuss their models in the classroom.
2. Students can then present their models to other grades in the school.

Application:

This activity can very easily be integrated in to four (4) main other areas of study; namely, geography, mathematics, visual arts and language arts.

From a geographical standpoint, students could be asked to include any peaks or valleys found within the community or any lakes or rivers.

Mathematics could be incorporated by asking students to draw their map to scale. (ie. 1 km=1cm) They could then calculate the perimeter of the town, measure distance between, etc. (Grade 4).

There is an obvious visual arts connection as students are encouraged to be as artistic as possible in their recreations of the town, its landmarks and any aesthetic values such as trees or flowers.

Lastly, language arts is involved as students practice their public speaking skills in presenting their models to other grades.

Notes:

This activity is adapted from Patricia L. Martinez's "WHERE DO YOU LIVE?" Ms. Martinez teaches at Gardner School, Gardner, Colorado.

Ministry Expectations were taken from the curriculum document for Social Studies, grade 3 - Urban and Rural Communities.

Contributor: K. Riehl

Grade: 3

Topic: Urban and Rural Communities

Keywords: Community Study, Inquiry Skills, Language Arts

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

Inquiry/Research and Communication Skills (Social Studies)

At the conclusion students will be able to:

1. Ask questions and gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry of Sudbury? How does population growth affect life in an urban or rural setting?).
2. Sort and classify information about communities to identify issues and solve problems.
3. Use media works, oral presentations, written notes, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features).
4. Use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, populations).

Developing and Organizing Content (Language Arts):

At the conclusion students will be able to:

5. Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

Students will be able to:

6. Work well in groups to find relevant articles with information about rural and urban communities.
7. Be able to sort and classify the information they obtain by finding a common theme.

Teacher Materials:

- approximately 40 newspapers with urban and rural information
- 7 pairs of scissors
- 7 glue sticks
- 7 pieces of bristol board (one for each group)
- an example article to read to the students to clarify what type of article they will be looking for

Student Materials:

- all of the materials are provided by the teacher

Sequence:

Introduction:

1. Have the students gather at the meeting place (the carpeted area).
2. Hold up a variety of newspapers.
3. Ask the students:
 - what is this?
 - what does it tell us?
 - what is it used for?
 - what type of information does it give us?
4. Choose students to answer these questions.
5. After you have discussed the use of newspapers with the students and have highlighted what type of information they provide us, then you can outline the activity they will be doing in groups.
6. Explain the activity as follows.

Steps of the Lesson:

7. Tell the students they will be looking for information about urban and rural communities using the newspapers provided.
8. They will be working in groups to find articles that provide information about urban and rural communities that share a common theme.
9. Provide them with an example of an article they may choose and read it aloud so they have a grasp of what they are looking for.
10. Explain that they will choose 2 or 3 articles from the newspapers and explain what information they obtained from the articles about urban and/or rural communities and what theme they found in common.
11. Next, explain that using the articles they choose, they will create a collage of their selections and write their names and the central theme on the back of the poster.
12. Divide the students into groups of 4 and let them know what they will find when they get back to their desks. Tell them they will need a pencil.

Application for Learning:

13. The students will go back to their desks and explore the newspapers looking for various information in articles about urban and rural communities that have a common theme. You can walk around the room and help the groups look for good articles.
14. They students will cut out the articles and paste them onto the Bristol board.

Steps for Closure:

15. Have each group come to the front of the class and communicate what information they found in their articles about urban and/or rural communities.
16. Have the rest of the class guess the common theme between their articles based on the information they communicated orally.
17. Bring the students back to the meeting place and explain that research is an important part of learning about a community and that there are similar themes that occur

between urban and rural communities, such as the dependence upon each other to help the community function.

18. Tell the students that they will be learning more about their own community in the future.

Application:

This activity can be adapted for use by most age groups, from grade three up. Students need to be able to use a newspaper resourcefully because this activity is dependent upon students being able to read headlines and make judgments about the content of articles. This activity can be adapted in numerous ways. For those students who are poor readers, you can alter the activity by asking them to look specifically at headlines instead of having them read the entire article. If there are some really strong readers in the class, have these students be the designated readers so that the others can listen and interpret the information instead.

If more time was available, the collages could be posted around the room. You could have students walk around the room writing down the important information from each article, as well as the theme they think is common among the articles. Students can record their thoughts in a journal.

This activity could follow a lesson on comparing the characteristics of their community to those of a different community. Or it could be used to introduce the differences between urban and rural communities, especially if the articles lead to this type of discussion.

This activity fits well with expectations from the language arts curriculum with regards to oral communication. This activity also relates to the mathematics curriculum. Students could look for patterns in their information and create graphs and charts based on the information they find in their articles.

Notes:

Contributor: A. Trivieri

Grade: 3

Topic: Urban and Rural Communities

Keywords: Community Study, Inquiry Skills, Language Arts, Maps

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

The students will:

Re: Understanding Concepts:

1. Identify, compare and contrast features of urban and rural communities.
2. Demonstrate an understanding of why people live where they do.

Re: Developing Inquiry/Research and Communication Skills:

3. Use appropriate vocabulary to describe their inquiries and observations.
4. Sort and classify information about communities to identify issues, solve problems and make decisions.
5. Construct diagrams or maps.
6. Communicate information using oral presentations, written notes, drawings and maps.

Teacher Materials:

1. Secondary Sources:
 - a. Country Life and City Life Books~e.g., Social Studies texts, Encyclopedias, books about large cities, rural areas, etc.
 - b. Magazines~e.g., National Geographic, Life, Outdoors, Country Living, etc.
 - c. Posters/Pictures illustrating City and Country Life
2. Chart Paper
3. Markers

Student Materials:

1. Drawing paper (30 sheets)
2. Drawing and coloring media (pencils, crayons, markers, etc.) (5 baskets for each table).

Sequence:

Introduction (Building Schema Through Group Discussion):

1. Begin a class discussion by showing posters/pictures depicting both Country and City Life and asking students what these represent or mean to them~i.e. a community.
2. Key questions to ask the students during discussion:
 - a. What are some things that you find in every community? (People, schools, roads, places of work).
 - b. What are some different types of community? (city/urban and country/rural).
 - c. How would you sort the pictures? (Country versus City).
3. In groups, brainstorm other possible factors that could influence the location of a town or city. Examine maps of cities or countries for ideas.
4. List observations on chart paper. Note: Teacher makes a divided list on chart paper with headings of Country and City. Students contribute to the category of each list beginning with Country.
5. Read the book, „Do skyscrapers really touch the sky?% to enhance students, schema and to confirm observations and predictions. Add new terms to vocabulary list, noted above.
6. If needed, generate a list of terms and definitions based on book and discussion.

Development:

1. Divide students into small groups of two or three.
2. Give each group a piece of drawing paper.
3. List the instructions on the board and review with students. Instructions are based on items 4 to 8 that follow.
4. Tell the students that they will be creating a map of their own make believe city or country town. The students can use an atlas or map to pick a site~it could be their own community, a place nearby or far~or they can rely on their own imagination for the location.
5. Advise students that they may put whatever they want in their city/town, but all group members must agree.
6. Remind students of the list of things found in every community, which was made at beginning of class, and that they need at least three of those items included on their map. Also keep in mind the special things that are only found in cities that were listed in the book.
7. Students will have about 25 minutes to map their city.
8. Each group will share their map with the rest of the class, so students must be able to explain why they included what they did.
9. Instruct students to begin working.
10. The teacher walks around the room to observe group dynamics and talks with groups to ensure they understand the assignment and to see what ideas they are generating.

Closure:

1. Have the students share their maps with the class. This is done through oral presentation and displays of maps on bulletin board.
2. Have the students explain why they included what they did.

Assessment:

1. Checklist to ensure that each group included at least three of the things necessary in all communities:
 - a. Places for people to live,
 - b. Roads or mean

Application:

Extension (continued):

4. Visual Arts/Language Arts~Media:
 - a. Make a Poster or Advertisement: Students could make an advertisement for their ideal community explaining why people would want to live there, or for the City Council Meeting.
5. Drama/Language:
 - a. Development Meeting Debate:

This activity is set in the context of a meeting in which the whole class discusses the proposed development of a new shopping centre where they live. The teacher plays the role of the Developer. The class is divided into two groups: „For% and „Against%. The purpose of the meeting is to discuss ideas and opinions and at the end to vote on whether the development should proceed.
 - b. „Mantle of the Expert% Drama:

To enrich the activity, the class is divided into three groups: City Council (decision-makers), members „For% and members „Against%. Each group plays a role, including: Mayor and City Council members; Lawyer for opposition; Residents' Association in opposition to project; Lawyer for the Developer; and Company partners. Students must have a prior knowledge and basic understanding of roles of people in their community, and of City Council proceedings.

Notes:

These activities have been adapted from the following website references:

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Ball, J. (1994). *Do skyscrapers touch the sky?: First Questions and Answers About the City*. Alexandria: Time Life Inc.

Schmiedeskamp, Ragan, „Lesson Plan: Creating a Community,%
www.lessonplanspage.com.

Teachers Helping Teachers, „Lesson Plan: Development Meeting,%
www.teachingideas.co.uk/geography/deveopm.htm.

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www.un.org/Pubs/CyberSchoolBus/special/habitat/toc.htm

Contributor: D. Arscott

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Environmental Education, Inquiry Skills, Personal Growth, Science, Social Action

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify the materials required in the packaging of food products from an examination of their lunch.
2. Students will demonstrate an understanding of what materials are re-useable, recyclable, and disposable.
3. Students will articulate ways in which they can reduce the number of disposable materials in their daily lunches.

Teacher Materials:

Student Materials:

30 pens or pencils
30 pieces of paper
30 individual lunches

Sequence:

Preparation:

1. Before lunch period begins, ask all students to take out a pen/pencil, and piece of paper.

Activity

2. As lunch begins, instruct the students to record, in two-column format, the foods/drinks they had in their own lunch, and the packaging those foods are in (i.e. can of pop ^ aluminium can).
3. Instruct the students to then identify which wrappers, containers, cans, etc., can be taken home and re-used, which ones can be recycled (using whatever recycling program is available at the school), and which items must be placed into the garbage.
4. After lunch, ask students to name an item that needed to be thrown away from their lunch, when called upon.
5. Record these answers, compiling a list on the blackboard.

Discussion

6. Have a class discussion on ways in which the number of disposable items in one's lunch can be reduced, beginning with an example from your own lunch (i.e., „In my lunch today I brought a juice box, which I threw away, but tomorrow I could bring a thermos of juice to school.“).
7. Record on the blackboard the ways to reduce garbage next to the respective garbage items, while students make the same record in their notes.

Follow-Up

8. Ask students, the day after this activity is performed, to repeat this task to see how progress has been made in an attempt to reduce the amount of garbage created from lunchtime.

Application:

In the Ontario curriculum for social studies, the grade four level focuses on the provinces and territories of Canada. Specific expectations include the understanding of concepts related to the environment in various regions of Canada and how people interact with the environment. Conservation concepts, such as recycle, reduce and reuse are taught in the science program in the junior years of elementary school. This activity then serves to combine these topics of conservation and environmental impact. In order to perform this activity in class, students are required to have an understanding of the 3 R,s, and so this activity serves as a reinforcement of this topic, rather than an introduction to it. The activity reaffirms for students that they contribute to the waste problem that exists, yet at the same time have the power to do their part in reducing the growth of this problem. This activity is useful for this age group as it allows students to see how the 3 R,s pertain to their daily lives, which is part of the elementary curriculum. Another activity that can lead into, or extend from this activity is one similar to this one concerning the food products themselves. Students can examine the food in their lunch and discuss the amount of work/energy required to grow, harvest, deliver, etc., that food to them. This extended activity is one that reinforces the understanding of agricultural processes, also looked at in the curriculum.

Notes:

This activity is adapted from the "What Did Your Lunch Cost Wildlife?" activity in the Canadian Wildlife Federation,s book "Project Wild" (Ottawa: Council for Environmental Education Press, 1999).

Contributor: J. Barrick

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Arts, Inquiry Skills, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify the physical regions of Canada.
2. Students will identify the characteristics of the physical regions of Ontario.
3. Students will describe and compare the physical landforms of the regions of Canada.
4. Students will use appropriate vocabulary to describe their inquiries and observations.
5. Students will locate and label the Great Lakes and other major bodies of water and waterways on a map.
6. Students will locate and label the physical regions of Canada on a map.
7. Students will utilize special purpose maps.
8. Students will describe ways in which artists use a variety of tools, materials to create texture.
9. Students will describe their knowledge of the strengths and limitations of a variety of familiar art tools, materials and techniques, which they gained through the experience of sculpting.
10. Students will produce two and three dimensional works of art that communicate ideas for specific purposes.

Teacher Materials:

- play dough recipe
- overhead map of Canada
- non-permanent markers
- blank overhead to model how to make a legend (optional)
- display map representing the physical regions of Canada

Student Materials:

One per student

- pencil
- blue pencil crayon
- area of Canada map
- pizza box (or alternative base)
- map of Canada (optional)
- amount of playdough needed to cover land
- tools for sculpting e.g. plastic knives, popsicle sticks, pencil etc.

Day 2

- 1/4" flat paintbrush
- at least 7 choices of paint colour (excluding blue)
- 4 1/2" x 6" square of paper for legend
- pencil
- glue

Sequence:

Preparation:

1. Make play dough the day before you plan to do this activity
2. Visit pizzeria or restaurant to get pizza boxes.
3. Make a model of the map yourself to determine possible areas of difficulty beforehand. (optional)

Activity-3 Dimensional Map Making

Recipe for play dough:

Mix together 1/2 cup of salt and 2 tbsp. of salad oil.

Mix in 2c. of boiling water and food colouring (optional).

Mix together 3c. of flour and 1 tbsp. of alum spice.

Add to salt and water mixture and knead well.

Store in refrigerator for 24 hours before using.

1. Make five batches; four without food colouring and one adding blue food colouring to achieve desired colour of water. This makes enough for 30 students.
2. Give each student a pizza box (this makes for easy storage for drying because you can stack the boxes) and a map of Canada. Have students put their name on the lid of the box.
3. Students can colour the water areas on the map using blue pencil crayon and then label them. You may want to model the labeling procedure on an overhead.
4. Have students lay the map in the bottom of the pizza box and give each student enough of the uncoloured play dough to cover the land area of Canada on the map. This amount is approximately equal to the size of a large potato. You may want to have students form the shape of Canada without a map guideline. Have students mold the play dough land area of the map to suit the physical regions of Canada. E.g. they can make mountains in the Cordilleras, rolling hills in the Appalachians etc.
5. When students have completed step 4, give each student a small amount of blue play dough to fill in the waters of the Hudson Bay, Great Lakes and St. Lawrence River.
6. Using a map of the physical regions of Canada as a guideline, the students can mark out the regions of their play dough map using a pencil or plastic knife. Let the play dough maps harden over night.

Day 2

7. When the map has hardened, students can paint the physical regions using a different colour for each region. It is a good idea to check students' maps to make sure they have marked out seven regions; the Arctic Lands, the Cordilleras, the Interior Plain, the Canadian Shield, the Hudson Bay Lowlands, the St. Lawrence Lowlands and the Appalachians.

8. Students must then make a legend coordinating the colour they chose to the region it represents. You may want to model how to make a legend and how to read a legend beforehand or you may make this an opportunity for students to learn about map legends. Glue the legend to the lid of the box.

Discussion

Give students time to discuss and share ideas about their map making experience. Discussion should be related to the curriculum expectations including the experience of sculpting the dough to achieve desired results. Now is a good time to encourage students to ask questions, explore answers and share thoughts and ideas that lead them to further discovery and learning.

Application:

Once the map is made, it can be used as a learning tool for further study of Canada. For example, students may proceed to use pictorial symbols to represent natural resources on the map. This could then lead to inquiry and discussion of the natural resources found in each region, the exchanges that occur between the regions, the types of communities found in each region and using cardinal and intermediate directions on a map. This activity can be adapted to the grade 3 Social Studies curriculum expectations by focusing on the provinces and territories of Canada and developing map skills.

This lesson also can be used to cover expectations of the Arts curriculum therefore the map may be sculpted and/or painted during art class and the legend, inquiry and discussion may be the main focus of your Social Studies class.

Physically disabled students who may not have the fine motor skills necessary to form the map detail may try to assimilate the map as closely as possible, taking as much time as they need. If they are unhappy with their product, they may choose a peer or teacher to assist them with the detail.

To build computer skills and knowledge of computer programs, students may create their legend using a computer.

Notes:

This activity can be used as an introduction to new learning about the provinces and territories and/or the physical regions of Canada. I used play dough, but other molding materials such as clay (can be bought ready-made) may also be used. The recipe I included uses boiling water so I made the play dough ahead of time. There are other recipes that are safer for students to make the dough themselves.

Contributor: A. Blair

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps, Physical Geography

Time: 15 Minutes

Student Grouping: Partner

Expectations:

1. Students will identify the provinces and territories of Canada.
2. Students will identify the capital city of each province and territory, as well as the capital of Canada.
3. Students will identify the provinces and territories according to their different regions (e.g. The Maritimes).

Teacher Materials:

The following list will make 1 set of "Provinces and Territories in a Bag"

- black line copy of a Canadian map
- index cards (13 large; 27 small)
- marker
- 1 sheet of paper
- 1 zip lock bag

Student Materials:

- 15 sets of "Provinces and Territories in a Bag"

Sequence:

Preparation: (will make 1 set of "Provinces and Territories in a Bag")

1. Photocopy black line copy of Canadian map (without provinces, territories and capitals labeled).
2. Cut the map along the boundaries of each province and territory so they are all separate.
3. Glue each province and territory onto 13 separate large index cards.
4. Write all province and territory names onto separate small index cards.
5. Write all capital cities as well as the capital of Canada onto separate small index cards.
6. Put all of the index cards (step 3-5) into a large zip lock bag.

Activity:

1. Prepare a worksheet to be placed in the zip lock bag with the index cards.
2. This worksheet will have these questions:

1. Match the outline of each province and territory to its proper name.
 2. Match the capital cities to its province or territory.
 3. Match the capital of Canada to the province where it is located.
 4. Group together all of the Maritime provinces.
 5. Group together all of the Prarie provinces.
 6. Group together all of the territories.
 7. Group together all of the provinces or territories that are part of the Canadian Shield.
 8. Find the province that is on the West Coast (questions can vary according to the needs of the teacher and the students).
3. This activity will take about 15 minutes to complete.
 4. This activity can be completed in partners at the students desks.
 5. Clean up is easy and fast.
 6. 15 sets can be made quickly and will last forever if it is laminated.

Application:

This activity can be very easily adapted to teach the different regions, provinces and territories of Canada. The worksheet have a wide variety of questions that will focus on different aspects of Canada. There could be other index cards added to expand the learning for the students (e.g. cards could have examples of natural resources found in certain parts of Canada that need to be matched to the provinces, territories or regions). The children could even have the opportunity to make up their own questions that could be used with this activity.

This activity can be used as a way to teach and reinforce the provinces and territories of Canada in grade 4, as well as review for grade 5. This activity does not pose a problem for students who may be in wheel chairs. This activity will also be a great assest for the students who are visual learners as well as children with CAPS.

This activity can be used to reinforce the provinces and territories with out studying a map. It can be completed in class in partners as it was explained within this activity description or it could be sent home with students as a way to study.

Notes:

Canadian Map will need to be taken from an educational resource. I personally used the Canadian Map Puzzle from the IRC.

Contributor: S. Brookson

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Arts, Maps, Physical Geography

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify the physical regions of Canada (Appalachians, Hudson Bay lowlands, Artic lowlands, Great Lakes / St. Lawrence lowlands, interior plains, Cordilleras).
2. Students will work as a team in order to accomplish a common goal.
3. Students will construct and utilize a physical feature map.
4. Students will communicate information about the physical characteristics of Canada through three-dimensional maps.
5. Students will demonstrate an understanding of the physical characteristics of each province within Canada.

Teacher Materials:

1. Outline map of Canada (must be large enough for students to represent physical forms with the materials listed below).
2. Physical map of Canada.
3. Provincial and Regional boundary map of Canada.

Student Materials:

- 1) 30 sheets of blue construction paper (Sheet size should be slightly larger than outline map) and 15 sheets of yellow construction paper.
- 2) 1 black marker per group.
- 3) 1 bag of packaging peanuts (styrofoam) per group. (Real peanuts may be used ^ watch for allergies!).
- 4) 1 bag of pinto beans per group.
- 5) 1 bag of split peas per group.
- 6) 1 bottle of white glue per group.
- 7) 1 pair of scissors per group.
- 8) 1 sheet of tinfoil per group.
- 9) 1 bag of wagon wheel pasta, one wagon wheel per group.
- 10) 1 role of blue and 1 role of red yarn per group.

Sequence:

Preparation:

1. Divide the classroom into workstations. The number of workstations should match the number of groups the class has been divided into.
2. Divide materials evenly amongst the workstations. Make sure each station has 1 sheet of blue construction paper per student in the group.
3. Depending on the skill level of the class you may choose to outline the map of Canada onto the blue construction paper ahead of time.

Activity:

- Step 1: Divide the students into small groups and assign which workstation they will be working at (3 to 6 students per group).
- Step 2: Display physical map of Canada for all students to see (If resources exist, provide each group with their own physical map).
- Step 3: Display Provincial and regional boundary map of Canada for all students to see (If resources exist, provide each group with their own map).
- Step 4: Instruct each student to outline Canada onto their own sheet of blue construction paper (use black marker). This may be done ahead of time (by the teacher) if you feel the class may not have the skill or time to do this. Blue construction paper will save the time it would take to colour in bodies of water.
- Step 5: Instruct students to use the blue yarn to outline rivers and bodies of water.
- Step 6: Instruct (you may choose to demonstrate each task first) groups to use the Styrofoam packaging peanuts to represent the Appalachians and Cordilleras. The Styrofoam packaging peanuts should be glued in place. The peanuts may be stacked to show the height differences between the Appalachians and the Cordilleras. Real peanuts in the shell may be used if you are confident there are no students allergic.
- Step 7: Instruct students to use the pinto beans to represent the interior plains / prairies. All beans should be glued to the construction paper.
- Step 8: Students should know use the green split peas to represent lowlands.
- Step 9: Students may use the tinfoil to represent the Canadian Shield. The tinfoil may be slightly crinkled for effect and glued down.
- Step 10: Students should use the wagon wheel pasta to create a compass and glue it to the map.
- Step 11: Instruct students to use red string to outline the provinces.
- Step 12: Have students use marker and yellow construction paper to create provincial labels. Glue labels to provinces.
- Step 13: Have students create a legend.
- Step 14: Have students place maps in a safe location to dry and clean up the classroom.

Discussion:

1. Have each group clearly identify the main physical attributes of Canada.
2. Have each group identify the most predominant physical features of each province.
3. Discuss with class how the physical features help determine the location and variety of our Nation,s natural resources.
4. Examine how the physical features of Canada may affect weather, economy and human settlement patter

Application:

This activity may be may be adapted so that it works in conjunction with an art class. This may be especially appropriate if time and space are an issue. This activity may also be adapted by changing the materials used for representing the physical features of Canada. With older children, more realistic physical maps may be made with paper-mache and/or materials that actually represent the natural resources of a given region or province (e.g. Rocks for mountains or dried grass for the prairies). Given the activity the way it has been presented, it meets numerous expectations within the Ontario Curriculum under Canada and World Connections: Grade 4 ^ The Provinces and Territories of Canada. The identification of the physical features of Canada can easily lead into identification of our countries natural resources and how these physical features and natural resources affect everything from weather to human settlement patterns and world trade partners (economy). On a much broader scale this activity may be used to help develop children,s fine-motor, group (teamwork) and interpersonal skills. The teacher,s role can also change in this activity depending on level and ability of students in the class. The teacher may choose to direct and demonstrate every task, or he/she may simply act as a facilitator to the students.

Notes:

This activity was very broadly adapted from Dr. Thomas Sawyer and Ms. Allison Smith from Francis Marion University. There Email address is TSawyer@FMarion.edu and the web site with the activity is <http://ericir.syr.edu/virtual/Lessons/index.shtml>
For this activity books that will be needed include: atlas with physical maps of Canada and maps of the Provincial and Regional boundaries of Canada. A larger map that may be used as an outline will also be needed. I have not cited any specific books because there are many available for this purpose.

Contributor: A. Brown

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps, Physical Geography

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Locate and identify the capital cities of each province/territory
2. Navigate successfully between each capital city on a large scale /life size representation of a map
3. Work cooperatively in a group
4. Demonstrate fundamental movement skills during an outdoor pursuit, namely traveling over a long distance

Teacher Materials:

- 13 pieces of paper each corresponding to a capital city in Canada.
- 13 rulers (or tent pegs) and tape to secure each question sheet
- watch
- 6-7 clipboards with attached pencil/pen on a string with
- 6-7 worksheets for student to record answers and a basic map of Canada (not labeled)
- atlas (or pre collected) data on the size of Canada and relative distance and direction between each of capital cities
- device to measure the size of the playing area/school yard in metres.

Student Materials:

- active wear and running shoes

Sequence:

CROSS COUNTRY RACE

Preparation:

1. Prior to class the teacher will set up a course on the school's field/yard to represent Canada. The teacher will mark each capital city in the school yard by attaching a sign (two 8% x 11% pieces of paper to a ruler or stick OR to make the cities more difficult to see from a distance, the label could simply be laid flat on the ground and secured into the ground with a tent peg. The teacher will have to have measured the area of the yard to ensure the correct distance ratios are maintained between the capital cities.
2. Each city's marker will be numbered randomly and will also have a short list of questions that are applicable to the students understanding of that city/province/region.

Activity

1. Take class outside to a point at the base of the school,s field/yard. This point will be explained as the Niagara region which will be home base.
2. Explain to class how the field has been laid out to represent a map of Canada from coast to coast and how each capital city has been marked by a sign which is numbered 1-13. Probe class for the answer to what capital city is represented by the marker straight ahead to the north (Toronto) to ensure they understand
3. State that each group will receive a worksheet attached to a clipboard that shows the order in which they must find each capital city
(Varying the sequence of cities between groups will ensure that each froup does not follow each other from city to city or just traveling to the next neighbouring capital from coast to coast. Plus by defining the order, the teacher can make the students travel longer distances between cities to test their ability to navigate and ensure there is a degree of physical exertion. For example, one group will start with Halifax, then travel together across the entire field to Victoria before returning east to find Charlottetown)
4. Divide the class into 7 groups of 4-5 students
5. Give each group one clipboard and worksheet and instruct them to find the cities in the order listed on their sheet and to record the number located on the marker and answer the corresponding questions
6. Outline some basic rules such as that each group must travel together and that incorrect answers will result in a time penalty, and that they must return to Niagara to complete the course.
7. Blow the whistle and GO, teacher will stay in the Niagara region to answer any pertinent questions during the activity and help groups get back on track if they get lost.
8. After reaching each capitol city and completing the work sheet will return to home base (Niagara region). As each group returns, the teacher will record their time and collect their worksheet.
9. Activity will end after each group has completed the course or after 30 minutes has elapsed.

Discussion

1. Take up the answers to questions corresponding to each city.
2. Add a one minute time penalty to each team,s finishing time for each incor

Application:

I designed this activity for grade 4 social studies as it focuses on meeting the expectations of the Provinces and Territories strand. It would be an ideal activity to reinforce their learning of the capitals and mapping skills. However it certainly could be used in the older grades too. The physical education elements of the curriculum are consistent across grades making it applicable to any grade. The activity could be used as a lead in to learning orienteering, perhaps on a class fieldtrip or retreat to an outdoor education center such as St. Johns.

The questions on the worksheets applicable to each city could be adapted to match the curriculum for any grade. For example, incorporating what local exports are produced in a particular region or province and what time zone each capital is in which are topics covered in grade 6.

Notes:

By including a scale by sharing your conversion calculations between the size of the school yard and Canada, the students could conceptualize the how far they must travel to find the next city on their list by pacing in the right direction.
(one could include an unlabeled map on the clipboard for the students to label each capital city with its marker #

Contributor: L. Clara

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Community Study, Field Trip, Maps

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

- 1.) Students will create sketch maps of familiar places, using symbols for places and routes;
- 2.) Students will use cardinal and intermediate directions, non-pictorial symbols, and colour on a map;
- 3.) Students will construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes.

Teacher Materials:

Teacher ...a road map, globe and atlas

...chart paper, index cards (class set) and markers or blackboard

...activity sheet with a map of the school hallways ^ not labelled

Student Materials:

Students ...clipboards or cards to write on

...pencils and pencil crayons or markers

...rulers

Sequence:

Sequence: Preparation/Motivation/Recall

- 1.) Ask students why maps are important. (finding places, not getting lost)
- 2.) What kinds of maps are there? (road map, globe, atlas, treasure map)
- 3.) Ask the students to think about how they found their way to class? Did they need a map?

Activity

- 1.) Line up class and lead them to a predetermined spot in the school and then back to the classroom. Make sure that they understand that other classes are in session and that they must be quiet so as not to disturb them.

- 2.) Have the students watch for landmarks in the school as they are walking; have the students record these landmarks on index cards as they walk.
- 3.) When back in class the teacher will write a list of landmarks that students saw on chart paper.
- 4.) The class will then brainstorm suggestions for possible symbols to represent these landmarks.
- 5.) Students are then given their unlabelled map of the school and must label landmarks (minimum of 5) with symbols and create a corresponding legend.
- 6.) Students are then to trace neatly (with a ruler) the route they took through the school in pencil crayon or marker.

Discussion

- 1.) Would the students who go to this school need to use this map every time they go to class?
Why not? They have a mental map of the school because they are here everyday, they know where everything is.
- 2.) Would a map like this one be useful for someone who had never visited this school before?
- 3.) Would they understand the symbols that represent different places in the school?
Why are symbols important on maps?

Application:

Application:

This activity will reinforce both map making skills as well as map reading skills. The children get to look at their school and pay attention to things they may not normally pay attention to in their rush to get outside or from one class to another. By labeling the map with their own landmarks that they discovered, and creating their own symbols for these places the children learn why it is important to be clear and understandable when creating a map.

Though not much prior knowledge is needed (perhaps why maps use symbols and some of the basic map symbols e.g., capital H for hospital), this activity can be extended into many different areas of map study. Students can create their own maps from scratch of places such as their neighborhood or the school playground.

This type of activity can also be integrated into language arts by mapping a place or a character's movements in a novel or story. Math can also be integrated in units of measurement and scale. This activity could also be used to cover expectations of rural communities (Grade 3) if the teacher took the class out into the neighborhood for a walk around the community. Then they could compare their map to that of a big city like Hamilton or Toronto. Does it look the same?

Notes:

This activity can be modified for many different uses and expectations(eg.,symbol use, map orientation), over multiple grade levels. The field trip component can be omitted if geographic, age or behavior concerns outweigh the possible benefits. On the other hand the activity can be extended outside the school and into the greater community with students creating thier maps from scratch. This very flexible activity can be integrated with Language (setting of a novel) or math (measurement and perimeter). It is also fun for the children to get to know their environment better and have a chance to make it their own.

Contributor: D. Cortina

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Arts, Language Arts, Maps, Physical Geography

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Locate and label provinces, territories, and capital cities within each region on a map of Canada.- -The Ontario Social Studies Curriculum Document- -Canada & World Connections: Grade 4- -Specific Expectations- -Developing Map and Globe Skills;
2. Identify Ottawa as the capital of Canada .- -The Ontario Social Studies Curriculum Document- -Canada & World Connections: Grade 4- -Specific Expectations- -Developing Map and Globe Skills;

Teacher Materials:

1. Map puzzle
2. Chalk
3. 25 Handouts
4. Rubric
5. An example of a coloured map, demonstrating the different levels of performance from the rubric.
6. Masking tape

Student Materials:

25 pencils
25 cases of pencil crayons
25 atlas'

Sequence:

Preparation:

1. Using an overhead you enlarge a map of Canada onto the wall and trace it (with a black marker) onto a large piece of white paper.
2. You then trace out each province and territory and cut out each piece, using different colours of construction paper.
3. On the large map you then colour in the boundaries of each province and territory corresponding to their particular colour (so as to enable

- the children to match not only by shape but also by colour.
4. It is also a good idea to label each province so that the children don't have to guess (this can be done directly on the construction paper or on a white sticker which may be stuck to their corresponding provinces and territories).
 5. You then laminate both the map and it's corresponding map pieces.
 6. You will also need to type up the names of each capital city and cut them out(large print works best so that the students may view the map without difficulty) and you also need to laminate these pieces.
 7. You will need to purchase velcroy and affix it to the back of each province and each capital city and their corresponding pieces onto the map.
 8. You will need to make copies of blank maps for the children to use.
 9. As a form of review and assessment you may also make up 10 multiple choice questions regarding each province/territory and their corresponding capital city's.
 10. And for fun you may add a word search to your package.
 11. You then need to design a rubric based on your expectations, for example the criteria I used was neatness and completeness and along with the rubric you provide the students with an example of a map that is already labelled and coloured for the students to view(so that they are clear on your expectations)
 12. You will then use masking tape to put your map on the blackboard.
 13. You will keep your provinces and capitals separate in folders or envelopes.

YOU ARE NOW READY TO TEACH THE LESSON

Introduction/Motivation/Recall: 5 minutes

1. Invite students to guess what map is on the board.
2. Invite students to guess how many provinces and Territories there are.
3. Invite them to identify the Capital of Canada.
4. Write all of the above answers on the blackboard beside the map.

Sequence of Steps for New Learning: 10 minutes

1. Each student will be given a piece of the map and one at a time asked to locate it on the map.
2. Students will be given a blank map of Canada and instructed to use their atlas to label each capital city on their map.
3. The teacher will ask the students to name each capital city and each student will come up to the front of the class and label the capital cities on the map.

Recapitulation: 5 minutes

1. Review the names of each province/territory and its capital city.
2. Review the location of each province/territory on the map.
3. The teacher will direct the students attention to the rubric and example on the board, so

Application:

This activity can be adapted for use by grade three's as an introduction to Canada and its provinces. It may also be used as review with a grade five class in order to assess whether or not children actually know their provinces/territories and their capitals.

I think that this activity may be extended into various other subject areas. The ideas I came up with are:

1. I think that the map may be later used at an activity center where students may later go to review and play various games with the map. The children could play various games with the map in pairs or in small groups. For example, an activity sheet may be made up for the center which allows the students to test each other on their knowledge. You may provide a checklist so that they may mark down how many they got right and wrong. You may even want them to time themselves to see how fast they can put the map together. Also by noting which provinces/ territories they miss they will know which provinces they need to review.

2. I think that the map could also be used as a good lead in to explain mapping skills, such as north, east, south, west. You may also use the map to explain to the students the difference between countries, provinces, territories, cities. For example, what is a territory? You may also bring to their attention to the fact that none of the provinces or territories are coloured blue. And then go on to explain the use of colours on maps.

3. You may carry this activity over into language arts by asking the students to write stories about what it is like to be Canadian, to write about and explore the distinguishing differences between each province. It would be an excellent idea to use the actual words (the provinces, territories and cities) on your upcoming spelling tests. You may even ask them to write journal entries on their experiences with this map, what they liked about it, what they did not like, etc...

4. I also think you may extend this lesson over into art, by having them do their own Canadian flag. They may use their hands as a good tool for tracing the maple leaf.

I think that I have mentioned numerous ways in which this activity may be integrated into other subjects. In general I do not think that the students need a large amount of information prior to this activity, as I believe this activity to provide an excellent opportunity as an introduction, application and review of the provinces/territories and their capitals. For younger students or students with physical disabilities, the activity can be adapted so that the children sit in a circle and one-at-a-time pass the wool to the person with whom they wish to make a connection. The teacher directly facilitates the activity under this scenario.

Notes:

This activity is adapted from the website linktolearning.com.

Contributor: M. Coyne

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Students will be able to:

1. locate and label provinces, territories and capital cities within each region on a map of Canada.
2. identify Ottawa as the capital city of Canada.
3. use number and letter grids to locate places on maps.
4. understand that Canada is a very diverse country and a wonderful place to live.

Teacher Materials:

- puzzle pieces (provinces, territories)
- province/territory information sheets
- capital city cards
- tape/stick tac
- student maps of Canada (blank)

Student Materials:

- colouring supplies (ie-crayons, pencil crayons)

Sequence:

Preparation:

1. Tell the students that Canada is made up of 10 provinces and 3 territories.
2. Tell the students that each province/territory has a capital city and that this activity will help them to locate those cities.
3. Explain to the students that each province/territory is unique in many ways which will be examined more closely later in the unit.
4. The black board will be labelled by a letter/number grid. The letters will be down the side and the numbers across the top. These coordinates will correspond to the capital cities that the students will be locating on the board during the activity.
5. Laminated cards with the names of the provinces/territories will be put on the front board for use in the activity.

Activity:

1. Hand out the blank maps of Canada for the students.
2. Divide the class into 12 groups (probably 2-3 students per group).
3. Provide each group with a puzzle piece (in the shape of one of the provinces/territories). The puzzle piece will be fairly large and the name of the province/territory will be written on the back of the puzzle piece. The teacher will also have one puzzle piece.
4. Each group will also be given a brief information sheet about their particular province/territory. The info sheet will include the letter/number coordinates to tell them where their capital city is located with respect to the grid established by the teacher.
5. The teacher will go to the front board and stick his/her puzzle piece (province/territory) up where it belongs. Then, the groups of students are to examine their puzzle piece and see if they think theirs will fit beside, above or below the one already on the board. For example, if the teacher had Ontario, the group with Quebec will hopefully recognize that their piece will fit beside it to the right. This process will continue until the entire map of Canada is fit together on the board.

6. After the class agrees that the map has been put together correctly, they turn their attention to the cards with the names of the provinces/territories which are beside the map. One group at a time is to look at their information sheet and come up and write the letter/number coordinates of their capital city beside the card. When all letter/number coordinates have been recorded beside the cards on the board, each group will move the card with the name of their capital city to the correct place on the map (using the grid that is already established on the board).

7. When all groups have correctly located and placed their capital cities, the teacher asks for one volunteer who feels confident with the letter/number grid system to come to the board and locate Ottawa (the capital city of Canada). The teacher gives the student the coordinates and the student will place the "Ottawa" card in the correct location.

8. When everyone agrees that the map is complete and correct, each individual student will then complete their own personal map which was distributed at the begi

Application:

This activity is a fun way to introduce the unit on the provinces and territories of Canada. I think allowing students to do some hands-on activities is always a good way to get their attention and capture their interest in the topic. For this particular activity, I think it is important that students learn right away where the provinces/territories and capital cities are located. Only then will they be able to learn more in depth information about the provinces and territories.

This activity is also an excellent introduction to map skills which is also part of the elementary curriculum at every grade level. Students will understand how maps look, how they can be read (in this activity, a letter/number grid is used). This type of grid

system is a natural introduction to latitude/longitude which is also part of the Grade 4 curriculum.

The rationale behind this activity was that it could be used to introduce the unit on the provinces and territories of Canada. Then, throughout the unit as more skills are acquired (ie-learning the Great Lakes, Hudson's Bay, St. Lawrence River etc.), the students can simply add the information to their already existing maps. Then, by the end of the unit, the students have an excellent study aid.

Notes:

I created this activity after reading the Ontario Curriculum for Social Studies Grade 4. I am interested in the map of Canada and I thought this would be a nice way to cover a lot of expectations over the course of the whole unit on provinces and territories. This particular activity only covers a few, but as more concepts are introduced, the map can be used to meet those expectations as well.

Contributor: A. Davidson

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps, Physical Geography

Time: 15 Minutes

Student Grouping: Small Group

Expectations:

1. Students in small groups will identify the 10 Canadian provinces and 3 territories with their appropriate capital cities in a matching concentration game.
2. Students in small groups will identify Ottawa as the capital of Canada in a matching concentration game.

Teacher Materials:

- 2 blank photocopied maps of Canada (ie. outline of country, provinces, and territories-no words) on 8.5" x 11" and 1 shrunken (50 %) Canadian map.
- 28 cue cards
- 2 pieces of Bristol board
- 28 sticky library card holders
- tape
- pen
- carpeted area to play the game.

Student Materials:

None

Sequence:

Preparation:

Steps for creating the matching game cards:

1. cut out each province/territory and glue each one onto a different cue card (make two of the same card for each province/territory)

2. label the cue cards with either a Canadian PROVINCE (10) or TERRITORY (3) and write the CAPITAL in its correct location on the cutout-

British Columbia (Victoria), Alberta (Edmonton), Saskatchewan (Regina), Manitoba (Winnipeg), Ontario (Toronto), Quebec (Quebec), New Brunswick (Fredericton), Nova Scotia (Halifax), Prince Edward Island (Charlottetown),

Newfoundland (St. John's), Yukon (Whitehorse), Northwest Territories (Yellowknife), and Nunavut (Iqaluit)

3. glue the shrunken maps of Canada onto two cue cards and label where Ottawa is found on them
4. a 7 x 4 pocketed holder for the 28 game cards (make this with the 2 sheets of Bristol board taped together. The pockets will be made out of sticky library card holders).
5. label the each of the 28 pockets (1-28).

Activity Steps:

1. Begin by dividing the class into 6 groups with 5 students in each group. Group 1 will play against Group 2, Group 3 will play Group 4, and Group 5 will play Group 6 (only two groups can play against one another at one time).
2. This game is best played on the carpet with the students sitting on the floor in a vertical row with their group all facing the matching game board.
3. Place the 28 cards randomly into the pockets writing faced inwards.
4. Begin the game- One person from Group 1 will call out two numbers hoping to get a correct match
(ie. 2 cards with the same province or territory on them) another student from the other team will act as the game keeper to check to see if that person got a correct match and show the rest of the group the two cards that were chosen.
The student who guessed the two cards will read aloud his/her two selected cards. If it is a correct match, the game keeper will give the two cards to the person who got the correct match.
If it is not a match, the game keeper will put both cards back into their original pockets and these cards will be available for later matches as the game proceeds.
5. Now, someone from Group 2 will try to get a match. This time the game keeper for Group 2 will be the person who just went from Group 1 and the same process continues as described above.
6. The game lasts until all of the provinces and territories have been correctly paired up.
7. The winning group is the one who has the most matched cards.
8. The teacher can choose to give the winning group a reward if s/he likes.

Application:

1. Prior to playing the game the students need to be shown a large map of Canada and shown where the 10 provinces and 3 territories are located within Canada.
The students need to be told that Ottawa is the capital of Canada. Following this introduction the students should be given a blank map of Canada and asked to label the provinces, territories, and their capitals under the direction of the teacher who is also filling a map in on an overhead.
2. This activity can act as a reinforcer to the students by means of reviewing the different provinces and territories with their appropriate capitals.
3. The matching game also serves as a "good listening" activity. It gets the students to listen carefully to what the other students have previously chosen.

This game can be used as a fun, educational filler before recess, down time between lessons, or used as an end of the day activity.

4. The matching game can be used as a starting point to further research the Canadian provinces and territories (ie. do a research project on one of the 13 different provinces/territories).

5. Modify the game by making it harder (once they've mastered the shape of the provinces/territories and their capitals. Make cards that only have the province or territory on it and another card with its capital on it.

The students would have to remember not only where the other card is but also what the correct capital is for that particular province or territory.

Notes:

Contributor: N. Desrosiers

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps, Physical Geography

Time: 15 Minutes

Student Grouping: Full Class

Expectations:

1. Students will locate and label the physical regions of Canada on a map.
2. Students will use non pictorial symbols and colour on a map to locate physical regions of Canada.
3. Students will construct and read maps for a specific purpose (to review the physical regions of Canada).
4. Students will review the shapes of the physical regions, and where they belong in Canada.

Teacher Materials:

1. Map from a Canadian atlas of the physical regions of Canada
2. Overhead
3. Overhead transparency of Canada with the physical regions marked on it
4. Large, sturdy paper, pencil, tape, markers and scissors
5. Large map of Canada with the physical regions drawn on and distinguished by colour and/or pattern, cut into the shapes of the physical regions
6. Cards with the names of the physical regions written on
7. Clues prepared about the various characteristics of the physical regions, based on information already taught to the class

Student Materials:

1. Individual maps of the physical regions of Canada which they coloured and labeled in a previous class

Sequence:

Preparation:

1. Using the overhead, the teacher makes a large map of Canada on sturdy paper, dividing the map up into the physical regions of Canada using colour/patterns.
2. The teacher cuts the map into pieces along the boundaries of the physical regions and puts loops of masking tape(or magnets) on the back of each piece for attaching them to the blackboard.

3. The teacher makes card with the names of the physical regions written on them, and puts tape or magnets on the back of the cards. The regions are the Appalachians, Hudson Bay lowlands, Arctic lowlands, Great Lakes/St. Lawrence lowlands, interior plains, and the Cordilleras.

Activity:

1. The teacher tells the class that they will be reviewing the physical regions of Canada and where they are in Canada.
2. The teacher explains that she has a map of Canada, cut into the physical regions, and the class will put the map together on the board.
3. The class can have a few minutes to look over the maps that they have made of the physical regions of Canada, and then they must put them away to do the activity.
4. The teacher holds up the first unlabeled piece and puts it on the board. She may start from any side of the country, either north, south, east or west.
5. She asks the class if they know what physical region it is by looking at the shape. She may also tell them what part of the country they are starting at, if students need more help. She may continue to give clues about the region by using the characteristics of the region that the class had learned previously.
6. When the class gets the answer, the child who gets the answer can come up to the board, and put the label of the region on it.
7. The teacher asks the class to tell her which region comes next in the map. She reminds them which cardinal direction they are creating the map in.
8. She holds up the next region so the class can see the shape. She can continue to give clues until someone gives the right answer.
9. The child who gets the right answer comes up and puts the label on the region.
10. This continues until the class has created the whole map on the board.
11. The teacher can repeat this activity any time, varying the direction that the class builds the map in so that the class is really learning where the regions are, and is not just memorizing them in a particular order.

Application:

This activity is good to use as a review towards the end of a unit in Grade Four on the Provinces and Territories of Canada. It would be an activity to use to review for a test, and it could be available for the students to use on their own to work on putting it together. The students would need to have done a lot of work on the physical regions already, so that they could identify the names, locations, and figure out the clues of the physical regions. This would not be a successful activity unless the students had done a lot of work on the physical regions of Canada.

This activity could be adapted to review other concepts. For example, the teacher could cut the map into the provinces and territories and have the students put the map together that way. The teacher could also have symbols or words on cards that identify characteristics of the different regions that the students could identify and put on the correct region after the map is completed. The same thing could be done for the

provinces and territories. These adaptations all meet other expectations in the curriculum document for Grade Four - The Provinces and Territories of Canada.

If the students needed modifications, they could use their maps that they have already drawn to help them identify how the regions fit together. The teacher could also put the names of the physical regions on the pieces, and the students would just need to figure out how the pieces fit together, and not have to remember the names too.

Notes:

This activity is adapted from an activity called the Canadian Province Puzzle from the Can Teach web site. (www.track0.com/canteach/elementary/canada3.html)

Contributor: M. Ellens

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify Canadian provinces and territories by placing them together correctly to form the Canadian map.
2. Students will be able to recognize each province and territory individually by shape, size and name.
3. Students will learn the provinces and territories from the directions of West to East and East to West to establish the order of the map, as well as direction.

Teacher Materials:

- chalkboard
- large map of Canada (pre-made or make your own out of butcher paper, using an overhead projector, overhead map of Canada, pencil, marker) with each province/territory cut out individually (scissors)
- name cards (black marker and construction paper) for each province, territory, Canada
- compass rose
- magnets (or masking tape) for each province/territory, name card, compass rose
- large construction paper (or a blanket) to keep the pieces of map covered
- small desk to lay out the map pieces

Student Materials:

Nothing is needed, but participation.

Sequence:

Preparation:

1. Make a large map of Canada (or use pre-made).
2. Make name cards for each province/territory, Canada and a compass rose.
3. Affix magnets to each map piece, name card and compass rose.
4. Place the map pieces on a small desk, covering them with large construction paper to hide them.
5. Place the name cards and the compass rose near the board, and turn over so that their content is not exposed.

Discussion and Pre-Activity:

1. Have students come to the carpet, in front of the chalkboard.
2. Ask what country we live in.
3. Place Canada card at the top of the board.
4. Ask which province we live in.
5. Pick a student volunteer to be placing the province/territory cards up when each province/territory is named by the class.
6. The student volunteer places the Ontario card on the far right side of the board.
7. Ask the class the names of the rest of the provinces and territories until they all have been named and placed on the board.

Activity:

1. Explain how the activity will work.
 - a) When a student has been chosen, he/she will select a province/territory to place on the board, where he/she believes it goes in relation to the map.
 - b) The student should give a reason why they think it goes in this position.
2. Ask if there are any questions, and address them, if need be.
3. Point to the East side of the board and ask which direction this is.
4. Point to the West side of the board and ask which direction that is.
5. Explain that Canada runs mainly in these two directions, and that it will help to remember the provinces/territories in order this way. It will also help them to place the provinces/territories out.
6. Place the compass rose on the board.
7. Select a new volunteer to move the provinces from the right side of the board to the left, when they have been chosen.
8. Choose a student to begin the process of selecting a province/territory.
9. When a province/territory is selected, give the student the map piece to them from under the construction paper, to place on the board.
10. The student places the piece selected on the board, where he/she believes it goes, and then gives a reason as to why he/she put it there. The volunteer helper puts the corresponding name card to the left side of the board.
11. The process continues until all provinces and territories have been used.
12. Add the **Change** option into the activity when a student has placed a province/territory incorrectly on the map. The **Change** option can be used as a turn instead of the student selecting a province or territory to place. He/she must state why they are going to move it, and then move it.
13. When the map is completed, ask if there are any other necessary changes needed. (**Change** if needed).
14. Proceed by reading the provinces/territories from West to East as a class and vice versa.
15. Turn the class away from the board to recite from West to East and back again.
16. Ask if there are any questions and address them, if need be.

Application:

This activity can be used as an introduction to the grade three study of the provinces and territories of Canada, or as an review for the grade four introduction to regions of Canada, trading partners within Canada, and/or to illustrate where the lakes and rivers would be. It is a great motivation technique for any class (grade 3+) who needs to review mapping Canada.

Language Arts could also be integrated into this lesson by having the students spell the provinces and territories.

To make this activity more challenging, one could label the capital cities or incorporate that somehow into the map piece process.

An extension of this lesson would be to have the students complete their own puzzle of Canada, and then having a mini challenge to see who can get their map together the fastest. Another way to arrange and/or extend the lesson would be to place the provinces/territories and name cards on the floor and have the students work together to complete the massive map as review the next day.

Students must have some prior exposure to the map of Canada, and some knowledge of the provinces and territories of Canada. Basic directions (N, E, S, and W) should be known.

Notes:

I tried my activity on Wednesday with my grade three class as an introductory lesson to the unit that I will be teaching about Canada. The students were very involved, and loved the Change option the most. Although the activity looks lengthy, it really is not. We were left with a few minutes before the period ended.(I think the pace largely depends upon the students, prior knowledge). We used the time left over to identify Ottawa on the map, which will lead me into my lesson on Monday.

Credit is to be given to:

<http://www.canteach.ca/elementary/canada3.html> for the initial idea of a Canadian Province Puzzle, and to my Associate Teacher for providing me with a large map of Canada.

Contributor: A. Furner

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Inquiry Skills, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding of the characteristics of specific provinces and territories.
2. Students will identify and describe the physical regions of Canada (e.g. interior plains, Cordilleras).
3. Students will demonstrate an understanding of the exchanges that occur between provinces and territories (e.g. grain from Saskatchewan).
4. Students will use appropriate vocabulary to describe their inquiries and observations.
5. Students will communicate information about a province or territory using oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Teacher Materials:

The teacher will need:

1. Thirty (30) small pieces of paper with the name of a province or territory written on each piece (each province and territory should be represented on at least two pieces of paper, however some will be written on 3 pieces).
2. A bowl or a hat in which the pieces of paper can be placed.
3. A variety of travel brochures.

Student Materials:

Each student will need:

A blank white piece of letter sized paper

A worksheet

Pencil crayons

An atlas

An encyclopedia

Classroom books and maps relating to student,s assigned province or territory

Sequence:

Preparation:

1. The teacher should design a worksheet that is general enough for every student, regardless of the province or territory which the student is studying. The worksheet should ask questions such as:

-What is your province/territory?

-What is the capital city?

-What is the population?

-Name some major rivers/lakes contained within your province/territory.

-What physical regions are contained within your province/territory? What are the characteristics of this region?

-What are the major industries/economies? (E.g. forestry, fishing, etc.)

-What are some hobbies and/or major events within your province/territory? (Eg. Quebec's Winter Carnival)

-Illustrate the coat of arms for your province/territory.

Activity

1. Place 30 pieces of paper (each containing the name of a province or territory) in a hat and have students pick a piece of paper. This will be the province or territory that the student will be studying.

2. Explain to the students that they are going to pretend that the Ministry of Travel and Tourism is in trouble and needs their help. The problem that the Ministry is having is that nobody wants to travel to (or within) Canada anymore. The Ministry believes that this is because people do not know anything about the provinces and territories within Canada. Tell the class that they have been given the very important task of developing travel brochures for the province or territory that they selected from the hat, in hopes of increasing awareness about Canada.

3. Hand out the worksheet and a piece of blank paper to the students.

4. Explain to the students that they should begin by filling in the worksheet that they have been given. Students can use atlases, encyclopedias, maps, or any other resources they can find within the classroom to help them with their task.

5. Review the questions on the worksheet to make sure there are no problems or questions.

6. Before allowing students to begin their research, inform them that their travel brochure must answer all of the questions on the worksheet. They are free to set up their brochure in any way they choose, providing all information is included. Explain to the students that they may also add additional information if they choose to do so.

7. Show the students some examples of what travel brochures look like. Discuss the ways in which the brochures are folded (some are booklets, some are folded into 3 pages, etc.). Discuss the use of headings and other ways of organizing information. Encourage

students to use graphics and illustrations to improve the appearance of their brochure. Finally, encourage the students to be creative.

8. Allow students to work until around 5 minutes before the end of the allotted time. This time will be used for cleaning up the resources used during the period.
9. Explain to students that any colouring, etc. that still needs to be completed should be done for homework.

Application:

Before introducing this activity there are certain things that students must know. For example, students will need to have learned about how to use maps, what a coat of arms is, what the physical regions of Canada are, and what industries are. For these reasons, it is probably necessary to conduct this activity after having already covered much of the necessary material.

In order to make this activity somewhat quicker or easier for students, the teacher can create one page stories, about each of the provinces and territories that contain all of the information students need. Therefore, the students do not have to do the research themselves. If you wanted to make the activity more difficult, you could refrain from giving the students a worksheet (which guides what they need to learn) and have them do all research themselves, judging for themselves what they believe is important.

Finally, this activity would be most effective if it led into other activities. For example, the next class can be devoted to allowing students to give a sales pitch, as to why you should visit their province or territory. By doing so, students will learn about all of the provinces and territories, not just the one that they studied. As well, students could later be paired up with a partner who studied another province and teach each other about it. For example, they could discuss the similarities and differences between the two provinces or territories and what exchanges may occur between them.

Notes:

This activity would take longer than one normal period to complete. If you do not have a double period, you could break it up so that the research is done on the first day and the actual brochure is completed on the second day.

Contributor: R. Hastings

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Environmental Education, Language Arts, Maps, Math, Physical Geography

Time: 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will use and follow number and letter grids to locate hidden Canadian natural resources around the schoolyard.
2. Students will use cardinal and intermediate directions to locate where certain Canadian natural resources were found in the schoolyard.
3. Students will articulate where in Canada these natural resources are found and why it is a natural resource.
4. Students will hypothesize the various uses of these resources.

Teacher Materials:

15 index cards with one natural resource written on it. (The cards should have different natural resources on them.)

Note: Activity will work better if teacher laminates the cards so they will survive the entire activity (and hopefully to use again!).

Student Materials:

15 number and letter grids of the Schoolyard. Map must also have cardinal and intermediate directions on it.

15 Pencils

15 Clipboards

15 Question Sheets

Sequence:

Preparation:

1. Teachers need to hide 15 labels (Each with a different natural resource written on it) around the schoolyard.
2. Teachers need to make a number and letter grid map of schoolyard. This map should have cardinal and intermediate directions on it.
3. Teachers need to formulate questions of where to find the labels around the schoolyard. (Types of questions include: „What is found in B-2?% and „What item is found North of the swings?%)

4. Teachers should try the activity before giving it to the students to make sure that their directions are right.

Activity:

1. Divide the class into partners.
2. Give each pair one clipboard, one pencil, one school grid-map, and one question sheet.
3. Give each pair a different number between 1-15. Have that pair start at the corresponding question number. (For example, pair number 1 starts on question 1, but pair number 12 starts on question 12.)
4. Instruct the class that they will have 30 minutes to find the hidden clues. Instruct the class that when they hear the whistle, they should stop their activity and line up in front of the teacher. If they are finished before 30 minutes, they should come and line up in front of the teacher.
5. Explain to the students that they are supposed to write what resource was found at each location on their question sheet. They are not to remove the label from the place that they found it.
6. Bring the students outside to the schoolyard.
7. Allow the pairs to start to find the hidden resources.
8. Allow the activity to continue for 30 minutes.
9. Blow the whistle at the end of 30 minutes to stop the activity.
10. Have one member from each pair retrieve their label number (Eg. Pair 12 retrieves card for question 12) from schoolyard.
11. Escort the class back to the classroom.

Discussion:

1. Take up answers with the class. Have the students indicate what natural resources were found on the schoolyard.
 2. Discuss where these natural resources are found in Canada.
 3. Ask each pair to come to the front of the room (one pair at a time) to place their label of a natural resource on the map of Canada. The label should be placed where that natural resource is found.
 4. Brainstorm how Canada uses these resources. (eg. Trees to make furniture)
- This will lead into the next class, when students will learn how Canada uses their natural resources.

Application:

The students must know how to follow a letter and number grid before this activity. They should also be familiar with cardinal and intermediate directions. This activity can be used to reinforce and review map-reading skills. The students should also have learned various natural resources before this activity. Therefore, this activity could be an excellent review of Canada's natural resources before a unit test. In addition, this activity leads into how Canada uses its natural resources. The teacher could then lead a discussion of the various trades and exchanges that provinces within

Canada participate in. Also, on a global basis, the teacher could identify what resources Canada exports for profit.

A teacher could link this activity with other areas of the curriculum such as language arts or mathematics. For example, in language arts, the students could write a paragraph explaining where a particular natural resource is found and how it is used. For math, the teacher could ask what is the area of the object found in B-2 (eg. the sandbox)? The students would have to use their mapping skills to locate the object in B-2 and then use their mathematical knowledge to find the area of it.

This activity could be adapted for disabled students. The teacher could use a smaller area such as the gym or classroom. This would make the challenge of finding hidden things easier for them. Older students could also participate in this activity, as the types of labels hidden could contain any kind of information. They could also create these types of maps on a computer for younger students to use. This would fit nicely into the grade six curriculum because grade six students are expected to be able to create sketch maps to show relative positions of places. In conclusion, it is important to cover various aspects of the curriculum in any single activity. This will help the teacher cover all of the ministry expectations in one academic year.

Notes:

This is an original activity. However, the idea of 'orienteering' came from many years of going to camp. I found a great website that might help some teachers with Canadian natural resources:

http://www.nrcan.gc.ca/inter/index_e.html

Contributor: S. Kilbridge

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Government, Maps, Physical Geography

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Locate and label provinces, territories, and capital cities within each region on a map of Canada
2. Identify Ottawa as the capital of Canada
3. Identify symbols used to outline boundaries (international, national, provincial)

Teacher Materials:

1. Large (1m x 1.5m) outline map of Canada, made of light coloured fabric over a board or laminated heavy paper, showing Canada's political boundaries. The boundaries should be depicted with standard symbols. The provinces and territories can be shaded different colours for clarity. Also on the map are black dots at the location of the capital cities. There are thirty Velcro dots attached to the map: one adjacent to the location of each provincial and territorial capital, and to Ottawa; one centered on each province and territory; and one each on the Pacific, Arctic, and Atlantic Oceans. In the crowded Maritimes area, the map may require arrows for clarity.
2. Thirty laminated labels, approximately 20cm x 5cm, each with the name of a province or territory; capital, or ocean written on the front, and a Velcro dot on the back. The backs of the labels are five different colours, six of each. Each colour group should include some provinces and some capitals.
3. A list of the thirty labels, grouped by colour.
4. A list of the thirty facts (which can be restated as questions).

Student Materials:

None required.

Sequence:

Preparation:

1. Hang the map securely at the front of the room.

2. Attach all thirty labels in the appropriate places.

Activity:

1. Teacher points to each name on the map in turn, giving a piece of information about each place as he/she goes along. These could be:

1. British Columbia is the province on the West coast.
 2. Alberta produces most of Canada,s oil.
 3. Saskatchewan is Canada,s largest wheat producer.
 4. Manitoba has the Red River running through it.
 5. Ontario is the province with the most people.
 6. Quebec is the French-speaking province.
 7. New Brunswick is where the home of the Acadian people.
 8. Nova Scotia is the home of the Bluenose (sailing ship).
 9. Prince Edward Island is the smallest province.
 10. Newfoundland and Labrador was settled by the Vikings.
 11. The Klondike gold rush took place in the Yukon.
 12. Diamonds are mined in the Northwest Territories.
 13. Nunavut is Canada,s newest Territory.
 14. Victoria is on Vancouver Island
 15. Edmonton is the capital of Alberta.
 16. Regina is the capital of Saskatchewan.
 17. Winnipeg is the capital of Manitoba.
 18. Toronto is the largest city in Canada.
 19. Quebec City is famous for the Winter Carnival.
 20. Fredericton is the capital of New Brunswick.
 21. Halifax is the capital of Nova Scotia.
 22. Charlottetown is the capital of Prince Edward Island.
 23. St. John,s is the capital of Newfoundland.
 24. Whitehorse is the capital of the Yukon.
 25. Yellowknife is the capital of the Northwest Territories.
 26. Iqaluit is the capital of Nunavut.
 27. Ottawa is Canada,s capital city.
 28. The Arctic Ocean is in Canada,s far north.
 29. The Pacific Ocean is to Canada,s west.
 30. The Atlantic Ocean is to Canada,s east.
2. Remove the labels from the map and place face down in five piles, grouped by colour.
3. Divide class into 5 groups as evenly as possible. Have each group select a CErunner,. Give one pile of labels to each group.
4. Starting with the provinces, the teacher points to a place on the map, asking if any group can label it. The groups can confer among themselves. If a group comes up with

the label they think right, they will raise their hands, and their runner, will place the label onto the map. If it is correct, the teacher will say so. If it is not, the teacher will ask the runner, to put the label in a different place. Using hints and prompts, the teacher will make sure it ends up in the right place. Using the „labels and groups% list, the teacher can make sure another group gets the next opportunity. The next group will place a label, and so on.

5. In case no group responds to a question, the teacher will give hints and prompts until there is a response.
6. Continue until all thirty labels are on the map in their proper locations.
7. The game can be replayed, giving a different pile of labels to each group.
8. Modifications:
 - a) Students can be g

Application:

While the basis of this activity is Grade 4 map skills, many other subject areas can be used as the basis for questions. These questions can be at any grade level up to Grade 8. This could also allow the activity to be used to review map skills and knowledge beyond Grade 4. While the map can be used for generally locating events, wider questions can be asked.

Examples:

1. Where was the first transatlantic wireless transmission made from? (St. John,s) By whom? (Marconi)
2. Where did the Riel Rebellion take place? (Manitoba) What was its significance?
3. Where is Canada,s highest point located? (Mount Logan, Yukon)
4. Where are the Plains of Abraham? (Quebec City) What was their significance?
5. Where were the Acadians expelled from? (New Brunswick) Why?

Notes:

Outline maps can be obtained from the Brock University map library or the IRC.

Large sized enlargements can be made on the 5th floor of the library.

This is an original activity.

Contributor: K. Le Capelain

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Economics, Human Geography, Inquiry Skills

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. Identify the natural resources that are necessary to create Canadian products and the provinces from which they originate.
2. Demonstrate an awareness of the exchanges that occur between provinces.
3. Communicate information about regions using charts.
4. Compare two or more regions, investigating their exchange of goods and services

Teacher Materials:

1. Hello Canada Series: This series includes a book about each Canadian province or territory. Each pair of students needs two books. For the class approximately 30 books would be needed (approximately 3 of each province or territory)
2. Overhead projector
3. Overhead sheet of the Chart worksheet

Student Materials:

1. Two books from the Hello Canada Series for each pair of students
2. Chart worksheet

Sequence:

Preparation:

1. Discuss with the students the different products that different provinces or territories produce.
2. Explain to the students that the type of products that a province or territory produces influences the strength of their economy.
3. Tell students that they will be working in partners to research the economies of two provinces or territories.
4. On the overhead show the students a copy of the worksheet that they will be completing.
5. Briefly review each question on the worksheet in order to clarify any problems.
6. The worksheet that the students will be completing include the following questions:
 - a) What product does each of the provinces or territories produce the most?

- b) Does the province or territory have a variety of products that they produce or do they rely on just a couple of products?
- c) List the products that each province or territory produces.
- d) What products do both of the provinces or territories create? What products are only produced by one of the provinces or territories that you researched?

Activity

1. Divide the students into partners.
2. Within their pairs, students choose two provinces or territories to research. Once they have made a decision they can come to the front to get the books that they will need.
3. Once students have their books, they will use the table of contents to locate the sections that deal with the economy
4. Students read the sections of the books.
5. After reading the sections, the students record their information on the worksheet, answering each of the questions. The students can answer in point form, however, they must provide complete answers to each of the questions.

Application:

1. Following this activity the students could present the information that they found to the class. This would allow all of the students to hear about all of the different provinces. It would also help to fulfill the requirement in the social studies curriculum that students need to communicate information using oral presentations. As well, oral presentations carry over into the Language Arts curriculum
2. After students have researched the economies of the two provinces or territories, they could use the Hello Canada Series to plot the information that they found onto a map of the provinces. Each of the books in the series offers a map of the provinces that shows the different products that are produced. By transferring this information to maps of the province, the students would have opportunities to develop their map skills, a part of the grade four social studies curriculum.
3. Each of the books in the Hello Canada series provides information on many different aspects of the provinces or territories. Students could research many different areas of the provinces and compile the information into a book format. The student created books could be displayed within the classroom so that other students can read the student books to increase their knowledge of Canada.

Notes:

This activity uses the books in the Hello Canada Series. This series of books includes a book that discusses each of the Canadian provinces and territories. The format is relatively simple, making it ideal for use with a grade 4 class. A lot of pictures, charts, and maps are included, which helps to focus the students attention. The books are published by Lerner Publications (Minnesota). They are written by several authors.

- 1) Nova Scotia: Alexa Thompson, 1995
- 2) Northwest Territories: Richard Daitch, 1996
- 3) New Brunswick: Kumari Campbell, 1996
- 4) Saskatchewan: Gillian Richard, 1995
- 5) British Columbia: Vivian Bowers, 1995
- 6) Ontario: Michael Barnes, 1995
- 7) Newfoundland & Labrador: Lawrence Jackson, 1995
- 8) Manitoba: Sarah Yates, 1996
- 9) Prince Edward Island: Kumari Campbell, 1996
- 10) Quebec: Janice Hamilton, 1996
- 11) Alberta: Sarah Yates, 1995

Contributor: L. Lojek

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Maps, Physical Geography

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will apply their knowledge of the appearance of the map of Canada to put together a puzzle of Canada
2. Students will co-operate and successfully work in pairs or in small groups to accomplish the task.
2. Students will locate and label provinces, territories and capital cities on a map of Canada.
3. Students will identify Ottawa as the capital of Canada.

Teacher Materials:

A map of Canada fitted to a 8.5 by 11 sheet of paper

Black pen or other colours to label map

Scissors

Student Materials:

30 red pens

30 pencils

30 social studies workbooks

30 student atlases

1 roll of scotch tape

15 envelopes containing map of Canada puzzles

Sequence:

Teacher Preparation:

1. Label the provinces and territories on the map with a number enclosed in a circle.
2. Label the capital cities and the National capital with a letter enclosed in a circle.
3. Make 6 photocopies of the map, 1 for a reference copy and the remaining maps are to be used as templates for the puzzle.
4. Create an answer sheet which corresponds to the letters and numbers for easy evaluation.
5. Trace outlines of puzzle pieces of reasonable size, covering the entire map of Canada. Make at least 4-6 variations, to ensure variety and differences between groups.

- (For enrichment purposes, cut some maps into more pieces for greater challenges for some students. 6-8 puzzle pieces on a map is suitable for the average grade 4 class.)
6. Make enough photocopies of each puzzle to have enough for each pair or small group to have 1.
 7. Laminate the copies before cutting the puzzles to allow the activity to be reused if needed as a review on another day or with another class.
 8. Cut out the puzzle pieces and place each puzzle in an envelope.

Activity:

1. Have students pick a partner to work with or have preassigned partners selected. Small groups or 3-4 students also works well.
2. Hand out 1 envelope to each pair or group of students.
3. Have students set up their workbooks with a column for the numbers, 1-14 and a column of letters, A-O for the capital cities and the National capital.
4. Explain procedure to the students so they understand to first put map together.
5. Once the map is together, the students should then begin identifying the labelled places on the map and record their answers in their workbooks.
6. If activity is being used as an evaluation no outside references can be used, but if activity is used as a worksheet, an atlas can be used to help the students.
7. After fully identifying all labelled parts, the students then undo the puzzle and return it to the envelope

Discussion:

1. Once the activity has been completed, puzzle envelopes may be exchanged with groups or pairs to give students the opportunity to put together a different map.
2. The worksheet can then be marked in class or handed in for evaluation.

Application:

This map activity can be modified to fit different aspects and stages of the social studies curriculum. In grade 3, the students learned to identify the provinces and territories of Canada.

Thus this activity may be used as a review of their knowledge prior to beginning the lesson in grade 4, or as a review after learning the capital cities. Another extension may be the outlining of the physical regions of Canada on the map as well, to use as a review after the physical regions have been introduced.

This activity can be lead to the students making their own puzzles for other maps studied in the social studies curriculum such as a natural resource map and the major bodies of water and waterways of Canada.

The students could then present their maps and puzzles in front of the class to work from the oral speaking aspect of the curriculum in Language Arts. Students could also write a report on the map they have chosen to make a puzzle for, answering questions such as its importance to Canada and the importance of having such information mapped.

Notes:

This activity is adapted from a map of Canada activity, from a grade 4 teacher from St. Ann school.

Contributor: R. McHolm

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Human Geography, Inquiry Skills, Language Arts, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

Students will:

1. Demonstrate an understanding of the characteristics of the provinces and territories of Canada.
2. Communicate information about the provinces and territories using drawings and written information.
3. Sort and classify information in an organized and meaningful way (travel brochure).
4. Work cooperatively with others to complete given tasks.
5. Locate information from primary and secondary resources required to complete given tasks.

Teacher Materials:

1 model of a completed travel brochure

60 sheets of white paper (2 for each student)

Access to secondary resource material for every province and territory of Canada (gather materials from the school library or other locations prior to starting the activity)

A variety of old travel brochures and magazines

Student Materials:

2 sheets of white paper (per student)

Pencil Crayons

Markers

Pencils

Erasers

A minimum of 3 Books or other resource materials (per student)- sharing may be necessary

Scissors

Glue

Three ring binder paper

Magazines

Old travel brochures

Sequence:

Preparation:

1. Gather a variety of secondary research materials for each province and territory of Canada.
2. Prepare a model of a travel brochure.
3. Demonstrate how to correctly fold the paper into the form of a brochure.
4. Make a list of possible areas to be researched i.e.. physical features of the province or territory, tourist attractions, history, climate, natural resources, etc.
5. Read the prepared model to the class.

Activity:

1. Students select the province or territory they wish to research.
2. Students select a resource (one at a time) to read.
3. Students make notes on their three ring paper about their findings.
4. Students select a second resource and make notes once again on their three ring paper.
5. Students who have travelled to the area that they are studying ,or know someone who has may also include this primary source of information in their notes.
6. Students who do not have access to primary information must choose a third written resource in which to gather further information.
7. Students group their findings into logical categories using the list of "possible areas to research" as a guide.
8. Students hand in their notes to the teacher for spelling and grammar corrections.
9. Students fold their white paper into a brochure form (as demonstrated) and neatly copy their notes into the brochure under the categories selected using the model as a guide.
10. Students design the front cover of their travel brochure being sure to include the name of the province or territory and appropriate illustrations.
11. Students decorate the inside and back of the brochure using pencil crayons, markers and magazine cut outs that are appropriate for the province or territory selected.

Process:

1. Divide students into groups according to the province or territory they researched.
2. Students discuss their findings for approximately 15 minutes, deciding on which area each of them will share with the class.
3. Students set up a "travel agency" specific to the province or territory their group studied.
4. Each group presents their findings to the visitors of their agency(the rest of the class), using their brochures as visual aids.

Application:

This activity can be used for students from grades two through six if appropriate adjustments are made. Younger students may require several examples and step by step instructions for completing the task. Older children may not need as much direction as outlined in the above activity description. In addition, the activity can be adjusted to fit particular curriculum requirements simply by specifying the focus topics that the students

are to gather information about. For example, in grade three the students may be asked to gather specific information about the people and the environment in any given province or territory. Finally, it is also important to note that if the activity is to be implemented into a primary classroom it may be necessary for the teacher to take on a more active role. It may be necessary for the teacher to read the materials to the students and provide notes for them to include in their brochures.

Notes:

Student grouping in the "Activity Categories" section of this form indicates that this is an individual activity. However, the travel agency portion of the activity gives the students the opportunity to work in small groups to celebrate their accomplishments through an oral presentation. In addition, the travel agency portion of the activity is a crucial part of the activity due to the fact that students must utilize their cooperation, organization and group work skills to be successful.

Contributor: L. Nicholls

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Arts, Computers, Human Geography, Inquiry Skills, Language Arts, Maps, Media Literacy, Physical Geography, Social Action

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

At the conclusion of the lesson, students will be able to:

- 1) Use appropriate vocabulary (e.g., regions, Canadian Shield, Great Lakes lowlands, St. Lawrence, interior plains, physical features, province, territory, capital) to describe their inquiries and observations.
- 2) Communicate information about regions, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs. (math)
- 3) Describe a variety of exchanges that occur among the communities and regions of Ontario, and/or among the provinces and territories of Canada.
- 4) Describe and compare the physical environments of the regions of Canada.
- 5) Identify the provinces and territories from which natural resources originate that are used in the creation of Canadian products (e.g., trees/furniture/Ontario).
- 6) Compare two or more provinces/territories (e.g. Ontario and Quebec), investigating their physical environments and exchange of goods and services.
- 7) Understand some of the strategies used by advertising agencies to promote an idea, and use similar strategies to promote trade between two provinces/territories.

Teacher Materials:

- Journal or clip board with paper to record observations
- Rubric for each student (optional, depending on if you want to evaluate the activity)

Student Materials:

- Computers or printed resources from computer programs or the internet (based on available resources in class)
- Resources (eg. books, pictures, computer programs/internet websites) on each of the physical regions of Canada (at least a few for each region)
- 30 Atlases outlining the regions, their physical geography, and their natural resources
- Materials to create posters, such as 11" x 17" paper (30 pieces), pencils, crayons/pencil crayons and/or markers and/or pastels or charcoal)
- 30 copies of the Student Package

Sequence:

Preparation:

- 1) Prepare and make copies of the student handout called, "My Poster Plan". In chart format (side by side) include the 2 provinces/territories (A and B), the physical regions in each province (list them with boxes to check the ones which apply), and space to list the physical features and resources in each. Below this have a section with blank lines and these questions: "Why should Province/Territory A trade with Province Territory B?", and "Why should Province/Territory B trade with Province/Territory A?"
- 2) Ensure all required materials are available, as well as computers if needed.
- 3) Prepare a rubric to use when evaluating students, based on their achievement of the expectations, using the levels 1 to 4, with 1 being similar to a D and 4 an A.

Introduction:

- 1) Using an overhead to show the class a map of the physical regions of Canada, have students recall the differences between provinces, territories and regions. Have them describe different provinces/territories and what regions are a part of them, as well as the resources available in various regions.
- 2) Discuss elements of trade by reviewing the concepts of supply and demand.
- 3) Have students discuss important aspects of trading cards (e.g. pokemon cards, hockey or baseball cards), such as rules and why some are more popular/valuable than others. Then have a discussion, in small groups already set up by the seating plan (6 children at a table), about how these trades relate to the trades that are made among the regions and provinces/territories in Canada.
- 4) Read the following scenario to the class: "You have been approached by an advertising agency to create a poster that will promote trade – a partnership – between two provinces and/or territories. Your task is to develop a plan for a poster that advertises what each of the provinces and/or territories have to offer each other and the way of trade, to convince these provinces/territories that trade between them would be beneficial to both."
- 5) Have a brief discussion with the class about media literacy, by asking students to explain how and why promotional materials or ads are effective.

Main Activity - Sequence of Events:

- 1) Provide each student with a copy of the handout, "My Poster Plan", and go over the handout, ensuring everyone understands.
- 2) Show the students some examples of various resources they may use for this task.
- 3) Instruct them to take (or share if necessary) the resources they need (based on the provinces/territories they decide to use), and conduct research so that they are able to fill out all sections of their poster plan and create a poster advertisement.
- 3) Once they have chosen their provinces, encourage students to brainstorm or somehow organize their ideas and explanations as they are researching.
- 4) Have students complete the worksheet, "My Poster Plan".
- 5) Have students make a first draft (in pencil) of their poster, ensuring to include all parts from their plans as well as anything else they would like to include.

6

Application:

This activity is fairly advanced for grade 4, and therefore would probably be used towards the end of a unit, after students have some prior knowledge and skills such as: reading charts and maps, conducting research using various media, media literacy, and concepts of trade.

This activity can be modified for students with learning disabilities by allowing them more time to complete the poster (an extra period), and adapting the activity to make it simpler. For instance, only making a poster for one province/territory (perhaps just Ontario), advertising the natural resources that it could offer to trade with other provinces (but not talking about a particular province).

An extension to this activity could be having the students construct another advertisement with their classmates who chose the same provinces (or one of the same provinces to allow for more students in each group), combining their ideas and coming to agreements on what to include. These posters could then be presented to the whole class, with students pretending that they are from an advertising agency, and are trying to convince the different province's governments that trading with each other will be beneficial.

This activity could be extended for grade 6 students by making posters to illustrate and encourage trade between Canada and another country (perhaps the United States), identifying products that are and should be imported and exported from Canada. They could also include distinguishing characteristics of Canada and the other country, through the use of pictures, labels, words, and so on.

Notes:

This activity is adapted from "The Provinces and Territories of Canada", Grade 4 -Canada and World Connections activity, available in: *The Ontario Curriculum – Exemplars, Grades 3 and 4: Social Studies*. Ministry of Education (2002).

Contributor: J. Pfeifer

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Economics, Government, Inquiry Skills, Language Arts, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will locate key information about natural resources and their uses;
2. Students will demonstrate an understanding of the characteristics of the provinces;
3. Students will use pictorial symbols to represent natural resources on a map;
4. Students will locate and label provinces, territories and capital cities (within each region) on a map of Canada.

Teacher Materials:

Twelve copies of pages 156 - 158 from *Wow Canada! Exploring this Land from Coast to Coast* by Vivien Bowers, ISBN 1-895688-94-9;

Twelve maps of Canada with provinces, territories and capital cities;

Resource textbooks on the provinces and territories of Canada;

Thirteen large cut-out shapes (one each) of the provinces and territories (keep Nunavut aside);

Chalk, Magnets, Chart Paper.

Student Materials:

Paper, Pencils, Colouring Pencils, Markers, Glue Sticks, Scissors

Sequence:

Preparation:

1. Draw a chalk outline of Canada on the blackboard such that the cut-outs fit exactly, and sketch in the landform regions (Western Cordillera, Hudson Bay Lowlands, etc);
2. Divide the class into twelve groups, and rearrange desks to correspond to these groupings; Instruct students to clear off their desks except for above-listed materials;
3. Distribute resource materials to each group and give each group one cut-out of either a province or territory.

Activity:

Instruct each group to perform the following (teacher can write these on a chart for future reference if required):

1. Identify and label their province or territory;
 2. Illustrate and label the provincial bird, flower, and tree for their particular province or territory, as well as some natural resources; students can do this on their own paper and then cut out and glue onto their province or territory cut-out;
 3. Mark and label the capital city;
 4. Sign their names on the back of the province or territory;
 5. Bring their completed province or territory to the front of the classroom and correctly place on the outline of Canada (use magnets to hold in place).
- When all provinces and territories are up, teacher completes map with Nunavut cut-out.

Discussion:

1. Each group briefly presents their province or territory and its, symbols, characteristics and resources to the class;
2. Teacher and students together discuss newness of Nunavut territory and suggest possible symbols.

Application:

Before beginning this activity, the teacher must ensure that the students have some background in the following:

- 1) The students should have some knowledge of symbolism and why it is used, and
- 2) The students should have had an overview of the landforms of Canada and the provincial boundaries.

This activity provides hands-on (tactile) and visual learning and reinforcement of the provinces and territories and their wildlife symbols. It is also useful as an assessment tool, since the teacher can observe and record how well the students know their facts and how well they cooperate in group situations.

A suggested follow-up topic would be a more in-depth analysis of the natural resources of each province or territory. Connections to science (wildlife), symbolism (in the school, in advertising, etc.) and exchange of natural resources between provinces can also be made, and the students, group work, co-operation and research skills are all enhanced through this activity. The teacher can follow this activity with an art lesson on designing and creating symbols, or with a science lesson on natural wildlife in the provinces and territories.

Notes:

Adapted from the activity „Wildlife in National Symbols% in the Project Wild Activity Guide, ISBN 1-55029-082-7.

Contributor: J. Raffin

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Community Study, Maps, Physical Geography

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

The specific expectations are that students will:

1. Use cardinal and intermediate directions, non-pictorial symbols, and colour on a map to locate physical regions
2. Use number and letter grids to locate places on base maps and road maps, and in atlases
3. Recognize pictorial symbols to represent natural resources on a map

Teacher Materials:

For a class of 30 students you will need:

5 maps Niagara Region maps or map of your choice (1 for each group)

30 cardboard playing pieces ((numbered 1-6)-6 for each group)

150 game cards with place names, directions, etc that are on the maps provided (30 for each group)

30 challenge cards (6 for each group)

5 score cards (1 for each group)

1 ten centimetre line measure

Student Materials:

Students will need rulers if the teacher does not provide the the centimetre measures listed above.

Students will also require pencils or pens to tally the scores.

Sequence:

Preparation

This activity would be suitable as a review activity at the end of a unit after the mapping skills have been taught.

The teacher will have to prepare 5 class sets of the game in advance of the activity. If the Niagara region map is used, then the following instructions will be applicable. There are thirty playing cards for each group. The following are the suggested instructions for the 30 playing cards.

1. Go to Short Hills Provincial Park

2. Go to Buffalo, New York
 3. Go to Niagara Falls, New York
 4. Go to Niagara Falls, Ontario
 5. Go to the port city in the south (the one with the anchor)
 6. Go to the conservation area located at S27
 7. Go to the city located at G42

 8. Go to Thorold, Ontario*
 9. Go to Smithville, Ontario*
 10. Go to the city located at H17
 11. Go to Grimsby, Ontario*
 12. Go to the city located at C16
 13. Go to Port Colborne, Ontario
 14. Go to the Great Lake located in the North
 15. Go to the Great Lake located in the South
 16. Go to Lake Ontario*
 17. Go to Lake Erie
 18. Go to the Niagara River
 19. Go to St. Catharines, Ontario*
 20. Go to the city located at C37
 21. Go to the city located at G42
 22. Go to Brock's monument (a major attraction)
 23. Go to the major attraction located at I50
 24. Go to the Falls (a major attraction)
 25. Go to Fonthill, Ontario*
 26. Go to the expressway that runs along Lake Ontario
 27. Go to Welland, Ontario
 28. Go to Navy Island in the Niagara River
 29. Go to Grand Island, New York
 30. Go to Lincoln, Ontario
- * Denotes that the student has to pick up a challenge card

Suggestions for challenge cards:

1. A snowstorm develops and forces you to miss a turn
2. A cold wind blows from the North and blows you into Lake Erie
3. Your car has broken down and you are forced to stay where you are for a turn
4. You take a wrong turn and end up in Niagara Falls
5. You take a wrong turn and end up in Grimsby
6. Heavy rains force you to miss a turn

Activity

The class is divided into groups of 6. Each group is given a map, 6 playing pieces that are numbered, 30 playing cards, 6 challenge cards and 1 score card. The students will place their playing pieces at Beamsville, Ontario to start the game (if not using a map of the Niagara region, start at the centre of the map). Each player will draw 5 playing cards

each from the deck. The students will take turns in the order of their numbered playing pieces (i.e. number 1 will go first). The student has to go to the town, place, direction or number and letter grid listed on the cards. In order to successfully complete these tasks, they will occasionally have to use the legend and its symbols. However, they are limited to a maximum distance of ten centimetres per turn (in order to make the game more challenging and prevent everyone from winning). If they complete the task successfully, they gain 50 points. There are also cards that have a challenge component associated with them. These cards will add some sort of challenge to the current move that the player makes.

The object of t

Application:

This game meets the curriculum expectations for grade 4 Social Studies- The Provinces and Territories of Canada. This activity is best suited for the end of the unit after the students have learned how to read legends, how to locate regions and places on maps, how to use letter and number grids and how to recognize directions on maps. This activity would allow them to practice their skills and it would allow the teacher an opportunity to indirectly test these same skills. This activity starts off with an area that is familiar to students. The activity can then be extended to a map of Canada that includes the physical regions as taught in the Grade four curriculum. This activity can also be used as a review of prior mapping skills for the grade 7 and 8 geography strands that require students to develop their own maps.

Notes:

This activity is adapted from the map exploration activity in Joseph M. Kirman's *Elementary Social Studies* (second edition) (1996, Allyn and Bacon Canada, Scarborough, ON)

Contributor: L. Shebansky

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Inquiry Skills, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will match capital cities to provinces and territories of Canada.
2. Students will locate the physical regions of Canada.
3. Students will communicate information using appropriate vocabulary to describe their inquiries regarding particular regions of Canada.
4. Students will locate and label the provinces, territories, capital cities and physical regions of Canada on a map.
5. Students will locate and label the provinces, territories, capital cities and physical regions of Canada on a map.

Teacher Materials:

- cards with the names of the provinces and territories
- cards with the names of the provinces' and territories' capital cities
- cards with the names of the physical regions of Canada
- atlas for each student
- map of Canada that can be use for labelling
- stop watch

Student Materials:

- pencil
- oil pastels or markers

Sequence:

Preparation:

1. Make sure that students have background knowledge regarding provinces/territories, capital cities and physical regions (i.e. Appalachians, Hudson Bay Lowlands, Artic Lowlands, Great Lakes / St. Lawrence Lowlands, interior plains, Cordilleras) of Canada.
2. Prepare the cards before class.
3. Make sure you have an area in the classroom large enough to do the physical part of the activity.

4. Explain to the students step by step what they will be doing and what is required of them before beginning.
5. Prepare a map of Canada suitable for labelling.
6. Prepare some target questions corresponding to the map.

Activity:

1. Give each student a card face down.
2. When they each have a card, time them to see how long it will take for them to find their partner city or province/territory.
3. Provinces stay in one place, capital cities move around.
4. When everyone has a partner they have to line up their bodies from West to East with their corresponding province, territory or city.

Only when they are in the right order according to the Canadian map, do you stop timing. (Note: the more northern provinces and territories will be behind some of the other provinces when standing in the map formation)

Then...Do it again! Try and get them to beat their record.

5. Once they have mastered the positions of the provinces/territories and capital cities, redistribute the cards to different students and include cards identifying the major physical regions of Canada (must make sure you have enough students to do this—if not, some students can hold both a province/territory and the corresponding capital city card)
6. They are basically repeating step #4, this time stressing the relative position of the physical regions of Canada.
7. At the desk students can review by locating, labelling and colouring the provinces, territories, capital cities and physical regions of Canada on a map. Students can use an Atlas for assistance but should be encouraged to try to recall the information first before referring to the atlas.

Discussion:

1. Students are placed in small groups and are asked to show their classmates their map and provide verbal information (they're taking turns being the "mini-teacher" of each group ^-^) about the location of the provinces, territories, capital cities and physical regions. Encourage students to use appropriate vocabulary. Teacher should provide students with some target questions to ask each other.
2. After completing step 6 of the application and while they are still standing, students can verbalize their relative position using the appropriate vocabulary.

Application:

It's assumed that students have some background knowledge about the location of provinces, territories, capital cities and physical regions of Canada. Students should also know how to use an atlas.

Modifications:

1. Teachers may prefer to start with the map/atlas activity first and then use the physical activity where students stand up with cards as a review of what they have learned.

2. Numbers 1-6 of the application can be modified and used in most grades. More advanced features such as natural resources and physical features of Canada can be thrown in for the higher grades.
3. Instead of using words on the cards, teachers can use symbols representing the particular city, province, territory, or physical region (i.e. flags, landmarks, physical features)

This activity could be extended to The Arts curriculum by getting students to 1) create a map of Canada on construction paper and 2) locate and label/represent the features studied. As the year progresses students can add features and symbols to their map by drawing them on, cutting pictures from magazines or by using clip art on the computer and then cutting and pasting them onto their map. Students can also be divided into smaller groups and held responsible for one province or territory. Maps are visible someplace in the classroom and are altered and modified by the group as they obtain more information during the year.

Notes:

This activity is adapted from an askERIC lesson plan (lesson#: AELP:MUL0200)

Contributor: D. Stickney

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Economics, Environmental Education, Graphs, Human Geography, Maps, Media Literacy, Physical Geography

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify characteristics of the people, climate, economy, culture, geographic features, heritage, and leisure activities that make up Canada.
2. Students will plan and organize ideas and events including travel, accommodation, leisure and sight-seeing activities, expenses, etc. for a successful vacation in Canada.
3. Students will interpret various maps and tour books to determine best route, climate, urbanization, natural resources, landscape, environment, needed supplies, etc.
4. Students will develop a map, guide, and schedule outlining the entire vacation.

Teacher Materials:

6 cards with character descriptions of each member of a family of four.

Student Materials:

6 blank outline maps of Canada and perhaps road maps of various Canadian cities.

Sequence:

1. Divide class into 6 groups with 5 members per group.
2. Distribute one character description card to each group.
3. Ask each group to choose a part of Canada to study.
4. Groups will collect and record data about the people, climate, economy, culture, geographic features, language, heritage, and leisure activities.
5. Each group will design a 2-week family vacation in its chosen region of Canada that reflects the wants and personalities of each member of the family.
6. Wish lists for each member of the family shall be created and used to organize a schedule for the two weeks.
7. The final product will include a schedule for each day of the trip with a guidebook explaining the different events that are chosen and a map illustrating the routes that are

traveled throughout the vacation. Also it will include a list of accommodations, necessary supplies, and expenses.

8. Design and present an advertisement of your family vacation to the rest of the class. The advertisement may be in the form of a radio ad, TV commercial, video clip, travel agent presentation, or some other form of audio/visual media.

Application:

This activity can integrate math, art, drama, and language arts into the social studies. Math is needed to calculate distances on maps, keep a record of expenses, and organize and manage data. Art is represented with the drawing of maps and possible graphics used in a guidebook or advertisement. Drama can be a tool for presenting the advertisement of the vacation. And lastly, language arts, in particular the writing strand, is used in the form of expository text to explain the vacation and its scheduled events. This activity can lead to a possible family vacation or it can be extended to a longer vacation plan that takes a family from one end of Canada to the other. In order to be successful at this activity, students must already have a basic knowledge of the different types of data being collected as well as be able to read and understand maps. Also, a general understanding of schedules and guidebooks would be an asset. This activity demonstrates the many resources and wondrous possibilities Canada has to offer and therefore will broaden the minds of each student as well as induce a sense of national pride into many.

Notes:

This activity is adapted from „Canada: A Family Vacation% by Elaine Beaulieu & Carmen Willis. Some necessary resources for this activity are:

<http://www.nunanet.com>

<http://www.roughguides.com/index.htm>

<http://www.marlintravel.com/alicearm.htm>

<http://yes.virtuel.net>

<http://netra.voyageur.ca/~anilson/homepage.index.html>

http://www.lonelyplanet.com/destinations/north_america/canada/

http://family.disney.com/Categories/Travel/Features/family_1998_05/famf/famf58botanic/famf58botanic3.html

http://family.disney.com/Categories/Travel/Features/family_1998_03/dony/dony38canada/dony38canada.html

http://www.chin.gc.ca/Museums/e_guidemap.html

<http://www.gov.pe.ca/visitorsguide/explore/beaches.php3>

<http://www.selwynlakelodge.com/index1.htm>

<http://www.albertasouth.com/atpmap.html>

http://10kvacationrentals.com/ads/can_bc/

<http://www.touryukon.com/>

<http://www.nwtravel.nt.ca/>

<http://explore.gov.ns.ca/>

<http://www.wordplay.com/bellisland/>

Elementary Social Studies: A Practical Approach to Teaching and Learning,
Seventh Edition
Wright/Hutchison
Activity Ideas for Elementary Social Studies

Contributor: L. Stuart

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Community Study, Inquiry Skills, Maps

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will construct a map of their route to school from their home on graph paper by following a written set of instructions.
2. Students will create a map legend and use common legend symbols when appropriate and ones they create.
3. Students will orally present their maps to entire class.

Teacher Materials:

overhead of the example map

a paper copy of the explanation sheet and example map

Student Materials:

30 sheets of graph paper

30 sets of pencil crayons (at the very least each must have black, red, yellow, blue and one other colour)

15 maps of the local area

30 explanation sheets with example map attached

30 pencils and erasers

Sequence:

Preparation:

1. The day before you do this activity tell students that tomorrow they will be creating maps of their route to school and that they for tomorrow they need to know their way to school (including the street names of the street before and the street after their street, and where stop signs or traffic lights are located on these streets if they go through them on their route to school).
2. Create an example map following the list of directions so that students can visually see what you want them to create.

3. On day of activity review common legend symbols with the class and read the list of directions with the class and go through the example map with them. Make sure to reference how the various elements on the example map correspond with the directions given. In addition, if students have forgotten to bring their route to school with them have them look it up in maps of the local area.

Activity: - explanation sheet-

DIRECTIONS FOR MAPPING ASSIGNMENT:

1. Draw a map like the example map of your own route to school. Make all streets and labels black.
2. Include the street before your street, your street, and the street after your street if possible.
3. Include common legend symbols for schools, places of worship (churches), hospitals, and train tracks if they occur on your map. Make up a symbol for your house and use an octagon for stop signs and a rectangle for traffic lights.
4. Place traffic light and four-way stop sign symbols over the + that the crossed intersections make.
5. Place all your symbols and individual stop signs on the correct side of the street. To figure this out you may work with a partner and if you still need help raise your hand and I will come to you.
6. If Lake Erie appears on your map draw it and colour it blue.
7. You may colour your house, school, and place of worship symbols any colour you like if you wish so long as they are outlined in black.
8. Colour stop signs red and traffic lights yellow.
9. If you place a hospital symbol on your map make the H in the square is blue.
10. Make sure all streets are labelled neatly in black.
11. Highlight your route to school any colour as long as that colour is not already used on your map.
12. Include all symbols you use in your legend box including your route colour line.
13. BONUS: If you finish early or have time try to orientate your map using cardinal directions (North, East, South, West).

Discussion:

THE NEXT DAY:

Have students present/explain their maps and route to school to the entire class and after each presentation poll the class over the usability of each map. "Hands up if this map would get you to school from _____'s home without getting lost." "Is anything missing from this map?" Encourage students to ask other students questions about their maps and route to school.

Application:

In Grade Four this activity can be used to reinforce what a legend is and what legend symbols are. After working on and reviewing mapping this activity can also be used to introduce students to creating maps of familiar places and to introduce students to constructing maps of transportation routes.

Extensions of Activity:

1. For extra credit have more advanced students or students who want to try to draw their maps in scale, e.g. one block or one cm equals ___ metres. This however requires the prior knowledge of how far their home is from the school.
2. Have students orientate their maps with cardinal directions.

Prior Knowledge Required:

1. Students will have to know their way to school including some street names and where traffic lights and stop signs are located on their route to school. Ask students to bring this information to school the day before this lesson.
2. Students will have already learned what a map and a legend is and common legend symbols.

Notes:

This activity is adapted from a mapping assignment George Warden gave his grade 8 class at A.K. Wigg.

This activity addresses the following expectations from the Ministry Ontario Curriculum Documents on Grade 4 - The Provinces and Territories of Canada:

- * construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes.
- * communicate information about regions, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.
- * create sketch maps of familiar places, using symbols for places and routes.
- * construct maps of transportation routes between local communities within a region (e.g., rail, road, water, air)

Contributor: T. Swift

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Government, Human Geography, Maps, Physical Geography

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Students will be able to identify the 13 distinct provinces and territories in Canada based on the geographical location.
2. Students will be able to work cooperatively in small groups to formulate answers.
3. Students will be able to communicate an understanding of their newly acquired knowledge through baseball geography.

Teacher Materials:

A map of Canada
Canadian geographical resources
Cue cards
White bristol board
Blue and red construction paper
Masking tape
Chalk

Student Materials:

Sequence:

Preparation:

1. Construct cue cards with questions and corresponding answers.
2. Use white bristol board to make cutouts of the four bases found in the playing field of a baseball diamond.
3. Use red and blue construction paper to cut out T-shirts representing the two teams.
4. The red and blue T-shirts that are cut out of construction paper will be used to keep track of points.
5. Must affix a piece of masking tape to the back of the bases and T-shirts to make them visible on the blackboard.
6. Affix a piece of masking tape to the back of a Canadian map to post on the blackboard at the front of the classroom to act as a visible reminder.

Activity:

1. Move the desks to the back of the classroom.

2. Set up the chairs to simulate red team and blue team benches.
3. Divide the class into two groups of 15.
4. Explain the rules and the specifics of baseball geography to the class.
5. 1 team will be up to bat first, requiring 1 team member to select either a single, double, triple or home run question.
6. The teacher will ask a question based on the Canadian geographical content previously learned in the unit.
7. The degree of difficulty of the questions will vary from simple (single hit), to difficult (home run).
8. Once the entire team has been up to bat the teacher will tally the runs for that inning and will follow the same process for the other team.
9. Points will be accumulated based on the scoring system of baseball. For example, each player to cross the plate will constitute a run.
10. The baseball game will be complete after 2 innings, unless the game is tied. The tiebreaker will be a home run question, in which the first team to answer correctly wins.
11. This activity should continue for 30 minutes.

Application:

Baseball geography will be used as a culminating activity at the end of the provinces and territories unit in the Ontario social studies curriculum, as a way to break the monotony of the traditional written work. Before completing this activity students must have a sound understanding of the physical location of the provinces and territories of Canada. As well as develop a comprehensive knowledge of the physical environments of the region, structure and function of the provincial governments, characteristics of the provinces, natural resources, and the exchanges that occur between provinces.

A follow up activity may be to assign 1 of the 13 provinces to a group of 2 or 3 students, in which they will be responsible for gathering and presenting items that describe that province. More specifically, examples may include a jersey from a team of that province, a sample of a natural resource, or a food item associated with that region.

The extension of this activity will enhance student's inquiry and research skills, while combining cooperative partner work. This activity will reinforce what the children have learned previously, by way of a repetition and visual stimuli. This culminating activity can be used as a tool to introduce students to the diversity of Canada.

Notes:

Colin Bennett (1999)- a teacher in the field

Contributor: M. Wilhelm

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Inquiry Skills, Maps

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will use appropriate vocabulary (i.e. province, capital, territories, latitude, longitude) to describe their inquiries and observations.
2. Students will locate and label provinces, territories, and capital cities within each region on a map of Canada.
3. Students will identify Ottawa as the capital of Canada.
4. Students will identify symbols used to outline national and provincial boundaries.

Teacher Materials:

Transparency map of Canada showing lines of longitude and latitude, provincial and national border lines, and indicating locations of national and provincial/territorial capital cities. Provinces/territories and cities should not be labelled.

Overhead projector and markers.

Globe or classroom size world map showing lines of longitude and latitude.

Large (classroom size) reference map of Canada showing national and provincial/territorial boundaries, and capital cities.

Student Materials:

30 copies of two handouts:

- 1) map of Canada identical to transparency
- 2) chart with columns indicating names of provinces/territories, names of capital cities, and blanks to be filled in with latitude and longitude;
a legend with provincial/territorial and national boundary lines, also to be labelled.

Pencil, eraser, ruler, and coloured pencils (each student).

Sequence:

1. Tell the students that they will be learning how to locate different provinces, territories and capital cities by using longitude and latitude.
2. Explain to the students that the latitude lines they will be working with will be expressed as north, because Canada is located north of the equator. Explain that the longitude lines they will be working with will be expressed as west, because Canada is located west of the Prime Meridian. Use a globe or world map as a visual aid to clarify.
3. Using the overhead, show the children how to find the latitude and longitude of Toronto on the map and have them follow along on their own maps (show them the latitude in degrees north, and the longitude in degrees west). Identify Toronto on the chart as the provincial capital, and indicate correct manner of labelling the latitude and longitude.
4. Work along with the students using your overhead and show them how to locate the 49th parallel (as a starting point for locating all the provincial/territorial/national boundaries). Have them fill in the legend indicating the difference between lines that define provincial/territorial boundaries and national boundaries.
5. Give the co-ordinates for the city of Ottawa, and ask the students to tell you what is located there. Identify Ottawa as the capital of Canada, and fill in the appropriate sections on the chart.
6. With the students, label Ontario and Quebec on the map.
7. Break students up into small groups to finish the map and chart. They may use the large map as a reference if necessary. Circulate to observe students, and offer aid where needed.
8. Have the students bring you their maps as they finish. When they have been checked, they may use pencil crayons to shade in the provinces in different colours.

Application:

This activity assumes adequate prior competency in math and language skills, as well as former familiarity with the globe and maps in general. The new skills and vocabulary acquired provide an excellent departure point for future lessons not only in social studies, but also related expectations from math and language, or drama and music. The map created in this lesson should serve as a resource for the students which could be used for such mathematical applications as defining relative areas of provinces, which could then be charted or graphed. The next geographical step would be to learn about the different regions of Canada and their natural resources. Learning about the differences in culture among regions, both historical and contemporary, offers opportunities to incorporate drama and music. For example, students may create role playing situations or vignettes based on events or situations from different parts of the country.

Notes:

Although I had a fairly clear idea of the latitude/longitude activity I wanted to submit, I searched some educational databases, looking for as close a match to my own ideas as I could find. I wanted to be sure that what I envisioned happening in the classroom was realistic for grade four, when this skill is meant to be taught, according to the curriculum expectations. At <http://ericir.syr.edu/Virtual/Lessons/>, I found a lesson outline that is indicated as appropriate for grades five and six. The lesson was submitted by Jennifer Otto, University of Pittsburgh at Johnstown, Johnstown PA. Obviously, her activity is based on a map of the United States, and in its original form may be ambitious even for grade six. Not only did I "Canadianize" her activity, I also made severe changes to the process, in order to conform (I hope) to grade four abilities. In this revised form, I am fairly confident that this lesson would be successful. However, I will not have an opportunity to try it during this first teaching block, as I have been placed in a grade seven class. Perhaps in the next block I will have an opportunity to put it into practice, and report back on its relative success.

Contributor: J. Willick

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Language Arts, Math, Physical Geography

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Use appropriate vocabulary (e.g. regions, Canadian Shield, Great Lakes lowlands, capitals, latitude and longitude).
2. Identify the physical regions of Ontario and Canada.
3. Identify and describe the main features of a river system.
4. Demonstrate an understanding of the characteristics of the provinces.

(could easily be adapted to fit any expectation in the geography curriculum)

Teacher Materials:

photocopied sheets for each group with the Jeopardy and Double Jeopardy categories
list of questions and answers that correspond with each category (one per group for the host)

score card

final jeopardy question

The sheet would look something like this (but in boxes) and as the students play they can cross out what they use:

Provinces	Territories	Capitals	Famous Canadians
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

Student Materials:

paper and pencils

each host will receive a question sheet with the categories, questions and answers.

Sequence:

Discovering Canada Jeopardy!

Preparation

1. Teacher must develop 2 rounds of questions (4 categories with five questions each for each round) and answers to give to each host, the first round should be less challenging than the second round (each group can have the same questions and answers).
2. Set up categories and points on a chart the same way it is on Jeopardy and photocopy it so that students can cross off questions as they are used
3. Explain the rules of Jeopardy to the class as a whole.
4. Break children into groups of 4, 3 children will be contestants and 1 will be the host, the teacher should decide who is what.
5. (optional) Teacher could show the children a tape of Jeopardy from children's week so that those who are unfamiliar with the show get the idea.

Rules (all rules are similar Jeopardy, most children will be familiar with these rules)

1. Starting with the person whose first name comes first in the alphabet, he or she will pick a topic and point value (e.g. provinces for 1 point).
2. The host will read the answer off of the sheet that he or she has been given.
3. All answers from the contestants must be given in the form of a question (e.g. what is Ottawa?).
4. If children know the question they will ring in by raising their hand (in the case of a tie, both children will write down their answers, if they are both right, they both are awarded points).
5. If they get the question right they are awarded the points (children will write the number of points they get and add them after each round).
6. If they get the question wrong, they do not get the points but no points are taken away because if their points are taken away, children will be less inclined to answer questions that they are unsure of.
7. If the student answers the question wrong, the other students then have the opportunity to answer. If the student is right, he or she then picks the next category and point value.
8. After an answer is read, and answered correctly or incorrectly, it is crossed off the sheet.
8. When they get to final jeopardy they will be told the category and asked to wager some of their points, once again if they are wrong they will not have points taken away.
9. All will be read the answer by the host and asked to record the question on paper, after which they will show their wager and their answer to determine who is the winner.

Categories, Questions and Answers

1. Round one will have four categories and five answers under each category. The first question will be worth 1 point, the second 2 and so on.
2. Round two will also have four categories and five answers under each category, however the first question will be worth 2 points, the second 4, the third 6 and so on.

First Round (Question 1 gets 1 point, 2 gets 2 points, 3 gets 3 points, 4 gets 4 points and 5 gets 5 points).

Category 1 Provinces

Questions and Answers

1. Q.This is Canada's smallest province. A. What is PEI?
2. Q.This is the only province where French is the official language

Application:

This activity can be adapted for grade four and up. Choose topics for Jeopardy which are grade appropriate and relate to the topic area under study. Teachers could also fit jeopardy to almost any expectation that they are working on in geography or any other subject..

Jeopardy is an excellent activity because it not only deals with geography Canada, but also language arts because the children have to read the questions, and math because the children have to add their scores.

This activity can be easily modified. For example if there are a number of children in the class who the teacher thinks will not be able to participate in the activity by themselves then the class can work in partners, so there would be one host and three teams of two. Or this activity could be used with children who are done their work before anyone else (does not necessarily have to be used with the whole class at once.

If there is not time to spend an entire period playing Jeopardy, then the teacher could just use some of the trivia at the beginning of the class to reinforce the previous lesson.

In order for the students to play this game they must have learned about the provinces and territories, capital cities, some mapping skills, river systems, physical regions. However, if all of this has not yet been covered the teacher can easily modify the activity to what has been covered.

Teachers could also give the students an opportunity to develop their own trivia questions after each lesson. This will reinforce what has been learned and also add to the bank of questions so that there will always be new questions for Jeopardy.

The same game could be played a number of times because each time it is played, the students will absorb more and more information into memory.

Notes:

This activity was adapted from Jeopardy, the television game show.

Contributor: A. Woodward

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: History, Language Arts, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will locate provinces, territories, and capital cities within each region on a map of Canada
2. Identify Ottawa as the capital of Canada
3. Identify some of the specific features of different provinces (ex/ tourist attractions, industry resources etc..)
4. Identify the rhyming words within each poem

Teacher Materials:

- Large map of Canada without the provinces, territories, and capitals indicated,
- 13 provincial and territory cards with poems of each province or territory on them as well as the provincial flag and coat of arms,
- 13 maple leaf cards of the provinces and territories and 13 maple leaf cards of capitals per group of students (therefore for class of 30 have 5 sets of each)
- sticky tack.

Student Materials:

Sequence:

Preparation:

1. Create 13 stations around the classroom. Each one is to have a different provincial or territory card on it.
2. Review with children the 10 provinces, 3 territories, and all capital cities and point them out on the large map.

Activity

1. Divide class into groups of 5 and place each group at different stations.
2. Explain to the class that each station has a poem at it about a different province or territory here in Canada. The province or territory name is nowhere on the card but clues are given (such as the capital city, and tourist attractions etc..) to help them guess which province the poem is describing.
3. Every 5 minutes rotate stations.

4. At the end, have groups of students play "memory" with the 13 provincial / territory cards and the capital cards. The object is to match each province or territory with each capital city.

5. To conclude have students place their provincial and territory cards and capital cities on the corresponding region of the large size map.

Application:

I believe this is a really great activity because it integrates history, geography, as well as language because of the poems. I think it teaches children that learning about Canada geographically and historically can be a fun activity, as well as teaches students that poems can be used in a variety of contexts. This activity could be integrated with language arts by doing a reading unit on Inuit for example, or some other topic pertinent to our history. It could be integrated with art by having children construct their own flag of province, or paint a coat of arms. The Quebec poem and history could be integrated into a French classroom by teaching the students some more of Quebec's culture. This activity teaches the children about diversity, and how each province and territory has a slightly different culture. Children also learn about the symbols different provinces have such as their individual provincial flags and coats of arms. This basic activity could be used with other grade levels if some basic modifications are done. For example, it could be used with grade 7 and 8's to review their memory for Canada's provinces, territories, and capital cities. But in addition to this you could add some more sophisticated information which pertains to their curriculum requirements. For example you could teach trade issues between the provinces, cultural differences, and in depth history of them. Since this activity can be tailored to many different levels by giving advanced information depending on grade level I believe that it is easily adaptable. For later grades you just add extra pieces to the poems, or teach them more information.

Notes:

LIST OF POEMS PER PROVINCE

I'm a prairie province, not too far away,
You can drive here, in less than a day.
Polar Bear watching, is a sight to see,
Winnipeg is the capital of me.
Now I will give you one last hint,
I am the home to the Royal Canadian Mint.

Alberta and Manitoba are located near,
The famous Sno Bird airplanes, are based out of here.
I'm well known as the home to the RCMP,
Regina's my capital, a beautiful place to see.
I'm a prairie province, with a very long name,
Can you guess to finish the game?

I'm the largest province, Mt. Tremblant is my highest peak,
French is the official language, that most of us speak.
I'm beside Ontario, and New Brunswick too,
I'm often trying to separate from you.
My capitals named after my provinces name,
Now if you've guessed it correct, continue the game.

I have an Island and I'm on the East Coast,
We're famous for fishing, and of salmon we boast.
To join confederation, I was the last,
It happened in 1949, not too far in the past.
St. John's is my capital, Labrador is here too,
Now you must guess, you've been given your last clue.

I have two official languages, the only one,
Speaking English and French is really fun.
I'm also the home of the reversing tides,
In the Bay of Fundy, is where this secret hides.
Fredericton is the capital of me,
Now can you guess, who I must be?

I'm on the West Coast, people come here to ski,
There's lots of beautiful Rocky Mountains to see.
Tourists come visit, to look at the whales,
I make lots of money from copper, gold and zinc sales.
Fishing is popular, salmon's the best,
My capital is Victoria, now can you pass the test?

I'm home to the Great Lakes, and the CN tower,
The Trillium is my Provincial flower.
Ottawa's here, where the Prime Minister stays,
We're also home to our capital's Toronto Blue Jays.
Niagara Falls, is a beautiful place to see,
I'm sure you've guessed what I must be.

I'm way up North, and very cold,
I'm home to the Klondike, where our ancestors found gold.
Glaciers and Ice fields exist here all year,
Dog Sledding is a form of transportation up here.
We hunt, we trap, and even fish too,
My capitals Whitehorse, and that,s your final clue.

I'm near the North Pole, and I'm relatively new,
Only in 1999, did I join all of you.

It's mostly Inuit living up here,
I'm not often visited because nothing is near.
Iqaluit is my capitals name,
Now you can move on to the rest of the game.

I'm a territory, to the North West,
If you decide to visit, come very warmly dressed.
The Canadian Shield is located here,
The arctic circle is also near.
Official languages, we have eight,
My capitals Yellowknife, you're doing great!

I'm on an island but you can drive here today,
Just take Confederation bridge, but you'll have to pay.
Fishing, forestry, and agriculture too,
If you live here, these are the industry's to do.
I'm the smallest province, but that's okay,
Charlottetown is my capital, Hip Hip Hooray!

Cape Breton Island belongs to me,
Filled with sceni

Contributor: C. Young

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Drama, Human Geography, Inquiry Skills, Maps, Personal Growth, Physical Geography, Social Action

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Identify Canada's provinces and territories and its main physical regions.
2. Relate the physical environment to economic and cultural activities in the various provinces and territories.
3. Use a variety of sources to locate and label the physical regions of Canada on a map.
4. Identify relationships, in a variety of fields, that link Ontario and the other provinces and territories.
5. Compare two or more regions, with respect to their physical environments and exchanges of goods and services.

Teacher Materials:

Labels for each station (names of province/territory)

10 pieces of paper with True/False questions

24 memory/match pieces with name and pictures of each province/territory

10 Papers with fill in the blank questions

Materials for other stations set up.

A whistle to make students aware of when to change stations

A watch to time stations

Student Materials:

Assuming students are in groups of 3, therefore 10 groups:

10 ropes

10 hockey sticks

10 scooters

30 Pencils

10 pieces of paper

Sequence:

Preparation:

There are twelve different provinces/territories set up on each wall of the gym.

There are up to twelve different teams which all start off in the centre of the gym.

Each team starts off by traveling to a different province/territory.
Each team starts in the centre of the gym.
Each team is given one hockey stick, one rope, and one scooter.
The teams must work cooperatively to use that equipment to arrive at each province/territory without touching the ground (great lakes).
The amount of time allotted for each station can be decided by the teacher (use judgment to decide how long the students need at each station).
Teams will rotate stations after time is up.

Activity:

Examples of Stations:

Station 1:

The team must pick out the true statements from the following:

- 1) Ontario is a territory. (False).
- 2) There are five great lakes within Canada. (True).
- 3) British Columbia is the province which is the furthest west. (True).
- 4) Manitoba is the province which is the furthest east. (False).
- 5) The territories are located south of the provinces. (False).
- 6) Prince Edward Island is the smallest province in Canada (True).

The team will write the true statements on their piece of paper. They will get one point for each correct answer.

Station 2:

This station will be a memory/matching game.

There will be 24 cards lying face down.

The first team member will pick up two cards, if they match they will keep the cards lying face up, if they do not match, they will flip the cards back over in their same place.

The second team member will then pick up two cards and do the same thing until they have matched all of the cards. Teams will be awarded one point for each match they make after the time is up.

Half of the cards will have the name of a province or territory and the other half of the cards will have the picture of a province or territory as if they were on a map. The students must match the name to the picture.

Station 3:

Fill in the blanks.

The team will be given twelve words (each province and territory) and they must fill in the letters to complete the words.

One point for each word spelled correctly.

- 1) O _ _ _ R I _ (Ontario)
- 2) N _ _ _ R U _ _ _ I _ _ (New Brunswick)
- 3) _ _ N _ T _ _ A (Manitoba)
- 4) _ U _ _ E _ (Quebec)

And so on for each province and territory

Station 4:

Role-play station.

The team will come up with a skit on a scenario to demonstrate a cultural activity or a specific trait that relates to a specific province or territory.

Discussion:

Each team will present their skit.

Take up the Station questions and provide points to each team.

Application:

This activity introduces the ability to identify the location of provinces and territories on a map. Students are able to see the shapes of each province and territory and how they can be described and located according to different areas on the map. This activity also provides students with knowledge about the various provinces and territories through the different stations and activities.

This activity also involves cooperation through working together to 'cross Canada' and completing the activities, along with competition through competing for points, and knowledge about the different provinces and territories. In addition, this activity is made assuming that previous knowledge has been provided to the students regarding provinces and territories.

This activity can lead into activities in the classroom involving labelling maps, constructing various forms of maps, and identifying relationships between Ontario and other provinces and territories.

This activity is suitable for students with disabilities. For the physical aspect of the exercise, disabled students can always have a role, whether it is laying down the equipment to 'cross Canada', or helping out with the questions at each station. The questions can be modified to be more difficult or less difficult depending on the grade of the class.

Notes:

Contributor: L. Zandvliet

Grade: 4

Topic: Canada's Provinces, Territories, and Regions

Keywords: Arts, Community Study, Environmental Education, History, Human Geography, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will classify and map information that identifies the specific characteristics of a province.
2. Students will produce a painting that depicts a specific provincial characteristic.
3. Students will report through role-play the findings of their research.

Teacher Materials:

The teachers materials include; a map of Canada. A selection of art work examples by the following artists:

*Note: The artists listed are identified for their regional significance.

- 1.Emily Carr (West Coast, Vancouver)
- 2.Dorothy Knowles or Joe Fafard (Saskatchewan)
- 3.The Group of Seven (Ontario)
4. Mary Pratt (East Coast, Newfoundland).

Student Materials:

1. Paint and paper (Make sure that the paper is heavy or able to receive paint)
2. Brushes
3. Painting smocks or suitable clothing.

Sequence:

Preparation:

1. Arrange desks into four stations with paint, water, brushes and rags.
2. Assign the students into groups of four and have them line up or sit in groups from east to west.
3. Have large map of Canada positioned at the front of the room.

Activity

1. Have students identify where they are in relation to the map (at the East coast, Central or West)
2. Explain to students that they are now going to be artists. Their job will be to represent the part of Canada

that they are from in an upcoming exhibition.

3. The students will then be assigned their artist mentor. For the students on the east coast it will be Mary Pratt. etc.
4. Distribute the art samples to each group.

Discussion and Activity continued

1. Have the students examine the selection of works and start identifying the common themes in the work.
 - ie. The large skies and wheat fields in the prairie paintings of Dorothy Knowles.
2. Discuss how the characteristics in the paintings relate to the provinces that they represent.
3. Students, using the strongest or most prevalent theme in the paintings will then create a work of art for the show. (It is fine if students reproduce one of the artists paintings, it will still be their own work in the end). This should take at least one or two periods.

Follow up Lesson

1. Arrange the room so that students can have their art show, either by hanging the artwork (use magnets and make an arrangement on the board or have students hold up their own work).
2. Have the students then discuss their work in the context of how it is significant to its region.

Application:

This activity can be adapted to work in a number of areas within social studies. Students are not necessarily needing

prior information to do this assignment. In grades four, five and six, students are learning to apply concepts and skills

within a variety of contexts. The artist's works which were chosen provide distinct characteristics which are specific in representing

regional differences. These are demonstrative of physical characteristics that are unique to the different parts of eastern,

middle and western Canada. This activity can be used to introduce relationships between Ontario and other provinces and territories.

In the curriculum area of physical environments this provides an introduction to different land formations. ie; Comparing the

hills and lakes in the painting of the Group of Seven to the prairie landscapes depicted by Dorothy Knowles. This can extend to

the exchange or availability of resources or goods and services. ie; Mary Pratt's painting entitled 'Salmon on Saran' to represent the

fisheries on the east coast or The Group of Seven member, Lawren Harris' painting 'View above Lake Superior' to identify the logging

industry in northern Canada. This could further lead to an introduction or extension to world trade connections and Canada's export

industry.

Examining the area involving culture and the arts, students can be introduced to the curriculum area of influence

of other countries on contemporary Canada. An example of this would be to explore the influence of European Impressionism

on the Group of Seven. How we were influenced and how the Group of Seven's paintings maintain Canadian characteristics?

This particular project can fit into other curriculum areas as well. The obvious connection would be made to visual arts. Within

the arts, this activity could extend into upper elementary as well as secondary grades easily by virtue of complexity. Have the

students identify characteristics based on compositional aspects that reflect the nature of regional differences. For example

the use of 3/4 sky and 1/4 land to emphasize the nature of the prairie landscape in Dorothy Knowles work. Also in grades seven

and eight, this could be adapted to fit into history (making relevant connections to the period in which the art work is created) or

geography (physical features of the landscape, or the changing landscape). For the activity described, another curriculum area that is

used is Drama. The students are in essence, becoming the artists or ambassadors that represent and discuss the unique features of

their part of Canada. They have come to meet artists from other parts of Canada and will put forth a visual and verbal representation

of themselves in this role. This helps students understand the work that artists do within the context of Canada's cultural framework.

As mentioned above this activity works to develop links to applying concepts an

Notes:

This activity is adapted from "the power of a song" activity in the Project Wild Activity guide. ISBN #1-55029-082-7.

Additional Resources include:

Contemporary Canadian Art, David Burnett and Marilyn Schiff. ISBN #0-88830-241-X

By a Lady, Celebrating three Centuries of Art by Canadian Women, Maria Tippett ISBN #0-14-016955-5

The Arts in Canada, ISBN #0-7730-4028-5

Contributor: C. Bartlett

Grade: 4

Topic: Medieval Times

Keywords: Arts, Community Study, History, Inquiry Skills

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will read a variety of charts and/or diagrams to determine and demonstrate methods used in the construction of castles.
2. Students will display an understanding of some design and construction methods of castles by building a representative model.
3. Students will apply appropriate vocabulary to the structures that exist in their medieval model.
4. Students will work co-operatively in groups of five students to construct a three-dimensional model to represent the knowledge they have obtained about castles during the Medieval Times unit.

Teacher Materials:

- 6 picture books exhibiting the different parts of a castle, including:
 - * Baines, F. *Worldwise Castles*. NY: Franklin Watts, 1995.
 - * Clements, G. *The Truth About Castles*. London: MacMillan Publishers, 1988.
 - * Howarth, S. *The Middle Ages*. GB: Hamlyn Children,s Books, 1993.
 - * Maynard, C. *Incredible Castles and Knights*. London: Dorling Kindersley, 1994.
 - * Monks, J. *The Great Book of Castles*. Florida: Rourke Enterprises, 1989.
 - * Williams, B. *Forts and Castles*. GB: Hamlyn Children,s Books, 1994.
- A list of possible medieval vocabulary words for students to include in their models.
- A variety of building materials of many shapes and sizes (for example; cardboard boxes, milk containers, egg cartons, toilet paper rolls)
- 12 bottles of white glue (2 per group)
- 18 small pairs of scissors (3 per group)
- Tempera paints ^ one bottle of each colour (grey, black, brown, blue, green)
- 30 paintbrushes (both small and large brushes)
- At least 40 paint cups
- a large stack of newsprint
- 6 sheets of blank white paper
- 6 large pieces of thick corrugated cardboard

Student Materials:

- A collection of building materials from home (cereal boxes, milk containers, egg cartons, toilet paper rolls, etc.)
- Crayons, pencil crayons, markers (if desired)
- Pencil and eraser

Sequence:

Advance Preparation:

1. Arrange the desks to accommodate 6 different workstations comprised of 5 students each.
2. Distribute a sheet of blank white paper and a picture book to each workstation.
3. Write a list of relevant vocabulary words that were studied during the unit on the blackboard (portcullis, bailey, battlement, moat, drawbridge, merlon, crenel, parapet, catapult, bow loop, courtyard, milltower, keep, gatehouse, etc.)
4. Designate a table as the „Materials Table% and lay out the glue, scissors, and building materials.
5. The paint will be poured into paint cups at a designated painting table lined with newspaper on the second day only.

Activity:

1. Assigned groups of five students will look through the picture book at their stations to obtain ideas for how they will design their castle (one castle only for each group).
2. Group members will work together to draw a plan, on paper, to display how they will construct their model. The students must identify the parts of the castle in their design by labelling their drawing with the appropriate vocabulary word.
3. When a group has thoroughly completed their design and labelled the necessary parts, they will receive an approval from the teacher to begin the construction of their model.
4. Students will follow their hand drawn design to select the appropriate sizes and shapes of materials to use in their models. They will use the materials brought from their homes but they may also select from the collection at the Materials Table.
5. Students will use the remainder of class time to begin cutting, pasting, and constructing their castles.
6. Once a group has finished building their model they will be supplied with a large piece of corrugated cardboard for the base of their model.
7. Allow 5-8 minutes for clean up at the end of the period.

Day 2

8. Student groups will complete the construction of their castles and begin painting (if time allows). It is understood that some groups may not reach this stage.
9. Students may also paint on their cardboard base if they wish to include a moat

- and drawbridge in their models.
10. Students will be orally quizzed during the activity on the names of the different parts of their castle.
 11. Allow 5-8 minutes for clean up at the end of the period.
 12. For those groups who do not finish in the allotted time, this activity will act as an incentive to finish up their other class work early in the succeeding week so that they may use this time to complete their castles.

Application:

This activity would be suitable as a concluding project for a grade four Medieval Times unit under the Heritage and Citizenship strand of the Ontario Social Studies curriculum. To successfully execute this activity students require a knowledge base of the medieval vocabulary words so that they are able to label and describe the parts of their models. This project will extend and reinforce the students' understanding of how people lived in the Middle Ages and will better enable them to make comparisons between a medieval community and their own community.

An extension of this activity could be to include figurines in the model to represent the various roles of the people that live in the castle. The students could also create a shield or coat of arms for their castle. This exercise is well integrated with the larger context of the grade four curriculum. It will assist in achieving the expectation in Visual Arts that students will produce three-dimensional works of art that communicate ideas for specific purposes. The activity also involves the Language Arts curriculum since the students will use correctly spelled vocabulary words pertaining to Medieval Times in the creation of their models.

Notes:

Contributor: R. Brien

Grade: 4

Topic: Medieval Times

Keywords: Arts, Computers, Environmental Education, Field Trip, History, Inquiry Skills, Language Arts, Media Literacy, Personal Growth, Science, Social Action, Values Education

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Students will:

- 1) 1) Identify and evaluate ways that litter pollution can endanger wildlife, and propose ways that they can help eliminate these things (Project WILD Activity Guide p. 48--Litter We Know).
- 2) 2) Locate relevant information from a variety of sources (e.g. field trips, print materials, CD-ROMs, and the World Wide Web--The Ontario Social Studies Curriculum Document--Medieval Times: Grade Four-Specific Expectations--Medieval Times.
- 3) 3) Communicate information using oral presentations, written notes and descriptions --The Ontario Social Studies Curriculum Document--Medieval Times: Grade Four--Specific Expectations--Medieval Times.
- 4) 4) Compare environmental causes of pollution in medieval times and today, specifically litter--The Ontario Social Studies Curriculum Document--Medieval Times: Grade Four--Specific Expectations--Medieval Times.

Teacher Materials:

Teachers will need: -to contact a community expert on the effects of litter pollution on wildlife

-to obtain permission from students' parents for students to participate in an activity that is not on school property

-knowledge of the effects of litter pollution on wildlife today and the types of pollution that threatened wildlife in Medieval times

-a glue gun for items that are more difficult to attach to the bristol board.

Student Materials:

Students will need: -a pair of work gloves

-5 garbage bags (have extras available)

- 5 large sheets of bristol board for mounting collages
- glue and tape
- different types of litter
- markers
- pens and notepaper for taking notes and writing research reports

-access to computers, lists of internet websites, CD-ROM's and various print resources to obtain information about the effects of pollution on wildlife today and in medieval times.

Sequence:

- 1) Divide class into five groups (six students per group) and hand out one garbage bag to each group.
- 2) Ask students to remain in their groups and lead them on a walk in the local neighbourhood and/or park.
- 3) Ask students put on their work gloves and collect as many different types of litter as they can find to place in the garbage bags given to each group. Note: Remind students not to obtain their litter from garbage cans or pick up sharp or broken objects.
- 4) Return to classroom and, still in their groups, engage students in a brainstorming activity and discussion about the effects of pollution on wildlife.
- 5) Students listen to guest speaker at this time, during which they take notes in their groups. Students should also be encouraged to ask questions and discuss the topic further with the expert.
- 6) After the presentation, have the class, as a group, suggest numerical values for each of the pieces of litter that they obtained on the walk (items with the highest potential for harm to wildlife given the highest value and those with the least likelihood of being harmful, assigned the lowest values). This knowledge of items' potential harmfulness should have been gained in the discussion with the wildlife expert.
- 7) In their groups, ask students to brainstorm lists of ways to eliminate litter pollution and discuss these as a class.
- 8) Ask each of the five groups to design a collage that discourages people from littering using the litter that they picked up, and have each group determine the "value" of their collage. There could be a prize awarded to the team with the highest value if desired.
- 9) In the same groups, ask students to research the types of pollution that existed in Medieval Times, but tell them that each student should take notes for him/herself.

Students should have access to appropriate, necessary resources, including print resources and computers (CD-ROM's and the World Wide Web).

10) Based on research, ask each student to compose a simple research report, in paragraph form, comparing environmental pollution in Medieval Times and today. Students should be allowed to include diagrams if they wish.

Application:

Obviously, the activity would fit nicely into a Social Studies unit on Medieval Times, and fulfills ministry expectations within that area. The activity could occur sometime during the unit, probably near the middle. The topic of environmental pollution relates to Science and Technology as well, and several ministry expectations in that area are also fulfilled by this specific activity. Therefore, perhaps the activity could serve as a lead-in to a unit on wildlife habitat in the Life Systems strand in Science and Technology. The activity could also take place as part of a theme week within the school related to environmental awareness and protection.

What's more, the activity develops students' oral and written skills too, which relates to ministry expectations for the Language Arts, and students develop important research skills, which will be used in the future in subjects across the curriculum. On a final note, one of the expectations in Visual Arts for Grade Four students is that they will produce two and three dimensional art pieces, and the making of collages would fulfill that expectation because the end products should be two-dimensional in nature.

A possible modification to the activity might involve students bringing their own litter in, rather than organizing a whole-class field trip or walk. Also, the order in which the activities occur could be changed around to suit your schedule (i.e. guest speaker), and the activity could take place over a number of days, or as a whole day/morning/afternoon activity, depending on the situation.

All in all, the activity is quite flexible and far-reaching with regard to the curriculum, and could easily be broken up, mixed up, and otherwise altered to fit into a number of curriculum areas and grade levels

Notes:

This activity is adapted from the "Litter We know" activity in the Project WILD Activity Guide, which was published in 1999 by The Council for Environmental Education (Canada). ISBN # 1-55029-082-7.

Contributor: D. Carr

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Inquiry Skills, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Describe the various roles of people in medieval society (e.g. royalty, courtiers, clergy, peasants, etc.).
2. Use appropriate vocabulary (e.g. medieval, knight, squire, page, etc.) to describe their inquiries, findings and observations.
3. Communicate information (e.g. about the roles of community members of medieval society) using oral presentation, written notes and descriptions, and drawings.
4. Work co-operatively, collaboratively and will be able to manage any conflicts within group work settings.

Teacher Materials:

- resource materials from library books (listed in resource section), internet, etc.
- chart paper, markers, scissors
- articles that simulate artifacts from the medieval times (e.g. tools that may have been used and clothes that may have been worn)
- 30 pieces of blank paper (one sheet per student)
- 10 pieces of lined paper (one sheet per group)
- resource materials such as photographs and samples of writing from the medieval times to post on a bulletin board
- a tablecloth to cover the artifacts on a table
- display table for artifacts

Student Materials:

- markers, pencils, erasers, pencil crayons, rulers
- one notebook per student to record information
- one sheet of blank paper per student
- one sheet of lined paper per group for final write up of report

Sequence:

TEACHER PREPARATION FOR ACTIVITY:

1. The teacher begins by gathering photographs of community members, buildings, attire/costumes, samples of scripture, etc. from the medieval times and uses them to decorate a bulletin board in the classroom.
2. The teacher then researches medieval times in depth using informational resources, storybooks, posters, other literature resources, encyclopedias, history books, film strips, videos, internet websites, etc. to gather information on this era. Make notes from these sources and develop key points to discuss with the class during the introduction to the topic of medieval times.
3. The teacher also attempts to collect an array of artifacts such as tools and clothing attire that simulate artifacts used in the medieval times era. These artifacts are placed on a table and covered with a tablecloth to create suspense.

ACTIVITY PART 1: Day 1 (60 minute lesson)

1. For this activity the teacher divides students up into groups of three by giving each student a role of a community member. For example, knight, lord, page, squire, dame, etc. Therefore, if there were 30 students in the class then there would be 10 groups and the community members (one per group) could be as follows: knight, lord, page, squire, dame, royalty, courtier, clergy, peasant and child.
2. When each student has found the other members in their group they sit together as a group in desks of the U-shape and listen for instructions. The teacher instructs them that they will work in their groups on a project of their community member.
3. They are informed that they must gather information regarding the dress, occupation, status, appearance, living quarters, gender and any materials (e.g. tools) used by their community member. The teacher writes this information down on the board and students copy it into their notebooks to have it available when they begin their research.
4. They are also instructed that they have 50 minutes to collect the information.
5. They are able to use informational books, storybooks, filmstrips and internet sources.
6. They need to record any information they retrieve to use later for their written report.
7. The teacher accompanies them to the library to ensure that each group is on the right track.

ACTIVITY PART 2: Day 2 (60 minute lesson)

1. The second day of the activity students are instructed to continue working on their projects.
2. Today they are to neatly write up a one-page group report of their findings.
3. When they have completed their write up each group member is to draw their interpretation of their community member including appropriate attire.
4. Students are to write up their reports using pencils and lined paper.
5. They are to use a piece of blank paper and pencil crayons to illustrate their picture.
6. They are given 60 minutes to complete both tasks.
7. The teacher walks around the class to each group and monitors their work to ensure t

Application:

Students do not require prior knowledge on the subject matter of the medieval times but they do need to have basic skills in presenting information to their classmates, how to write up a report and how to search for information in a library.

INTRODUCTION TO THE ACTIVITY (60 minute lesson)

1. To prepare students for the upcoming activity on roles of community members from the medieval times the teacher has the class sitting at their desks, which are in a U-shape, and asks students for their ideas regarding the medieval times era. For example, when do they think it took place, what was their society like, etc.
2. The purpose of this is to understand any pre-existing knowledge that students hold regarding this subject matter.
3. The teacher then directs their attention to the decorated bulletin board (described in the preparation aspect of the activity).
4. The teacher allows students to have a close look at each photograph.
5. Students then return to their seats and discuss as a class what the people of medieval society may have been like during that time.
6. Using chart paper and markers the teacher asks students to brainstorm about „community members during the medieval times%o.
7. Following this activity the teacher reads a story to the class (who remain in their seats) about the roles of community members during the medieval times.

8. During this time the teacher will often stop to discuss certain aspects of the story. For example, the different roles of society members, the types of building structures, the tools used, land use, etc.

9. Then the teacher uncovers a table filled with simulation artifacts of the medieval times and students are able to have a hands-on look at the various tools that people may have used as well as the types of clothing they may have worn.

10. The class returns to their seats and adds any new learned information to the brainstorming sheet.

This topic can easily be expanded to other activities such as:

- a drama lesson to create a tableau of the role of a favourite community member
- an art lesson on creating a class quilt using student art work and their report papers
- a field trip to a medieval times restaurant; put on a play acting out „a day in the life of a knight, etc.‰
- a language arts lesson by writing a creative letter using calligraphy pens about a favourite community member from the medieval times
- or write an article for the medieval times newspaper requesting for a specific occupation, etc.

This topic could be overlapped into many other subject areas such as:

- geography (places which inhabited people during this era)
- history
- language arts (creative writing, reports)
- art (drawing building structures, community members, etc.)
- math (divide number of people by population, timelines, measuring building heights, graphing tool/land use)
- science (use of simple machine).

This activity on the medieval times draws from the educational strand of heri

Notes:

This activity was not adapted from any resource but was an original idea.

RESOURCES:

Ministry of Education Document-Ontario Curriculum for Social Sciences-Grade 4

Knights and Castles-50 Hands-On Activities to Experience the Middle Ages (Avery Hart & Paul Mantell, 1998). Williamson Publishing: Charlotte, Vermont

How Would You Survive in the Middle Ages? (Fiona Macdonald & Mark Peppe, 1995). Franklin Watts of Grolier Publishing: Danbury, Connecticut.

Internet Website: <http://the middleages.tripod.com/>

Days of Knights and Damsels: An Activity Guide (Laurie Carlson, 1998). Chicago Review Press Incorporated: Chicago, Illinois.

Medieval times (Cynthia Ross, 1992). Teacher Created Materials Inc.: U.S.A.

The Middle Ages: Independent Learning Unit (Lorraine Conway, 1987). Good Apple Inc.: Carthage, Illinois.

Contributor: L. Chown

Grade: 4

Topic: Medieval Times

Keywords: Arts, History

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. After examining some samples of medieval art and through discussion, the student will be able to describe how art was used as a tool for communication during the Middle Ages.

Specific Expectations ^ Developing Inquiry/Research and Communication Skills,
Understanding Concepts

2. Using art reference materials, the student will be able to describe the process used by Medieval artists to create a mosaic art form.

Specific Expectations ^ Understanding Concepts

3. Using elements of design (colour, line, shape, form, texture, space), the student will design and create a mosaic piece that portrays an aspect of medieval society. (The student will pretend to be an artisan commissioned to produce a mosaic to represent a family coat of arms.)

Specific Expectations ^ Applying Concepts and Skills in Context

Overall Expectations ^ Visual Arts, Grade 4

Specific Expectation - Critical Thinking - Visual Arts

Teacher Materials:

art reference books ("The Bayeux Tapestry: The Story of the Norman Conquest ^ 1066", "Masters of Art: Giotto and Medieval Art ^ The Lives and Work of the Medieval Artists", prepared wallpaper squares in plastic containers for approximately 30 students, foam trays for 30 students, approximately 50 sheets of construction paper, 50 sheets of white paper, white glue,

Student Materials:

pencil for preparing rough sketch

Sequence:

Preparation:

1. Cut wallpaper book sample sheets into individual squares, measuring approximately 10 to 15 square millimetres. (There should be a variety of colours and textures and enough for approximately 30 students.)
2. Organize squares into like colours and place in plastic margarine containers with fitted lids for secure storage and ease of distribution.
3. Label the lid of each container to identify the contents, i.e. „red%, „blue% etc.

Activity:

1. The student will select a sheet of construction paper in the colour of his/her choice.
2. Using a sheet of white paper, the student will prepare a rough sketch of a coat of arms, paying close attention to the use of space, line, shape and form.
3. Once the sketch has been finalized, the student will transfer the outline of the sketch onto the sheet of construction paper.
4. After the outline is complete, the student will pick up a foam tray and select an assortment of coloured squares from the individual plastic containers.
5. Using the outline on the construction paper, the student will then arrange the coloured squares into a visually pleasing format, and mount the squares with glue to form his/her mosaic piece.

Application:

This is a meaningful activity for a unit on the Middle Ages. It also satisfies a number of expectations in both the Grade 4 Social Studies and Visual Arts curriculum. This particular activity re-inforces and builds upon the student,s knowledge of historically significant events, and the influence of Christianity throughout the Medieval world. It also provides the student with an opportunity to study and explore medieval art.

Prior Knowledge:

In order for this activity to be effective, the teacher must provide good resources and appropriate background knowledge. By examining specific art pieces and through discussion, the student will understand how art was used as a tool for communication. It is recommended that "The Bayeux Tapestry" be used to illustrate how art was used to document an historical event. This particular work depicts one of history,s most famous battles, the Battle of Hastings. Referring to the work will allow the student to retrace the story of the Norman Conquest in 1066. This work also exemplifies a medieval art form, embroidery, and may be used as a basis for discussion on the artists, use of colour, line, space and form; as well as, the enormity of the task to complete such a work.

"Masters of Art: Giotto and Medieval Art ^ The Lives and Works of the Medieval Artists" is an excellent reference book to guide students through the process medieval artists used to create mosaics. This book also provides relevant information on religious art. Referring to this text and samples of mosaics, the student will observe how medieval art was used as a communication tool, specifically by the Church to teach illiterate people about the Christian faith.

Extension Activities: Other art-based extension activities could include:

1. Calligraphy: The student could write a quotation in calligraphy that incorporates a decorated capital found in many medieval manuscripts. Such an activity allows the student to experience an art form firsthand and enables the student to gain an appreciation for the tremendous skill that was required to produce an illuminated manuscript. Once again, it is important to provide informational trade books and background knowledge to ensure the effectiveness of the activity.
2. Fresco Painting: Students could explore and experiment with the fresco painting technique that was revived during the 13th and 14th centuries. "The Master of Art Book..." is an excellent reference book for this activity as it provides information on the history of this technique and outlines the methods used by the artisans to produce a painting.

Notes:

1. Corian, Lucia. „Masters of Art: Giotto & Medieval Art ^ The Lives and Works of the Medieval Artists% (New York: Peter Bedrick Books, 1995).
2. Denny, Norman & Filmer-Sankey, Josephine. „The Bayeux Tapestry: The Story of the Norman Conquest 1066% (London: Collins 1966).

Contributor: D. Dillon

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Inquiry Skills, Social Action

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will transform general ideas into a concrete product.
2. Students will apply knowledge of medieval times to the construction a medieval structure (eg., realizing that most castles have a keep).
3. Students will identify relationships between the structures of a medieval castle and the characteristics of a medieval society (eg., all castles have a moat which serves as protection to royalty; the royal people are always kept separate from the peasants).
4. Students will articulate the benefits of their castle,s structure in an oral presentation.
5. Students will demonstrate creativity and originality in their designs.
6. Students will work cooperatively in a group atmosphere.

Teacher Materials:

- sharp knife (to cut cardboard)
- outline of activity
- overhead projector
- overheads showing features of a castle (eg. moat, keep and drawbridge)

Student Materials:

- 10 large shoe boxes
- pieces of cardboard (various sizes)
- 10 small boxes (spaghetti boxes)
- 10 empty soup cans
- 10 egg cartons
- 15-20 paper towel rolls
- 1 package of toothpicks
- 100 popsicle sticks (approximate)
- 10 bottles of glue
- 10 pairs of scissors

- 1 box of aluminum foil
- 10 packages of markers (various colours)
- 1 ball of string
- 10 pieces of paper
- 10 pencils

Sequence:

Preparation:

1. Arrange desks so that the classroom has 10 work stations.
2. Separate all student materials equally into 10 sets.
3. Place each set of materials at a separate work station.
4. Explain the instructions of the activity to the class. This should take approximately 5 minutes.
5. Show the class sample overheads of different structures of medieval castles. The overheads could include a keep, moat, working drawbridge, gate house, towers, hovels and castle walls.
6. Split students into 10 groups of 3 people (assuming a class of 30 students).

Activity:

1. Have the students, in their groups and with paper and pencil, construct a simple blue print of the castle they will build.
2. Before beginning their castle, have each group show you (the teacher) their blue print to ensure they are on the right track.
3. Have the students delegate the responsibilities between their group members.
4. Allow the students to create their castles using the materials provided, their creativity and their knowledge of the features of a castle.
5. Assist students that are having difficulty with constructions or ideas.
6. Stop the activity after approximately 45 minutes.
7. Have the students clean up the supplies they used.

Discussion:

1. Have the students, in their groups, discuss the positive and negative aspects of their respective castles.
2. Have the students identify 3 features of their castle and why these features were essential in medieval times.
(The discussion portion of this activity should take approximately 10-15 minutes.)

Activity (The Following Day):

1. Have each group give a 5 minute oral presentation about their castle.

2. Expect each group to identify 3 features of the castle and discuss the benefits of these features.
3. Allow each group to answer a few questions from the rest of the class.

Application:

Building a castle is an activity that any grade at the junior/ intermediate level can do. However, to create an accurate medieval castle, students must have a background knowledge of the features of a medieval castle. It is also helpful for the students to have a basic understanding of a medieval society such as the hierarchical roles. If the students are aware of the differences between royalty and peasants, the features of a castle will seem reasonable (eg., royalty has to be protected). Thus, this activity works as an extension to a few basic lessons on medieval times.

This activity could be used as a close to a medieval unit. Moreover, this activity could be a link to further lessons on medieval times. Since this activity focuses on castles in detail, the teacher could discuss other building structures in medieval times such as monasteries. Building on monasteries, the class could learn about the influence of Christianity on medieval society. Once talking about religion, it will be easy to incorporate some significant events of the medieval period, such as the Crusades, into lessons. Significant events and the influence of religion on medieval society are expectations in the grade 4 curriculum.

The activity incorporates many skills of a student such as social skills (groupwork), creativity (castle construction) and verbal skills (presentation).

Students with physical and mental disabilities will also find this activity amusing. An assistant may be needed as an aid in some cases.

Since this activity allows creativity and interaction, the students will probably be interested, attentive and learn more information.

Notes:

This activity was suggested by a current grade 4 teacher. I have adapted it by adding expectations, adding more features of a castle and adding the presentation portion of the activity.

Contributor: Z. Finlay

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Language Arts, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

- 1.Students will identify distinguishing features of medieval society, with a focus on the dress of specific medieval people.
- 2.Students will use appropriate vocabulary to describe their medieval person (eg. knight, serf, dame, lord, child).
- 3.Students will locate relevant information from a variety of sources in order to create the medieval person (eg. Resource books, internet sources, field trip brochures/pictures, print material etc.).
- 4.Students will communicate information about the roles of specific people in medieval times through presentation and creation of their character.

Teacher Materials:

- 1.Resource materials for students to use in order to research the dress of the medieval era: „Clothing of the Ancient World% by Christine Hatt & Jane Tattersfield, „The Middle Ages% by Caselli & Giovanni, „Medieval Costume and Fashion% by Herbert Norris. Internet sites that show detailed pictures of medieval dress: www.stemnet.nf.ca/CITE/medieval_clothing.htm. Brochures and pamphlets from field trip from „Medieval Times Dinner and Tournament%.
- 2.Chart paper, markers, tape.
- 3.Detailed pictures of a knight, serf, dame, lord, child etc.

Student Materials:

- 1.Butcher paper or a thin piece of cardboard if available: 1 large sheet/group
- 2.scissors: 3/group
- 3.glue/tape: 3/group

4.markers, pencil crayons, paint (brushes, water- a variety for each group

5.newspaper (for under paint)

6.tin foil: for groups creating knights

7.construction paper

8.other textiles (felt, cotton, leather etc.)

Sequence:

1.Create interest for the students by hanging pictures of various medieval people around the room. This will create anticipation and excitement for the students prior to the start of the activity.

2.Ask the students: Would you rather wear tattered rags or regalia made of silk? Explain that in medieval times you had no choice. If you were the child of a peasant, you would wear anything you could find. If you were royalty, however, it would be silk robes and gowns. Explain that most clothing in medieval times was rough and scratchy, but in some cases was smooth and finely sewn, depending on the person,s status and wealth in society.

3.Point out the various pictures around the room and ask the students what differences they see between the different people. Ask about the fabrics, colours, and textures they see.

4.Using 5 large pieces of chart paper, have the students, as a class, brainstorm the clothing of the medieval people. Head each sheet with the following: knight, dame, serf, lord, child. What would each character wear during this era?

5.Explain the details of the activity: Tell the students that in small groups they are going to create a medieval person. This person should be dressed in the medieval clothing of the era. Tell the students that they should look at the various resources in the room (books, pictures, internet sources, brochures etc.) for ideas. Explain that the final character will be hung on the walls in the classroom. The character should also have a proper and creative name and title. (eg. Knight, Sir Francis of the Lake).

6.Group the students into 5 groups (4/group for a class of 20) by numbering them off 1, 2, 3, 4, 5. Have students move their desks to the perimeter of the room so that there is adequate floor space for creating their characters. Some students may use the hallway if there is not enough space.

7.Have the students pick a character name out of a hat. This will lessen the opportunity for arguments. This will be the character that will be created.

8. Demonstrate (with a student volunteer) how to trace one student's body on the butcher paper. Have the student take off his/her shoes and lie flat with his/her back on the paper. Explain to the students that as a group they should pick a body position that would be appropriate for their character (eg. The knight might want his hands on his hips to show a position of authority). Demonstrate how to carefully cut out the traced body with the scissors. Explain that the students can use any of the materials available in the classroom. Have the materials laid out at the front of the class. Before the construction of the character begins, have the students designate one student to be the materials person. This will be the only person who goes to the front to get the materials. Also, have the groups choose one person to be the body to be traced.

9. Allow the students 10 minutes to research and brainstorm the appropriate clothing for their

Application:

This activity is a fun and interactive way to reinforce the students' knowledge of the different people within a medieval society. By creating the medieval characters, there are many areas of medieval times that are reinforced. For example, the students must have prior knowledge about the appropriate dress of their character and the role their character plays within the broader society. This activity also reinforces the importance of proper research by encouraging the students to utilize the various reference materials throughout the room.

The students could create journal entries to introduce their character as an extension to this activity. The entries could include the character's name, age, role in society, hobbies, pastimes, favourite foods, and the amount of power/influence the character has in society. The students could also create stories about their character's great adventures, or create a log of their character's typical day. The stories could also incorporate the other characters that were created by the other students in the class.

This is a great activity for cross-referencing the ministry expectations, as it incorporates expectations from the language arts, visual arts, and social studies curricula.

Notes:

See resources listed in the teacher's materials section of the activity plan for helpful websites and reference books.

Contributor: S. Harris

Grade: 4

Topic: Medieval Times

Keywords: Arts, Computers, Drama, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the various roles of people in medieval society (royalty, courtiers, clergy and members of religious orders, peasants).
2. Students will use appropriate vocabulary.
3. Students will locate relevant information from a variety of sources (illustrations, print materials, computers).
4. Students will communicate information using oral presentations.

Teacher Materials:

- * library and computer access for research
- * sample books on Medieval Times
- * activity card describing students' responsibility (4)
- * example scripts for students (4)
- * materials for costumes or props (e.g., construction paper, cardboard, string, tape, glue, rolls from paper towels or toilet paper, aluminium foil)
- * list with sample items that students could bring from home for costumes or props (20)
- * video camera
- * videotape
- * TV and VCR.

Student Materials:

Amount of materials will vary depending on class size. For this particular activity, a class size of 20 is assumed.

- * paper
- * pencils (20)
- * set of pencil crayons (4)
- * set of markers (4)
- * scissors (8)
- * materials from home for costumes or props.

Sequence:

Preparation

1. Randomly assign students into co-ed groups of approximately five. Four groups of people in Medieval society will be studied: royalty, courtiers, clergy and members of religious orders, and peasants. Additional groups can be formed if needed due to class size.
2. Each group of students will be given an activity card identifying the people in medieval society they will be responsible for researching and acting out in the appropriate role. Students will be encouraged to include such aspects as costume, props, the role of women and children, family life, pastime, food, work, shelter, and education when completing this assignment.

Discuss Assignment with the Students.

3. Students will be instructed to research and act out the roles of the people in medieval society they were assigned within their group.

Library and/or Computer Time To Do Research

4. Provide students with a 35-minute period of library and/or computer time to gather enough material on their topics to write a 3 to 5 minute skit.

Write Scripts and Practise

5. Provide students with another 35-minute period to get together in their groups and work on writing their scripts and to practise these scripts. Each group will be provided with an example of a script for them to follow.

Make Costumes and Props

6. Students will be encouraged to dress in the appropriate costume and use props. Students will be given one period of 35 minutes during their art lesson to make costumes or props from any classroom materials. Students will also be encouraged to bring materials from home. Each student will be given a list of sample items that they could gather.

Organize and Perform Skits

7. During another 35-minute period, students will be given approximately 15 minutes to get organized and 20 minutes to perform their skits. Record each group's skit on videotape, if possible, and show them back to the class to allow them to see their own performances.

Assessment

8. After all of the skits have been performed, create a question sheet based on the material that all the groups covered and see how well the class as a whole performs on it. The teacher should also develop a checklist of the criteria to look for in each skit, and make a point to let the groups know that they will have to include certain information. Have

each group critique the others on an evaluation sheet that you use yourself to grade them with.

Application:

Originally, this activity was designed for students to act out any historical event. It was very broad, but can easily be broken down. This modified activity can be adapted for use by various grade levels. The focus of this activity is on the grade four Social Studies curriculum involving medieval Times, however, group work doing research and developing a script and acting it out in the appropriate role can be done for any subject/strand. For example, role playing can occur in other aspects of Heritage and Citizenship within the Social Studies curriculum such as grade two Traditions and Celebrations, grade three Pioneer Life, grade five Early Civilizations, and grade six Aboriginal Peoples and European Explorers. Many expectations within these subjects/strands overlap, particularly in regards to developing Inquiry/Research and Communication Skills. For example, use of appropriate vocabulary; asking questions to gain information and explore alternatives; locating information; collecting information; constructing and reading maps, graphs, charts, and diagrams; communicating the results of inquiries using demonstrations, drawings, and oral and written descriptions.

Role playing Medieval Times involves not only a focus on the Social Studies curriculum, it also integrates the Arts curriculum, particularly Visual Arts and Drama, and all aspects of the Language curriculum - Writing, Reading, and Oral and Visual Communication. It is a great activity for students because of this integration of various curriculum areas and the overlapping of expectations. It allows students to apply hands-on what they have learned in an interesting and fun means.

This activity would be a great means of introducing the subject/strand of medieval Times. Students will learn about many aspects of the Medieval Times when researching for relevant information pertaining to their roles. To extend this activity it may be beneficial to discuss the expectation involving the hierarchy which existed during the Medieval Times. The reason being is that this hierarchy will become apparent during the role-plays the students will perform. From there the students could cover the expectation comparing a medieval community to their own community. Other activities extending from this lesson could include having the children research castles and then design one of their own, creating a shield or a family coat of arms, or planning a medieval feast. Allowing children to design their own castle could incorporate Measurement and Geometry and Spatial Sense within the Mathematics curriculum. When creating a shield or a family coat of arms further extension of the Mathematics curriculum could involve instructing students to use patterns within their design. These activities all cover various expectations outlined within this subjects/strand and others as well. Medieval Times is an area within the primary/junior curriculum, which promotes many creative learning oppor

Notes:

This activity is adapted from the "Acting Out Historical Events" activity by Matt Sparks located on the Lesson Plans Page website:
<http://www.lessonplanspage.com/printables/PSSHistoricalEventsActing45.htm>

The following are some examples of informational books to include within the classroom for reference:

- Aliki. (1983). *A medieval feast*. New York: Crowell
- Briquebec, G. (1990). *The middle ages: Barbarian invasions, empires around the world, and medieval Europe*. New York: Warwick Press.
- Gibbons, G. (1995). *Knights in shining armor*. Boston: Little, Brown.
- Gravett, C. (1994). *Castle*. London: Eyewitness Books.
- Howarth, S. (1993). *The middle ages*. New York: Viking.
- Howe, J. (1995). *Knights*. New York: Orchard.
- Hunt, J. (1989). *Illuminations*. New York: Bradbury Press.
- Lasker, J. (1976). *Merry ever after*. New York: Viking.
- Macaulay, B. (1977). *Castle*. Boston: Houghton Mifflin.
- Steele, P. (1995). *Castles*. New York: Kingfisher.

Contributor: M. Healy

Grade: 4

Topic: Medieval Times

Keywords: Arts, Community Study, Drama, Economics, Feelings, Government, History, Inquiry Skills, Values Education, World Study

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

The Students will:

1. Identify the hierarchy of the manor system (King, Lord, Knight, Peasant)
2. Analyze and interpret information about the social structure of Medieval society.
3. Work in small groups to create a short dramatization symbolizing the interaction between classes of people in Medieval society.
4. Present their dramatization to classmates.

Teacher Materials:

Teacher Materials:

15 Information cards.

The cards will include two points about a role or duty of a person in Medieval society. The bottom of the card will state the question Who am I? Students will be asked to identify the title of the person in which the card is describing.

The teacher will make up one card that includes information about the King, five with information about the Lords/Dames, ten cards for the Knights, and fourteen for the Peasants.

Student Materials:

Student Materials:

One selected information card describing the role of a person in Medieval society.

Sequence:

Preparation:

The teacher will have constructed 15 information cards and students will be asked to select one card.

Activity:

1. Individually while seated at their desks, students will be asked to determine, based on knowledge gained from previous lessons, which level of the hierarchy present in the manor system is represented by the information on the card they have chosen.
2. Students will be asked to think of the role that person plays within Medieval society. Determining answers for some of the following questions will be encouraged to assist in the development of roleplaying. Questions may include: what would this person be doing on a regular day? How does this person treat others in the Kingdom?
3. Students will be placed into groups of five and will be asked to read their information card to the other members of the group. Collaboratively, students will discuss the hierarchy found within their group and plan a mime.
4. Groups practice a mime involving all characters with the purpose of educating the audience about the different levels of people found within the manor system in Medieval times.
5. One at a time, groups present their mime to the class.
6. When the presentation is complete, each student will identify the name of the hierarchy level they portrayed through the mime.
7. Each group will answer two questions taken from the audience, then the next group will begin their mime.
8. The teacher will collect the information cards.

Application:

Application:

Students require previous knowledge about the feudal and manor systems for this activity to be successful. However, this activity may be used in the introductory stage of lessons on the hierarchy found in Medieval times. A larger number of roles, such as a page, a squire, and a jester can be included for a similar roleplay activity as the students gain a wider knowledge base of people found within Medieval society.

An extension of this activity may be used in the curriculum area of Geography to identify how people in modern day society interact. The issue of the 'haves and have-nots' within a society, the influence of material wealth and power within a society, and how a society may be broken down into a class system can be addressed by discussing the positive and negative aspects of such a division of people. As well comparisons of countries in terms of wealth, power, education levels, and living conditions may be conducted. Which countries could be considered the Kings, the Knights, or the Peasants.

Within the subject area of History, this activity can also be viewed as an introduction to, or a comparison of, the government system of Canada.

Notes:

Notes and Resources:

Information Card Examples:

KING (1) - * I own all of the land in the Kingdom * I have many servants * Who Am I?

LORD/DAME (2) - * I am a wealthy and powerful person *I command the army of Knights who fight to protect the Kingdom * Who Am I?

KNIGHTS (4) - *I fight for the protection of the Kingdom and all of the people * I serve the lord/dame.

PEASANTS (8)- *I am a very poor person * I farm the land in the Kingdom in order to have land to live on.

Bibliography:

Aladdin Books Limited. *Time Trekkers Visit the Middle Ages*. Aladdin Books Limited, 1996.

Aladdin Books Limited. *Mystery History of a Medieval Castle*. Aladdin Books Limited, 1996.

Dargie, Richard. *Knights and Castles*. Stech-Vaugh Company, 1999.

Dorling Kindersley Limited. *Castle Explorer CD ROM*. Dorling Kindersley, 1996.

Gravett, Christopher. *Castle*. Dorling Kindersley Limited, 1994.

<http://www.tjunior/advanced/org/4051> - Interactive Medieval Website.

Mac Donald, Fiona. *A Medieval Castle*. Simon and Schuster, 1990.

Williams, Brenda and Brian. *The Age of Knights and Castles*. World Book Inc, 1996.

Windrow, Martin. *The Medieval Knight*. Franklin Watts Limited, 1985.

Contributor: L. Henry

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Personal Growth, Values Education

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify the distinguishing features of medieval society (i.e. culture, symbols)
2. Students will communicate information through an oral presentation, including descriptions and drawings.
3. Students will use medieval symbols and mythological creatures to create a family or personal coat of arms.
4. Students will produce a two dimensional work of art that communicates thoughts, feelings and ideas to a particular audience.

Teacher Materials:

- Book of medieval culture, displaying medieval symbols and mythological creatures.
- 20 magazines (from a variety of sources), 20 newspapers, variety of stickers
- 5 cut out shapes of a coat of arms, varying in size

Student Materials:

- 30 pieces of white Bristol board
- 30 pairs of scissors
- 30 bottles of glue
- 30 pieces (each) of coloured construction paper (red, blue, purple, green, black, white yellow, brown, orange, pink)
- personal pencil crayons
- personal pencils and erasers
- personal markers, crayons or pencil crayons
- photographs, magazine/newspaper cut-outs, stickers and other two dimensional symbols collected by the student
- 30 sheets of scrap paper

Sequence:

Preparation:

Prior to beginning this activity, student will be asked to start a collection of meaningful symbols or other two-dimensional items that they feel best represent themselves and/or their families. The students will be aware that what they collect will be used for an art project of some kind. What they collect will be brought to school and kept in a small folder or envelope provided by the teacher to keep all of these artifacts together. This folder/envelope will be left at the school, and kept in safekeeping by the teacher. For students that are unable to collect these items, or for those students who have forgotten to bring things in, the teacher will provide a series of different magazines, newspapers and stickers for their use.

This particular activity will be based on the Medieval Times theme that is a part of the grade four Social Studies curriculum. Students will have examined the basic features of medieval society, such as culture, design and beliefs prior to engaging in this activity.

Activity:

1. To prepare for this activity, the teacher will begin by reviewing with the class the various mythological creatures and medieval symbols that have been learned throughout the year.
2. The teacher will display to the class examples of some of these symbols, located in a book of medieval culture. The teacher will lead the class in a discussion of the symbols, and what they could mean, and how they fit into medieval society.
3. The teacher will then change gears slightly and ask the students to identify significant heritage symbols on the Canadian Coat of Arms, and what they represent (i.e. beaver: fur trade, maple leaf: early settlers, Union Jack: ties with Britain). This will, of course, be review from the grade three curriculum. The example will illustrate to the students what a coat of arms looks like, and also how symbols (i.e. pictures) can represent important things.
4. Once the context of the activity has been established, the teacher will describe to the students what they will be embarking upon: designing their own significant family/personal coat of arms using the items they have collected, and the mythological/medieval symbols the students choose to "borrow" or create. They are to use a minimum of 3 symbols on their coat of arms, and one of the symbols must be medieval in nature.
5. The students will be expected to use scrap paper to draft a suitable plan for their coat of arms. The plan must include materials to be used and a general layout of what the coat of arms is going to look like. The plan must be shown to the teacher prior to gathering materials for the finished product.
6. The teacher will have several cut out shapes of various sizes of coats of arms for students to trace if they cannot draw one free hand. Once the teacher has looked at the rough draft, students can trace their coat of arms onto the Bristol board provided to them.
7. Once the shape of the coat of arms has been cut out, students will

Application:

This particular activity is very useful and can be integrated into the wider curriculum. According to the grade four Visual Arts curriculum, students are required to produce two-dimensional works of art that express thoughts, feelings and ideas. Also, students are expected to defend their artistic choices. This activity would certainly employ this expectation. Through representing their coat of arms, students will not only be explaining the symbolism used, they will also be responsible for explaining why they used certain colours and certain techniques.

This activity extends from the topic under study. Students will take what they have learned of medieval culture and apply it to something practical. They will also have the opportunity to link medieval times to modern Western civilization with the production of this artistic piece. This provides the framework for a discussion on the differences between medieval society and modern Western society. In fact, by integrating medieval symbols with modern symbols into their coat of arms, students can begin to examine how medieval culture has an influence on the Western world. This would be a valuable discussion that could extend from this activity.

Obviously, students require a great deal of knowledge of medieval culture and society before undertaking this activity. They have to know about the role of symbols in both medieval and Western societies. They must also know about the significance of certain symbols and what they represent. This is not an activity to undertake early on in the year, but something that can be used to synthesize what has been studied, later on in the school year.

Notes:

This activity was inspired by the Ontario Curriculum, grades 1-8. Having spent time in grade 4 classroom, the medieval times theme was of great interest to me, so I took that theme and went with it. Creating a coat of arms or a shield is part of the grade 4 Social Studies program.

Contributor: B. Joblin

Grade: 4

Topic: Medieval Times

Keywords: Arts, Community Study, History, Inquiry Skills, Language Arts

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will be able to describe the hierarchical structure of medieval society and relate it to a chosen character.
2. Students will be able to give examples of daily life for men, women, and children in medieval society.
3. Students will be able to explain aspects of castle life from the perspective of chosen characters.
4. Students will examine primary and secondary sources to locate information about medieval civilizations.
5. Students will use oral presentations, written notes and descriptions, and drawings to communicate information about life in medieval society.

Teacher Materials:

1. A selection of books, material, and artifacts that refer to medieval times and society.
2. An activity sheet for each student with a character's title from medieval society (eg. King, Queen, Knight, Duke, Squire, Peasant boy/girl).

Student Materials:

1. Pencil
2. Activity sheet from teacher
3. Pencil crayons
4. Books, material, and artifacts that refer to medieval times and society.

Sequence:

This exercise will take about two periods. It is best to be scheduled near the end of the unit.

Preparation

1. Have the students gather together for instruction.
2. Explain that they will be playing a type of guessing game involving people from the medieval times. It may be a good idea to give an example to the class so that they can gain a quick understanding of what it to be expected.
3. Summarize the steps involved in the activity.

- i. Each student will be given an activity sheet with only the title of a medieval character.
- ii. They are not permitted to tell anyone whom they have as their character.
- iii. They must answer the questions on their activity and complete a picture portraying their chosen person with the provided resources.
- iv. Once they have finished they will present their answers to the class to see if the class can guess who their character is.

Activity

1. Have the students each pick an activity sheet with the title of a medieval character (eg. King, Queen, Knight, Duke, Squire, Peasant boy/girl).
2. Lay out a selection of resource literature and artifacts that the students can use for reference and visual aids (be sure there is at least one book for every student).
3. Have the students complete the questions on the activity sheet.
 - i. What role does your character play in medieval society?
 - ii. What would a day in the life of your character be like?
 - iii. What activities does your character participate in?
4. Have the students complete the drawings on the activity sheet.
 - i. Draw a portrait of your character.
 - ii. Draw articles your character might carry.
 - iii. Draw things your character might eat.
 - iv. Draw where your character might live.

This may take up to a full period for the students to complete.

At the beginning of the next period prepare the students to present their characters to the class.

1. Have the students sit on the floor in a semicircle.
2. Ensure that the students know that they are not to state the title of their character. They must first present the written answers they prepared and have the class guess. If the class does not answer correctly, the presenter can then show them the drawings they prepared ending with their character's portrait until the class guesses correctly.
3. Call on each student to present his or her character.
4. Have the presenting student pick those students he or she wishes to guess their character.
5. Once the student's character has been correctly identified have a new student present until all have presented.
6. Once the activity is done collect all of the activity sheets to be assessed.

Discussion

• Ask the students which are their most favourite and or least favourite characters. Ask them why.

• Give examples of characters such as squire, peasant boy, and nobleman and ask the students what they think about the jobs that they had to do. Try to have them relate it to their own lives. Would that type of work be fair today? Is it something that they would want to do? W

Application:

This activity involves a fair level of knowledge on the subject of medieval times and its social structures. For this reason the activity should be introduced near the end of the unit so that the students are able to guess other students' characters and discuss the various aspects of the period.

This exercise is an excellent device for students that can be used to compare aspects of life in a medieval society to their own community with respect to various occupations and social hierarchy. This activity can also allow students to make inferences about social concerns of medieval society and similar concerns today. For example; poverty, warfare, and political issues.

This activity can be used as a link to several subjects across the curriculum. It can be linked to language arts through writing and oral communication. The activity sheet and paragraph written on their character can be used, as well as the student's oral presentation can be assessed. The portraits in the activity can be used to fulfill requirements of the arts curriculum.

This activity can also be extended into drama and dance by having the students represent and interpret characters by speaking, moving, and writing in role. For example, the students could present their characters in role or perhaps perform a short skit on one of their character's daily activities.

Notes:

For this activity it may not be necessary to have the characters' titles already written on the activity sheets themselves. You can choose to allow the students in your class to pick their own character as long as there are not too many that pick the same ones. Allow the students to be creative in their answers. If there is not enough information for one of the characters they have chosen, have the student form their own ideas of what they think their character might have done.

Contributor: J. Kozmick

Grade: 4

Topic: Medieval Times

Keywords: Arts, Computers, Government, Language Arts

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will describe the relevance and uses of the chessboard and its pieces.
2. Students will locate relevant information from a variety of sources.
3. Students will describe the various roles in medieval society.
4. Students will communicate information using media works, oral presentations, written notes and descriptions, and drawings.
5. Students will design the players of the chessboard using various arts and craft supplies.

Teacher Materials:

books with information about the members of the medieval society

computer usage

30 proper chessboards, an eight by eight board with black and white squares, made from construction paper

Student Materials:

30 sheets of black construction paper

30 sheets of white construction paper

30 sets of scissors

30 ziplock bags

15 glue sticks

Sequence:

Preparation:

1. Design the 30 chessboards for the students beforehand. Each one consists of alternating black and white squares.
2. Set out the resource books on a table for the students to use.
3. Make sure all the student's supplies are collected and organized.

Activity

1. Describe to the students the significance and uses of the chessboard.

2. Identify the players involved in the game and describe the importance of each member. State the significance of using the colours black and white as challengers and defenders.
3. Have the students use the provided resources to find out the roles of the different chess players. Allow approximately 20 minutes for this part.
4. Ask a couple of students to volunteer their findings to the class.
5. Briefly discuss any areas in which the students left out.
6. Hand out a chessboard to each student as well as one sheet of black and one sheet of white construction paper.
7. Instruct the students to draw the proper chess players on the construction paper according to the display model. Ensure that they know there must be 16 black pieces and 16 white pieces.
8. Instruct the students to carefully cut out these players and place them on their chessboard in the appropriate positions.
9. Have every student choose a partner and give them 10 minutes to play around with their game pieces and board.
10. Instruct each student to write their name on a piece of scrap construction paper and put it along with all their game pieces inside the provided ziplock bag.

Discussion

1. Have each member of the partner pair identify one interesting aspect they observed while playing chess with their partner.
2. Have a vote on whether any students know how to properly play the game of chess. If there are any, have them briefly state any strategies or tricks they have come across in their games.
3. Collect the ziplock bags and have each student clean up their area by putting any scrap paper in the recycling box and putting away the scissors and glue sticks where they belong.

Application:

This activity is mainly for the use in the Medieval Times unit in the course curriculum for the grade four level. However, it could probably be adapted to fit into any topic area by altering the identity of the chess pieces. For example, if the unit of study is Canada, one could simply adapt this activity and use the provinces or capital cities in Canada as the game pieces instead. Although this could be used in a variety of settings, it is probably the most beneficial to the younger grades rather than the older ones. An activity that could lead into this one would be to describe the all the members in the medieval society and relate their role within the hierarchy system. For example, the King being the highest member of society and the soldiers being the lowest. From this prior activity, students will have some background as to why the King and Queen are so important and need to be protected by the soldiers from danger. An activity that could extend from this one would be for to ask the students to write a creative story involving the members of the medieval society. They could either write as though they are actual people living in the medieval times or about an important situation that occurred in this time. Students would

have to have a prior knowledge about the game of chess or even checkers in order to fully appreciate this activity. Therefore, beforehand the teacher may assign homework in researching the game of chess. I think this activity would be fun for the students and it would be a beneficial tool come test time. It would aid in the students recall by acting as a memory aid. Students learn better when they enjoy what they are learning and having fun doing so.

Notes:

This activity is adapted from the "Chess: Medieval Game of War" activity in M. Greenwich and S. Duncan's book "Fun Activities for Learning about Knights and Castles" (New York: Mac Millian Publishing Company, 1992).

Curriculum guidelines were found in the Ministry of Education and Training's "The Ontario Curriculum for Social Studies: Grades 1 to 6" (1998).

Contributor: S. Lefler

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Inquiry Skills, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

1. Locate relevant information from primary and secondary sources about the roles of Kings and Queens, knights, peasants, and clergy members.
2. Write one creative paragraph describing the roles of Kings and Queens, knights, peasants, and clergy members.
3. Produce dioramas (shoe box scenes) of Kings and Queens, knights, peasants, and clergy members when performing their duties/jobs.

Teacher Materials:

1. An example of a diorama
2. Cardboard/Construction paper
3. Scissors
4. Glue/Tape
5. Hot glue gun (students can also use with the help of the teacher)
6. Student names put in a hat

Student Materials:

* Students choose materials that are appropriate for their particular diorama.

1. 10 shoe boxes (1 for each group)
2. 10 paint/paintbrushes
3. 10 containers filled with water
4. cardboard
5. construction paper
6. blank sheets of paper
7. 10 pairs of scissors
8. 10 glue sticks
9. pencil crayons/markers
10. pencils
11. tissue paper
12. fabric scraps
13. pebbles/sticks/grass
14. magazines

Sequence:

Preparation:

1. Divide students into triads by drawing names out of a hat.

2. Ask students in their triads to decide which medieval person they would like to further explore. The choices are Kings and Queens, knights, peasants, or clergy members.
3. Ask students to bring in shoe boxes and any other craft supplies they might have at home that they can use for their dioramas.
4. Ask students to bring to school any medieval materials, such as books, that they have at home.

Introduction:

1. The teacher will explain that the object of this activity is to research about the medieval person their triad chose by using the sources available in the classroom, school library, and books from home. From the information found, they will write a creative paragraph about their medieval person and then create a diorama of their own from the information they found.
2. Teacher will show their example of a diorama.
3. Teacher will explain that their dioramas should have a background, middle ground, and foreground. The objects and people in their dioramas should appear to be two and three dimensional.
4. Teacher will demonstrate a few techniques to help objects and people stand upright. For example, how to fold cardboard to make a stand to hold up people upright or how to make three dimensional chairs and tables out of cardboard.

Activity:

1. Have triads research about their chosen medieval individual with the sources available to them. Students should write about where the individual lives and works, their duties and jobs, and other interesting facts.
2. Have students create an interesting and creative paragraph based on what they found. They will write this on a large index card.
3. With all the craft materials, students will create their dioramas based on the paragraphs they wrote on their index cards. For example, if students wrote about peasants, they can create peasants in the countryside working in the fields.
4. After the dioramas are complete, students must put their names on it and fasten the index card onto one side of the box.

Discussion/Presentation:

1. Each triad will be able to show their dioramas to the class. They must first read their paragraphs and then explain more about the diorama.
2. Students will be able to comment on other triad,s dioramas.
3. Each diorama will be displayed around the classroom.

Application:

This activity can be used to introduce the topic of medieval times. This will give students some understanding about the different kinds of people who lived during the medieval times. After students have completed the activity, the teacher can allow students more time to go back and further research about a certain individual. By that

point most students will be exposed to different medieval people and students can individually choose a person that they would like to explore in more depth. From this students can complete a larger research project and display it on bristol board for the rest of the class to see.

This activity can also be used later in the unit to reinforce the topic of medieval people. Instead of having students research everything about their chosen individual, have students write down as much information as they remember before they consult other sources. This would be a good way to help teachers determine what students know and what they do not know.

The knowledge that students need coming into this activity would be reading and researching skills. Students would also need to know strategies on how to understand what they have read. In addition, students will need some skills on how to create three dimensional objects and people for their dioramas.

Having students research information and then create dioramas based on what they found can apply to many different subject areas and grades. For younger grades, students can create dioramas for certain medieval people, however, it would be unfair to expect these students to research about the individuals and write creative paragraphs about what they found. Instead, teachers can set certain features that they would like to see in the dioramas and students can be creative in the rest of their design. This type of activity can also be used in different subject areas. For example, in language arts, students can write a chapter summary for a novel and then create dioramas based on that chapter. For younger grades, students can create simple dioramas of their favourite part in a short story. To incorporate drama along with language arts, students can pretend to be set designers for the novel or story and can use dioramas to show how they would set the stage for the novel or story if it was a play. This would be a good way to reinforce and extend student learning of setting, atmosphere, and characters. Students must determine what are the most important aspects of the novel or story and then include them in their dioramas.

Notes:

This activity is adapted from the „Create the Four Alls% activity in Avery Hart and Paul Mantell,s book „Knights and Castles, 50 hands-on activities to experience the middle ages.% (Vermont: Williamson Publishing, 1998).

Contributor: H. Leiper

Grade: 4

Topic: Medieval Times

Keywords: Arts, Feelings, Personal Growth, Social Action

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

Expectations

1. The students will become familiar with the roles and responsibilities of Knights in the Medieval Time.
2. The students will gain an understanding of the importance of the shield as a form of identity for the Knights.
3. The students will identify four main components in their own lives that they believe identify who they are. (ie. family role, favorite animal, favorite food, grade at school)
4. The students will articulate these four components of identity through creatively displaying them on their own shield.
5. The students will demonstrate their understanding of the activity by presenting their shield to the class one by one. In turn, the students will gain a better understanding of their classmate's identities through the presentations.

Teacher Materials:

Teacher Materials

1. Storybook about Knights - Harald and the Knight. By Donald Carrick 1982
2. 10 templates of shields that the students may trace if they wish to do so.

Student Materials:

Student Materials - Class of 25 students

1. 50 pieces of different colored construction paper
2. 25 pairs of scissors
3. Glue, white glue can be placed in tin for each table to share
4. Markers, crayons, and pencil crayons - 4-5 packs of each, class may share
5. Sparkles - can be placed in tin for each table to share

Sequence:

Sequence

Preparation:

1. Read class the story about Knights - Harald and the Knight by Donald Carrick (1982)
2. Reinforce the importance of shields as a form of identification for the Knights.
3. Have the students discuss what identity means, what kinds of things to people identify you with?

Activity

1. Have the children listen carefully to the instructions on how to make a shield.
2. Trace template of shield provided or they make create their own.
3. Divide the shield into four separate sections.
4. In each section creatively display something that identifies who you are (ie. family role, favorite sport, favorite mealΣ) by using the materials provided.
5. Allow children 30 minutes to complete their task.

Note: It might be nice for the teacher to create a shield ahead of time to show the class before they create their own. The teacher could also wait and show the class their shield after the activity is completed.

Discussion

1. Collect all of the shields and as a class try to guess which shield belongs to which student in the class.
2. Once the student has been connected to their shields ask the class if there are any other components in which they would identify with the student.
3. Have the students help display all of the shields around the classroom.

Application:

Application

I think that this activity can be adapted and used by both older and younger grades. For example, a grade one class can make a code of arms reflecting the roles, relationships and responsibilities that they are involved in. A grade 6 class can create a code of arms for a native person using problem solving and resources as they find out the roles, responsibilities, family life and economy of the natives.

The use of this activity ensures that the students have an understanding of what identity means and how identity can be displayed. Before completing the creative component of this activity it is important for the students to gain an understanding of what a knight is and the roles and reasonability's they had in the medieval time. The story of "Harald and the Knight" is a good choice because it allows the students to become familiar with the role of the knight, the dress of the knight and the importance of the shield.

This activity provides the students with the opportunity to create their own shield which allows them to think about what makes up their own identity. Having the students match

the shields to the students reveals what identity truly is and gives them a sense of the importance of the Knights shield as an accurate description of identity when in battle. I think that this activity fits within the larger context of the curriculum because it combines personal growth, social action, art and affective focus into one activity. The activity can be manipulated to fit other age groups and other material. Instead of creating a shield students can create a "Code of Arms". This activity also meets the needs of all students and can be easily manipulated for those with disabilities. For example, the teacher can assist students with special needs. Since this activity is creative students may generate a product that suits their own artistic abilities. For example if a child has cerebral palsy and is more comfortable working on a computer then this activity can be done using graphics or painting/drawing programs. The gift of this activity is that all students may participate!

Notes:

This activity is adapted from the "Wooly Thinking" activity in Graham Pike and David Selby's book "Global Teacher, Global Learner" (London: Hodder and Stoughton, 1988).

Contributor: L. Lepp

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Multiculturalism

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify the distinguishing features of medieval society.
2. Students will locate relevant information from a variety of sources (illustrations, Internet).
3. Students will construct and read a variety of diagrams and models for a specific purpose.
4. Students will use medieval symbols and mythological creatures to create a shield or family coat of arms.

Teacher Materials:

Samples of Coat of Arms (Family, Provincial, National)

Overhead identifying the elements of a Coat of Arms

Packages for Activity Centers

- 1) symbols
- 2) samples
- 3) work station

Student Materials:

30 Coat of Arms worksheets (an outline of a shield)

30 Rough draft paper for notes and practice illustrations

Computer

Assortment of pencil crayons, markers

Pencils

Sequence:

Preparation:

1. Package information from resource books and the Internet into three groups.
 - a) samples of Coat of Arms
 - b) list of elements and symbols in a Coat of Arms
 - c) practice sheets and ideas for students' own Coat of Arms
2. Develop overhead sheets for Canadian Coat of Arms

Introduction:

1. Ask students where Coat of Arms can be seen (possible answers: knight's armour, money, documents, flags, family plaque, Roots clothing)
2. Show my personal, family, coat of arms plaque

Sequence of Steps for New Learning:

1. Explain that it was in Medieval Times where Coat of Arms became important.
 - a) prominent in twelfth century
 - b) knights would put them on their shields
 - c) marks and colours evolved into a way to identify the bearer as a member of a certain family, clan, or allegiance to a lord.
2. Show the sample of the Canadian Coat of Arms.
3. Identify the elements of a Coat of Arms (using Canadian as an example)
 - a) the Crest
 - b) the Mantling
 - c) the Shield
 - d) the Supporters and Base or Ground
 - e) the Motto
4. Identify how certain symbols are chosen for specific reasons for a Coat of Arms.
5. Demonstrate how to use the symbols package (use my family coat of arms as an example)

Recapitulation:

1. Ask class what sorts of symbols they would like to include in their own family coat of arms (allow discussion to last for 5 minutes)

Activity:

1. Divide class into three groups.
2. Assign one group to the symbols package, one to the computer and the samples of coats of arms, the other to the work package.
3. Allow each group 15 minutes at each station to discover the Coat of Arms that they want to create.

Expectations for the final Coat of Arms include:

- a) 3 out of 5 Elements of a Coat of Arms
- b) 3 to 5 symbols
- c) colour
- d) neatness (straight lines, colouring within the lines, clear printing)

Evaluation:

1. Monitor group on-task behaviour
2. Meeting the Expectations

Application:

This activity can extend the learning of Medieval Times to the students' own lives.

The children can create a symbol for their own family name. The Coat of Arms activity can lead to the investigation of family heritage and eventually a multicultural study. Since Coat of Arms are found on many provincial documents, the activity can lead nicely into a government unit. The activities which correlate with the activity extensions could include the development of a family tree to research ancestry. In researching ancestry, a multicultural unit would allow a class to discover new practices for the holiday seasons, tastes in food, costumes, language and economies.

The Coat of Arms activity allows the opportunity for a visual arts lesson. The Coats of Arms could be created beyond a drawing to a three dimensional shield or piece of armour which could be used for a further drama about medieval times.

Notes:

This activity is adapted from "Our Global Heritage: A Unit on Multiculturalism"
ISBN 1-55035-182-6

Many sources found on the Internet were also used. Searches using the key words "Coat of Arms" provide many sites with samples and symbols of Coat of Arms.

Contributor: C. Montgomery

Grade: 4

Topic: Medieval Times

Keywords: Arts, Drama, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Overall Expectations:

1. The students will be able to distinguish features of medieval society.
2. The students will be able to describe the ways in which medieval society has influenced modern Western society.

Specific Expectations:

1. The students will identify the hierarchy.
2. The students will describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants).
3. The students will use appropriate vocabulary to describe their inquiries and observations.
4. The students will compare a medieval community to their own community.

Teacher Materials:

Tables

Chairs for all students

Food: Rose Petal Bread (recipe to follow), salad, a meat dish, desserts

Bowls made out of bread

Spoons

Rose Petal Bread

For 2 Loaves

1 package active dry yeast

1 ½ cups (375 ml) lukewarm rose water

1 tablespoon (15 ml) sugar

2 teaspoons (10 ml) salt

3-4 cups (750 ml - 1L) flour

Cornmeal and butter

Food Dye

1 egg white

To begin, make the rose water by simmering rose petals in a small amount of water. Then, remove the petals. In a large bowl, dissolve the yeast in the rose water. Stir sugar, salt,

and some flour into the yeast. With clean hands, knead the dough. Add more and more flour until it will not take anymore. Push the dough around on a floured board. When the dough becomes smooth and elastic, cover the bowl with a clean cloth for an hour. In an hour, the dough will rise. Punch down the dough, and divide it in half. Form each half into a circle, oval, heart or long loaf. Place the loaves on separate buttered baking sheets that are sprinkled with cornmeal.

To paint the loaves, mix a food colour with a bit of egg white to make „paint.“ Paint vines, leaves, flowers, snakes, or any other art on top of the loaves. Bake the loaves in a preheated oven for 40 minutes at 400 degrees F.

Student Materials:

Paper
Pen or pencil
Pencil Crayons

Sequence:

Prior to the Lesson

1. One week prior to the feast send a letter home to the parents to inform them that the children will be having a medieval style feast, and to ask for parent volunteers to either help cook or serve the meal.
2. The day prior to the feast roles will be assigned to the students. The following roles will be assigned: king, queen, and nobles. The role of king and queen will be awarded to the students who have put the most effort into the unit. The teacher and the parent volunteers will be the servants. This will be the students, special day where they are made to feel like nobles while the adults wait on them.

The Day of the Feast

1. The day of the feast the food will be brought into the school by parent volunteers and the teacher. The food will be kept in the staff room so the children will not get into it.
2. At lunch time the desks will be put into rows like big dining room tables and the food will be brought in. There will be no table cloths, and no utensils other than spoons, because this is all that was used in the medieval times.
3. To remind the students of the Medieval Table Manners they would have already learned, the week before the feast a sign with the following message will be hung:

Medieval Table Manners

No spitting across the table.
No dipping the meat in the salt dish.
Do not pick your teeth with a knife or finger.

After the Feast

1. The students will not be asked to help clean up because this is their special day where they are to act as kings, queens, and nobles. The teacher and the parent volunteers will clean the mess while the children are out for recess.
2. After recess the children will be given the choice to write a journal or story describing how they felt at the medieval feast, and will be given the opportunity to illustrate their journals or stories.

Application:

This lesson can be adapted to any grade level and can fit into many other curriculum areas such as: language arts, the arts, and history and geography. Once the dinner is over, the children will be asked to either write a story about their experiences at dinner or write a journal entry. This shows how language arts can be tied into this social studies lesson. The children will brain storm ideas about what they can write on before they will be asked to write. The ideas will be shown on the board in a web style. The ideas will be left on the board while the stories or journal articles are being written to give the students more ideas if they run out of ideas. The children will also be asked to draw and colour a picture to compliment their story or journal entry. The designing of a picture can be tied into an art lesson. The children will also be using drama by acting out the hierarchy position that they hold at the table, such as king, queen, or noble. The children will be expected to stay in character for the entirety of the dinner. This will give the children the experience of what life might have been like in medieval times. History and geography can both be tied into this lesson because the students will learn where the events they learned about during the unit occurred and will also have researched before the dinner what it was like to live in medieval times.

Notes:

This activity is adapted from the book by Paul Mantell and Avery Hart, "Knights and Castles: 50 hands-on activities to experience the Middle Ages." Charlotte: Williamson, 1998.

Contributor: A. Pereira

Grade: 4

Topic: Medieval Times

Keywords: Drama, History, Inquiry Skills, Language Arts

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will distinguish between the roles of various people in medieval society by presenting the individuals who attended at medieval feasts.
2. Students will present information using oral presentations, written notes and descriptions, and visual illustrations.
3. Students will compare a medieval community to their own community through a follow up discussion about their feast.
4. Students will demonstrate their knowledge of various aspects of the medieval lifestyle through oral presentations and group work.

Teacher Materials:

- Bucket with task cards in it
- Handout of activity instructions
- Medieval times reference material (books)
- Medieval props (clothing, symbols, plastic food)
- 18 pieces of chart paper
- 12 markers
- Classroom art materials (glue, scissors, construction paper)

Student Materials:

- 3 pieces of chart paper per group
- 2 markers per group
- Social Studies notebooks (every student)
- Classroom art materials (depending on group)
- Medieval props (depending on group)

Sequence:

Preparation:

1. Teacher will inform the students that they must make use of all of the information they have gathered throughout the Medieval Times unit. Students are given the opportunity to gather their notebooks.

Activity:

1. Students are divided into 6 groups (5 students in each group). Teacher has prearranged 30 cards indicating the various roles that the students will play in the activity. Teacher will pass out a bucket with the cards in it and students will pick a card out of the bucket (without looking). Cards are labelled as follows: food, dress, roles of women and men, location of the feast, entertainment, and medieval symbols. Cards are also labelled with a role that the student will have in their groups: recorder, task manager, 2 researchers, and material organizer.

2. Teacher assigns 6 spots in the classroom for the students with the same cards to gather. Students are given the opportunity to form their groups.

3. The teacher verbalizes the instructions for the activity. Written instructions are also handed out to each group outlining their tasks in the activity. Instructions should take no longer than 10 minutes.

a. The goal of the activity is to design and organize an extravagant medieval feast.

b. Each group has a specific aspect of medieval culture to focus on for the feast.

c. Students are to research their topic and are responsible for presenting their aspect of the feast in order to make it a medieval success.

d. Along with a verbal presentation, the groups must create a concrete example of their aspect of the feast. The example can be a paper creation or can be a dramatic representation.

e. There are 2 researchers in each group, and it is their responsibility for looking up the information in their notebooks or textbooks. The recorder will document the ideas of the group and the final plan for the feast. The task manager is to ensure that the group stays on task, completes the assignment in the time allotted, and will also assist the other members with their tasks. The material organizer will make use of the classroom to gather any materials or props (such as books, scissors, or construction paper) needed for their presentation.

f. The groups must explain what is important to know about their topic when planning a medieval feast. Examples:

§ The „food%” group will present the various foods that would be present.

§ The „dress%” group will explain what the individuals would be wearing to an extravagant feast.

§ The „roles of men and women%” group will describe what the characters that would attend and their roles in society.

§ The „location%” group will present where it would take place and describe the physical location.

§ The „entertainment%” group will describe what the medieval people would use to entertain their guests.

§ The „medieval symbols%” group will identify the symbols that would be present, and what the symbols meant in medieval times.

g. The students will be provided with 3 pieces of chart paper and 2 different

Application:

This activity is most suitable for the grade 4 unit, medieval times. It can be slightly changed and adapted to other grade levels such as the grade 3 focus on Pioneer Life or grade five unit on Early Civilizations. The activity could be altered, and instead of having a feast, it may involve a „day in the life ofΣ%” or a representation of specific event that the children learned about. The activity is best suited to take place at the end of the unit as a culminating activity once the students have learned about the topic in full.

All students can participate in this activity. The teacher may be required to give extra instruction or make modifications for particular students in the way of assigning a modified task to complete, or a particular role during the presentation (such as the task manager). It is important for the entire class to participate in this activity, because it will be a fun learning activity that no student should be excluded from.

This activity can be integrated into the wider curriculum by extending the presentation to actually having a medieval feast in the classroom. This would incorporate aspects of the dramatic arts curriculum, as the students would be required to take on specific roles and act in character. Other classrooms could come to visit the grade 4 classroom who would put on brief skits and presentations to demonstrate their knowledge of the medieval times. The students would also be using a number of language arts skills. In order to develop their presentation, students will have to utilize the grammar, word use and vocabulary building, and visual presentation skills that are a part of the language arts curriculum.

Notes:

Some possible resources to have available in the classroom for student reference while preparing for their presentations:

- Chrisp, P. (1997). *The Middle Ages*. Chicago, IL: World Book in association with Two-Can.
- Cruxton, B. & Wilson, W.D. (1998). *Discovering castle days*. Don Mills, ON: Oxford University Press.
- Dargie, R. (1999). *Knights and castles*. Austin, Tex.: Raintree Steck-Vaughn.
- Gray, D., Johnson, P. & Parr, J. (1975). *Medieval Community*. Vancouver: Fitzhenry & Whiteside.

- Langley, Andrew (1996). *Medieval life*. New York: Knopf.
- Macdonald, F. (1997). *First Facts about the Middle Ages*. New York: Peter Bedrick Books.
- Rice, E. (1998). *Life during the Middle Ages*. San Diego, CA: Lucent Books.
- Wroble, L. (1997). *Kids in the Middle Ages*. New York: Rosen Pub. Group's PowerKids Press.

Contributor: J. Perry

Grade: 4

Topic: Medieval Times

Keywords: Drama, Feelings, History

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. Each student will use secondary sources (encyclopedias, illustrations, videos, other print materials, internet sites) to research medieval society members that will be provided to them before hand.
2. Students will represent the medieval characters that have been assigned to them, by speaking and moving in role of the character.
3. Students will be able to describe aspects of the hierarchical structure of people within a medieval society based on seating arrangements at a medieval feast.
4. Students will be able to describe aspects of food of medieval times, including types, drink, eating utensils and cups, as well as the order which the food is served to certain people, and the order that each meal course is served in.
5. Each student will experience and feel what it is like to be a specific member of this medieval society. Some will be royalty and nobles, etc at this feast, while others will be peasants and beggars, etc.
6. Identify their own feelings and reactions in various situations of the medieval feast, and compare them with those of the medieval society member that they have portrayed. In addition to this, they must express these feelings and connections by writing in role a half page personal journal entry of their medieval character.
7. Students will explain, with a half page critical writing response why it is important to research medieval society members before producing an effective dramatization of a medieval feast.

Teacher Materials:

1. KFC chicken (or chicken fingers), French fries, and fancy loaves of bread to feed the higher ranking citizens. Only French fries will be served to the lower ranking citizens.
2. Plastic knives, no forks.
3. Serving trays and utensils.
4. Napkin for each diner.
5. Plastic wine glasses for the higher ranking citizens, and plain white Styrofoam cups for the lower ranking citizens.
6. Colourful plastic plates (with possible cartoon character designs on them) for high class and plain paper plates for the low class.
7. Grape juice to represent wine for the high class, and apple juice representing ale or beer for the low class.

8. Numerous plastic/Styrofoam bowls (one for each diner if possible) set out over the table filled with lukewarm water (to be set out near the end of the meal) so the diners can wash their hands in them.
9. Table cloths to cover each table.
10. Primary chairs for the low class table and junior chairs for the high class, with a special chair to act as the throne.
11. Junior aged desks for the high class and primary aged desks for the lower class. This will give the impression that the junior aged desks are higher than the primary aged desks. Desks pushed together can act as tables. If possible this activity could be done in the gym with tables on the stage acting as the highest platform, and desks on the gym floor acting as the lower level.
12. Desks will be situated with the high class table at the back of the room, and the low class table perpendicular to it, on a lower level.
13. Identity cards labeling member of medieval society to be placed at the seating arrangements at the table, telling students where to sit when they enter dining hall.

Student Materials:

1. Invitation to dinner. This will be given to student prior to day of meal (explained in sequence).
2. I suggest not having student where costumes or have props as they could become distracting.
3. Notepaper/book and pencils for writing journal entry, and critical writing response (I suggest doing this directly after the meal).

Sequence:

The actual feast portion of this activity will take approximately 30 minutes, however preparation will take a few days*

Preparation:

1. Assuming 30 students per class, the teacher must prepare invitations for the students to attend as members of medieval society at a great feast from a land owner (teacher can act as the land owner). Ask students not to lose invitation because they will need it to get into the great feast. Students chose the invitation at random. Their medieval character is listed on the invitation.
2. Some examples of high ranking members of society include the monarch (king or queen), prince or princess, officials, clergy member, knights, squires, merchants, etc. Examples of low ranking members of society include vagabonds, peasants, beggars and the monarch's servants, etc.
3. In a class of 30 students, have 10 high ranking members (1 monarch) and 20 low-ranking).
4. Students have time in class or at home to research some characteristics of their member of society, through books, other written sources, video or internet sources.

5. Teacher will allow time for class discussion of characteristics and attributes of their members of society.
6. On day of feast teacher will prepare tables and seating arrangements. One table will be situated made out of junior desks and another perpendicular to it made of primary desks (see teacher materials). Primary and Junior chairs will go with their corresponding desks, with teacher chair to act as the throne for the monarch.
7. Teacher will set out table cloths, with cups, plates, plastic knives, washing bowls and napkins for each diner (see teacher materials for instructions). Make sure to set out a set of each at the high ranking table for teacher who is acting home owner.
8. Teacher will set out identity cards telling each diner where to sit, based on the member of medieval society that they are (identified on their invitation).

Activity (The Feast)

1. Teacher will invite students into the room as the home owner, reminding them to speak and move in role of their character, as assigned and discussed in class. Teacher must be prepared to continually change roles throughout this activity. If possible, have 1 or 2 more teachers or parents help out during the activity.
2. Teacher (as home owner) invites diners into the dining hall (classroom) in order of precedence, starting with high ranking (monarch first, prince, princess, clergy, etc) to the low ranking (order of precedence). Appear enthusiastic when inviting high ranking in and unenthusiastic when inviting low ranking in. Tell students to sit in a labeled seat matching their character.
3. Once diners are seated the home owner (teacher) will invite students to wash their hands with their washing bowls and dry their hands with a napkin.
4. Teacher will then perform a teacher in role. Will tell students that when he/she leaves the room and enters the room, he/she is no longer the home owner, but a waiter serving the bread. Try to stay in role a

Application:

This feast, much like a field trip to Medieval Times Dinner and Tournament, could be used as a great culminating activity to a Medieval Times Unit in Grade 4. Students should have knowledge of the people within a medieval society, from high ranking citizens to low ranking citizens, and their hierarchical order within society. Also, students should have prior knowledge of the kinds of food people in medieval times may have eaten, as well as know that low ranking members of society would not get fancy foods, such as chicken or other poultries, and wine at a feast. Those delicacies would be saved for the high ranking members of society. They may get one course of a meal and some cheap ale. They should also have an understanding of the order of precedence, in that the monarch would always be tended to first, followed by other high ranking members of society, followed by the low ranking (peasants, vagabonds, beggars). Students should also have prior knowledge of daily life for men, women and children within a medieval society. Furthermore, students should also have prior knowledge of some characteristics of castles and homes within medieval times, as this is where such a feast would take place. The research of a medieval person that each student will do in preparation of this activity, as well as the class discussion will enable each student to prepare themselves for how to act

within the feast, to stay in character. For students to know how to act out their characters, students should also have a prior knowledge of Drama techniques such as writing in role, teacher in role, and speaking and moving in character.

Notes:

This activity is adapted somewhat from the Medieval Times Dinner and Tournament that takes place in Toronto, ON.

Furthermore, expectations were taken from 2 Ontario Curriculum documents:

1. The Ontario curriculum, Grades 1-8, The Arts, Ministry of Education and Training, 1998.
2. The Ontario curriculum, Grades 1-6, Social Studies, Ministry of Education, 2004.

The following website was also used in the creation of this activity:

http://everything2.com/index.pl?node_id=1433987&lastnode_id=0

Contributor: A. Silvestri

Grade: 4

Topic: Medieval Times

Keywords: Arts, Community Study, Drama, History, Language Arts

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify and describe various roles of people in medieval society (i.e. jester, page, lady-in-waiting).
2. Students will communicate information about different medieval jobs using a classified ad format.
3. Students will practice their cursive writing when working on their medieval scroll.

Teacher Materials:

- a list of medieval jobs and their descriptions
- a collection of resources that the students can refer to while investigating medieval occupations
- 2-3 examples of classified ads
- chart paper and a marker

Student Materials:

- 35 pre-cut 8 1/2" x 11" pieces of brown mural paper (1 piece/student and 5 extras)
- 35 pieces of ribbon or yarn (1 piece/student and 5 extras)
- 15 black markers (students can share a marker with a partner)
- reference material outlining different medieval occupations

Sequence:

Activity:

1. As a class, brainstorm a list of jobs people held in the middle ages: squire, herald, steward, jester, page, guard, nurse, stone mason, minstrel, falconer, knight, spinster, shoemaker, lady-in-waiting, e.t.c.
2. Explain to the students that news in the medieval ages was announced by a BALLADEER, who would sing the news, or a TOWN CRIER who would walk or ride around the town crying „Hear Ye! Hear Ye!“ followed by the event or news to be broadcasted.

3. Assign the following activity: "You are a member of a local family of nobles living in the medieval times. You require additional staff for your castle. Write a job description for the town crier to announce to possible applicants."
4. Read the following example: "Hear Ye! Hear Ye! Lad needed for his lordship's stables. Should be quick to obey commands, sharp-eyed, close-mouthed, and quick-witted. One meal a day and a straw bed in loft provided. Strong applicants only need apply."
5. Discuss the features of a classified ad and the job description above. List the items to be included in the announcement: job description, qualifications required, form of payment, place for the applicant to report to, the date.
6. Have students produce a want ad for a medieval occupation or job opening.
7. Provide pieces of mural paper, pencil crayons, and black markers to the students. Encourage students to design a scroll and write their job descriptions in cursive writing.

Application:

Students should have some prior knowledge about the medieval times and the different occupations within a medieval society. Students should know that the medieval society was divided between two classes, positions of status and positions that were not.

The activity can be adapted for the use of most age groups. The topic for the classified ad can be adapted for the topic area under study. The wording for the classified should be age appropriate. Older grades can choose to write a ballad rather than a classified ad.

A possible extension for this activity can be to assign the following drama activity for students to complete in cooperative groups. "Imagine you are a town crier, job applicant or noble person. Role play the events that happen when a job applicant hears the announcement made by the town crier of the new position opening up in the castle. Improvise the meeting or interview with the noble who placed the ad. Use your own want ad." Groups may choose to present their skits to the class.

Notes:

„Archers, Alchemist, And 98 Other Medieval Jobs You Might Have Loved or Loathed“ by Priscilla Galloway (ISBN 1550378104) is a great reference book to use for this activity.

This activity is adapted from the "Medieval Occupations" activity in Katherine Luongo-Orlando,s package „Medieval Times.“

Contributor: N. Summon

Grade: 4

Topic: Medieval Times

Keywords: Arts, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy and members of religious orders, peasants) (Ontario Curriculum: Social Studies ^ Heritage and Citizenship, Grade 4).
2. Students will describe the manor system (e.g., laws, courts, taxation) and identify the hierarchy (lord, dame, knight, squire) (Ontario Curriculum: Social Studies ^ Heritage and Citizenship, Grade 4).
3. Students will communicate information (e.g., about the roles of women and children in medieval society) using written notes and descriptions (Ontario Curriculum: Social Studies ^ Heritage and Citizenship, Grade 4).

Teacher Materials:

- Set of Calligraphy pens
- Pens/pencils
- Blank paper
- Pencil crayons and markers
- Needle and thread
- Scissors
- Grocery paper bags
- "Writing Style Tips" handout

Student Materials:

- Calligraphy pen
- Pen/pencil
- Blank paper
- Pencil crayons and/or markers
- Scissors
- Grocery paper bag
- „Writing style tips%o handout

Sequence:

Preparation:

1. Collect grocery paper bags and cut them into book cover sizes, enough for the class.
2. Set up calligraphy pens, pens, pencils, pencil crayons, markers, and blank paper on a table at the back of the classroom.
3. Read to students sections from „The Life of a Noble Kid%, „The Life of a Peasant Kid%, „A Flip of a Coin%, and „Together At Play%, from „Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages%.
4. Ask students to think about living in the Middle Ages, and decide whether they would like to be a noble or a peasant.
5. Inform students that they will be creating a diary while pretending they are a noble or a peasant.
6. Distribute the „Writing Style Tips% handout and review it with them, as you want the diary to be authentic as possible.

Writing Style Tips

- Calligraphy is the art of lettering
- Write with decorative lettering like the writers in the medieval times (cursive writing is acceptable as well).
- Writers from this time also left room along the edges to draw colourful vines and flowers.
- Examples of lettering: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z (Algerian font).

7. Inform students that they will be given grocery paper bag to use as the cover of their diary.

Activity:

1. Direct students to go to the back of the classroom and take a piece of blank paper, pencil crayons and/or markers, pens/pencils, and a calligraphy pen with them.
2. Tell students that they may design their cover in any way they choose to.
3. Inform students that the diary has to be 7 pages long, for each day of the week, and that the entries do not have to be very long.
5. Relate to students that they may add pictures or drawings to their diaries.
6. Inform students that their diary should resemble a medieval one e.g. use of old-fashioned language, such as, „Twas on an early morn,Σ% („Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages%).
7. Allow students to work on their diaries for the remainder of the period and direct students that they are to take them home to finish for next class.

Discussion:

1. Have students display their diaries for the rest of the class to view.
2. Have some students read a page of their diaries. Ask students if the student described the day of a noble or peasant child living in the Middle Ages, in accordance to what they had learned in class about nobles and peasants.

Application:

- This activity can be adapted for use by older age groups, for instance, grade five students may pretend that they live in Ancient Egypt and pretend that they are the son or daughter of a Pharaoh.
- This activity can be extended into the visual arts subject, as students can take one of their diary entries and communicate their day visually.
- This activity can also be extended into the drama strand, by having students role-play. Have them pretend that they are a noble or a peasant child, acting out an entry from their diary.
- This activity can also be extended to the health strand. Students can discuss the various types of food that nobles and peasants ate and the role that hygiene played in disease (plague). A good resource for this activity is Alik's book "A Medieval Feast".

Notes:

- This activity is adapted from the „Book of Days“ activity in Avery Hart and Paul Mantell,s book „Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages“.
- The excerpts for the introduction (hook) are taken from Avery Hart and Paul Mantell,s book „Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages“.
- The idea for the handout has also been adapted from the above book.
- "A Medieval Feast" by Alik
- "Discovering Castle Days" by Marlene Gutsole & Reginald Gutsole.

Contributor: J. Taiariol

Grade: 4

Topic: Medieval Times

Keywords: History, Language Arts, Math

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify and include five questions for a board game on three of the following topics: the significant events in medieval times, the roles of people in the kingdom (ex: peasants, clergy, women, and children), the manor system, the hierarchy, or the influence of religion.
2. Students will construct a board game that incorporates medieval symbols and mythological creatures in small groups of five.
3. Students will record the appropriate medieval vocabulary on the board game, and question cards.
4. Students will summarize the game in an oral presentation to their classmates.

Teacher Materials:

 An example of a medieval board game

Student Materials:

 twelve sheets of white construction paper (six pieces of paper cut into rectangular game cards)

 Markers and pencil crayons

 White glue

 Six pieces of cardboard (three cereal boxes)

 Twelve pieces of coloured construction paper

 Pencil

 Eraser

 Ruler

 Thirty pennies (game pieces)

Sequence:

Preparation:

1. Put student,s desks into six groups with five members.
2. In the middle of each group place one piece of white construction paper, rectangular game cards, markers and pencil crayons, glue, one piece of cardboard, two pieces of coloured construction paper, and six pennies.

Activity:

1. Divide the students into groups of five.
2. Review important medieval concepts discussed in the unit to create a mind set.
3. Explain to the students that they must create a medieval game board.
4. Show teacher example of game board to class (leave the example at the front of the class for student reference).
5. Handout a sheet with five possible topics relating to medieval times to include on the game board.
6. Students will choose three of the five topics, and create a minimum of five questions on each topic.
7. Record questions on white rectangular game cards.
8. Create a template of a game board on the sheet of white construction paper.
9. Decorate the game board with medieval symbols and mythological creatures, such as knights, shields, dragons and unicorns.
10. The start, square is of the groups choosing, but the finish, square must include a picture of the group's imaginary castle. In addition, the group must cooperatively decide on a name for the kingdom, and display it on the game board as a title.
11. Glue the game board on a piece of cardboard.
12. Make a pair of dice out of the coloured construction paper.
13. Develop and record a minimum of three unique board game rules on a separate sheet of paper, such as if you roll two sixes take another turn because you were honoured with knighthood.

Conclusion:

1. Present the game board to the other class members during the next Social Studies class. The presentation must be between 5-8 minutes, and all the group members must participate.
 2. Provide time for the students to experience other groups board games.
- Note: Discuss the importance of fair play with the class

Application:

The board game activity can be adapted to a multitude of units, such as the pioneer or space unit. A board game acts as an innovative way to apply and test student knowledge. The kingdoms that the groups create for this project can be used for future activities. For example, the students can create a shield for their kingdom, or construct a model of their fictitious castle.

The activity fulfills some of the expectations for the grade four medieval unit. It can also apply to the mathematics strand „Geometry and Spatial Sense%. An overall expectation for this unit is the construction of three-dimensional models. In addition, this activity also incorporates the language arts expectation in which student,s present information to peers in a focused and organized form on a topic of mutual interest.

Lastly, this activity does require that the students possess prior knowledge of the topic. It can be adapted for almost any age group in the primary or junior level. Students of all physical and learning expectations can participate in this cooperative activity.

Notes:

This activity is adapted from the „Green Gables Board Game% activity in Betty Burke,s book „A Literature Unit for Anne of Green Gables% (California: Teacher Created Materials Inc., 1994).

Contributor: C. Visser

Grade: 4

Topic: Medieval Times

Keywords: Arts, Drama, History, Inquiry Skills, Language Arts, World Study

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Preparation activities:

1. use medieval symbols and mythological creatures to create a shield or family coat of arms
2. locate relevant information from a variety of sources
3. identify stories and legends from medieval times that are still popular today
4. (visual arts) produce two and three-dimensional works of art that communicate thoughts, feelings and ideas for a specific purpose and to specific audiences

Feast Activity:

1. describe the various roles of people in medieval society (e.g., royalty, courtiers, clergy, peasants)
2. use some vocabulary learned in other subject areas in simple contexts
3. communicate ideas and information for a variety of purposes and to specific audiences
4. students will host a successful medieval feast for their classroom and family community

Teacher Materials:

- table cloths
- tape
- roasting pans
- lists with phone numbers of student-friendly businesses to approach for donations
- various books on medieval times

Student Materials:

- wine goblets and plates (1 per person at feast)
- invitations (paper, writing tools)
- family crests
- tissue paper stained glass windows
- research tools
- meat: pig, goose, lamb
- grapes

- wine
- apples
- large container for bobbing for apples
- potatoes
- bread
- fruit cake
- serving dishes
- large knives for slicing meat
- serving spoons
- miscellaneous cooking supplies (depends on menu)
- tables and benches
- costumes
- games
- live pigs for races
- wax for seal on invitations

Sequence:

Preparation:

1. Students will complete research on life in medieval times: people, clothing, eating habits, food, decorations, games, etc.
2. Students will be split into groups; one group will be in charge of games and entertainment; another in charge of menu; and another in charge of decorations (use of art class stained glass windows and family coat of arms).
3. Once ideas for menu, decorations and entertainment have been brainstormed, whole class will vote to make final decisions.
4. Students will determine guest list and send out invitations sealed with wax imprints of family crest.
5. Students will determine how to obtain needed materials: borrowing, donations, family supplies, purchase with a very limited budget.
6. Split students into task groups: getting supplies, decorating, set-up, cooking, clean-up, etc..
7. Randomly assign student to roles: king, queen, jester, minstrel, story teller, peasant, knight, clergy, musicians, tradesmen, servants. Students are expected to remain in role throughout the feast (introductions, actions, speech, costume).

Activity:

1. Servants will welcome and seat guests.
2. In role, each student will give a brief self-introduction: e.g., I am King William. This is my castle. There are 437 subjects in my kingdom. This grand feast is in honor of the birthday of my beautiful wife, Queen Gloria.
3. Clergy will bless food.
4. Servants will serve food to guests; food is to be eaten with fingers. (Servants will also be seated to eat with guests.)
5. During meal, story teller will share medieval folk tales, musicians will play

- instruments and jester will tell jokes and juggle.
6. Following meal, clergy will give a thanking grace.
 7. Guests will be escorted to the gymnasium for games of chance and more entertainment by the musicians, jesters and story tellers. Pig races will be held outside.
 8. Each student will present his/her family crest/ coat of arms to guests, explaining reason behind choice of colors and symbols.
 9. In closing, King will thank everyone for coming.
 10. ALL students will be involved in the clean up.
 11. Thank you letters will be written for all donations received.

Application:

This medieval feast will be a culmination activity for the medieval unit. Students will have completed extensive research on life in medieval times and will have compared it to their own lives.

The art work completed by students (stained glass windows and family crests) will be displayed. Other projects on medieval life will also be displayed.

This activity allows students to take on the roles they have been learning about. It provides students with a chance to work collaboratively towards an authentic goal. Moreover, this activity welcomes parents and community members to see and take part in the learning going on at school.

Similar activities can be planned as a culmination for many units. Parents and other community members appreciate being welcomed to school and seeing and hearing what the students have been learning. These activities provide students with great amounts of responsibility, pride and a sense of accomplishment.

This activity can obviously be extended in many areas. It can serve as a source of ideas for many creative writing activities, with the students writing in role. Moreover, the students could collaboratively create a scrap book using photos of the event. They could incorporate both captions and relevant factual information.

Many additional drama activities could also extend the learning from this activity. For example, students could act in different roles from those which they played in the feast.

Notes:

The following resources may be useful:

Airne, C.W. (unknown). *The Story of Medieval Britain told in pictures.*

Manchester: Thomas Hope and Sankey-Hudson Ltd.

Bimberg, C. (1989). *Introducing Castles.* Brighton, East Sussex: Young Library Ltd.

Williams, B. (1994). *Forts and Castles.* London, England: Hamlyn Children's Books.

Contributor: A. Weckworth

Grade: 4

Topic: Medieval Times

Keywords: Arts, Community Study, Computers, Economics, Feelings, Government, History, Human Geography, Inquiry Skills, Language Arts, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Expectations: The students will be able to:

1. Use appropriate vocabulary to describe their inquiries and observations.
2. Locate relevant information from a variety of sources (books, videos, Internet).
3. Analyse, clarify, and interpret information about the social, political, and economic structure of medieval society.
4. Communicate information about the roles of people in medieval society using oral presentations, written notes, and drawings.
5. Compare a medieval community to their own community with respect to housing, social structure, recreation, land use, geography, climate, food, dress, and government

Teacher Materials:

Teacher:

- 7 sheets of manilla paper (cut in half)
- 6 sheets of multicoloured sheets of construction paper (10x12)
- crayons, pencil crayons, markers available for students who might not have their own
- 6 glue sticks
- stapler
- access to at least 6 computers
- access to the library
- classroom books about Medieval Times
- dictionary

Student Materials:

Students:

- research notebooks
- pens and pencils
- crayons, pencil crayons, markers

Sequence:

This is a multi-task activity, requiring individual, small group and large group participation. It is to be introduced somewhere in the middle of the Medieval Times unit. It is important that students already have some background knowledge prior to this task. Students should be given adequate in class time, but should also be encouraged to work outside of class time.

1. The teacher will briefly introduce six areas of study related to communities in the medieval times. They will include: - The Social Structure and Government
 - Land use
 - Geography and climate
 - Housing
 - Village Life
 - Food, dress and entertainment
2. The teacher will divide the class equally into these six areas of study (ideally 4-5 students per group).
3. The students will be given class time to research their topics (using books, videos, and the Internet) both individually and as small groups.
4. The students will be given class time to meet with their groups to discuss and share information.
5. Each group of students will designate a recorder, illustrator, editor, and task monitor.
6. As a group, these students are responsible for creating a one page typed and edited report with accompanying illustration that synthesizes the most important and the most interesting information gathered on the given topic.
7. Once completed, each group will rotate and share as small groups, their reports with each of the other groups. Students are encouraged to take notes and ask the reporters of other groups questions.
8. The reports will be compiled and made into a class bulletin board display.
9. This task will be followed up with a class discussion.
10. The students will then be asked to individually compare and contrast a medieval community to their own community. They must write at least one paragraph about each topic. Students should be encouraged to refer to their own research notes, the bulletin board display, as well as classroom resources to complete this task.

Application:

With some adaptations to subject area, expectations, and evaluation criteria, this activity can be adapted for junior and intermediate students. This activity is versatile and appeals to the various interests of students. It encourages group work, cooperation and independence, but also allows students to work independently. By allocating roles in the group, students are able to capitalize on each others strengths and abilities (reporting, illustrating, recording, and managing). The teacher can also assign roles so that students can develop skills that may be weak.

This is a large task that incorporates many skills and expectations, and it can be easily adapted to incorporate even more areas of the curriculum. For instance, the groups could dramatize their findings or collaborate to recreate the community within the classroom.

This activity could also include a classroom feast where nutrition, drama, costume making, and music could be incorporated. Students could go as far as modifying and playing some of the sports that were played during the medieval times. The teacher could also incorporate a math, science and technology component by building catapults and medieval structures. The possibilities are endless!

Notes:

The Ontario Curriculum: Social Studies. Heritage and Citizenship: Grade 4 - Medieval Times, 1998.

Castles and Kings. By: Jean Waldron. S & S Learning Materials, 1998.

How They Lived- A Medieval Serf. By: Stewart Ross. Wayland Ltd., 1985.

The Days of Knights and Castles. By: Pierre Miquel. Silver Burdett Co., 1981.

Castles of the Middle Ages. By: Philippe, Brochard. Silver Burdette Co., 1982.

The Knights. By: Michael Gibson. Arco Publishing Inc., 1984.

Days of Knights and Damsels: An activity guide. By: Laurie Carlson. 1998

Kids in the Middle Ages. By: Lisa Wroble. 1997

Medieval people. By: Sarah Howarth.

Contributor: R. Whale

Grade: 4

Topic: Medieval Times

Keywords: Community Study, Drama, History

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Describe the Manor system (e.g. laws, courts, taxation) and identify the hierarchy (lord, steward, bailiff, reeve, free tenant, villeins, cotter).
2. Ask pertinent questions to gain information.
3. Communicate information using oral presentations, written notes and descriptions.

Teacher Materials:

Textbook - "Many Gifts", Gage Publishing.

Group specific instruction worksheets (5 Groups - see below)

Manor Court Dialogue (on overhead transparency)

Overhead Projector

Overhead Transparency Marker

Student Materials:

Minimum 6 (Class set preferred) Textbook - "Many Gifts", Gage Publishing.

5 Group specific instruction worksheets (one for each group)

Pencils/Pens

Spare sheet of lined paper (optional)

Sequence:

Preparation:

1. Copy necessary group instruction worksheets.
2. Ensure overhead projector is functioning.
3. Copy the Manor Court Dialogue onto a transparency.
4. Organize small group structure (to ensure maximum learning potential for all students in the groups).

Activity

1. Read & discuss „The Manor“ (page 131 Many Gifts, Gage Publishing).
2. Create a reference chart of characters found on a manor and their corresponding role in the community (provides visual support).
3. Discuss the role of „The Manor Court“ (page 142 Many Gifts, Gage Publishing).
4. Divide students into small groups.
5. Explain to students that the activity that they will be participating in requires them to work in small groups. Each group will research information about a character that will play a role in the class version of Manor Court. After each group has completed their assignment the information will be gathered together and provide necessary information to complete a dialogue for the class Manor Court.
6. Give each group a worksheet (which contains specific group instructions, character descriptions and questions to be researched and completed).
7. In small groups children complete group worksheet tasks by referencing the textbook "Many Gifts", and brainstorming ideas and by verifying information with other groups.
8. Circulate among the groups to ensure task comprehension and direct focus.
9. Finish group activity and re-direct small group activity into a class discussion. Using an overhead projector and a copy of the Manor Court dialogue have students fill in the blanks with the information that they discussed in their groups.
10. Students will be ready to use drama and perform their role (character) in the Manor Court (students may read their script which is on the overhead projector as they perform)
11. Encourage students to assess their role in the small groups (either through class discussion or self evaluation form). Students should also assess how accurately they felt they were able to use this information in the dramatization of The Manor Court.

Application:

In order to successfully complete this activity, students should have some prior knowledge of the life on a Manor and the Manor System as it pertains to Medieval Times. This activity could take place over two shorter classes wherein the first class is spent developing the historical basis of the Manor System and examining the textbook readings. The second class could therefore be fully devoted to the group activity process outlined above.

This activity can be adapted for use by most age groups to help develop understanding of hierarchical structures and comprehension of the interdependencies that are often built into these systems.

For younger students, this activity could be modified by minimizing the amount of research necessary. They may simply work from a script and act out a scene and the teacher could initiate discussion afterwards.

Older students could expand the dialogue by providing miniature scenes about the events leading up to the day at Manor Court. In order to expand the dialogues or create new ones, more in-depth research would be required.

By organizing the group structure, the teacher is able to integrate exceptional students in a meaningful activity that may otherwise be too challenging.

Perhaps the best way to integrate this topic of study is to include specific requirements for the drama section of the Arts requirement (i.e. create tableau's). Students could create scenes for their presentations in Visual Arts.

As an extension activity (in the Language Arts area) students could keep journals on specific characters and create stories about what happens to the character as a result of being charged with a crime or invent new characters (i.e. the Bailiff's son) and examine the process from a different perspective. This topic also opens discussion in religious study as a means of introducing moral actions (does the means justify the end etc.) The concept of taxation could be worked into math problem solving questions or value discussions.

Notes:

This is an original activity developed using the textbook "Many Gifts" (Gage Publishing) and is based on the Ministry Guidelines for the Grade 4 Social Studies programme on Medieval Times.

The following are copies of the group specific instructional worksheets and a copy of the Manor Court Dialogue that should be copied onto an overhead transparency.

Worksheets

Group 1 ^ The Manor Lord and his Officers

1. Decide which group members will play the role of
 - a) The Lord of the Manor
 - b) The Steward
 - c) The Bailiff

a) The Lord of the Manor ^ Samuel, the Lord of the Manor, has set aside time to listen to the cases presented to him at the court. He is not very happy because he has come home from a trip to visit with the Baron, to find that while he was gone several of the peasants have been causing problems.

At Manor Court the Lord of the Manor is responsible for listening to all the cases presented to him and deciding on suitable punishments for the crimes.

Write 3 possible punishments for offences.

- 1.
- 2.
- 3.

b) The Steward ^ William, the Steward, has been busy preparing his report to the Manor Lord of all of the cases that will be brought to court. He has been very busy and is a little nervous because he knows how upset the Lord gets when he has to hear about problems on his Manor. William wants to be well prepared for court.

The steward is responsible for presenting the cases in the court. The Steward will explain why the case is before the court.

List 3 different reasons why Joseph, Arthur, and Markus would be brought to the Court.

- 1.
- 2.
- 3.

c) The Bailiff ^ David, the Bailiff, is excited about going to court. He feels that the Manor Lord will be pleased that he has done such a fine job enforcing the law.

The Bailiff is the chief law officer and the person who laid the charges against the people who are being brought to the court.

List 3 charges that were laid against the people who are on trial

- 1.
- 2.
- 3.

Group 2 ^ The Reeve

1. Decide which group members will play the role of the Reeve.

John, the Reeve, is feeling rather anxious about going to court today. On the one hand, he knows he has done his job well but on the other hand he feels bad for the peasants that he had to report on to the Bailiff.

The Reeve is like a supervisor and is responsible for reporting problems to the Bailiff. The Reeve is elected by the peasants.

2. How do you think the Reeve must feel when he must report problems to the Bailiff?
3. What do you think the Reeve would do when he had to go to court?
4. Do you think the Reeve would be a popular person with the peasants? Why?

Group 3 ^ The Free Tenants

1. Decide who will be the Tenant charged by the Bailiff.

Joseph has been charged with working poorly on the Lords, land. He is afraid because he can,t afford to pay a fine to the Lord. He can barely feed his family now. The reason for his poor work was that he has been working very hard lately and he

Contributor: J. Agusta

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Computers, Government, History, Inquiry Skills, Language Arts, Multiculturalism

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will describe how immigrants apply for citizenship and become Canadian citizens.
2. Students will communicate information using media works, oral presentations, written notes and descriptions, drawings, and tables.
3. Students will use appropriate vocabulary to describe their inquiries and observations.

Teacher Materials:

- Approximately 10-15 reference materials, which discuss Canadian immigration and the life of immigrants to Canada (these materials will be used by the students during Part B of the activity).
- 50 sheets of foolscap paper
- Chalkboard and chalk
- Book titled „Canada Celebrates Multiculturalism% by Bobbie Kalman. (Crabtree Publishing, 1993).
- Book titled „Canada: The People% by Bobbie Kalman (Crabtree Publishing, 1993).
- Book titled „Canada: The Culture% by Bobbie Kalman (Crabtree Publishing, 1993).

*Note: The four books mentioned above are suggested and not required to complete the activity. Teacher may opt to use different books (under the same topic) for the students to use in their research.

Student Materials:

- Reference materials (provided by the teacher)
- Handout (30 copies to be provided by the teacher)
- Personal computer
- Internet access

Sequence:

Preparation:

1. Book the computer lab for a 45-minute period. For a class of 30, 15 computers are needed.
2. Prepare a handout for the students that asks the question, „How do immigrants become Canadian citizens?‰ Students can use this sheet to record their information.
3. Lay out resource materials in the front of the class for students to browse through.

Activity:

This activity consists of two parts (A&B).

1. Divide the class into partners.
2. Distribute one handout per pair.
3. Read the question from the handout aloud („How do immigrants become Canadian citizens?‰).
4. Have the students brainstorm possible answers to the question. Hint to them that it has something to do with the Canadian Government (if they are having difficulty figuring it out on their own).
5. Write their answers on the blackboard in a web format, so that they are able to visually see their answers.
6. Explain that they will be researching the answer to the question on an Internet site that you will give them.
7. Tell the students that they will work with the partner that you,ve assigned to them, and that as a pair they will write their answers on the handout, in the space provided.
8. Escort the class to the computer lab and instruct them to sit with their partners.
9. Explain that they will have approximately 45 minutes to search for the information on the website and record their answers.
10. Demonstrate how to log on to the Internet and guide the students to the website www.immigration-canada.com.
11. Allow the activity to continue, reminding students that they will be discussing their answers as a class once the activity has ended.
12. After approximately 45 minutes (or once the students have finished researching and collecting information) return to the classroom and discuss as a class what they,ve learned about Canadian immigration policies.
13. Instruct students to hand in their papers for evaluation.
14. Explain that Part B of the activity will require them to write a story about immigrants.
15. Instruct students to choose a book from the resources you have gathered.
16. Explain that they should read through some of these books in order to get an idea about the challenges that immigrants faced when they first moved to Canada.
17. Allow approximately 15 minutes for the students to skim through the resource materials.
18. Distribute foolscap paper (2 sheets per student).
19. Explain that they will be creating a character and writing about his/her experiences as an immigrant (how they arrived in Canada, what they did when they arrived, things that they experienced, how they made a living, etc).

20. Allow the students to choose their character,s country of origin, but remind them to think about things such as; age of their character, skills (career), solo traveler or with a family, etc.
21. Give the students time to write their stories (as long as you feel necessary).
22. Once they,ve finished writing, instruct them to peer edit their stories.
23. Stude

Application:

Teachers should carry out this activity following a lesson on immigration. The activity will be logical to students once they are able to understand the concepts of immigration, and identify what an immigrant is.

This type of activity can be modified for all age groups, by increasing or decreasing the level of difficulty of the task at hand and the student,s accuracy pertaining to the topic.

By participating in this activity students will have learned how to conduct research, both on the Internet and through books. These skills can be used throughout the curriculum, from Language Arts to Science. This activity also gives students practice using the Internet and the Personal Computer for academic purposes.

Part B of the activity allows students to reveal what they,ve learned and what they believe to be true about immigrants through storytelling. This aspect of the activity allows the teacher to evaluate grammar, spelling, and writing skills, while at the same time is able to assess the student,s understanding on the topic of immigration.

Notes:

This activity is adapted from two teacher-based websites.

Part A of the activity is adapted from the „Link to Learning% website, at www.linktolearning.com. This website has been developed by (E)Ontario Webquests,, for the Grade 5 Social Studies curriculum.

Part B of the activity is adapted from the „Teacher Vision% website at www.teachervision.com. Although this particular website is American based, it has some useful information that can easily be adapted and brought to Canadian classrooms.

Contributor: L. Battocchio

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Arts, Drama, Government, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

From social studies curriculum

1. Students will identify the significance of early Canadian members of Parliament.
2. Students will identify current political leaders.
3. Students will use appropriate vocabulary (i.e. federal, prime minister) to describe their inquires and observations.
4. Students will communicate information using media works, oral presentations, written notes and descriptions.

Please note that some of the expectations listed below span more than one section (i.e. some expectations are cognitive and skill based therefore they are included in each section).

Cognitive

1. Students will acquire and refine researching skills.
2. Students will identify important Members of Parliament.
3. Students will select, describe, and summarize what they consider is important information from their research on a Member of Parliament.
4. Students will write an interview about their Member of Parliament.
5. Students will transmit the information about their Member of Parliament in interview format to the class.
6. Students will reflect and write a journal entry or diary entry from the point to view of their Member of Parliament.
7. Students will critique each other,s interviews orally.
8. Students will be tested on their knowledge of the important Members of Parliament (optional addition to this activity).

Affective

1. Students will work cooperatively in pairs.
2. Students will respect each other,s opinions and input into the assigned activity by compromising on issues and disagreements that arise.
3. Students will be respectful during their peers, presentations and they will respond in a positive manner during the group discussion.
4. Students will take into account their individual Member of Parliament,s feelings and attitudes during the writing of the journal reflection.

Skill Objectives

1. Students will acquire and refine researching skills.
2. Students will write an interview and journal entry for their Member of Parliament.
3. Students will read information pertinent to their Member of Parliament.
4. Students will orally communicate in various ways (i.e. in their interviews and in their critiques of others interviews).
5. Students will work co-operatively with a partner.

Teacher Materials:

- 15 cue cards (pre-made with names of early Members of Parliament on them)
- Video camera
- Videotape
- Books on important Canadian people (refer to notes and resource section)
- Encyclopedias
- Markers/Tape/Scissors/Constructions Paper (any craft items the students may want to utilize for their presentations)
- Photocopied sheets for students that contain key questions for researching (15 copies needed)
- Access to internet if possible (either directly in the classroom or in a computer lab)
- Create and photocopy tests (if you choose to add this option - 15 copies)

Student Materials:

- Pads of Paper (1 per group = 15 total)
- Pens (30)

Sequence:

This activity spans a few days therefore plan to allow sufficient time for its completion and modify the activity as you see fit (some options are given below to lengthen or shorten the activity).

Preparation

1. The teacher should research the individual Members of Parliament who will be utilized to ensure that the information the students are relating to class is correct. Moreover the teacher should complete some initial research in case students are having difficulties finding information on these members of Parliament (depending on the school you are working in and the area the students come from they may not have access to a public library, or the internet, and furthermore your school library may not have books on these individuals) The two books listed in the notes and reference section have information on the individuals listed in this activity.

2. The teacher will then make cue cards with the names of the members of Parliament on them (the teacher may want to add a brief sentence on that individual as I have completed in the notes and resource section so that the students have an idea of where to start conducting their research).
3. In the preparation stage the teacher may also want to pair up the students before giving the assignment to the students so that no student feels left out and so that there is more of a balance between the pairings of weak and strong students (this is up to the teacher, s discretion ^ the teacher may want to allow the students to pair themselves up).
4. The teacher needs to prepare some questions of what the students would research about the members of Parliament they are assigned. They questions may also be utilized as key interviewing questions for the students. For example,
 - a)Where was this individual born? Locate this city on a map and utilize the map in your interview.
 - b)Why was this individual a significant Member of Parliament?
 - c)Which party (NDP, PC, Liberal, etc.) did this individual represent?
 - d)When was this individual in Parliament?
 - e)What was this individuals, platform while in Parliament?
 - f)Outside of Parliament did this individual make any significant contributions to society?
 - g)Did this individual fight for a certain cause? If so what was this cause?
 - h)How long was this individual in Parliament?
 - i)Locate one interesting fact about this individual.
5. Book time slots in the computer lab and library to allow the students to research the topic.

Activity/Discussion

1. Explain the task at hand to the students. Tell the students that they will be paired up with a partner and they will be researching a significant Member of Parliament. After they have researched this individual they will be creating an interview whereby one student is the Member of Parliament and the other student is the interviewer (i.e. similar to a Barbara Walters interview). In this interview the students will describe the life of their Member of Parliament (see sample questions in preparation step #4). A

Application:

This activity is already integrated with the language curriculum in that the students are completing journal entries, which can be evaluated for grammatical errors. Moreover, students are meeting some of the oral communication expectations that are expected at this grade level. In addition this activity is integrated with the arts (drama) curriculum and students can be evaluated on their awareness of the audience and the use of appropriate language, tone of voice, gestures, and body movements when speaking as a character in drama. Furthermore, this activity ties in with the drama expectation that states students will provide support for their interpretations of aspects of history which they have presented through drama and dance using various research resources to gather information. This social studies activity can also be integrated with the arts (visual arts) in that you may add a component whereby the students must create a poster or ad

campaign which promotes their Member of Parliament when this individual was running for office (i.e. create an ad similar to the ads we see during election time). The visual arts curriculum expectations that fit in with this activity include: students must select the most appropriate tools, material, and techniques for a particular purpose and use them correctly; students will organize their art works to produce a specific effect, using the elements of design; and students will produce two and three dimensional works of art that communicates a range of thoughts, feelings, and ideas for specific purposes and to specific audiences. Lastly, you may adapt this activity to include other important Canadians that contributed to other curriculum areas (i.e. science and physical education). For example you may have the students research the following individuals: Abraham Gesner (developed kerosene ^ a smoke free oil lamp); Dr. Frederick Banting and Dr. J.J.R. Macleod (Canada,s first winner of the Nobel Prize for their work on insulin); James Naismith (inventor of basketball); and George Orton (the first Canadian to win a gold medal in the Olympics ^ it was for steeplechase).

This activity can introduce, extend, or reinforce work in social studies that pertains to how the government works (i.e. how individuals are elected to government in Canada, the structure of the federal government; the connections among the three levels of government; researching ways in which the three levels of government work together).

This activity can also introduce or extend work in social studies that pertains to the students, knowledge of political parties and current events that are in the media today (re:have the students research the current Members of Parliament and their significance or simply discuss this material as a group)

This activity can introduce, extend, or reinforce work in social studies in the mapping realm. Students can locate on a map the cities and provinces where all of the Members of Parliament (that were

Notes:

1. Reference books that contain information on these important Canadians are:
Hacker, C. (1983). *The book of Canadians*. Edmonton: Hurtig Publishers.
Wyatt, V. (2001). *The kids book of Canadian firsts*. Toronto: Kids Can Press Ltd.
2. Important Canadian members of Parliament to place on cue cards (I listed 17 individuals and a brief description of who they were so you can further research them if need be. Also, you may want to add more individuals or replace some of these individuals with other Canadian members of Parliament who you think are important):
 - a) Sir John A. Macdonald (he became Canada,s first prime minister on July 1, 1867; he promised a transcontinental railway to tie the country together in order to convince other parts of Canada to join the New Confederation)
 - b) Lester B Pearson (prime minister of Canada 1963-1968; he brought in the Canada pension plan; he gave Canada its new flag with the maple leaf)
 - c) Kim Campbell (Canada,s first female prime minister; held term for five months; was the leader of the Progressive Conservative Party)

- d) Jeanne Sauvé (in 1984 she became Canada's first women governor general; she was the first French Canadian to serve in the federal cabinet; the first woman to be Speaker of the House of Commons)
- e) John Diefenbaker (former conservative prime minister of Canada; he promoted multiculturalism; he made the bill of rights in 1960)
- f) Sir Wilfred Laurier (the first French Canadian prime minister)
- g) Flora MacDonald (she was the first Canadian woman to be Minister of External Affairs)
- h) Charles Tupper (one of the big seven founding fathers of Confederation; he was a federal MP, cabinet minister, and high commissioner in England; prime minister of Canada 1896)
- i) Pierre Elliott Trudeau (he brought home the Canadian constitution; brought in the Charter of Rights; was prime minister for 15 years)
- j) Jean Chretien**or when you complete this lesson place the current prime minister here if Jean has been voted out** (current prime minister of Canada)
- k) Joe Clark (the youngest person to hold office of prime minister in 1979)
- l) Brian Mulroney (former prime minister of Canada; he brought in the GST tax)
- m) David Lewis (New Democratic Party leader in 1975; he was a dedicated social reformer; he was against (Corporate welfare bums,)
- n) Lucien Bouchard (founder of the Bloc Québécois)
- o) Ed Broadbent (New Democratic Party leader; spokesperson for Canadian working people)
- p) Arthur Meigher (he held the term of prime minister twice in Canada; he campaigned for compulsory military service of citizens during WWI)
- q) Diane Marleau

insert your local MP here** (currently the MP for Sudbury)

3. Test Options

To test the students in their knowledge of important Members of Parliament that were presented by their peers you may choose of one the following two test options suggested here:

a) Create a matching test whereby you randomly place each Member of Parliament, s name down the left side of the page and you randomly place an

Contributor: L. Burnett

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Drama, Government, Inquiry Skills, Social Action

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Demonstrate an understanding of the House of Commons and how a bill becomes a Law
2. Identify key persons and positions in the House of Commons
3. Demonstrate an understanding of the significance of Canada's official buildings and symbols (parliament, Speaker of the House)

Teacher Materials:

A seating plan or arrangement of desks facing each other like in the House of Commons
Enough desks and chairs for all the class in a room large enough to change the seats to be set up like the House of Commons

Student Materials:

Sequence:

Preparation

Note use this activity as a summative activity when teaching the federal government and its components.

1. Students have complete notes on federal government and are familiar with the members present in the House of Commons. Make sure they have completed the map/picture of where everyone sits in the House of Commons.

Activity

1. Assign role randomly (vote if you wish) or teacher can designate, if desired)

Speaker (could be the teacher)

Sergeant-At-Arms

Prime Minister Leader of the Opposition

Cabinet Ministers (2-3) Shadow Cabinet

Government Backbenchers Opposition Party Backbenchers

 have someone create a Mace to be displayed

2. Next, instruct the government party that they are going to be introducing a bill to the House.

Possibilities Include:

A ban on chewing gum

A ban on wearing hats in the classroom, school, or playground

New laws to get students to do their homework

Curfew for people under 18 years old

Have them break off into groups to come up with suggestions and they group together to form the bill (depends on how much time teacher allows)

3. While the government is drawing up their law, the opposition party splits up into groups to draw up reasons why the law should not be passed or ways that it could be changed.

Elementary Social Studies: A Practical Approach to Teaching and Learning,
Seventh Edition
Wright/Hutchison
Activity Ideas for Elementary Social Studies

This may be all you can do in one period and the actual debate could take place the next period of Social Studies.

4. Explain the rules of the House (no naming calling, etc.) and „hand control% to the speaker, who allows the government to read their proposed bill, speaks on its behalf and then answer questions.
5. After some debate has occurred, give all the sides involved a break to allow the government to meet with the opposition members and to make changes (Amendments).
6. After some more debate, hold a vote on the bill with students saying „aye% and „nay% based on party lines. If the bill passes, it becomes law.

Next period: Discussion:

1. Have a discussion about the out come of the debate. Did the bill become a law? What were the pros and cons about dealing with bills this way? What were they duties of the participants? (Discuss mock parliament and its purpose for teaching and understanding real-life happenings in the government.)

Application:

This activity is meant as a summation activity that reinforces learning about the federal government and the House of Commons. It could be used in upper grades as a drama excercise, to creat classroom rules, etc.

Make sure they students have adequate study time of the federal government so they do not become "lost" and are able to use the activity as a solidification of the knowledge they possess so they can participate fully.

This activity directly relates to the Grade 5 Social Studies Government Of Canada Unit.

Notes:

This activity is adapted from the Government of Canada Resource by Rainbow Publishing

Contributor: C. D'Antonio

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Arts, Computers, Government, History, Language Arts, Personal Growth, Social Action, Values Education, World Study

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate an understanding of how values and beliefs in early civilizations affected people's daily lives.
2. Students will demonstrate an understanding of the rights of Canadians.
3. Students will demonstrate an understanding that for every right there is a responsibility.
4. Students will use appropriate vocabulary to describe their inquiries and observations.
5. Students will contribute ideas to help solve problems and listen and respond constructively to the ideas of others.

Teacher Materials:

- chart paper
- markers
- a copy of the UN's principles for the rights of children

Student Materials:

none

Sequence:

INTRODUCTION:

1. Ask which students have blue eyes
 2. Send all those who do not to sit on the floor at the back of the room. Ignore these students while having a conversation with the remaining students.
 3. After a couple of minutes, invite the students to return to their desks.
- *Caution - Reassure the students afterwards that you would never segregate them or treat them that way for real.

PROCEDURE:

1. Ask the students if what was done was fair. Find out how each group felt.

2. Explain that as people, we have rights and should not be treated differently because we are not the same as others.
3. Ask what groups of people are discriminated against (e.g., children, newcomers, other races, minorities, males/females, etc.)
4. Explain that the United Nations has created a Bill of Rights exclusively for children in order to protect them.
5. Read and discuss these 10 principles from the UN's declaration.

PRINCIPLES FROM THE DECLARATION ON THE RIGHTS OF THE CHILD

- Principle 1 - All children have the rights written here, no matter what their race, colour, sex, language, religion, political or other opinion, where they were born or who they were born to.
- Principle 2 - You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
- Principle 3 - You have a right to a name and to be a member of a country.
- Principle 4 - You have the right to social care and protection and to good food, housing, and medical services.
- Principle 5 - You have a right to special care if handicapped in any way.
- Principle 6 - You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
- Principle 7 - You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.
- Principle 8 - You have the right to always be among the first to get help. Your parents have special responsibilities for your education and guidance.
- Principle 9 - You have the right to be protected against cruel acts or exploitation. You shall not be obliged to do work which hinders your development both physically and mentally. You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
- Principle 10 - You should be taught peace, understanding, tolerance, and friendship among all people.

6. Break up the students into small groups (3-5).
7. In each group, the students are to brainstorm the rights they need in order to learn.
8. Once the students are finished, get the students to regroup as a class.
9. Have each group list their "rights", then get the class to vote on which ones should be included in the

Application:

1. As an introduction or a follow-up to this activity the students can be given computer time and asked to research the history of the UN and/or past civil rights demonstrations. They can also be required to prepare an oral presentation for the class.
2. The students can write their own "Mission Statement" in which they would write about how they will behave and what they will do to ensure the rights of their classmates are respected. These can also be shared with the class. [Language - Writing expectations:
 1. communicate ideas and information for a variety of purposes and to specific audiences.
 2. use writing for various purposes and in a range of contexts.]
3. Individual students or small groups can develop a coat of arms that visually depicts some of the rights they have discussed. [Visual arts expectations:
 1. produce two-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes.]

Notes:

*Activity adapted from a lesson observed in a grade 5 class.

*The United Nations 50th Anniversary Book, Barbara Brenner, Byron Preiss Visual Publications, Inc., New York, 1995 (p.40-41).

Contributor: B. Daniels

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Government, Media Literacy

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify Canada's federal political parties and their political orientation.
2. Students will discuss some of the key issues in today's political climate.
3. Students will utilize secondary sources to reach a decision.
4. Students will articulate their decision making process.

Teacher Materials:

- 1 NDP party poster
- 1 Liberal party poster
- 1 Progressive Conservative poster
- 1 Conservative Alliance poster
- 1 Bloc Quebecois poster
- 1 Ballot box
- 30 coloured number cards
- Blackboard, chalk

Student Materials:

- 60 ballots (scrap pieces of paper)
- 60 pieces of notepaper
- 30 pencils
- 1 set of brochures and newspaper articles relating to the NDP
- 1 set of brochures and newspaper articles relating to the Liberals
- 1 set of brochures and newspaper articles relating to the Progressive Conservatives
- 1 set of brochures and newspaper articles relating to the Conservative Alliance
- 1 set of brochures and newspaper articles relating to the Bloc Quebecois

Sequence:

Introduction

1. Ask students if they know the names of any political parties. Identify the five major parties: Liberals, NDP, PC, Bloc Quebecois, Canadian Alliance.
2. Hang posters on the board as students identify the parties.

3. Ask students if they know the names of the party leaders. Identify the leaders and write them on the board under the appropriate poster.
4. Hold a mini election. Ask students to choose the party for which they would vote and then to write the name of the party on a scrap piece of paper.
5. Instruct students to put their ballots in the ballot box at the front of the class.
6. Assign two electoral officers to count the votes and record the results on the board.

Main Task

1. Ask students if there are any political issues relating to the federal government that they feel strongly about.
2. Lead them in forming a list that includes things like funding for education and health care, national defense, trade etc...
3. Make a list of three issues that the students feel most strongly about and write the list on the board.
4. Hand out number cards. (There is a card for each student. There are six sets of five cards, each set is a different colour and the cards within one set are numbered from 1 to 5.)
5. Instruct the students to form groups according to the number on their card. (Example: all of the number ones form a group.)
6. Give each group a set of brochures and newspaper articles relating to one of the political parties. (Example: the number ones get the information pertaining to the Liberals.)
7. Instruct the students to look through the materials and summarise, in point form, their party's stance on each of the previously identified issues.
8. Assign and define roles within the group. (For example, the yellow card holder is the big boss, the green card holder is the time keeper, the red card holder keeps the group on track, etc..)
9. Instruct each student in the group to record the group's findings.
10. Assist any groups having difficulty.
11. Reform groups according to colour. Tell each student to report to their findings to their new group.
12. After students are finished reporting, instruct them to return to their desks.
13. Have another mini-election.
14. Assign two electoral officers to count the votes and record the results on the board.
15. See if the results changed.
16. Ask if any students would like to share why they changed their vote.
17. Instruct students to write a journal concerning their choice in the election, telling them to consider if their vote changed and why it changed.
18. Collect and mark journal.

Application:

Before attempting this activity, it is necessary that the students have some knowledge of the electoral process in Canada. They should be familiar with terms such as party leader,

election, electoral officer, prime minister, opposition, responsibility, etc. Moreover, the students should be aware what services are provided by the federal government, in order that the issues that they choose as being important to them are issues for which the federal government is responsible.

This activity meets several specific expectations in the Grade 5 social studies Aspects of Government in Canada stream, including: students will demonstrate an understanding of how governments are elected in Canada, identify current political leaders, identify services provided by the federal government, and locate relevant information about the electoral process from secondary sources.

The activity could be changed to include a research section. Instead of giving the students the information to find each party's stance on a particular issue, each group of students could be assigned a political party that they would have to research using the internet, newspapers, and television at home. This activity could then integrate some primary sources (i.e. interviews or debates the students see on television).

It could also be extended to include the Grade 5 Math, Data Management and Probability stream, as the students could design a survey related to political issues or political parties. They could then administer the survey to the class or school and collect and organize the data into graphs and charts.

Notes:

Some good web sites for finding out about this subject are:

Political parties

www.ndp.ca
www.liberal.ca
www.canadianalliance.ca
www.blocquebecois.org
www.pcparty.ca

News Articles

CBC -- www.cbc.ca (includes video footage of interviews)
Toronto Star -- www.thestar.com
Globe and Mail -- www.globeandmail.ca
The St. Catharines Standard -- www.scstandard.com

Contributor: J. Groleau

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Community Study, Government

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

Expectations (Ontario Curriculum, Social Studies, Canada and World Connections, Grade 5, p. 37)

1. Students will describe the functions and interactions of different levels of government in Canada.
2. Students will identify services provided by the federal government (eg. national defence)
3. Students will use appropriate vocabulary (eg. local, municipal, provincial, federal, prime minister, premier, mayor, governor general, lieutenant governor, cabinet) to describe their inquiries and observations.
4. Students will construct and read a wide variety of graphs, charts, diagrams, maps and models for specific purposes (eg. to determine services provided by the different levels of government)

Teacher Materials:

accurate list of government services at federal, provincial, and local level (See list in Notes and Resources)

30 stick-on labels

wrapping paper or butcher paper (enough to wrap 15 egg cartons)

tape

markers

laundry basket or medium-sized cardboard box

long table

8" X 11" signs (one for each of the three levels of government)

clipboard with a blank sheet of paper for keeping score

Student Materials:

1 egg carton each

Sequence:

Preparation:

1. Have each student bring an egg carton from home.
2. Cut the egg carton in two equal halves and wrap each half in butcher paper or wrapping paper.
3. Write the names of the government services (see list below) on stick-on labels and put one on each half egg carton.
4. Place all the egg cartons in a cardboard box or a laundry basket.
5. Place the box on a table or desk.
6. Write the headings federal, provincial, and local on 8" x 11" paper and affix masking tape to the back of them. Attach the labels to the edge of a long table in 3 different spots (spaced evenly).

Activity

1. Arrange the desks in the room to provide a large open space. Divide the class into three equal teams of 10 and have each team member line up, one behind the other.
2. On the word "go", the first member of each team comes to the box, draws an egg carton, and places it on the long table by the appropriate heading, either local, provincial, or federal. (eg. if the egg carton says welfare, the student would place it on the table by the provincial label) There is no prompting allowed by other teammates.
3. If a student places the carton on the wrong spot on the table, the teacher calls their name and says "Back in the box". The student must then place their egg carton back in the box and go to the back of the line. If a student places their egg carton correctly, they simply go to the end of their line and the next player on their team goes.
4. The teacher (and 2 assistants if possible) must keep track on a score sheet how many cartons have been placed correctly for each team.
5. Each successive player must place their egg carton on top of the carton that is already in place in their category. If at any time they knock the pile over, they must stack them back up again before returning to the end of their line.
6. The first team to correctly place 10 egg cartons sits down in their line (after the last person returns to the end of it) and is declared the winner.

Process

1. Return all the egg cartons to the box, mix them up and play again.

Application:

Prior Knowledge

Students should be familiar with the functions of the three levels of government. This activity will help the students to solidify in their mind which service is provided by which level of government.

Potential Problems

1. The teacher may have difficulty keeping track of the correct responses per team. He will have to be watching closely. The ideal situation would be to have one scorer for each team, if at all possible.

2. The students may get a bit eager running to the box and back to their line. It would be a good idea to institute the rule of walking only.
3. Students might call out an answer to their teammates or try to steer them verbally to the right label. A penalty could be given to a team who does this.

Activity Extension

You could also make egg cartons with labels of the positions in each level of government, like prime minister, premier, alderman, governor general, etc. These could be mixed in with the services and be placed in a separate pile beside the services during the game. You could have the students place them in the proper hierarchy, i.e. the premier would be the top carton on the provincial pile. The components of government like cabinet, senate, and city council are another aspect of the government levels that could be included. Another expectation in grade 5 is that students research ways in which the three levels of government work together. That could also be an off-shoot of this activity.

Adaptability to other grade levels

This activity could also be used in grade 7 as a review before learning about the structure of government in New France. The students would explore the connection between that structure and what we have in Canada today.

Notes:

This an original activity put together using the Ontario Curriculum document for Social Studies and the Regional Niagara telephone book (where I found the list of government services).

Government Services

Federal: RCMP, old age pension, money, excise taxes, occupational safety, coast guard, army, environmental services, veterans affairs, customs

Provincial: tourism, education, healthcare, sales taxes, provincial police, natural resources, correctional services, employment standards, housing, transportation

Local: waste management, water treatment, snow removal, property taxes, parks and recreation, fire department, public transit, streetlights, libraries, recycling

Contributor: M. Illig

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Arts, Government, History, Language Arts, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

Expectations:

1. Students will identify different Canadian symbols.
2. Students will prepare an illustration of a Canadian symbol which is significant to them.
3. Students will communicate information to the class in an oral presentation.

Teacher Materials:

- 28 information sheets on various Canadian symbols
- blank paper for students to use for brainstorming
- red, white, brown, green and yellow construction paper
- example of teacher's own symbol and poem or paragraph explaining why he or she is proud to be Canadian- this will give the class an example of what is expected in this activity

Student Materials:

- magazines
- pencil
- colouring utensils (IE: pencil crayons or markers)
- scissors
- construction paper distributed by teacher
- handouts entitled „Canadian Symbols% distributed by teacher

Sequence:

Preparation

1. Educate students on the Canadian system of government in relation to other systems of government which currently exist in the world prior to introducing this activity. This will give students a sense of why they could be proud to be Canadian.
2. Gather relevant information about different Canadian symbols and design handouts to give to the students.
3. Design bulletin board with heading, „Proud to be Canadian% on it.
4. Create symbol out of construction paper to show students a Canadian symbol they can use to show why you the teacher are proud to be Canadian.

Activity

1. Have students clear off their desks.
2. Write the word „distinctiveness% on the centre of the chalkboard.
3. Introduce activity by asking them about their own distinctiveness through wardrobe, hair styles, accessories, and attitudes. Write these answers around the word „distinctiveness% on the chalkboard.
4. Show the relation of these features to symbols (define symbols).
5. Proceed to identify ways in which countries can express their own distinctiveness through the use of symbols.
6. Write the words „Canadian Symbols% on the chalkboard.
7. Ask students if they know of any symbols which represent Canada. Record correct answers on the board around words „Canadian Symbols.%
8. Distribute „Canadian symbols% information sheet and read orally with class selecting various students to read each symbol aloud.
9. Tell students that symbols change over time and that they are carefully chosen (the handouts reflects this).
10. Review information about Canadian history discussed in previous lessons.
11. Instruct students that they will draw and cut out a Canadian symbol which they feel is significant to them. Inside the symbol, each student will write one full paragraph consisting of 4-5 sentences or a poem describing why he or she is proud to be Canadian.
12. Tell students that they can also include art work or magazine clippings to illustrate their writings within the symbol.
13. This activity will take approximately 50-55 minutes to complete.

Follow-up Lesson

1. Next social studies class, have the students stand in front of the class and present the symbol they chose and what they drew and wrote about why they are proud to be Canadian. This will take approximately one minute per student. (*Note: First ask for volunteers to present and then proceed to select students at random).
2. Evaluate students based on content of their symbol, as well as on their oral communication skills.
3. Presentations should take approximately 35-40 minutes in total to complete.

Application:

Prior to conducting this activity on why each student is proud to be Canadian, the students will have acquired knowledge about Canada,s system of government in relation to other systems in the world. Although specifically designed for a grade five classroom, this activity can be adapted to suit different grade levels- pride in Canada is not something that only develops in grade five, rather it is something that develops over time. The main reason this activity was designed for this grade level is because it is the grade five curriculum that is designed to educate students about the Canadian Government. Learning about different Canadian symbols is one of the specific expectations within this unit. This activity can be used in older grades by adapting various components to extend

from this activity. For instance, instead of designing and distributing a handout with the information given about each symbol, have the students research Canadian symbols and record the significance of each within a 1-2 page essay based on why symbols are an important part of Canadian identity. This is another method of how this activity can be adapted to fit the history curriculum. This activity can also be adapted to meet the language arts and visual arts curriculum. It can reinforce paragraph writing and poetry within the written component of the curriculum for grade five. Another aspect of this activity which falls into the language arts curriculum for grade five is oral communication. Students will be presenting their symbol and written work before the class, which completes another language arts expectation. This activity can be integrated into the wider curriculum through Visual Arts as well. Students will illustrate different pictures to show why they are proud to be Canadian. These pictures will compliment the written material about their chosen symbols.

Notes:

Some guidelines and ideas for this activity were found in „Social Studies Grade Five- Unit 1: Identity,% which can be found at <http://www.sasked.gov.sk.ca/docs/elemsoc/g5u12ess.html> .

Different research for information about Canadian symbols was found at these different websites:
<http://www.sasked.gov.sk.ca/docs/elemsoc/g5u12ess.html> -Student information page (the beaver, the maple leaf, the RCMP, and Aboriginal art).

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/arm2_e.cfm -The Shield

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/df1_e.cfm -Canadian Flag

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/df3_e.cfm -Canadian Flag

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/o2_e.cfm -The Maple Tree

http://www.pch.gc.ca/progs/cpsc-ccsp/o3_e.cfm -The Maple Leaf

http://www.pch.gc.ca/progs/cpsc-ccsp/o4_e.cfm -National Colours- Red and White

Contributor: L. Jones

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Arts, Government, Language Arts, Media Literacy

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will apply their knowledge of the electoral process by creating a campaign poster with slogans and symbols.
2. Students will promote themselves in a positive manner and accept various roles within the class including leadership.
3. Students will produce two-dimensional works of art that communicate a range of ideas for their campaign and to their voters.

Teacher Materials:

Exemplars of slogans in popular culture (e.g., magazine advertisements, Tony the Tiger "They're Grrrrrrrrreat!")

Chart paper and markers (to record student created criteria)

Student Materials:

30 pieces of blank white 8 1/2" x 11" paper (for rough draft)
30 pieces of white cartridge paper (or good quality poster paper)
pencil and eraser
markers and pencil crayons
dictionary (suggested)
ruler (suggested)

Sequence:

Preparation:

Previous lessons will cover:

1. Symbols in print.
2. Nominating one person for one position in the class government (they will nominate all students for one job).
3. Completing a campaign speech.

4. Electing someone.

Process

Introduce a hypothetical issue or problem to the class. Brainstorm how we could solve the problem and write the suggestions on the board.

Ask students "Now that we have these suggestions and solutions, how will we agree on which one we will choose? We need to be fair to everybody."

As students make suggestions, play devil's advocate as to the justiceness of the responses.

Elicit the response of voting (through guiding the class discussion).

Introduce this as the democratic process.

Tie to the studying of the government and the previous discussions of starting a student government.

Introduce the idea of slogans.

Link to advertisements in mainstream culture they would be familiar with.

Show different types of advertisements that are particularly effective (posters and magazine advertisements that are colourful, simple, aesthetically appealing, with symbols and slogans).

Developing Criteria

Identify what elements make the exemplars particularly effective.

Describe the purposes of the campaign poster with students (to promote themselves in a positive manner in their run for office).

Have students develop their own criteria collectively for what would be a convincing,

effective poster.

Record these criteria on chart paper.

Have students describe what level three work would look like.

Communicate the expectations and suggest ways in creating level four work (going beyond expectations).

Have students return to their seats and prepare themselves for the independent work period.

Have a temporary student monitor distribute paper for rough draft of the poster.

The teacher will copy the assessment criteria and distribute it to students for guidance.

Students work independently for twenty minutes first day.

Second Day (forty minute session)

Students informally communicate their progress to the teacher on how their poster is proceeding and any concerns they may have.

Students will receive one large piece of cartridge paper to create their final draft of the poster.

Students have been advised before this to utilize their criteria before beginning the good draft.

Students are encouraged to draft their good copy with a light pencil before proceeding to pencil crayons and markers.

Once complete, students will self evaluate their work using the student developed criteria.

Student work is to be hung in the halls to promote themselves for the elections.

Note: Students should all complete this activity during classroom time to reduce unfair advantages of parental help and resources. Many students in the past have requested to create an additional (more elaborative) poster at home and this may be accepted to run for the election but will

Application:

The teacher should use class time to take the students on a tour of the campaign poster gallery in the hallways of the school. Students should be reminded to evaluate candidate's slogans and promises in the office for which they are running. Students will also base their voting decision on the campaign speeches as well.

Student governments teach students responsibility and problem solving skills. All students are nominated by their peers for different elected positions (these may include: Prime Minister, Recording Secretary, Minister of Finance, Minister of the Environment, Minister of Sanitation Minister of Natural Resources, Minister of Health and Welfare, Minister of Communications, and Minister of Justice). Official voting takes place after the candidates have run for office and polls are tallied (data management skills). The student council then resolves issues that are suggested by classmates through a democratic group problem solving period. Because all the students work together in this inclusion group process, modifications are created by students themselves and the playing ground is levelled. Once the teacher has set in place the skills of problem solving, conflict resolution and other aspects of government have been studied, teachers set the stage

Notes:

Contributor: K. Lewis

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Feelings, Government

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the rights of groups and individuals and the responsibilities of citizenship in Canada.
2. Students will identify responsibilities that accompany particular rights.
3. Students will describe the basic rights that are specified in the Canadian Charter of Rights and Freedoms.
4. Students will use critical thinking skills to extend their understanding of the rights of groups and individuals and the responsibilities of citizenship in Canada.
5. Students will use critical thinking skills to extend their understanding of rights and responsibilities to everyday life.

Teacher Materials:

- large copy of the Canadian Charter of Rights and Freedoms
- large chart papers that list the following eight fundamental rights and freedoms in age appropriate language ñ 1. Freedom of Conscience and Religion, 2. Freedom of Thought, Belief, Opinion, and Expression, 3. Freedom of Peaceful Assembly, 4. Freedom of Association, 5. Voting Rights, 6. Mobility Rights, 7. Legal Rights, 8. Equality Rights. Teacher will create this chart.
- magnets to affix the chart papers to the blackboard
- the Shah case study on chart paper
- two pieces of chart paper for the Shah case
- marker

Student Materials:

- 6 pieces of chart paper
- 6 markers

Sequence:

Preparation

1. Affix copy of the Canadian Charter of Rights and Freedoms to a wall in the classroom.
2. Affix the classroom friendly list of Fundamental Rights and Freedoms to the blackboard.

3. Make three equal columns and three headings marked Right, Responsibility, and Rule on the chart papers for the students.

Activity

1. Review with students the classroom friendly list of Fundamental Rights and Freedoms.
2. Review with the students what a right is, what a responsibility is, and what a rule is and how they work together.
3. Hang two pieces of blank chart paper and the following case study on the blackboard and present it to the class: *The Shah family has lived next door to you since they moved to Canada over two years ago. They are from India and they are Sikhs. Mr. Shah wears a turban and Mrs. Shah wears a scarf on her head. Their sixteen year old son is blind and he uses a guide dog. The members of the Shah family are thinking about becoming Canadian citizens. They know that you have studied Canadian government and so they ask you to explain what rights they will have once they become Canadian citizens that they may not or do not have now.*
4. As a class students are asked to list the rights that the members of the Shah family will have if they become Canadian citizens and the responsibilities that go along with the rights of citizenship. The teacher will record these on the chart paper on the chalkboard.
5. Students are then reminded that these fundamental rights and responsibilities affect many aspects of everyday life- including education. Students will be given five minutes to think about and write down what everyone in the class needs in order to learn *ñ* what their rights should be.
6. Divide class into groups of five or six. Each group is given a piece of chart paper and a marker.
7. Students will assign one student to be the recorder and one student to be the presenter.
8. Students will share and discuss the rights on their lists. They will record three of the rights the group agrees on in the first column of the chart. They are given ten minutes to do this.
9. As a group students will decide on one responsibility that goes with each right on the chart. They will record these responsibilities in the second column of the chart *ñ* beside the appropriate right. They are given ten minutes to do this.
10. As a group students will decide on one rule needed to help people respect each right. They will record these rules in the last column of the chart *ñ* beside the appropriate responsibility. They are given ten minutes to do this.

Discussion

1. Groups will share their charts with the class. They will be asked to explain how each right, responsibility, and rule combination will assist better learning.
2. As a class, decide which rights, responsibilities, and rules to include in a classroom charter of rights and record them. When the classroom charter of rights is completed post it in the classroom for the remainder of the year.

Application:

After completing a unit on Canadian Government including the rights and responsibilities of Citizenship students are asked to prepare a classroom charter of rights. The purpose of this activity is to reinforce understanding that as Canadian citizens we enjoy certain rights

that are described in a document called the Canadian Charter of Rights and Freedoms. These rights enable everyone to live safe, happy, and productive lives. You want the students to understand how these rights and responsibilities apply to their own lives and the lives of those around them and the importance of these rights not being violated. You also want the students to understand that becoming a citizen means agreeing to take on the responsibilities that go along with the rights of citizenship.

Extension ñ This activity could be extended to a school charter of rights and presented at a character education assembly or Remembrance Day assembly and then posted in the school by the main entrance. This activity could be extended even further so that student groups are responsible for visiting all of the classrooms in the school and recording one right, responsibility, and rule for each class. The school charter could be created this way. There is a cross-curricular connection with Mathematics using data collection and management skills. There is also a cross-curricular connection with Language Arts as students are interviewing, sorting through and recording written information in a logical manner, and orally presenting the information.

Extension ñ This could be extended to include a Dramatic Arts cross-curricular connection by adding an activity to help students understand the process that immigrants must follow to become Canadian Citizens. Teachers read to the class the oath that people take at the citizenship ceremony and then discuss as a class what these promises mean and the responsibilities that go along with the rights of citizenship. Students can then be broken into groups of five or six and assigned a family role ñ each family being from a different country. The students are given cue cards with relevant information regarding the country they come from and the family members. Each family must come up with one promise that they will make in order to become Canadian citizens that is different from their customs in their home country. The class will then hold a ceremony where the teacher swears students in as Canadian citizens one family at a time and each family reads the oath then states their promise and how it is a different responsibility from their responsibilities in their home country.

Notes:

This activity is adapted from learning event number four in the chapter "Making Choices" in *Tapestry 5, Ontario Edition* written by Les Asselstine, Rod Peturson, Wendy Dubois, Norma Luks, Judy Morrison, and Bob Shields. Published by Harcourt Canada Ltd. (Toronto).

Contributor: M. Ludwig

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Government

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Students will demonstrate an understanding of the following aspects of Canadian government:

1. The components of the federal government (e.g., Cabinet, Senate),
2. The three levels of government: local, provincial, and federal,
3. Current political leaders in the various levels of government,
4. Terms, symbols and buildings associated with the various levels of government

Teacher Materials:

A large selection of pairs of connected terms or ideas (see Notes & Resources (1) for examples)

Recipe cards or small pieces of paper (one for each term or idea)

Student Materials:

Sequence:

Teacher Preparation:

1. Collect a sizeable bank of pairs that you wish to review. Write each term or idea on a recipe card or piece of paper.
2. This activity requires a lot of room so you may need to book the gymnasium for it.

Setting up the Activity:

3. Ask two sets of two or more students to leave the room. These teams will be competing against each other.
4. Hand a card to each student left in the room, making sure that every card's match is also distributed (i.e., hand out 13 pairs, one card each to 26 students). Students may not share what is on their cards.
5. Have the students lie on their stomachs in rows (like the cards in a game of Memory or Concentration) with enough room between them to walk.
6. Instruct them that, when tapped, they must roll onto their backs and say the item on their cards.

The Activity:

7. Bring the two teams back into the room and explain that they will be playing a life-size game of Memory. Each team takes a turn, tapping two students on the shoulder to hear their items and determine if they match.
8. If a team thinks they have a match, they must tell the Moderator, the teacher (2), who then gives a thumbs up if they are correct and thumbs down if incorrect. If they are correct, the pair of students on the ground joins that team and the other team gets their turn. If they are incorrect, they lose a pair of students to the other team (if they have not made a match yet, the turn moves to the other team as usual).
9. If they do not think they have a match, the team taps the students' shoulders again and they roll over to their stomachs. The team with the most students after all the matches have been made wins. (3)

Application:

To successfully play this game, students will require previous knowledge of the items involved, thus this activity serves as a good review of the vocabulary, concepts and ideas about Canadian government. The aspects of government listed in the Expectations have identifiable pairs of ideas and so you may wish to utilize this activity after instruction of each topic or after all of them have been covered to provide a larger bank of concepts to draw from.

Teachers may see the usefulness of such a game as a wrap-up activity for the last day of a unit, to be followed by a written test, or as a fun and interesting way to assess students' knowledge of the material. Therefore, in the context of the elementary curriculum, this activity serves as a review or assessment of the terms, definitions, and examples involved in Canadian government as taught in Grade 5 social studies.

This activity can easily be applied to other topic areas where students are required to remember connected pieces of information, but is obviously limited to the review of pairs of ideas.

Notes:

(1) Here are few examples of pairs you might use for your cards:

democracy --- voting
monarchy --- king
dictatorship --- Hitler
current Ontario premier --- Mike Harris
current prime minister --- Jean Chretien
service provided by federal government --- national defence
service provided by provincial government --- education

As you can see, pairs can include definitions, examples, or different aspects of terms or concepts. You may make your cards as simple or as difficult as you like, depending on the abilities of your class. You must ensure, however, that the matching pairs are fairly obvious; that is, make sure that one card might not possibly match two others or students will become confused or frustrated.

(2) You may also assign a student as the Moderator to keep more of them actively involved and to allow you to assess each student's knowledge.

(3) This game may go rather quickly and only a few students will have competed, so playing a few times with different teams and using different cards will allow more students to participate and more review of the material.

Contributor: L. Mitchell

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Drama, Government, Inquiry Skills, Language Arts

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

Expectations:

1. Students will identify the various roles and the current political leaders in the federal, provincial, and municipal governments.
2. Students will use appropriate vocabulary (e.g. federal, provincial, municipal, prime minister, premier, mayor) during their presentations.

Teacher Materials:

The teacher needs the appropriate resources to create role description sheets for the class. The resources the teacher may use are the class social studies textbook, the social studies teacher manual, and the Internet.

Websites: <http://www.schoolnet.ca> (Federal)

<http://199.202.235.157/ylg/govinont.html> (for Ontario)

<http://199.202.235.157/ylg/muniont.html> (for Ontario)

The teacher needs to make one role description for every group of five in their class.

Student Materials:

6 different role description sheets - five copies of each

[The only material the students need to complete the activity are role description sheets. The class will be split into groups of five, which will make six groups in total (when assuming a class of 30).

The teacher should provide each group with five copies of their role description so that each student can have their own copy.]

Sequence:

Preparation:

1. As mentioned, the teacher needs to choose six roles from government for a class of 30 students. The teacher may choose roles such as the Prime Minister, premier, mayor, governor general, member of parliament, lieutenant governor, or city counsel member.
2. Once the teacher has selected the roles, he or she must make a role description sheet for each role selected. The sheet should include information such as the name of the

person in the current role (this can be specific to the town or province in which the school is located). The role description may also include the following information about each role: the government in which he/she is involved; the duties related to the role; and the responsibilities of the government in which he/she is involved (laws and services).

Instructions:

1. Divide the class into groups (six groups of five students for a class of 30).
2. Instruct the groups that each group will be receiving a different role description sheet for a member of government and that the role may be from the municipal, provincial, or federal government.
3. Explain that each group is in charge of creating a role-play that they will present to the rest of the class. One group member is to fill the role explained on the description sheet and the other four students are to be members of the press.
4. Instruct students that their role-play must be in an interview format. The 'members of the press' must ask the 'member of government' questions so that the rest of the class may learn about this person and their role in their government.

Each 'member of the press' must ask 1-2 questions.

5. Direct students to first read the information given to their group, and to second decide who is going to be the role they have been assigned and who is going to be members of the press.

Lastly, instruct that as a group they must write out the questions that will be asked and the suitable answers to go along with them. Remind students to use the appropriate terms in their role-play presentations.

Activity:

1. Handout role description sheets and give the students approximately 20 minutes to prepare their role-play.
2. After prep-time give students 5 more minutes to practice their role-play.
3. Stop prep-time and begin role-play presentations.
4. As each role-play is being presented, the teacher will write down the important facts learned about each role on to chart paper.
5. Children may ask questions between presentations.

Culmination:

1. When all of the role-plays are finished, the students will copy each role off of the chart paper into their notebooks.

Application:

This study can be use either as an introduction or a conclusion for unit on government.

The way the activity is described in the sequence section is most fitting for an introduction of the various roles in government. Students should have some background information on the different levels of government before the activity.

A teacher may decide to have students' research government websites as an alternative way to introduce the topic of government before the activity.

In order to use this activity as a conclusion to a unit, teachers could have students compile their own information on assigned roles from their notes and textbooks before having to do the interview role-plays.

Another form of this activity would be for the class to play a 20 questions game. The teacher would think of a role and then students would ask questions to determine the role, which the teacher is thinking.

To integrate this activity in to the language curriculum, students could write letters to members of government. In their letters students may ask about roles, duties, laws, or services.

This activity may also be extended into drama, as students must play the role of a character (whether it is a member of government or a member of the press) in the role-play.

This activity can also be used for other topics in which a teacher would like the students to learn about important roles or people (such as explorers).

Notes:

This activity is adapted from an information Unit for Elementary School Teachers.

Prepared by SchoolNet (www.schoolnet.ca)

The original activity is called 'Interview with the Prime Minister' and is located on page 16.

Internet sources were cited in teacher materials.

Contributor: J. Nikolaou

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Community Study, Controversy, Feelings, Government, Language Arts, Multiculturalism, Personal Growth, Social Action, Values Education, World Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will describe the rights that young people are guaranteed under the Convention on the Rights of the Child.
2. Students will identify the responsibilities that accompany particular rights for young people.

Teacher Materials:

- UN Convention on the Rights of the Child (for reference purposes)
- UN Convention on the Rights of the Child: In Child Friendly Language (use this version of the Convention to create the Child Rights flashcards)
- large open space
- rock
- candle
- matches/lighter
- throw pillows (optional)
- child rights flashcards (names the provision/article and provides child friendly definition)- (choice of 42 provisions)
- the words "Rights" and "Responsibilities" (enlarged on construction paper questions and put in the middle of the circle)
- discussion questions (enlarged on construction paper and put in the middle of the circle)

Student Materials:

- 1 child rights flashcard per student

Sequence:

Preparation

1. Conduct this lesson after students have already been introduced to circle meetings. Ensure that students view the circle as a safe, positive, open-minded and confidential space where participation is respectful and democratic. Ensure that students respect the

fact that the person holding the rock is the only one allowed to speak at that time, and that she/he has the right to an opinion.

2. Conduct this lesson after a recess or break, so there is time to rearrange the room and create an inviting and warm space.
3. Create a clear, open space that is large enough for students comfortably in a circle comfortably (throw pillows are optional)
4. Place a candle and the rock in the middle of the circle.
5. Lay the enlarged words Rights and Responsibilities in the middle of the circle.
6. Lay the enlarged questions in the middle of the circle.
7. Lay the child rights flashcards in a circle, indicative of how students will sit.
8. Before students go for recess, inform them that they will be participating in a circle meeting when they return.

Activity

1. Lead students to the large open area. Ask that each person sits in front of a flashcard in a circle formation. Ask students not to look at the cards yet.
2. Sit in the circle with students, light the candle and hold the rock.
3. Remind students of the "rules" of respect and participation in circle meetings.

Discussion

1. Begin the discussion by questioning students' knowledge of the difference between rights and responsibilities.
2. Clarify through the discussion that:
 - Rights are entitlements that no one can take away.
 - Responsibilities are obligations to respect the rights of others.
 - Rights come before responsibilities.
3. Hold the rock and briefly inform students about the Convention on the Rights of the Child.

Background Information: The Convention on the Rights of the Child (Convention or CRC) is an international law that was written in 1989 (and came into effect in Canada in 1990) to ensure that children are happy, protected and healthy. All countries in the world (except the US and Somalia) have agreed to fulfil the 52 laws (articles or provisions) in the Convention.

4. Inform students that the flashcards in front of them are all of the rights within the Convention.
5. Ask students to flip over the flashcards and silently read their rights. Instruct students to close their eyes after they have read their flashcard and think about what that right means to them.
6. When students have thought about their right, inform them that the circle will be discussing the importance of these rights, and the responsibilities that come with them.
7. Ask that students read their right (or the teacher reads it for them if they prefer) and then relate their thoughts. Refer them to the questions in the middle of the circle and ask them to connect their right to any of the following:
 - a. This right is important because ...
 - b. If I did not have this right I would feel ...

c. This right is respected wh

Application:

This activity is applicable for students in grades 3 and up. Since all young people are legally entitled to be informed of their inherent rights, this activity could easily be adapted for early primary students. The can be accomplished if the teacher reads the rights aloud instead of asking the students to.

This lesson is widely extendable to other subject areas:

- Mathematics: as it relates to graphing the rights students view as most important.
- Social Studies: as it relates to community, cooperation, governance, globalization, civic rights and responsibilities, relationships, exploitation, conflict and cooperation, economic/political/legal systems, democracy, justice, security, rights and responsibilities, power relations, Canada and the international community, affective focus, personal growth, multicultural education, values education, social action.
- Language Arts: as it relates to reading the Convention and writing about the importance of rights in young people's lives.

Leads and Extensions

- An excellent lead-in to this activity would be introducing circle meetings to students and establishing its basics.
- Through the use of case studies, an extension to this activity would be examining the social injustices children around the world face. With reference to a classroom chart that outlines the Convention in child friendly language, students can discuss how the rights of case study children are being upheld or violated.

Notes:

This lesson is adapted from "Children's Rights Circle" and "In Your Own Words" from CBU Children's Rights Centre. (2003). Children's rights curriculum resource: Grade 6 curriculum. Retrieved 16 September 2003, from <http://discovery.uccb.ns.ca/children/images/uploads/Final%20Grade%206%20Curriculum.pdf>

The full Convention on the Rights of the Child document:

United Nations Convention on the Rights of the Child. (1991). Canada: Minister of Supply and Services.

The Convention on the Rights of the Child in Child Friendly Language, use article definitions for child rights flashcards:

Canada. Ministry of Canadian Heritage. (no date). UN Convention on the Rights of the Child: In Child Friendly Language. Retrieved 28 November 2006, from http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf

Contributor: S. Nyman

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Controversy, Drama, Government

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

1. Evaluate the fairness and effectiveness of the current Canadian citizenship test in screening potential citizens.
2. Work cooperatively in a group atmosphere, sharing ideas, listening to others and negotiating in order to produce a "group final product".
3. Create a new citizenship test or immigration process that they deem to be fair and effective in screening potential citizens.

Teacher Materials:

- Citizenship test - copies taken from resource book (listed below)
- Answer keys for citizenship test in sealed envelopes
- Group activity cards

Student Materials:

- Scrap paper for each student
- Pencils
- Chart paper
- Markers

Sequence:

Preparation:

(Assuming that the unit on government is well under way, and the students have discussed the Canadian immigration process)

1. Set up five, identical activity centres in different areas around the room.
2. At the centre, the students are provided with scrap papers, a copy of the citizenship test, the answer key to the citizenship test in a sealed envelope, chart paper and markers.
3. Randomly assign the students to mixed ability groups of five.

Activity

1. In their assigned groups of five the students move to their activity centre areas.
2. Students follow instructions provided for them on the "Group Activity Card".

GROUP ACTIVITY CARD

- 1) Take turns reading each of the questions (1-14).
- 2) After reading each question, answer the question quietly, by yourself on the scrap paper.
- 3) When everyone is finished, compare your answers with the correct answers in the envelope. Don't peek until you are finished!!
- 4) How many questions did you answer correctly?
- 5) Is this a fair test? Discuss why or why not.
- 6) Decide as a group which questions are valuable and which should be changed.
- 7) You are now members of the Canadian immigration committee. As a group, create a new citizenship test or another immigration process.
- 8) Write out your plan on the chart paper provided at your station. You may also create a role-play if your immigration process is not a written test. You will be presenting your ideas for the class.
- 9) When creating your plan, discuss these questions as a group:
How should immigrants become Canadian citizens?
Should potential citizens have to pass a test?
Does passing this test make you a good citizen?
Is there another way to decide if a person should be allowed to become a Canadian citizen?
Should people who were born in Canada also have to pass a citizenship test in order to remain Canadian citizens?

-
3. Students create a new citizenship test or immigration process using the markers and chart paper provided at their station.
 4. Students present their immigration processes for the rest of the class.
 5. A whole group discussion of the various processes follows.

Application:

This activity would fit into a Governmental unit in a grade five classroom. The students should have some experience and knowledge about the immigration process before beginning an activity such as this. The questions posed on the original citizenship test may provoke some student questioning. The students should be encouraged to research these questions.

Another expectation in the Ontario Curriculum asks students to "compare Canada's system of government with other systems of government found around the world". To explore this expectation, the students could research and evaluate the immigration policies in other countries, comparing them with Canada's. Students could also create a citizenship test focusing on their local government. A field trip could be taken to the governmental office where new citizens are sworn in. This would be an unforgettable, worthwhile experience for the children.

Ultimately, the products of the students' work should be shared with the other students in the school, or the greater community. The students should be encouraged to share their work with their families and friends.

Notes:

QUESTIONS FOR THE CITIZENSHIP TEST TAKEN FROM:

Quinlan, D., Pickup, M. J., & Lahey, T. (1999). *Government: Participating in Canada*. Don Mills, Ontario: Oxford University Press.

CITIZENSHIP TEST

- 1) What are the 3 main groups of Aboriginal peoples? FIRST NATIONS, METIS, INUIT
- 2) From where did the first European settlers come? FRANCE
- 3) In what year did Canada become a country? 1867
- 4) Who was the 1st prime minister of Canada? SIR JOHN A. MACDONALD
- 5) What is the part of the Constitution that legally protects the basic rights and freedoms of all Canadians? THE CHARTER OF RIGHTS AND FREEDOMS
- 6) What are the 2 official languages of Canada? FRENCH, ENGLISH
- 7) How many provinces and territories are there in Canada? 13
- 8) What are the names of the great lakes? HURON, SUPERIOR, ERIE, ONTARIO, MICHIGAN
- 9) To which ocean is Newfoundland closest? ATLANTIC OCEAN
- 10) Where are the parliament buildings located? OTTAWA
- 11) What country is Canada's largest trading partner? USA
- 12) Which province is known for both its fertile agricultural land and valuable energy resources? ALBERTA
- 13) Which city provides important shipping and air links between Canada and other countries across the Pacific ocean? VANCOUVER
- 14) Who is the current prime minister of Canada? JEAN CHRETIEN

Contributor: J. Pickering

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Community Study, Government

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the functions and interactions of different levels of government in Canada.
2. Students will identify services provided by the federal government.
3. Students will communicate information using media works, oral presentations, written notes and descriptions, drawings, and tables.

Teacher Materials:

 instructions for the groups on chart paper

Student Materials:

 a variety of newspapers and magazines

 pens, pencils, markers, scissors, glue

 books on the government

 6-8 pieces of bristle board (one per group)

 30 blank charts (on 8.5 by 11 paper)

 6-8 lists of words that deal with the government (e.g. Prime Minister, Mayor, House of Commons, Cabinet, Senate, etc.) One

Sequence:

Day 1

Preparation:

1. A few days before the activity ask the students to bring in newspapers and magazines from home.
2. Place the students in mixed-ability groups of 4-5 students.

Activity:

1. Ask the students in their groups to discuss why they think the government is necessary and what it does for them. Inform the students that one person in each group needs to be the recorder to write down all of their ideas. The students may look through newspapers and magazines for ideas. Allow 10 to 15 minutes for students to discuss within their groups.

2. As a whole class discuss the ideas that each group brainstormed. Record their answers on the chalkboard. Allow each group a chance to provide answers. This is brainstorming so there are no wrong answers. If a group or student is way off then the teacher will have to interject and provide the better answer for the class.
3. Close the discussion by suggesting that there are a number of responsibilities that the government has and therefore it is important that Canada has three levels of government; local, provincial, and federal.

Day 2

Preparation:

1. Place the students in the same groups as last day.
2. Assign each group to be one of local, provincial, or federal government.
3. Provide each group with a number of newspapers and magazines, as well as, books on the government.
4. Provide each student with a blank chart.
5. Provide each group with a bristle board and list of words.
6. Place the instructions somewhere in the room so that everyone can see them. Read over the instructions with the whole class.

Activity:

1. Ask the groups to spend the first 2 minutes talking about the information they discussed the previous day. The groups will use the information that they recorded.
2. The groups will look at the list of words provided for them and as a group discuss whether it is related to the local, provincial, or federal government. The students each fill in the chart provided for them. (about 10 minutes)
3. Each group will use their bristle board to present information on the level of government that they were assigned. On the bristle board they can place pictures, articles, charts, and graphs from the newspapers and magazines that deal with the level of government they were assigned. They can write information they find on the board and words from the chart they just filled in. Encourage the students to use the information discussed within their groups from the present and previous day. (about 30 minutes)
4. Each group will give a 2-3 minute presentation on their bristle board.
5. The bristle boards will be displayed around the room for students to view.

Application:

The presentations can be done another day if the groups require more time or it appears they are restless and need a change.

This activity can be used in all junior classes but fits the grade 5 expectations the best.

For this activity students require basic knowledge of the government and what it is.

This topic can be used in drama. The children can role-play the different components of the government. (E.g. role-play a mock federal election)

The class can continue the topic by looking at the history of Canada,s government.

Students could also compare Canada,s government with other governments from around the world. (e.g. democracy, dictatorship, monarchy)

This topic could extend to a discussion on why we have rules, laws, regulations, and routines in our society. (E.g. Why we have rules and routines to follow in the classroom can be done at the beginning of the school year.)

Notes:

Contributor: T. Plentai

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Drama, Government

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify the consequences of not having rules at school.
2. Students will work cooperatively in small groups as they rehearse and perform small-group drama role plays from situations given.
3. Students will demonstrate awareness of audience when in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking in character.
4. Students will create characters and portray their motives and decisions through speech and movement.
5. Students will respect their peers' space when performing small-group drama role plays.

Teacher Materials:

- 6 envelopes
- 6 different situational role plays in each envelope (each situation will be discussed in detail in the 'Sequence section')

Student Materials:

- may use props when role playing (backpack, etc.)

Sequence:

Preparation:

1. Choose a topic of study (in this case, the topic of study is 'School rules').
2. Have 6 different situational role plays prepared that students will later dramatize in their small groups.

The 6 role plays used for this activity are as follows:

Group 1:

You must role play, what would happen if there were no school rules for vandalizing school property?

Group 2:

You must role play, what would happen if there were no school rules for fighting on the playground during lunch recess.

Group 3:

You must role play, what would happen if there were no school rules for stealing (example - somebody's lunch or money from somebody's backpack)?

Group 4:

You must role play, what would happen if there were no school rules when a fire drill occurred?

Group 5:

You must role play, what would happen if there were no school rules for leaving the room during a lesson taught by your teacher?

Group 6:

You must role play, what would happen if there were no school rules for running in the hallways?

3. Put each role play on a different piece of paper.
4. Place each role play in a different envelope and label the envelopes - Group 1, Group 2...

Activity:

1. Assign each student to one of the 6 groups. Be observant of who you place in what group as some children do not work well together.
2. Discuss with each group that you will be giving them a situation and that they will have 2-3 minutes to perform a role play for their situation.
3. Go over safety issues before the students get into groups. Talk about how you will not allow any running or body contact during the role plays. (If you do not address this issue at this time, the students will get 'carried away')
4. Distribute an envelope with a role play situation to each group.
5. Have each group read and discuss the role play situation.
6. Give each group approximately 10-15 minutes to prepare a role play for their situation.
7. After every group is done preparing their role play, have one group at a time come to the front of the class and dramatize their situation to the class.
8. After each group presents, you might want to ask the class if they knew what 'rule' the group was dramatizing. Also you might want to pose different questions to the class regarding the role plays:

Example questions: What happens if there are no rules for (the topic of role play)?

Is this a good rule to have at school? Why or why not?

Application:

This activity is a great activity to introduce a new unit on the Aspects of the Canadian Government (which is in the grade 5 curriculum).

However, this activity can be adapted for use by almost any age group as it is important that all students learn about school rules and why schools need rules. Before introducing this activity, you might want to start by leading the class through a discussion of 'do we need rules' (eg. in the classroom, at home)? You might want to discuss why we need rules (to maintain order). Also, you may wish to lead the students through a brainstorming session of what would happen in the classroom if there were no rules? What would happen at home if there were no rules? A web with the topic at the centre and the ideas stemming from the topic is a good way to organize the brainstorming session. This discussion will lead nicely into the role play explained above.

After completing the role play, you might want to discuss the consequences of no school rules (people get injured, chaos, nothing gets accomplished). Also, relate the role play to society (for example, what would happen if there were no rule in society - stealing crime, no one would work). The need for some type of government should be the logical conclusion to the role play and the discussion. You might then want to 'draw out' of students the different levels of government in Canada and the different rules or laws associated with each level of government. Your unit on the Canadian Government is off to a great start!

Notes:

This activity is adapted from *An Integrated Unit for Grade 5 - Government in Canada* Busato, L., Goulden, B., Tagarelli, T. & Vause, L. (August, 1999). *Canadians Working Together - Government in Canada*. Simcoe-Muskoka Catholic DSB/York Catholic DSB: Ontario Curriculum Unit Planner.

Contributor: C. Thompson

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Government, Graphs

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify the functions of the local government.
2. Students will work cooperatively in small groups to complete a web diagram.
3. Students will demonstrate their ability to complete a web diagram as a way to visually represent information.

Teacher Materials:

- list of government functions
- chart paper

Student Materials:

- markers for each group
- dictionary for each group

Sequence:

Preparation:

1. Review the procedure used for creating a web diagram. A sample web diagram could be done as a class.

Activity

1. Hand out list of functions of the local government.
2. Go over the list with students, defining the terms used while still in a large group.
3. Explain the activity to the students. As a group, they are going to create a web drawing of the functions of the local government. Their web must include at least 10 functions of the local government along with an illustration for each term.

Process

1. Divide class into groups of four. Each group member will have a role. The roles are: illustrator (draws the illustrations), transcriber (writes the words), dictionary monitor (checks the dictionary for unknown words) and noise monitor (ensures the noise level remains at an acceptable level). The students may decide amongst themselves who will play which role.

2. Have students meet with their groups.
3. Instruct the illustrator to go get a piece of chart paper.
4. Give the students the remainder of the period to work on this activity. If there is sufficient time, colouring the illustrations would increase the attractiveness of the web.
5. Teacher can circulate amongst the groups, making sure the students are on task.

Application:

The general theme of this activity, being a co-operative web making activity could be adapted for almost any topic within the curriculum. While for this activity I allowed the students to choose their own roles, in another similar group activity, I assigned roles to the groups, based on their strengths and weaknesses. For example, the person who had the best leadership qualities was in charge of ensuring the noise level remained consistent.

This activity followed a whole class activity of creating a web to illustrate the functions of the regional government. This was a way to assist the students in distinguishing between the complex interactions between these two levels of government.

This activity would be part of a large unit regarding government in Canada. Beginning with the local/regional government and then working up to the federal government seemed a logical way to progress, as later on the student must compare our government to others around the world.

Prior to attempting this activity I would be sure to teach students how to illustrate information using a web diagram. I would also make sure the students were familiar with the co-operative learning model, where they would be required to work together to complete the assigned activity.

Notes:

This activity was put together by simply looking up the roles of the various levels of government in the phone book. My associate and I found a surprising lack of information and resources regarding the municipal government. We found numerous resources regarding provincial and federal governments, but hardly any regarding municipal government.

Finally, this activity was done in an Extended French classroom, therefore the expectations may have been slightly lower than they would be in an English classroom. The dictionary monitor was essential in this instance as the students were given the terms to use in French, and were therefore unfamiliar with a number of them. For this class, writing ten words properly in French was a reasonable expectation. For an English class, a teacher may expect a greater number of terms used.

Contributor: S. Willick

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Government, History

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Identify the structure of Canada's federal government, and demonstrate an understanding of the functions of each component structure.
2. Identify the levels of government in Canada, and demonstrate an understanding of the functions and duties of each level. (goods and services provided)
3. Identify local, provincial and federal leaders (past and present) identifying their respective titles and roles in government.
4. Identify provincial and national symbols and institutions, and demonstrate an understanding of the significance of these various symbols and institutions.
5. Identify concepts and components associated with Canadian government which include aspects of: democracy, the rule of law, the electoral process, the role of the media, and the Constitution.
6. Use appropriate vocabulary associated with Canadian government.

Teacher Materials:

One giant Canadian flag gameboard backdrop; 40 individual cards with questions on one side, and a coordinate number on reverse;
one bowl (or box) with 40 cards bearing the corresponding coordinate numbers; one scoreboard comprising of 1-2 sheets of chart paper.

Student Materials:

6 pieces of lined paper (1 per group); 1 pencil or pen per student; 1 game die per group.

Sequence:

Preparation:

1. Post Canadian flag gameboard (approx 1.3m x 0.7m) at front of room. Place each individual question card over top of flag with masking tape. Questions should be organised according to topic categories atop the flag, which will include: Levels of Government, Structures of Government, Democracy, The Rule of Law, Elections, Provincial Capitals, National/Provincial Symbols, Political Leaders, and the Constitution. Each question

will have a coordinate on its opposite side (facing out) and will be arranged in sequence according to its coordinate (A1, A2, B1,...)

2. Students' desks will be arranged in groups of 5, thereby making 6 groups.

Activity:

1. Each group has one die, one piece of paper, and one writing utensil per person. No other materials will be atop the desks.
2. First group draws a coordinate card from bowl.
3. That coordinate is matched with coordinate on gameboard.
4. Teacher reads question aloud to whole class.
5. Group 1 is allotted 30 seconds to come up with answer. Group must discuss probable answers by interacting in writing upon the paper.
6. If group comes up with correct answer, they get a point, and next group draws their question.

However, if group answers incorrectly, they must roll their die, and the number that is rolled is to correspond with the group that now has a chance to provide a correct answer. If they answer incorrectly, Group 1 rolls again. This process is repeated 3 times if need be, then the question is put on 'reserve' to be discussed later, or assigned as a task for students to come up with the answer for the following day.

If during the rolling of the die Group 1 should roll a one, then they get another chance to answer. In using the die as a means of 'keeping the question alive' this forces the other groups to remain attentive throughout, because they could be given the chance to answer the same question, and they don't want to provide an incorrect answer that has already been used. Furthermore, it forces each group to remain very secretive in discussing their anticipated answer, because they do not want any other groups to overhear what they may feel to be the correct answer. The dynamic of these rules make classroom management implicit to the process of this game.

7. Drawing coordinates and questioning continues sequentially until all of the questions are used up, or until time expires. Teacher must ensure that the final question ends with Group 6 in order to provide that each group has had an equal amount of turns.
8. The group with the most points is given some type of nominal prize or recognition.

Application:

This activity can be modified to fit with virtually any curriculum area. All that must be done is to change and/or modify the topic categories and questions, and simply follow the same process as per the set-up and rules of the game.

I used this activity with my grade 5 class during first block. I developed a Canadian Government Unit for this class, and each of the topic categories corresponded with a specific lesson which had been completed previous. This unit lasted the full three weeks. At the end of the second week, the students were given a unit test. The following, final week introduced two new topics, in addition to a review lesson. Because there had only been two new topics introduced, and because the students had been subjected to a test less than a week previous, I decided to introduce this game as an alternative way of assessing student's knowledge and understanding at the end of week 3. This allowed for reinforcement of ideas, concepts and facts, most of which students had already been tested on. However, now the students were afforded the opportunity to extract and apply what they already knew within a different dynamic -- a group oriented game setting rather than from the formal individualised test format. This activity did more than just reinforce learning, for it also allowed my associate and myself to perform an on-the-spot assessment of what students had learned specifically, and also to assess specific learning skills of the students in this modified, interactive learning environment. We were both amazed by what the students were able to recall, relate, and utilise in their responses. There was not a single student that was not involved during this activity -- they were wholly engaged by the competitive nature of this activity, the need for group cooperation and input, and the chance that they could be required to answer any question at any time.

Notes:

This game was adapted from the television gameshow "Jeopardy", and I had originally coined this activity "Government Jeopardy"

Contributor: A. Wirth

Grade: 5

Topic: Aspects of Citizenship and Government in Canada

Keywords: Arts, Government, History, Personal Growth

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will understand the purpose of the Canadian flag and its representation in Canada.
2. Students will understand the history of the Canadian flag and the changes it has experienced throughout history.
3. Students will understand the meaning of patriotism and its importance.
4. Students will create a personal flag that they feel represents them; this will promote personal growth.

Teacher Materials:

- Canadian Flag
- St. George,s Cross
- Fleur-de-lis
- Royal Union Flag
- Canadian Red Ensign
- 8.5 X 11 paper
- Pencil crayons or marker
- *The above flags can be drawings if the real flag is not available
- **flags can be found at: http://pch.gc.ca/main/ceremon/flag_e.htm.

Student Materials:

- 8.5 X 11 paper (approx. 30)
- Markers or pencil crayons

Sequence:

Introduction:

1. Ask, „What are some symbols of Canada? Make a list on the board (e.g., Canadian flag, the beaver, maple leaf, etc.).
2. Brainstorm what the students know about these symbols, especially the Canadian flag (e.g. what it looks like, what it represents, why it has a maple leaf on it, etc.)
3. Assuming they will describe the current flag, tape up a picture or display the red and white maple leaf flag.

Background Knowledge/Lesson

1. Ask students: „Do you think this was the first flag for Canada?%
2. Explain that several flags have represented Canada since the Europeans came to North America.
3. Explain the origins of:
 -  St. George,s Cross: Carried over by Cabot in 1497 when he reached the East Coast of Canada (many students may recognize the name Cabot from the Cabot Trail: see if students are familiar with the Cabot trial & discuss).
 -  The Fleur-de-lis: Flown by the French when Canadian land was claimed for the King of France.
 -  Royal Union Flag: Replaced the Fleur-de-lis after 1759 when Canada was ceded to the United Kingdom.
 -  Red Ensign: Combined the Union Jack with the Canadian Shield of Arms. Variations of this flag were flown from 1870 until 1965.
4. Explain that in 1964, with the centennial of Confederation (may need to explore what confederation means), Prime Minister Pearson wanted Canada to create and adopt its own distinct flag.
 -  Ask students, „Why do you think that people wanted to create a new flag for Canada in 1964?%
 -  Ask students, „What would you include on a flag for Canada?%
 -  Describe briefly the decision-making process, and the people involved in selecting the new flag (e.g. The Canadian public, heraldry experts, members of parliament). Stress that the design of the new flag was a collaborative effort involving several Canadians.
5. Explain that there were celebrations all over Canada to mark the day when the first maple leaf flag was raised in 1965.
 -  Ask students, „Why do you think this event was so exciting for Canadians?%

Activity

1. Have each student create a personal flag using 8.5 X 11 paper and markers or pencil crayons. Remind them that the flag should include symbols and colours, which are important to them.
2. As a follow-up, have the students explain to the class the meaning of the flags they created.
3. Fly the flags in the classroom!

Evaluation

1. Do the students recognize the significance of Canada adopting its own flag? (Students, understanding will be judged through their participation in class discussion and by their answers to questions.
2. Did the class respond to my questions and participate in class discussion?
3. Were the students able to participate in the follow-up activity in a meaningful way (e.g. did they design a flag that truly represents them by using colours, pictures, etc.)?

4. Their personal flag will be graded according to effort, understanding, and ability to portray personal meaning.

Application:

This lesson can be adapted in many ways in order to meet a variety of curriculum standards. For younger students the teacher can simply discuss the Canadian Flag with the students. Ask the students what the Canadian flag looks like. Ask students where they have seen the Canadian flag (e.g. school, their home, etc.) Ask the students what the Canadian flag represents. Explain to the class that the Canadian flag represents our country and that we are proud of our country. At this point, the younger children could either create their own flag which they feel represents Canada, or they could create a personal flag which represents themselves. The teacher should explain that the Canadian flag makes us proud (explain patriotism), and that our personal flag should make us proud also. The children could also write a story about why they like living in Canada and why they are proud to be a Canadian. This lesson would thus incorporate history, social studies, language, and art.

For an older age group the same type of lesson plan may apply. The purpose of the above activity is to give the students a „brief% overview of the history of the flag. However, for an older age group it may be important to go into greater depth about the history of the flag, and in greater historical depth with regard to events (e.g. confederation). Older grades are also expected to be more creative when creating their flags and will be evaluated accordingly. Older students may also create a timeline of events which demonstrate the changes that the Canadian flag has experienced throughout the years.

With regard to prior knowledge for this activity, it is assumed that all students (older & younger grades) will be able to recognize the Canadian flag and its importance and purpose in representing Canada. This will provide a knowledge base for the information that is to come later.

Overall, this activity will promote personal growth (through creating personal flags) while also incorporating a vast amount of history and art. This activity could also be a lead-in to other activities such as a history project or a play about Canada.

Notes:

Contributor: D. Bonnett

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Graphs, History, World Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will be able to identify ancient Greek achievements in architecture, by labelling different types of columns on a worksheet (MET document).
2. Students will be able to identify aspects of Greek sculpture (MET document).
3. Students will identify and compare the design and technology of the ancient Greeks (MET document).
4. Students will participate cooperatively in small groups, and as a whole class.
5. Students will complete a chart about Greek art (communicate information about early communities using charts (MET document)).

Teacher Materials:

1 piece of chalk
blackboard
1 sheet of paper
1 masking tape
any medium sized book
2 toilet paper rolls
3 overheads: 1 with Doric and Ionic columns, 1 with a picture of Parthenon, and 1 overhead of Greek amphitheatre diagram
overhead projector

Student Materials:

7 tubs with sand in them
various objects hidden in each tub (pieces similar to pottery, sculpture, etc).
30 handouts with chart
30 pencils
7 small plastic shovels
7 strainers
30 handouts with different columns

Sequence:

Preparation:

1. Teacher holds up a sheet of paper. Asks class if this sheet can support a book. Then, roll up the sheet tightly, tape it together, stand it on one end, and place the book on top of it. Explain that this is the way Greek architecture worked. The Greeks used columns to support buildings, and also to create various artistic effects.
2. Substitute the paper with two toilet paper rolls. Ask the class for impressions on which type of structure is sturdier, and why. (Answers may include: because there are two columns instead of one, they are thicker, etc.).
3. Show the overhead of the two main types of Greek columns ^ Doric and Ionic. Explain that the Doric was sturdier, but the Ionic was more decorative.
4. Show overhead of the Parthenon. Ask if the columns used are Doric or Ionic (Doric).

Activity

1. Then, divide students into groups of four (seven groups).
2. Explain that we will all act as archaeologists. Describe that we will discover Ancient Greece, together.
3. Give each student a tub and tools. Pass out chart handouts, for each to student to complete as they discover artwork.
4. Draw a chart on the blackboard, similar to the ones on the students, worksheets. It should look like this:

Theatre Music Sculpture Pottery Other
Discoveries

5. Then, explain that we will use the tools to find the lost art of Ancient Greece. Tell the students that when a group finds something, they should raise their hands.
6. Groups take turns sharing their discoveries with the class. As a class, we decide what the art is, and what category the art fits into (items to find include replications of pottery, masks, statues, earrings, coins, and broaches). I will supplement information as they discover items (i.e., „yes, gold jewellery was popular among the wealthy%).
7. When the masks are discovered, I will show the overhead of the amphitheatre and state why this type of theatre was, and is, effective.
8. As we find items, I will write them down in the chart, on the blackboard. Students copy this information on their worksheets.

Closure:

Remind students to complete their charts.

Have students bring their discoveries, tubs, and tools to me.

Distribute architecture worksheets. Ask students to recall the earlier part of the class, and to label which columns are Doric and Ionic.

Collect both worksheets.

Evaluation:

Complete a checklist for each student:

architecture worksheet complete and accurate? Y/N

chart worksheet complete and accurate? Y/N

student participated in activity? Y/N

student behaved cooperatively in group setting? Y/N

Application:

This activity can be adapted for use by many different age groups. It can be modified for almost any social studies or science lesson (as well as many other different subjects in the curriculum), to give an element of discovery to a lesson.

The archaeology activity can also be established as an activity centre, or as a demonstration. In the case of a demonstration, the teacher may select various students to discover different items.

For this particular lesson, some prior knowledge of ancient Greece is recommended. A good follow-up lesson could be a visual art lesson with an ancient Greece theme -- for instance, students could construct sculptures or paint pottery.

The activity can be extended or shortened, depending on how many items you hide. Sand could be substituted for teatowels, blankets, or even water. These adaptations may be especially suitable for younger students. Students with developmental delays can also participate in this activity. The teacher may want to omit or simplify the worksheet(s), in this scenario.

Notes:

The introductory demonstration is adapted from the website:
<http://members.aol.com/Donnpages/Ideas.html#GREECE> (Mr. Donn's Ancient Greece Unit).

The archaeology activity was adapted from the "Archaeology Simulation" activity in David Jefferson's book "Thematic Unit: Ancient Greece" (Westminster: Teacher Created Materials, 1993).

Contributor: S. Bosotas

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Drama, History, Language Arts

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will describe a minimum of 3 features of a mythological „God% or „Goddesses%.
2. Students will use vocabulary such as mythology and symbolism.
3. Students will be able to identify at least two mythological figures.
4. Students will create a drawing of a mythological figure of their choice.
5. Students will write a biographical sketch of a mythological creature in the first person.

Teacher Materials:

50 sheets of construction paper of various colours, 15 pairs of scissors, 15 glue sticks, 30 egg cartons, 6 bottles of paint of various colours, 30 paint brushes, books of ancient Greek historical figures and books on Greek mythology.

Student Materials:

30 Pencils, 30 packs of pencil crayons, 30 notebooks.

Sequence:

Preparation:

1. Ask students, „What is mythology? Name some of the ŒGods, or ŒGoddesses, of mythology. Do you think mythology is religion? Does mythology cross cultures? Does mythology have moral lessons?% Have discussion with entire class. Discussion should not be more than 15 minutes in length.
2. Teacher will explain that mythology can come from many different cultures, eg Norse, Hinduism. Teacher will describe mythology as a pagan religion. Teacher will read two or three myths to students and ask for class opinion on what they think the specific myth was about. Was there a lesson to the story? Teacher will explain how each God or Goddess personifies certain characteristics e.g. Aphrodite personifies love. Explanations should not take more than 15 minutes in length.
3. Teacher will provide students with a list of 'Gods' and 'Goddesses'.
4. Students are to chose their 'God' or 'Goddess' prior to activity. Each student must select a different character.

Activity will be conducted over a few days:

Day 1:

1. Students will research the figure they have chosen. Information gathered should include details on how the character was born (e.g. half God, half-human, from Zeus, s leg), their life and personality (e.g. did they help humans or did they hate humans?), and what their character personifies (e.g. Aphrodite personifies love).

Day 2:

1. Students will bring the information they have gathered to class to write a short biographical sketch of the character they have selected and will include all the relevant information. The sketch will be written in the first person.
2. Sketch is to be checked by the teacher for grammatical errors and to ensure information gathered is accurate.

Day 3:

1. Art supplies will be distributed to class.
2. Teacher will explain that students are to create a visual picture of their character.
3. Students will create an image of their character using full size construction paper.
4. Students may colour, paint, or cut out and glue to give their picture a personal touch.
5. Students are to place pictures in a pile for use in their presentations.
6. Students are to clean up the room after the art session.

Day 4:

1. Students will take their art piece with them to the front of the class.
2. Students will present their biographical sketch in the first person to the class.
3. Students will take on the role of the character while they present.

Discussion:

1. Students will discuss what they have learnt after all presentations have been completed.
2. Students will discuss and list similar characteristics among their ⒸGods, and ⒸGoddesses,
3. Students will explain why they chose their specific character.
4. Teacher will discuss the different purposes for myths.
5. Teacher will ask students why they think ancient people used mythology.
6. Teacher will use discussion to segue to ancient beliefs and values.

Application:

This activity can be adapted for use by most age groups and can easily be incorporated into other disciplines. Prior knowledge of ancient Greek historical figures and myths would make this activity more fun for students, as they would know the character of the figure they have chosen prior to their dramatic reenactment but is not required. This

activity can be used as an introduction to the unit. Introducing great figures and mythological creatures can be a great hook into the details of ancient civilization.

Although intended for the Grade 5 Social Studies strand on Heritage and Citizenship, it can be easily incorporated with the Grade 4 unit on pioneers as well as the Grade 6 unit on Aboriginal peoples. This activity can also be used within the wider curriculum. The biographical sketch links with language arts, and the presentation and drawing links with the arts curriculum in both visual arts and drama.

The use of this activity makes learning information of historical figures more interesting for the students. Many students find it difficult to see information on ancient civilizations as reality. This activity allows students to connect to figures of ancient Greece on a more personal level. Activities to extend the knowledge of ancient Greece may include reenacting myths, and creating indoor Olympic games that can be performed within the classroom. This activity can be used to segue from mythology to the features of ancient civilizations and some of the values and beliefs on which life in early civilizations were based.

Notes:

This activity is adapted from the "Great Greek Leaders" activity, from "Theme Series Ancient-Greece" (Copyright Creative Teaching Press Santa Barbara, California 1998).

Contributor: N. Braunlin

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Field Trip, History, Language Arts, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will be able to identify ancient Egypt as a prominent early civilization.
2. Students will identify hieroglyph use as a distinguishing feature of ancient Egyptian civilization.
3. Students will demonstrate an understanding of the interrelationship between the Egyptian cultural practice of using hieroglyphs and the existing environment.
4. Students will demonstrate an understanding of some of the religious values and beliefs on which life in ancient Egypt was based through their use of hieroglyphs.
5. Students will examine the Egyptian alphabet design and the technology used to create hieroglyphs.
6. Students will use appropriate vocabulary and formulate questions.

Teacher Materials:

- Chart paper with hieroglyph message, markers
- Egyptian Alphabet printed on overhead sheet
- Egyptian word wall: Egyptians, pyramid, resin, embalm, mummies, temple, tomb, preserve, ancient, sphinx, burial, linen, hieroglyphics, canopic, eternity, sacred, pharaoh, ritual, papyrus, sarcophagus, chamber, procession, alabaster.
- Reference books on Ancient Egypt
- Slides or pictures of Hieroglyphs.

Student Materials:

- 30 copies of Egyptian alphabet, one for each child
- 30 poster board triangles of equal size, 30 cm base, one for each child
- 30 squares of poster board, 15 cm, one for each child
- Markers, pencil crayons, pencils
- Reference books, student notes on ancient Egypt, Egyptian word wall.

Sequence:

Preparation:

1. Obtain Egyptian alphabet from internet.

2. On large chart paper, draw hieroglyphs using the Egyptian alphabet that translates into "HERE LIES KING TUT"
3. Photocopy Egyptian alphabet (30).
4. Obtain reference books from library or other sources if needed.
5. Prepare bulletin board for display of children's work, titled GREAT PYRAMID OF EGYPTIAN FACTS, include any pictures of ancient Egypt if room. (Triangles will be fit together to make a pyramid.)

Introduction:

1. Post the chart paper on the wall or blackboard and have the children try to decipher the message. They will not yet have their copy of the Egyptian alphabet, but will look at the symbols and try to guess what they think it might say.
2. Give them lots of time to discuss among each other and to examine the symbols.
3. Let students ask questions and have them think about things early Egyptians might want to include in their hieroglyphs (from what they have learned previously).
4. Do not tell them what the message says.

Activity:

1. Show children slides or pictures of hieroglyphs.
2. Put Egyptian Alphabet on overhead projector.
3. Hand out copies of alphabet to students.
4. Let above discussion flow into some of the specifics of hieroglyphs and ask questions to get students thinking and looking for clues in the pictures as to what they might mean.

Facts:

-  Hieroglyph means "sacred carvings";
-  original form of writing from which all other forms have evolved;
-  consisted of over 600 picture signs;
-  some signs represented complete words, others ideas, others sounds;
-  used for business, literary, scientific and religious purposes;
-  Rosetta stone - hieroglyphs first deciphered in 19th century;
-  written in columns or horizontal lines;
-  read from right to left and left to right, always from top to bottom;
-  direction of reading is given by direction of animals faces.

Interesting Fact: Words and names written in hieroglyphs were believed to have magical powers. This is why funeral texts and the names of the deceased were written on coffins and tomb walls. It was thought the Gods would hear the prayers, and individuals would be protected from harm.

2. Hand out triangles to each child and instruct them to find an interesting fact about ancient Egypt using the vocabulary from the word wall, their notes, and research books in the classroom, internet (if possible). Students are to write out this sentence on the triangle. **IMPORTANT:** For triangles to make a pyramid on bulletin board, half of the triangles must go upside down and half right side up.
3. Once they have written out their interesting fact, they should then translate it into the

- Egyptian alphabet and draw these hieroglyphs under their sentence in rows or columns.
4. Once this is completed, students can then make up Egyptian alphabet cards, with each child drawing one letter or a symbol. These should be coloured.
 5. Have volu

Application:

This lesson plan is part of a week-long unit on ancient Egypt. It will be used on the fourth day, after the students have already studied most of the information to be covered: homes, clothing, food, family life, work, transportation, religion, pyramids, social classes. Therefore, the vocabulary will already be familiar to them. It will be followed by an activity on mummies on the fifth day.

Used on the fourth day, students will use prior learning to come up with their interesting facts, and research to reinforce these. They will further reinforce topics that have already been discussed, as well as new vocabulary from the word wall. It introduces hieroglyphs, an important aspect of ancient Egyptian culture, that tells a lot about the beliefs, environment, society, and technology of the people.

Students can then compare ancient Egypt to other ancient civilizations to see what are the unique qualities of each, see if there are any similarities. Possibly students can cover two or three different civilizations in some depth.

This topic can be reinforced in Language Arts by extension activities in creative writing with topics such as: Students can pretend they are archeologists, about to open King Tut's tomb. They have heard about the curse, and that many have died. Let them tell what happens. Or students can have a conversation with King Tut, and tell him how things have changed from the time when he reigned, telling about things we do differently.

There are many fun activities to do with mummies that children find fascinating: They can create a bulletin board to look like the inside of a tomb, including hieroglyphs. This can extend to art class where they draw or paint and decorate different Egyptian mummies and coffins. This could be the tomb of a God, and children can examine the different Egyptian gods.

Included in the unit, could be a trip to the ROM to see the mummy display.

Notes:

Information on Hieroglyphs taken from CMCC - Egyptian civilization - Writing - Hieroglyphs website.

Egyptian Alphabet taken from TUT-FAQI website.

Contributor: L. Cossitt

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Community Study, History, Human Geography, Math, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will put themselves into role of Egyptian artisan and design a clay bowl drawing upon knowledge of Egyptian pottery.
2. Students will practise group skills by working with three or four other students to accomplish assigned task.
3. Students will develop fine motor skills by mixing clay, rolling out clay, forming clay into shape of bowl, and painting bowl.

Teacher Materials:

Ingredients for Sawdust Clay:

3 cups sawdust
2 ≤ cups flour (plus some extra)
1 tablespoon salt
boiling water
(multiply ingredients by number of groups)

Other materials:

newspaper
mixing bowl
kettle
rolling pin
tablespoon
cooking spray
plastic wrap
knife
acrylic paint
paint brushes
containers of water
examples of Egyptian designs
(need enough of these items for each group)

Student Materials:

oven-safe bowls from home which will act as molds for clay
(one for each group)

Sequence:

Preparation:

1. Desks are arranged in groups of four or five and covered with newspaper.
2. Teacher puts out ingredients and utensils for clay on desks along with step by step instructions.

Process:

1. Teacher introduces activity and students carefully read through instructions.
2. Teacher goes through instructions with class and when students are clear on what they are to do they begin.
(Teachers may want to have clay pre-made depending upon class.)
3. Students start by combining sawdust, flour, and salt.
4. Teacher adds approximately one cup boiling water.
5. Students blend thoroughly until mixture resembles stiff dough.

6. While clay is cooling, students decide upon Egyptian design for their bowl.
7. Students form clay into ball and then roll out with rolling pin on floured plastic wrap.
8. Students spray cooking spray on outside of bowl they are going to use.
9. Students carefully remove clay from plastic wrap and flatten over outside of bowl.
10. Students remove excess clay by cutting around edge of bowl while it is still face down.
11. Students set bowls upside down on shelf in classroom to dry. (If teacher has access to oven, bake clay at 350 degrees for approximately 20 minutes or until dry.)

12. In subsequent class, when clay is dry, students remove clay from molds and paint with acrylic paint using colours and patterns of the Egyptians.

Application:

This activity would fit into a unit on Egypt which explores the major components of that early civilization such as cultural practices, family life, food, religious beliefs, leisure activities, architecture, and government. After students have studied the important roles and chief occupations of men and women in the Egyptian society it would be great if the students could take a closer look at some of the prominent developments for which Egypt is known. Among many facets of Egyptian life, students could examine the building of

the pyramids, hieroglyphics, process of mummification, Egyptian concepts of design, and the Egyptians' development and use of pottery.

Having the students fashion and decorate their own pottery would give them first hand experience with one aspect of Egyptian life. The discussion preceding and following the project might centre on the process the Egyptians used in making their pottery including both the ingredients and the tools they employed. As well, a teacher could explain what the Egyptians did to mix their paints and what natural substances they needed to produce certain colours. This leads into a lesson on the various patterns which appear on Egyptian murals, mosaics, and pieces of pottery. Egyptian art might be studied in Art class and the mathematical element of these designs, the geometric patterns, might be discussed in Mathematics. It might be interesting to touch on how the Egyptians marketed their products, too. In creating their own pottery, students would be making these aspects of Egyptian culture come to life in addition to working on their fine motor skills and practising their group skills. There are many areas into which this activity may lead.

Notes:

Idea for pottery activity adapted from:

Henrich, Steve and Jean. *The Big Book of Ancient Egyptian Activities*. Heinrich Enterprises, 1993.

Other useful resources on Ancient Egypt:

Caselli, Giovanni. *The Everyday Life of an Egyptian Craftsman*. Macdonald and Company Limited, 1986.

Defrates, Joanna. *What Do We Know About The Egyptians?*. Simon and Schuster, 1991.

Hart, George. *Eyewitness Books - Ancient Egypt*. Stoddart Publishing Company Limited, 1990.

Contributor: J. Dawson

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Computers, History, Multiculturalism, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding of the basic features of early civilizations.
2. Students will identify and compare design and technology in early civilizations.
3. Students will examine the impact of early civilizations on modern civilizations.
4. Students will construct a model of a cartouche to compare early Egyptian alphabet and writing styles to that used in modern Canada.

Teacher Materials:

1. 30 copies of the outline of a cartouche (black line master).
2. 30 copies of the Ancient Egyptian alphabet.
3. 30 copies of the Hieroglyphics information sheet and questions.
4. A complete copy, including questions and answers, of the assigned questions concerning Hieroglyphics.

Student Materials:

1. The Hieroglyphics information sheet, to read.
2. The question sheet to accompany the information sheet, to answer.
3. A cartouch outline
4. An Egyptian alphabet
5. Scissors.
6. Glue.
7. Pencil (to write their name on the cartouche).
8. Pencil crayons (to colour their cartouche).
9. A sheet of construction paper, any colour (to mount their cartouche).

Sequence:

Preparation:

1. Hand out and have students read a one page information sheet on hieroglyphics and cartouches
2. Hand out and have students answer the seven questions based on information from the

information sheet mentioned above.

3. Hand in their answers to be marked.
4. Pick up a copy of the Egyptian Alphabet and cartouche frame.

Activity:

1. Instruct students to follow the guidelines given on the information sheet (mentioned above)
and make a cartouche with their name written on it in Egyptian Hieroglyphics.
2. Colour the cartouche.
3. Cut it out and glue it onto construction paper.
4. If time permits allow students who have completed their work to write a letter to their friend
using hieroglyphics.

Discussion:

1. Have each student in the class come to the front and show their cartouche.
2. Hand in their cartouche to be displayed on the bulletin board outside the classroom.

Application:

This activity is used to reinforce the topic of Egyptian hieroglyphics and the after life. Before this activity students will have already studied Egyptian religion, mummies and the concept of after life. Cartouches were either taken in to the tomb with the dead or hung above the tombs of fallen Egyptian Pharaoh's to display their name. Following this activity would be the study of Pharaoh's, pyramids, and the Egyptian government. Students enjoy this activity because they learn about hieroglyphics hands on and in a personalized way. This will encourage them to be excited about the remainder of the unit. It is, however, very specific and only applies to the study of the ancient Egyptian civilizations, in grade 5. There is also a web site that allows students to log on and type their name and the site will make a cartouche from the information given. If your school is Internet capable, this activity could be carried into computer class. The web site is <http://webperso.iut.univ-paris8.fr/~rosmord/nomhiero.html>.

Notes:

Sources for this activity are from:

1. The Internet
2. A CD ROM on Egypt
3. Ancient Civilizations: Egypt By: Jean Pofahl
4. Ancient Egypt Independent Learning Unit By: Lorraine Conway
5. Theme Series: Ancient Egypt By Brenda Wyma and Creative Teaching Press

6. Beth Webber, Grade 5 teacher at Blytheswood Elementary School - Leamington, Ontario.

Rules for Writing Hieroglyphics:

1. Write English words the way they sound - phonetically
2. Do not use double letters
3. Use vowels only for beginning and ending sounds
4. Do not use silent letters
5. Do not use "y" or "u" as vowels
6. Do not use punctuation
7. Do not leave spaces between words
8. Write alternating lines from right to left, then left to right
9. Fill the spaces by placing glyphs on top of one another

Questions used in Preparation Activity:

1. What does the word Hieroglyphics mean?
2. Who finally deciphered the hieroglyphics and when?
3. What is a cartouche? What was found in a cartouche?
4. How many letters were in the Egyptians alphabet? What letters were missing?
5. What did the Egyptians use to write on?
6. How did the Egyptian scribes write on the papyrus?
7. Why were the discovery of cartouches important? Be Specific.

Contributor: D. DiMonte

Grade: 5

Topic: Early Civilizations

Keywords: Community Study, Environmental Education, Inquiry Skills, Maps, Multiculturalism, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

This activity is intended for use as a motivating, interest building, introduction to an Early Civilizations or Aboriginal/Early Explorers unit.

1. Students will locate, identify and recreate basic features of early civilizations, based on a variety of sources. Grade fives can focus on the Mediterranean, African, Asian, Central/South American groups. Grade sixes can focus on Aboriginal peoples including the Algonquins, Northern Forest Natives, and Inuit, in addition to various groups of European explorers. (5z1, 5z4, 5z5, 5z16, 5z18, 6z1, 6z2, 6z5, 6z6, 6z7, 6z10, 6z12, 6z15, 6z19)
2. Students will identify and compare the distinguishing achievements; scientific, technological, cultural, spiritual; of early civilizations. (5z2, 5z6, 5z8, 5z10, 5z13, 5z14, 5z15, 5z18, 5z19, 5z25, 6z1, 6z5, 6z6, 6z8, 6z10, 6z11, 6z13, 6z15, 6z19)
3. Students will demonstrate basic mapping skills by creating symbol maps that assist others to locate specific items, and by reading a symbol map to find a specific items. (5z45, 6z37, 6z39, 6z40)

Teacher Materials:

Two to four reference books, per student group, related to each of the early civilizations that will be targeted during this project.

For example, reproducible resource units published by The Solski Group, including: "Ancient Rome", "Discovering Ancient China", "Japan", "The Amazing Aztecs", "Native People of North America", "Let's Look at Canada", "Ancient Greece", and "Ancient Egypt".

Other resources include: "Mayas, Aztecs, Incas", published by Scholastic Professional Books; "Mayan, Incan & Aztec Civilizations", written by Michael Kramme, Ph.D.; "Kenya", written by Cynthia Adams; and "Africa", written by Heidi M.C. Dierckx, Ph.D..

Pick and choose the specific units that will be distributed to each group. Students will draw their information from your pre-selected sources.

Create a list of possible topics for students to choose from. Keep it handy for the first class.

One big green garbage bag per group.

One sticky label per garbage bag, any size.

One master list of student groups. Column one will list group members' names, column two will list the chosen topic, column three will provide space for anecdotal comments and reminders, to help track group progress and individual dedication to the task.

A project sheet, outlining the basic steps of the assignment, student expectations and grading system, must be created and provided for each student by the first class.

Student Materials:

1 bristol board per group
1 set of markers per group
1 set of pencil crayons per group
one pile of scrap fabrics
one ball of string or wool per group
1 stack of blank paper
1 stack of colored construction paper
1 roll of scotch tape per group
2 - 4 pair of scissors per group
2 - 4 glue sticks or bottles of glue per group
keep a recycling box in the class, of plastic bottles and tin cans
1 stack of various colored tissue paper
each student must use their social studies notebook to make rough notes and sketches
1 batch of play dough or clay per group

*Note: Students must make a list of materials needed to create their "time capsules" and submit it to the teacher. This list can only be made after students have scanned through their targetted resources. The teacher will collect the supplies listed, and deliver them to the group, to help maintain a level of secrecy for each group's end product.

Sequence:

Preparation: Day One (Introduction Stage):

1. Break class into groups of four. Record group names on master list.

2. Explain to the class that:
Each group will be creating a time capsule about one early civilization. Each group will be given a separate, and if possible, a secret location in the school, to work with their group.
Each group will be given a chance to pick a civilization that they might be interested in.
This project will take three classes, so it will be important for students to try to keep their group topic a secret. They can tell their family, but try to keep it secret from their friends in other groups, so that we do not spoil the surprise.
3. Explain to the class that:
Once their group has chosen a topic, the teacher will give them some pre-selected materials about their civilization. If students would like to find other materials from the library or the Internet, the teacher will take each group to the library/lab on the second day of the project. (This must be pre-arranged with the librarian or lab.) For the first day, students must focus on the information from the pre-selected materials.
4. Students must now be told that once their group has a topic, they can each choose their own way to represent something that they have learned. For example, one student can write a letter or song about daily life in that civilization, another student can build a model or replicate an artform that they have learned about, another student may want to recreate traditional clothing, another student may wish to draw maps of the area or create tools that were used by the ancient people. (The choice of methods to display their findings is critical for students with different abilities and exceptionalities, that they may be fully participatory members of a group effort.)

The key is that students are creating 'relics' of the past, without revealing the name of the civilization that they are studying.

Students will be reminded by teachers throughout this creation process, that they must keep written notes about what they are replicating and why it was important or interesting, in their notebooks. This information may be needed on the final day of presentations, and provides a means to track student thought and participation. Notes can be brief and illustrations can accompany student notes.

5. Answer any questions that students have about the project. Separate the groups into their personal work spaces and give each student a Project Sheet, to use as a self-guiding checklist.

Activity: Day One (Exploration Stage):

6. While groups are busy reading their Project Sheets and discussing the topic they may want to choose, the teacher makes their rounds and records the topic chosen by each group.
7. Once a topic is chosen, the teacher distributes the relevant resources

Application:

This activity can be adapted for use by most age groups.

Introduce and encourage the use of appropriate vocabulary to express ideas about the topics presented.

For younger students or students with physical disabilities, the activity can be completed through the given options for presentation formats and reproducibles can be photocopied with enlarged print to assist pupils with visual difficulties. These groups must be encouraged to make group decisions together. If possible, T.A.s and/or parent volunteers can be used to provide policing while the teacher focuses upon assisting any special needs.

This activity can be stretched over a four day period, to allow students more time to work, present, and discuss their ideas.

The teacher is constantly circulating between the groups, to give more individualized and group attention, as needed to facilitate the learning process.

This activity easily incorporates cross-curricular goals by drawing directly upon the Arts and Language Arts skills, to present materials in written, three-dimensional and illustrated formats.

This activity links social studies with the sciences, by facilitating discussions about tools and technologies of the various civilizations, in response to their unique environments.

This activity would be an excellent introduction to, or conclusion for, units about: early civilizations, multiculturalism, Aboriginal peoples of North America and early explorers and settlers, world and local communities, an introduction to and reinforcement of mapping skills as a preparation for grade seven geography requirements, a motivator for various language arts writing exercises, a motivator for oral discussions, and a motivator designed to raise children's interests and desires to read.

Prior knowledge/skills/practice required for this activity include the ability to draw and read symbol maps, the ability to scan books, the ability to express ideas in written form, the ability to work co-operatively in a group, the ability to be self-motivated and self-monitored.

It is suggested that you design a student contract to outline the steps for the three day activity, along with a marking scheme, so that students can discuss and prepare for the upcoming events and mentally commit to the task, beforehand.

Notes:

This activity is adapted from an activity created, in collaboration with teachers including, Mr. Dean Stunt and Mrs. A. Hathaway.

These teachers conducted a similar activity in 1986, that divided a grade 6/7 classroom into groups. These groups created time capsules that represented past, present, future, and/or alien civilizations. Their activity was preceded by an elaborate student/parent/teacher contract that outlined each day's activities.

As I was their student, I do not have this copy now, but the experience remained with me as one of the most memorable in elementary school. In their activity, each group created a secret language, coded with letters or numbers, that the Finders attempted to decipher in order to gain a clue about the origins of the artefacts.

No set list of topics was created, each group pulled ideas out of their personal interests and were allowed to explore their creativity.

The original activity was conducted at St. Michael's Elementary School (now called St. Michael's Academy) in Thornhill, Ontario. I do not know where they gained their idea from, but it was my impression that this was their original concept. I have, as of yet, not encountered another teacher or students (beyond Mr. Stunt's class) that has experienced the same kind of activity.

I have adapted their ideas to be curriculum specific for grade five and/or six, thereby altering the prior skills required, altering the discussion topics that may result from presentations, adding the comparative and contrasting element of discussion and written work that will result from the modified activity, and I have omitted the encryptions due to time constraints and the desire to focus students upon curriculum concerns, and finally, I added the reflective extension that would help to provide assessment materials and feedback as well as ensuring that writing skills are practiced during these learning periods.

All possible resources that directly address Ontario Curriculum foci, and that can be used as reproducibles in the classroom, are listed in the section called Teacher's Materials.

Most of these books are published by the Solski Group, and are written by:

Jane Whitear: "Discovering Ancient China," "Japan," "Let's Look at Canada,"

Ruth Solski: "Ancient Rome," "The Amazing Aztecs," "Ancient Greece," "Ancient Egypt,"

Melanie Komar: "Native People of North America,"

All of these resources are currently available for purchase at SonSu, in Toronto.

These books are published in Canada by:

S&S Learning Materials, 15 Dairy Avenue, Napanee, Ontario, K7R 1M4

These books are also published in the U.S.A. by:

T4T Learning Materials, 5 Colomba Drive, PMB #175, Niagara Falls, New York, 14305-1275.

Other books include:

"Kenya" by Cynthia Adams, published by Instructional Fair.

"Africa" by Heidi M.C.Dierckx, Ph.D., published by Mark Twain Media Publishing Company.

"Mayas, Aztecs, Incas" by Mary Strohl and Susan Schneck, published by Scholasti

Contributor: M. Fitzgerald

Grade: 5

Topic: Early Civilizations

Keywords: Computers, Drama, Inquiry Skills, Language Arts, Personal Growth

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify fifteen Greek mythological characters.
2. Students will develop yes or no questions to determine the identity of Greek mythological characters.
3. Students will demonstrate the ability to work cooperatively in a group.
4. Students will demonstrate the ability to use the internet.

Teacher Materials:

1. Internet
2. A website of Greek mythological characters (<http://www.angelfire.com/mt/ahsb>)
3. A bag
4. One sheet of paper cut up in 15 small pieces with the names of Greek mythological characters written on them (one name only per piece of paper).
5. A worksheet in which students match the descriptions on one side of the page with a random list of the Greek mythological characters on the other.
6. A blackboard and chalk

Student Materials:

1. A pencil or pen
2. The school computers

Sequence:

Preparation: The Previous Day

1. List 15 Greek mythological characters on the blackboard.
2. Give the students an opportunity to go on the computers and look at the Greek Mythology Website - <http://www.angelfire.com/mt/ahsb>
3. Instruct students to read about each of the 15 mythological characters given on the list and copy the information off the website. Further instruct them to review the material at home. Inform them that they will be playing a game the next day where they will be expected to know this information.

4. Write the names of the Greek mythological characters on a sheet of paper and cut them out so that each name is on a separate piece of paper.
5. Place the names of the Greek mythological characters in a bag.
6. Prepare a matching worksheet with numbered descriptions on the left side of the page and the Greek mythological characters randomly listed on the right side of the page. This will be the evaluation/assessment tool.
7. Make enough copies for each student.

Activity

1. Place the students into groups of 5.
2. Ask the students to choose two people from their group to pick a Greek mythological character out of the bag.
3. One at a time, the students who chose a mythological character will stand in front of the other groups (they can participate with their team when they are not answering the questions as the Greek mythological character).
4. The people in the groups take turns asking yes or no questions to determine which Greek mythological character they chose out of the bag. Each group receives a maximum of 5 tries (one question per person) before they have to come up with an answer. If they do not guess it within the 5 tries then the next group gets to guess or ask one more question.
5. When a team has guessed correctly a new character comes up to the front of the class.
6. Each time a new character comes up a different group begins the questioning.
7. A decision will be made by the class whether to keep score.

Evaluation/Assessment

1. Have the students return to their usual seating arrangement.
2. Hand out the matching worksheet.
3. Explain the worksheet and answer any questions.
4. Give the students 15 minutes to work on it.
4. Count up their correct answers.

Application:

This activity can be integrated within the wider curriculum by making a few adaptations. For example, the activity could be integrated into the drama curriculum. This could be done by placing the students in groups of five. Each student in the group would be given a different mythological character. The group would then be instructed to create a tableau. While remaining in their groups they could participate in a collaborative activity. This collaborative activity would be a well developed story with a moral at the end. Each story would be expected to have three scenes (a beginning, a middle and an end). The groups would perform their story for the class.

There would be no need to adapt it for students with physical disabilities because there is very little movement involved. So it is an excellent way to involve the students with physical disabilities.

This activity could also be extended so that it would meet some of the language arts curriculum guidelines. The teacher could extend the lesson into language arts by instructing the students to make a list of adjectives that describe the characters. Next, the students could write in their journals about their favourite Greek mythological character. Then the students would write a report on their favourite character.

The students would need to have at least one lesson on Greek mythology prior to this activity. This way they would be able to ask appropriate questions and they would probably enjoy it more because they would know a lot of the information.

Notes:

"Who Am I" or "Twenty Questions" (inventor of the game unknown)
Greek Mythology Website - <http://www.angelfire.com/mt/ah>

Contributor: L. Hoglund

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Community Study, World Study

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will work cooperatively with one another in groups of 6 as they discuss, design
and create a flag and cheer for a Greek City-State by reading a detailed profile.
2. Students will demonstrate an understanding of the values and beliefs on which life in early
civilizations was based through the ancient Olympic Games.
3. Students will identify inter-relationships between early civilizations and the environment
with respect to loyalties, personalities, laws, customs, and goals in regards to each Greek
City-State to create props and materials to design their flags and cheers.

Teacher Materials:

profiles on 5 City-States (Sparta, Athens, Argos, Corinth, & Megara); overhead projector and screen;
3 photocopied maps on overheads; material for students (various colours of construction paper, scissors, glue, paint, markers, twin size flat white sheet cut into 5 pieces, masking tape and scrap paper); hot glue gun for teacher's use only to glue props onto to bed sheet, large boxes to put supplies into

Student Materials:

one profile for each student on a City-State, material from teacher (various colours of construction paper, scissors, glue, paint, markers, piece of a white bed sheet, masking tape and scrap paper to design flag before constructing if needed), students can provide pencil crayons, pencils, erasers, ruler if they need it

Sequence:

This activity is the introductory lesson of an ancient Greek Olympic Games unit. This introductory lesson has students studying the five different city-states that participated in the ancient Greek Olympics. Each group of students will study and gain knowledge about how loyal the people were in their particular city-state and how each city-state has its own personality, goals, customs and laws. At the end of this unit the class will participate in a mini-Olympic games session.

Preparation

1. Cut and paste the profiles off of the World Wide Web:
<http://members.aol.com/Donnnclass/GreekOlympics.html>
2. Put each profile on one separate page to print onto different colours of construction paper.
3. Print 6 copies of each profile so that each student has his/her own copy of their group's City-State's profile.
4. Photocopy World map, Greece map and South-Western Greece map onto overheads.
5. Put all designing and constructing materials into a box and label each box with a City-State's name on it.

(Cut twin bed sheet into 5 equal parts too!)

Activity

Introduction: ~5 minutes; Duration: 40 minutes, Clean Up: ~5 minutes

1. Divide class into 5 groups by row following the pre-established seating plan (row 1 with be team one, row 2 with be team two, and so forth). Each team will consist of 6 team members.

Get students to put three desks beside each other and the other three desks beside each other facing the first three desks.

2. Give each group a profile on one of the 5 Greek City-States (Sparta, Athens, Corinth, Argos, and Megara) and announce to each group what their City-State's name is.
3. Once the groups are settled, have the students look to the world map being projected on the screen to see where Greece is located on the World map to make a comparison to where the students live. Next show another overhead to show the complete land area of Greece. Last, show an overhead of the South-Western area of Greece
which is the area that each of the Greek City-States that our class will be studying is located. Have a child from each of the 5 groups come to the overhead to circle the City-State

that they will be studying. Before putting this map away highlight the City-State Olympia and explain to the students that this is the state that the ancient Greek Olympic Games

were held in 776 B.C. to 394 A.D. every four years.

4. Explain to the students that they will be designing and creating one flag and one cheer that will best represent their Greek City-State.

5. Remind the students to highlight and pay close attention to the various characteristics like their City-State's loyalties, personalities, goals, customs and laws that are being given in their

City-State's profile to create the best City-State represented flag. Once each group member has finished reading, send one person to get the material box (that

Application:

This activity can be used to introduce an Ancient Greek Unit and no prior knowledge is required.

I personally find that the subject of the Olympics interests many students thus being the reason

why I chose this topic first to introduce Early Civilizations which is the Grade 5: Heritage and Citizenship

Strand. Extending from this activity can be activities that the students study Olympian Greek gods,

goddesses, myths and legends of early civilizations. Once a god or goddess is studied students can

draw a picture to illustrate the functions, powers, symbols and name of that god or goddess. Once a

myth and/or legend is studied have students in groups of six write a script to put on a production that

will teach others about the myth or legend of their choice by using the appropriate gods, goddesses,

props, music and ideas of the myth/legend.

Another extension is to study the many Olympic events. Have the children study the importance of the

Olympics, why females didn't participate in the Olympics with the men and make a list of the comparison

and similarities of the current and ancient Olympic Games. Have each of the five groups become experts

on certain events and get each group to present their newly found information on the events. To put

closer on the unit have the children participate in a mini-Olympic games day where all the events will be

modified to meet safety standards for example there will be no such event as boxing but there will be an event where boxes will be involved and this is the boxing event.

Overall this activity leads and can be adapted into many different contexts of the larger elementary curriculum. Drama, visual arts, music, physical education, language (writing, oral, & reading), and social studies (grade 5 specifically: heritage and citizenship strand) are the particular elementary contexts that this activity can be adapted into or lead into through the activities mentioned above.

Notes:

References

Donn, D. (unpublished date). Mr. Donn's Simulation Unit: Ancient Greek Olympics for the classroom! Retrieved December 2, 1999 from the World Wide Web:
<http://members.aol.com/Donnclass/GreekOlympics.html>

** this activity is adapted from Mr. Donn's website. I highly recommend everyone to visit this site.

The site is full of information about social study units that are relevant to the current curriculum.

There are many units already planned out and ready to be implemented. Again I highly recommend this site to all of you!!!

Owens, A. & Yealland, J. (1999). *Canada's Maple Leaf; The story of our flag*. Toronto, Ontario; Kids Can Press Ltd. ** at the back of this book there is a listing of websites that can help children design flags, a very reader-friendly book, a lot of pictures that go along with the process of how the Canadian flag was created**

Powell, A. (1989). *Ancient Greece*. (pp. 50, 54-55). New York, NY: Facts on File Inc.
** this book provided a great close up map of Greece and N-E, N-W, S-E and S-W Greece maps.
Very useful.

U.S. Central Intelligence Agency. (1999). *World Map*. Retrieved December 2, 1999 from the World Wide Web:
http://www.lib.utexas.edu/Libs/PCL/Map_collection/cia99/World_sm99.jpg
** what a wonderful site that provides searchers excess to a collection of different maps, this particular site provided me with a world map that I blew up to make it larger and easy to see the world in a larger picture

A book that will assist students in their studies of the gods, goddesses, myths and legends is called "Greece; Integrating the fine arts through a global theme" by the Alberta Global Education Association.

Special Needs Note: Students with physical disabilities or learning disabilities or just in general children with special needs will be able to participate in all events of the unit because there is a lot of group cooperation where tasks are shared, where students can take on appropriate tasks that will meet their strengths and needs. Flag designing material will be easy to manipulate for all plus each student can use their own personal material. All activities require students to participate as a team to accomplish most of the tasks thus no one should be left out.

Contributor: K. Jones

Grade: 5

Topic: Early Civilizations

Keywords: History, Human Geography, Language Arts

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Students will:

1. Identify the Egyptian early civilization
2. Communicate information about early communities through the use of Hieroglyphs.
3. Demonstrate the use of Hieroglyphs using the Egyptian alphabet to decipher a message.
4. Develop a message using the Egyptian alphabet.

Teacher Materials:

Teacher Materials:

Egyptian Alphabet
Hieroglyph message
Ancient Civilizations Teacher Resource Book (see resources)
Egyptian writing overhead
Overhead projector
Overhead markers
Hieroglyph alphabet cards
Construction paper

Egyptian writing overhead
Overhead projector
Overhead markers
Hieroglyph alphabet cards
Construction paper

Student Materials:

Student Materials:

Egyptian Alphabet handout
Hieroglyph message to solve
Hieroglyph alphabet cards

Pencil

Sequence:

Teacher Preparation:

1. Make Hieroglyph Egyptian alphabet cards. Glue each symbol on a piece of construction paper and laminate. Make enough complete alphabet sets for students to work in groups of 4 or 5.
2. Prepare Hieroglyph message on a handout for students to solve.

Activity:

1. Show the class Hieroglyph Egyptian alphabet. Post the alphabet on the overhead projector and work through the form of Egyptian writing (write right to left, symbols, vertical columns) together.
2. Hand out Hieroglyph worksheet and have students decipher the Egyptian message.
3. Number students off into groups of 4 or 5 students.
4. Distribute alphabet cards to each group.
5. Each group member will make a message and other members in the group will try to decipher the message.

Process:

1. The first group member will arrange some of the alphabet cards to make a message for their group members.
2. The group member who correctly deciphers the message first can make a message for the group next.
3. If the group member who correctly deciphers the message has already formed a message then the turn goes to a group member who has not yet made a message.
4. When the time is up each group will compile their alphabet cards and return to the teacher.

Application:

This activity fits into the grade 5 curriculum for Social Studies under the topic Ancient Civilizations. A number of lessons would need to proceed this activity.

Students would need to be introduced to the concept of Ancient Civilizations and have some experience exploring the ancient civilization of Egypt.

This activity can be extended to look at scripture in other ancient civilizations such as Mesopotamia. Symbolism can also be explored at a greater depth and meanings of common symbols in each civilization can be identified. This activity may also work well as a center in an activity center unit for Ancient Civilizations.

Solving messages or breaking codes can be used in other curriculum areas, such as Language Arts in novel studies which secret messages are used and translating passages from French to English or vice versa. Symbolism can also be explored in the Arts curriculum through interpretative drama or dance or a Visual Art representation of a word, phrase or message.

Notes:

This activity is adapted from "Egyptian Writing" in Hundey, I. (1994). *Civilizations: Teacher Resource Book*. Vancouver: Gage Educational Publishing Company.

Contributor: M. Kates

Grade: 5

Topic: Early Civilizations

Keywords: Arts, Community Study, Science, Social Action

Time: 15 Minutes

Student Grouping: Small Group

Expectations:

The students will identify the materials used in the paper making process.

The students will compare the methods used in paper production in ancient Egypt to paper production in modern times.

The students will create their own sample of paper.

The students will discover how they can aesthetically modify the final product by adding various materials to the production process.

The students will discuss the implications of paper production on the environment and ways in which the industry can become more environmentally conscious.

Teacher Materials:

Preparation Materials at Home: (The day before)

- a blender
- a stack of white, unlined paper
- warm water
- jars

Preparation Materials at School:

- a plastic tub
- water
- a picture frame
- a screen
- 6 dishtowels
- a styrofoam tray from meat packaging
- an iron
- paper towel
- (threads of scrap linen, perfume, flower petals- if desired)

Student Materials:

None

Sequence:

Preparation Sequence at Home:

1. Rip white paper into small pieces.
2. Place ripped paper and warm water into a blender.
3. Blend paper and water together until the consistency is that of cottage cheese.
4. Pour mixture into jars with lids.

Sequence of the Activity in the Classroom:

1. In a large plastic tub, empty jars of paper and water mixture (pulp).
2. Add more water to the mixture and stir contents.
(2a. If desired, remove thread from scrap fabric and mix into pulp mixture. {This is merely for aesthetic reasons})
3. Assemble picture frame with the screen securely fastened in place of the glass.
4. Have students, one at a time, dip the frame into the pulp, allowing for the pulp to cover the entire surface of the screen.
5. Using the styrofoam meat tray, apply pressure on the frame to remove any excess water and moisture.
6. Carefully remove the tray, and lay the newly formed sheet of paper on to a dishtowel.
7. Cover the dishtowel with another dishtowel.
8. Iron the dishtowel at a medium heat setting, removing any excess water and moisture from the paper. (THIS STEP MUST BE DONE BY AN ADULT)
9. Place the sheet of paper on a piece of paper towel and allow to dry overnight.

Discussion:

1. What substance did the ancient Egyptians use when they made their own paper?
2. How is paper production now different from paper production in ancient Egypt?
3. Does the pulp and paper industry have an impact on the environment, and if so, what?
4. How can the pulp and paper industry become more environmentally conscious?
5. How can one aesthetically improve upon producing a plain sheet of paper? (i.e. What can be added to the pulp mixture?)

Application:

The above activity can be combined with various subjects from the Ontario curriculum documents. The easiest connection can be made with the Visual Arts curriculum.

Students working from the grade 5 Visual Arts curriculum will be able to:

- ¡€ produce two- and three-dimensional works of art
- ¡€ define the elements of design (shape, form, texture), and use them in ways appropriate for this grade
- ¡€ describe the strengths and limitations of various art tools, materials, and techniques
- ¡€ select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly.

In addition, the paper making activity can be combined with the Science and Technology component of the curriculum. The students will be able to:

• identify and describe some changes to materials that are reversible and some that are not (e.g. with relation to paper production);

• describe changes they observe in the properties of materials when the materials interact with each other (e.g., when pulp is mixed with water)

• communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts

The production of paper has many links that can be drawn to the curriculum, and to life in general in Canada. As part of the Social Studies curriculum, students are aware of the natural resources in Canada, and where those industries flourish. Moreover, the issue of environmental protection can also be raised.

Before conducting this activity, students will have learned about life in ancient Egypt, the importance of art and documentation to the Egyptian culture, and the uses of papyrus.

Papermaking is an excellent activity to cover many of the objectives of the Ontario curriculum. It is a fun activity, which children enjoy participating in.

Notes:

The above activity was tested out on a grade 5 class. The students were very enthusiastic. This activity was completed by the entire class. As this activity was conducted within a small group of students, while the paper production process was being completed, the discussion questions were raised. The following day, the students were asked to write with ink their names on their paper using the hieroglyphic alphabet that had been provided to them. Each student was able to take home the finished product.

Contributor: S. Lord

Grade: 5

Topic: Early Civilizations

Keywords: History, Inquiry Skills, World Study

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of the interrelationships between early civilizations and the environment (e.g., with respect to food, shelter, clothing, cultural practices).
2. Students will demonstrate an understanding of the nature of the class structures of early civilizations.
3. Students will demonstrate an understanding of the nature of some of the values and beliefs on which life in early civilizations was based.
4. Students will identify some of the major scientific and technological achievements of early civilizations.
5. Students will identify and compare design and technology in early civilizations (e.g., with respect to roads, jewellery, tools, pottery, etc).
6. Students will use appropriate vocabulary to describe their inquiries and observations.
7. Students will communicate information about early communities, using media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs.

Note: The ministry expectations covered will depend on the choice of pictures used in the activity, as well as how students are asked to present the material.

Teacher Materials:

Correct information about the artefact photographs/pictures (what is it, who used it, how was it used).

Chalkboard/erase board as visual aid, or use overheads to display information and instructions to the students.

Student Materials:

5 envelopes (1 per group)

30 photos/pictures of Egyptian artefacts (6 per envelope for each group)

10 sheets of chart paper (2 per group)

5 markers (1 per group)

Sequence:

Preparation:

1. Collect approximately 6 different pictures of Egyptian artefacts (see resources for good website).
2. Place one copy of each picture in 5 different envelopes.
3. Be sure to have a copy of the correct information about each artefact (who, what, how used)

Activity:

1. Divide the class into 5 groups.
2. Give one envelope of pictures to each group.
3. Have the students designate a group recorder.
4. Show the students on an overhead or chalkboard/erase board how to set up the chart to record their information on the chart paper (4 columns: artefact name, what is it, who used it, how was it used)
5. Instruct the students to look at each picture, one at a time, and to fill out the chart as a group.
6. Tell students to use the knowledge they have already acquired in class to come up with their answers (this should not be an introductory activity).
7. Allow approximately 40 minutes to complete this.
8. Stop the activity, but leave each group seated together.

Discussion/Closure/Recap:

1. Display one picture. Ask each group to present what they have written about it.
2. Reveal the correct information to the students if it has not already been presented.
3. Repeat this for each picture.
4. Have the students copy down the correct answers, or provide it in a handout of your choice.
5. Collect the materials, and perhaps post the pictures and information somewhere in the classroom.

Application:

This activity can be used to reinforce a topic under study such as Ancient Egypt. Other early civilizations may be used as well. The students would need some prior knowledge to be able to participate. For this reason, the activity should not be used to introduce a topic, but should be used instead to capture their interest and to initiate critical thinking and group work in a topic already under study. As an example, students should have an idea of the class structure of ancient Egypt if they are expected to decide who might have used a particular artefact, and for what purpose.

If a teacher has a particularly good class, he/she may wish to modify this activity. Artefacts (or look-alikes) can be buried and marked off with string in the schoolyard sandboxes. Have one group at a time dig up the artefacts and draw sketches of them. Once this is completed, have the students return to the classroom to fill out the chart

described above. This would add in an element of art to the activity, and provide a more hands-on learning experience for the children.

The teacher may also wish to run through the activity again using a different civilization. This would be a good way to introduce the students to comparing any similarities and differences between the two early civilizations.

Notes:

Pictures for this activity can be found in a number of sources such as informational picture books, the Internet, and magazines.

Here is a website about Ancient Egypt that would be quite useful:

<http://touregypt.net/antiquities/> (then click on virtual museum)

Contributor: J. Mashinter

Grade: 5

Topic: Early Civilizations

Keywords: History, Inquiry Skills, Language Arts, Science

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will be able to:

- 1) Identify sources used to understand the past (e.g.,, oral histories, written records, video and audio recordings, and digital data).
- 2) Recognize and understand that archeologists use physical evidence in the form of artifacts (human-made objects) to learn about the past.
- 3) Identify and describe functions of 'artifacts' that aid in understanding a culture (e.g.,, Inter-relationships between culture and environment with respect to food, shelter, clothing, and cultural practices). (* p.g. 23 from the Grade 5 Curriculum Document)

Teacher Materials:

- 1) 30 worksheets to hand out to students
- 2) Teachers choice of artifacts from the past (e.g., illustrations of cave art, illustrations or real examples of pottery from the past with decorative designs, and/or samples of colourful record albums from the fifties)

Student Materials:

- 1) pens and pencils
- 2) 6 plastic zip lock bags for each group (Total: 36 bags for class)
- 3) each group must collect 6 artifacts

Sequence:

Preparation:

- 1) Discuss with students the difference between historians and archaeologists by asking them how we know that an event happened in the past. Encourage students to think of

the various methods used to document past events (e.g., oral histories, written records, video and audio recordings, and digital data) and have them evaluate how each method differs from the others.

2) Tell students that historians use all of these recorded sources to understand the past. Inform them that not all societies have kept records and that records can often be incomplete or biased. Ask students how they might learn about a past event if they could not read about it or view it on videotape. Ask students to think about the work of an archaeologist--what does this type of researcher look for? Students should conclude that an archaeologist seeks physical evidence (clues) of the past. Use examples of artifacts (e.g., pottery decoration, cave art & colourful record albums from the fifties) to demonstrate to students how these artifacts can be viewed as creative expressions documenting many aspects of culture which include settlement patterns, trade, food, clothing, technology and cultural practices.

Activity:

1) Tell students that they will be learning how archaeologists use physical evidence in the form of artifacts (man-made objects) to learn about the past. Stress that what may appear ordinary to us might well help someone from another culture or time to understand us better. Explain to students the definition of the term 'culture.'

2) Split students into groups of five. Tell groups to imagine that they are researchers from the future on a mission to collect artifacts from a previously unknown culture. The culture can be any culture of their choice (e.g., group of students at school, their family, a community group, popular culture, a culture from a different country, and culture in the workforce).

3) Instruct groups to collect a total of 6 fragmented artifacts that will help others to understand the culture. Groups are to place each artifact in a separately numbered zip lock bag (numbered 1 to 6).

4) Inform students that they have the option to collect artifacts from the past (e.g., 1950's, 1960's). They may want to obtain artifacts from grandparents or parents. Artifacts collected must come from the same time period. At least two artifacts must relate to one another. To be completed for next class.

Next Class

5) After groups collect their artifacts instruct students to set up their own stations which present their artifacts all numbered individually in plastic bags. Hand out worksheets to all groups.

Process:

- 1) Instruct groups to then visit each station. Tell groups that they are to open the bags carefully to examine each of the artifacts.
- 2) Instruct groups to answer questions listed on the worksheet handed out at the beginning of class. Answers are written on the worksheet provided.

Questions include the followin

Application:

This introductory activity is appropriate for all grades levels above grade 5. Students at this level already have an understanding of how archaeologist helps us learn about the nature and past existence of dinosaurs. This is all the prior knowledge a student would need before this activity is introduced. It is important for students to realize that archaeology has the potential to increase our understanding of the distant and the recent human past. More importantly students should know that in many cases archaeology is all we have to understand the human past. Teachers can use this activity as part of either a world cultures curriculum or any social studies unit that explores methods of understanding the past (e.g., oral histories, written records, video and audio recordings, digital data and archaeology). Students can evaluate how each method differs from the others. This particular unit can extend and reinforce a topic area under study. For example, by the end of grade 5, students are expected to demonstrate an understanding of the interrelationships between early civilizations (e.g., Mediterranean, African, Asian, Central/South American) and the environment (e.g., in respect to food, shelter, clothing, and cultural practices). Each day the teacher could introduce a different method of understanding the human past to fulfill the expectation listed above. For example, in respect to archaeology, ceramics (pottery) are considered good markers which are useful in dating time periods and documenting many aspects of culture which include settlement patterns, trade, food, clothing, technology and cultural practices. Students can then use this information to compare civilizations. This activity fits quite nicely within the larger context of the elementary curriculum. In science class students can learn about the science behind the study of archaeology. Students can learn about aspects of archaeology that include locating a site, excavation, interpreting evidence, and decoding the past using typology.

Notes:

This activity is adapted from a lesson on Everyday Objects
Web Address: <http://educate.si.edu/resources/lessons/siyc/eskimo/page11.html>

Contributor: M. McGarrity

Grade: 5

Topic: Early Civilizations

Keywords: Language Arts, Media Literacy

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. The students will demonstrate their knowledge of Greek myths, The Ontario Curriculum, Grades 1-8, Social Studies, Specific Expectation, pg.23
2. The students will produce their own media texts, The Ontario Curriculum, Grades 1-8, Language Arts, Overall Expectation, pg.19
3. The students will proofread and correct their final drafts, focusing on grammar, punctuation, and spelling, The Ontario Curriculum, Grades 1-8, Language Arts, Overall Expectation, pg.19

Teacher Materials:

1. Several books on Greek mythology
2. Several visual representations of Greek mythological characters (pictures, movies, sculptures etc.)
3. Paper

Student Materials:

1. Paper
2. Pens
3. Several large creme coloured sheets of paper
4. Scissors
5. Glue

Sequence:

Overview of Activity:

This activity is designed to take place during a unit on Greek mythology. The activity involves the students using their knowledge of Greek mythology to create a class newspaper. Due to the complexity of the activity, two 60 minute periods should be allotted for completion. The first 60 minute period will be spent on the organization of each groups' responsibility for the newspaper, the completion of individual articles for the newspaper, and the revision and editing of each article. The second 60 minute period will be spent on creating the newspaper itself.

Preparation:

1. Have books and pictures of Greek mythological characters set out on desks for the students to refer to
2. Have the desks in the classroom arranged into 6 separate groups. The number of desks at each of the 6 areas will depend on the number of students in the class. Ensure that there are even numbers of students at each of the 6 areas. (ex: a class of 30 students would have 5 desks at each of the 6 areas).
3. Each of the 6 groups will have their own responsibility for the completion of the newspaper. Write each group's responsibility on one piece of paper that will be placed on one of the desks in each of the areas. The responsibility of each group is listed below under activity. Each piece of paper will list what that group is responsible for in the newspaper, a group brainstorming task, and an individual writing task.

Activity: Day #1: first 60 minute period

1. Begin by telling the students that anyone who has spent time in their local supermarket is familiar with tabloid headlines such as: "Rabbit-Faced Baby Born to Buck-Toothed Mom" or "Aliens Abduct Man and Return Him to Earth 100 Years Later".
2. Explain to the students that the Greek myths they have been reading about provide bizarre stories that can be used in this kind of journalism. "Three-headed Dog Guards Portal to Underworld", "Flying Horse Helps Hero".
3. Tell the students they will be using their knowledge of Greek myths to write articles for a class tabloid newspaper. Tell the students that in order to do this they will work in groups where they will have a particular responsibility for the class Greek mythology newspaper.
4. Remind students that they must use their knowledge of Greek mythology for this assignment.
5. Divide the class into 6 groups and have each group sit at the desks in one of the 6 areas you set up.
6. Allow 5 minutes for the groups to get organized, and for each group to read their group's task card.
7. Allow 5 minutes for each group to complete their group brainstorming task.
8. Allow 30 minutes for everyone to complete their individual writing task.
9. Group #1: **Headline Articles**
 - (1) Group responsibility: This group is responsible for the creation of the headline articles for the newspaper.
 - (2) Group Brainstorming Task: As a group, brainstorm a list of intriguing headlines that would make readers want to read that article. (ex: Baby Strangles Snake with Bare hands)

Application:

This activity was chosen for the grade 5 level because of its fit with the Heritage and Citizenship, specifically Early Civilizations, strand of the Ministry of Education social studies curriculum requirements for the grade 5 level. One of the specific expectations of the Early Civilizations strand in the social studies curriculum for grade 5 is that the student can "describe myths and legends of various early civilizations" (23).

This activity would serve as a culmination activity at the end of a unit on Greek mythology as it is designed to reinforce the students' understanding of Greek mythology. This activity could be extended by having the class celebrate the "publishing" of their Greek Mythology newspaper by dressing in Greek clothing, bringing in Greek food, and listening to Greek music. This would require learning about the basic features of the early Greek way of life which would satisfy other curriculum requirements for grade 5 within this social studies strand (demonstrate an understanding of the basic features of early civilizations (pg.23 MET document)).

Notes:

This activity was designed solely by me.

Contributor: L. Neamtz

Grade: 5

Topic: Early Civilizations

Keywords: History, Inquiry Skills, World Study

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify the basic features of early Egyptian civilisation.
2. Students will correctly spell common Ancient Egyptian terminology.
3. Students will use appropriate vocabulary to describe their inquiries and observations.
4. Students will demonstrate an understanding of some of the values and beliefs on which life in early civilisations was based.
5. Students will identify some of the major scientific and technological achievements of early civilisations (e.g., in architecture, sculpture, medicine).

Teacher Materials:

 Chart paper

 Marker

 1 large poster board

 Glue

 Yellow construction paper to make triangles (mini-pyramids) for the students to record their facts on

 Scissors

Student Materials:

 Various books on Ancient Egypt i.e. art, history, daily life, families, social structure, religion

 Magazines i.e. National Geographic, Owl

 Encyclopaedias

 Interactive CD-Roms (applicable only if the class has access to computers during school hours)

 Social Studies workbook to record facts in a rough format as they find them in the resources

 30 Pencils

 5 Pre-cut yellow triangles per student (or more, depending on the size the teacher wants the pyramid to be)

 30 Markers

 1 Glue stick

Sequence:

Teacher Preparation

1. Gather all the necessary materials previously listed.
2. Pre-cut yellow pyramid triangles for the class to record their facts on.

Student Preparation

3. Begin the introduction to the lesson by asking the students what they know about Ancient Egypt and write down their responses on chart paper. Keep the answers in a place that is visible to all students.
4. Ask the students what they would like to learn about Ancient Egypt. Record the answers on chart paper, leaving room to write down what the children learn as they study Egypt.
5. Use a word list to familiarize the students with unfamiliar terminology related to the study of Egypt.
6. Demonstrate the use of the new words in sentences.
7. Have the children write out the new words in alphabetical order.
8. At this point, students have enough background knowledge to adequately begin the „Knowledge Pyramid“ activity.

Activity

9. Have students begin by skimming the various resources provided for facts on a specific topic related to Ancient Egypt.
10. Each time a student finds an interesting fact they need to write it down in their social studies workbook. The teacher should reinforce conscientious spelling.
11. Once the students have found the number of facts specified by the teacher they should take their workbooks up to the teacher. The teacher then ensures that it is indeed a fact the student has recorded. The teacher also ensures that there is proper spelling.
12. After the teacher has approved the fact the student may take their fact and get a pre-cut pyramid triangle and marker.
13. The student then neatly prints the fact on the paper triangle.
14. Once the student has recorded the fact on the paper triangle they are ready to add it to the „Knowledge Pyramid.“ (NOTE: Make sure the students check the triangles! It is important to ensure whether the triangle goes upside down or right side up).
15. The teacher should begin by arranging the first row of the „Knowledge Pyramid“. Take the paper triangles with the facts written on them and decide how wide the base of the „Knowledge Pyramid“ should be. For the first row of the pyramid, all triangles need to have one point facing upwards. For row 2, all triangles must be placed in the opposite direction, with one point facing down so it fits neatly into the first row. Continue to do this until you reach the top of the pyramid.
16. Have each student read the fact that they have placed upon the pyramid. Depending on individual time constraints, this could lead into a larger discussion of Ancient Egypt on the same day as the „Knowledge Pyramid“ activity. If time is limited, a discussion could take place on the next day.

17. Have the students clean up their desks and return all books and magazines to the appropriate shelves in the classroom.
18. Collect all markers from the students.
19. Place the „Knowledge Pyramid% prominently in the classroom.

Application:

It is possible to adapt this activity to a variety of age groups. For instance, younger children could look at picture books on Egypt, and then write out simple questions or words on the triangles. Older students could do a more involved activity. They could be placed in small groups, with each group being given a specific topic related to Ancient Egypt (religion, art) rather than the broad topic of Egypt in general.

This activity fits easily into the Ontario curriculum, as it comes from the Heritage and Citizenship strand in the Grade 5 program. This activity not only teaches social studies concepts to students, but also can integrate a wide variety of subject materials. For example, language skills are brought into play by exposing students to new words and terminology. Critical thinking skills and inquiry are found when the students are investigating the literature for Egyptian facts. Reading skills are utilized when the children read the resources on Egypt while looking for facts. The students utilize writing skills when they formulate their facts for the „Knowledge Pyramid.% When one considers the broad range of skills that this one activity encompasses it is clear this is a very valuable classroom activity.

A teacher could further build upon this lesson. After the creation of the pyramid, students could do a creative writing exercise on an aspect of Egypt they find interesting. This unit could also be incorporated into the arts, as students could build a pyramid or create an Egyptian scene.

Notes:

This activity has been adapted from „Ancient Egypt Lesson Plans% by Jamison J. Fisher, 1997. I found this activity on the Web, and the URL is:
<http://157.182.12.132/omdp/Jami/htm/lesplan.htm>.

Contributor: A. Salomons

Grade: 5

Topic: Early Civilizations

Keywords: Arts, History, Math

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify aspects of Ancient Greek architecture and religion.
2. Students will work cooperatively with one another as they construct a Greek Temple.
3. Students will use their problem solving and measurement skills in order to complete a this three-dimensional structure.

Teacher Materials:

1. sample model of the Greek temple you have constructed
2. a glue gun to reinforce construction joints

Student Materials:

10 shoeboxes (1 per group)
30 sheets of white lined paper (3 per group)
10 bottles of glue (1 per group)
20 pairs of scissors (2 per group)
30 paper-towel or 60 toilet paper tubes (3 or 6 per group respectively)
60 yogurt container bottoms (6 per group)
10 pieces of heavy, white bristol board (22 in x 28 in) (1 per group)
10 rolls of scotch tape (1 per group)
10 sheets of newspaper (1 per group)
30 metric rulers (3 per group)
10 worksheets (1 per group)
pencils
erasers

Sequence:

Preparation (prior to the day of the activity)

1. Ask students to start collecting paper-towel rolls, toilet paper rolls, yogurt containers shoebox lids and cardboard a week or so ahead of time.
2. Start collecting these items yourself a week ahead of time just in case some students forget or are unable to obtain these materials.

Preparation (on the day of the activity)

1. Set materials out on a long table, buffet-style, so that they are easily assessable and students are moving in one direction.
2. Divide students into groups of three. Invite the students to arrange the desks into clusters.
3. Designate one student from each group to retrieve the building materials.
4. Provide students with a worksheet outlining the steps they need to follow to complete their Greek temple. (Please refer to Instructions for Students)
5. Explain each step on the worksheet before the students begin.

Instructions for Students: Building Your Own Greek Temple

Follow these steps carefully to complete your own Greek temple.

Platform

1. Turn the shoebox lid upside down. This is the base of the temple.

Fluted Columns (Follow these steps for each of the 6 columns)

1. Fold a piece of lined paper, accordion-style, along the lines.
 2. Glue the folded paper around the tube, making sure that the tube is completely covered.
 3. Glue one end of the tube and place it onto one of the yogurt container bottoms.
 4. Apply glue to the yogurt container bottom and connect it to the platform.
- Note: Make sure the columns are evenly spaced at each corner of the platform.

Ionic Capital (Follow these steps for each of the 6 columns)

1. Cut out a small piece of white paper, about the same width and length as one of the columns.
2. Roll each end of the paper inwards so that it looks like a two-sided scroll.
3. Glue the paper on top of the column with scrolls facing downward.

Temple Roof

1. Cut the bottom out of the shoebox (this will be the base of the temple roof).
2. Cut two triangles from the bristol board. The bottom of the triangles should be the same measurement as the width of the platform. The height of the triangles should be half of the length of the base. Note: The triangles should be identical.
3. Measure both sides of one of the triangles and add the two measurements together.

4. Draw a rectangle on the bristol board with one side the length of the shoebox and the other side the length of the measurement obtained in Step #3. Cut out the rectangle to form the roof of the temple.
5. Fold the rectangle, length-wise, in half.
6. Assemble the roof. Do you need reinforcements? Once you have finished this step, ask your teacher to secure the joints with the glue gun.
7. Attach the roof to the columns to complete the temple.
8. Dedicate your temple to a Greek god of your choice. Then draw a small picture of the god to glue on to the front of the temple. Be prepared to discuss why you chose this particular figure for your dedication.

Application:

This social studies activity can be used to extend a lesson dealing with the structure of Ancient Greek temples. It allows the students to make use of problem-solving skills, work cooperatively and experience some of the challenges encountered when building an architectural structure. This type of activity will convey the students, ability to measure and construct a three-dimensional structure. It fulfills several of the expectations for visual arts and mathematics outlined in The Ontario Curriculum. It will also allow the students to apply their knowledge of Ancient Greek mythological figures and architectural practices of the Ancient Greek society. An activity of this nature can be used in a number of contexts to illustrate architectural concepts of a given society.

Notes:

This activity is an adaptation of the „Build a Greek Temple% activity in *Ancient Greece!: 40 Hands-on Activities to Experience This Wondrous Age* by Avery Hart and Paul Mantell.

Contributor: M. Savage

Grade: 5

Topic: Early Civilizations

Keywords: Arts, History, Language Arts, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

Students will be able to:

- 1) Describe the Japanese tradition of kite building and explain its significance in Japanese culture.
- 2) Apply their knowledge of traditional Japanese kite building to create a paper model of a Japanese kite.
- 3) Orally present the story the pictures on their Japanese kite represent.

Teacher Materials:

Tape, String, Tacks or other material to hang the kites

Pictures of traditional Japanese kites

Example Kites (Made by the teacher or previously by students)

Student Materials:

30 Sanjo Rokkaku Kite Designs (Pre-cut out of white bristol board)
(for design see Japanese Kite Collection resource)

30 Pieces of kite string (approximately one foot in length)

1 Hole Punch

Colouring Materials (Whatever you choose to use)

Eg: Markers, Crayons, Pencil Crayons, Oil Pastels (Various Colours)

Sequence:

Introduction:

1. Explain to the students that kites have been a part of Japanese culture for thousands of years. In Japan they are considered works of art and were constructed for a variety of purposes including signals in war, for a variety of competitive sports, for souvenirs and for gifts. In modern Japan, Japanese children still receive kites on New Year's Day and celebrate the holiday with them.
2. Tell the children that traditional Japanese kites are among the most beautiful in the world and that they are celebrated in a number of kite festivals held throughout Japan. In Japanese culture it is thought that kites protect the people from evil spirits. Explain that the pictures on the kites all have a purpose, that they tell a story. The story can be an

actual event that happened in the past (for example the story of a famous battle), or a myth, or a personal story.

3. Pass around the pictures of the traditional Japanese kites for the students to look at.
4. Explain to the children that the Japanese kites come in a variety of sizes - from small kites one person can fly to very large kites that up to ten people fly. Also explain that the traditional Japanese kites are made from bamboo and special Japanese paper. Also tell them they come in a large variety of styles.
5. Tell the students that they are going to create their own model of a traditional Japanese kite on bristol board. Explain to them that their kite will not be able to fly outside as it is just a model. Also explain that the pictures they decorate their kites with must tell a story.
6. Show the students the sample kites.

Preparation

1. Cut the 30 Sanjo Rokkaku Kite Designs out of the 30 pieces of bristol board using the kite design on the Japanese Kite Collection website (<http://www.asahi-net.or.jp/~et3m-tkkw/>)
2. Lay a piece of bristol board on each child's desk.
3. Distribute whatever colouring materials you choose to use to the students.
4. Remind the students that the pictures must depict a story that they will present later.

Activity

1. Have the students decorate their kites with whatever media you choose - markers, crayons, pencil crayons, oil pastels or a combination of them. When they are complete hole punch a hole in them and attach the kite string to each kite.
2. When finished clean up all the materials

Oral Presentation

1. Each student will then present their kite to the class and orally explain the story the pictures on the kite represents. Students will be assessed on the successful completion of their kite and their oral presentation of their story.

Conclusion

1. Display the completed kites.

Application:

This activity was designed specifically to be used as part of a unit on Ancient Japan for the Early Civilizations strand of the grade 5 social studies curriculum. In this capacity it could help satisfy a number of specific expectations outlined in the curriculum document including: demonstrate an understanding of some of the values and beliefs on which life in ancient Japan was based; demonstrate an understanding of how these values and beliefs impacted on the daily lives of the people of ancient Japan; identify some aspects of design and technology in ancient Japan. To the ancient Japanese people the kites were more than a child's toy. They were a powerful piece of technology which they used as a

means of communication. They were admired and celebrated for their artistic value. The kites also had strong connections to Japanese mythology. Kites were powerful cultural artefacts to the Japanese people.

This activity, while designed for use with the social studies curriculum, has a strong visual arts aspect at its core. It can easily be used to help fulfill the grade 5 visual arts overall expectation of creating a variety of two and three dimensional works of art that communicate a range of ideas for specific purposes.

As this activity also has an oral component it can be integrated with the oral and visual communication strand of the grade 5 language arts curriculum. It can be evaluated as an oral presentation to help fulfill a variety of specific expectations from the language arts curriculum.

Notes:

This activity is adapted from the grade one activity "Japanese Kite Stories" developed by Laurie Herman.

An important resource used in developing this activity was the Japanese Kite Collection website at <http://www.asahi-net.or.jp/~et3m-tkkw/>

Contributor: H. Smith

Grade: 5

Topic: Early Civilizations

Keywords: History, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will design and create a flag of their group's city state
2. Students will create Olympic medals.
3. Students will plan and implement an activity that represents an Olympic event.
4. Students will demonstrate various physical and intellectual skills to participate in the events.
5. Students will work together amicably and will exhibit good teamwork skills.

Teacher Materials:

Grape juice

Baklava

(For a Greek-style snack on day 2)

Student Materials:

Flag making:

White poster paper

markers/pencil crayons

6 metre sticks

masking tape

Medal making

Orange (bronze), yellow (gold) and gray (silver) construction paper

6 rolls of black yarn

18 pairs scissors

single hole punch

Event Planning: some good materials to have on hand could be:

bean bags

hula hoops

spoons

straws

balloons

construction and poster paper

reference books on Greece (for research)

Sequence:

Day 1

Preparation:

The teacher will assemble the students into approximately 6 groups of 5 students. (The teacher should try to make these teams balanced in regards to physical and intellectual ability)

Each group will be designated as a city state - such as Athens, Sparta, Thebes etc. (Supplies for Day 1, Activity 1 should be laid out in advance. Desks should be arranged into pods.)

Activity 1:

In their groups, students will design a flag to represent their city state. The teacher may recommend that the students use a design in keeping with the city states' philosophy, patron god etc. Once the flags are completed, the students will attach the flag with tape to a metre stick.

Duration: 30 minutes

Activity 2:

Next, the students will make the medals for the events of the next day. 2 groups will make bronze medals, 2 groups will make silver medals and 2 groups will make gold medals. Within each group, 1 person should draw circles (about 3 inches in diameter), 1 person should cut the circles, one person should punch a hole at the top of the circles, one person should cut the yarn into an appropriate length, and the last person should string the yarn through the holes in the circles and tie the two ends together. In total, the students should make 42 gold medals, 42 silver and 42 bronze (therefore each pod makes 21 medals). That is 6 events with 5 gold, silver and bronze winners each, plus 12 extra for each medal.

Duration: 20 minutes

Activity 3:

Finally, within their groups, each group will be responsible for designing an „Olympic% event. The event should be simple. For example, one event could be throwing bean bags into a hula hoop from 15 feet away. Each member of the team would get one throw and the team with the most bean bags comes in first. Another event could be a trivia game on the Greek gods. Not all events should be physical - some should be based on the prior lessons, or have an intellectual component. The teacher must be aware of the events being planned, and provide a great deal of guidance to the students. He/She must ensure that the events are not dangerous, that they can be done in the confines of the classroom, that they will include all students, that they are not too difficult, and that the supplies for the event are available and do not require major construction.

Duration 70 minutes

Day 2

Activity 1:

On day two, the students will actually have their Olympic Festival. The afternoon will begin by each group parading into the classroom, with one person holding their flag. After they enter, the teacher should open the games with a brief speech regarding the hard work the Olympians have done to prepare for these games, and may discuss the rules and procedures for the events.

Duration: 10 minutes

Activity 2:

The teacher should facilitate the progress through the games and should have decided in advance the order of the events. As each event occurs, the teacher should act as the referee and judge and should

Application:

This activity should be used as a culminating activity on the Greek civilization unit. The activity assumes that the teacher has covered the structure of Greek society (city states) and the Olympic Games. Special consideration should be paid to the issue of competition, time restraints and the level of student autonomy needed to complete these tasks. If the teacher is uncertain about the event designing portion of the activity, he/she could design the events in advance. If the teacher is concerned about limiting time, he/she could also make the medals in advance. The teacher could also make many alterations regarding the degree of competition he/she wants to encourage. Focus should be taken away from competition and geared more towards teamwork if possible. Modifications should also be made in accordance with students with special physical needs. This activity can easily be used to meet cross-curricular expectations, particularly in the arts (role play, design of flags) and physical education.

Notes:

This activity was adapted from: Teacher Created Materials, *A Guide for Using D,Aulaires, Book of Greek Myths in the Classroom*. Based on the book written by Ingrid and Edgar Parin D,Aulaire.

Guide written by Cynthia Ross 1993 Westminster, CA

ISBN: 1-55734-423xx

Contributor: K. Whitley

Grade: 5

Topic: Early Civilizations

Keywords: History, Language Arts, Multiculturalism

Time: 30 Minutes

Student Grouping: Individual

Expectations:

1. Students will translate two messages written in symbols to English using an alphabetic symbol key.
2. Students will translate one message written in English to symbols using an alphabetic symbol key.
3. Students will recall one piece of information about Egyptian culture by writing the information in one sentence and translating the sentence from English to symbols.
4. Students will read two pieces of information about Egyptian culture by translating two messages from symbols to English.

Teacher Materials:

Photocopy machine
Blackboard
Chalk

Student Materials:

30 Hieroglyphic Code Handouts
30 Hieroglyphic Activity Handouts
30 Scrap pieces of paper
30 Pencils

Sequence:

PREPARATION:

1. Obtain a simplified Hieroglyphics Code Handout that translates the English alphabet to hieroglyphic symbols.
2. Create a Hieroglyphic Activity Sheet with two parts:
 - a. On the front, a decoding section, with the sentences „Ancient Egyptians used symbols for writing and reading,% and „The formation of culture depends on humans, ability to symbolize,% encoded in hieroglyphics, and the instructions, „Using the Hieroglyphic Code Handout, decode the following message.%
 - b. On the back, an encoding section, with horizontal straight black lines about 4 cm apart (on which the children may write the message) and the instructions, „Using the

Hieroglyphic Code Handout encode 1 short sentence about Egyptians in hieroglyphics, and then, give your sentence to a friend to decode.%

3. Write the following instructions, simplified, on the black board:
 - a. FIRST, decode the given message on the front of the activity sheet.
 - b. SECOND, write down your message in English on the scrap piece of paper.
 - c. THIRD, encode your message on the back the of the activity sheet.
 - d. FOURTH, exchange your message with your partner.
 - e. FIFTH, decode your friend,s message on the scrap piece of paper.

ACTIVITY:

1. Ask students what they think a symbol is. Follow-up the question by telling the students that a symbol is an object used to represent something else, like an idea, quality, word, objectΣetc.
2. Tell students that today they are going to use symbols to represent letters in translating messages.
3. Divide class into partners.
4. Tell the students they will receive three pieces of paper, the Hieroglyphic Code Handout, the Hieroglyphic Activity Sheet, and a scrap piece of paper. Elaborate on and explain the instructions on the blackboard. Tell the students if they finish the activity before their classmates they may encode another message, but not to exchange it with a friend.
5. Select three students to distribute handouts.
6. Circulate classroom, answering any questions, and helping those children that need help.

FOLLOW-UP:

1. After approximately 20 minutes, ask students to stop what they are doing.
2. Invite the children to share any interesting Egyptian messages that they received from their partner. Tell the students that the hieroglyphic symbols used in the activity were what Ancient Egyptians used to write and read.
3. Tell students to place handouts in their social studies duotang or binder.
4. Encourage students to make a message for their parents to decode when they go home.

Application:

Before doing this activity, the children require some knowledge of Egyptian culture in order to translate their sentence about Egyptian culture (in English) into hieroglyphics. To ensure each child will have one piece of information to write down, the teacher could always read a short story with factual information about Egyptians or have the students do a Web Quest on the Egyptian culture in a prior lesson.

This activity introduces the topic of symbolism as a feature of culture. Extending from this activity the teacher could have a discussion with the class about other means of symbol use in Egyptian culture, in other cultures and our culture, and how these symbols help form cultures. In addition, following this activity the teacher could dedicate a lesson to symbolism in culture, and have the students brainstorm symbols of „Canadian%

culture and perhaps also brainstorm symbols of their „Grade 5 class%” culture. Not only would this reinforce the idea that symbolism is a feature of culture, but it would also help the children to see how symbolism functions in culture.

Using such an activity on Egyptian hieroglyphics can also be used to introduce the influence of early writing systems on the writing systems of today. After short discussions on these influences, having the children write a short fictional exposition on why we use the alphabet and not „complex pictures%” like hieroglyphics to write today is another interesting way of extending the activity.

The use of the Egyptian culture relates to the Early Civilization strand in grade 5; however, this activity could be easily adapted to grades 4 or 6, in using symbols from medieval times or Aboriginal people, respectively. Once again, this activity can be used to discuss with students how these cultures are different, but at the same time similar to Canadian culture.

Finally, this activity has a large range of interdisciplinary applications. Whether the activity is used for grade 5 as suggested or adapted for grades 4 or 6, the activity incorporates history in providing facts about a culture and integrating the idea of symbolism,s function of communication in culture. This activity also incorporates language as the children must form sentences and translate from one symbolic language to another. Furthermore, the activity can be used and extended in different subjects: the children may make tea-stained hieroglyphic parchments with their encoded sentence for visual arts or create their own symbolic language for their „grade five classroom%” culture for history (see resource for making your own alphabet). Using rune symbols for the activity and relating it to a fantastical novel such as *The Hobbit* would allow it to be incorporated into English.

Notes:

This activity is adapted from an exercise in the lesson plan „Symbols and Hieroglyphics%” in Valerie Hastings Moye,s book „Problem-Based Learning in Social Studies: Cues to Culture and Change%” (Illinois: SkyLight Training and Publishing Inc., 2000).

A similar activity for dramatic arts can be found in the lesson plan „Writing Secret Code in Runes%” in The Hamilton-Wentworth District School Board and Theatre Aquarius, „A Curriculum Support Document: *The Hobbit* by J.R.R. Tolkien%” (Hamilton: Theatre Aquarius, 2002).

Resource for simplified Hieroglyphics Code Handout, „The Hieroglyphic Alphabet%” from <http://members.aol.com/eqyptnew/hiero.html> (no author, no publisher, or copyright date available).

Other useful links for web resources on the subject of cultural symbolism:

www.ancientscripts.com

<http://iwebquest.com/egypt/hieroglyphs.htm>

<http://alphabet.tmema.org/applet.html> (synthesize your own symbol alphabet)

www.runemaker.com

Contributor: M. Chubb

Grade: 6

Topic: Canada's Links to the World

Keywords: Economics, Government, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Identify products that Canada imports and exports.
2. Use appropriate vocabulary (imports, exports and trade).
3. Describe the influences of other countries on contemporary Canada.
4. Understand the importance and benefits of trade

Teacher Materials:

2 large sheets of paper

1 black marker

6 sets of laminated cards with information about the imaginary countries on them

Coloured construction paper (in red, green, yellow, blue and white)

6 pairs of Scissors

Student Materials:

Paper

pencils

rulers

Sequence:

Introduction:

1. Ask students to see where their shirts, or other clothing was made (by checking the tag).
2. See if students can name other products that are shipped from other countries from around the world.
3. Start a list of products that are imported from other countries (Ask what the word import means, explain if necessary).
4. Try to get students to list different types of products that are imported (food supplies, plastics and rubber, metals, minerals, cars and machinery, electronic devices etc.).
5. Ask students why Canada buys products from other countries
6. Explain that different places in the world have different natural resources (different types of food grown, metals available etc.) and that it can be cheaper to buy from other countries.

7. Have the students suggest what Canada could offer other countries (wood products, vehicles, metals, minerals, fish, etc.) and put answers on a new list.

Activity:

1. Ask students to imagine what would happen if countries did not trade with each other.
2. Explain to the class that they will be placed into groups in a few minutes.
3. Explain that each group will represent one of the six imaginary countries on an imaginary planet and that each of the countries is separated by water so no trade would be possible (boats that can travel long distances have not been invented).
4. Place the students into the six groups and have them in separated sections in the classroom.
5. Give each group a card that has information about their country (climate, types and quantity of natural resources available (food, technology/machinery, source of energy, minerals/metals, and other unessential materials like gems, and manmade goods that can increase happiness), needs for survival and their location on a map).
6. Have the students write a short story about how life would be like living in their country.
7. After the groups have finished their story explain that trading ships have just been invented that can travel long distances and can carry large amounts of products.
8. Give each group sheets of coloured construction paper (each group will get a different amount depending on their card).
9. Explain that red paper represents food, green represents technology, yellow is for the type of energy, blue for minerals/metals that they have, and white for any extra resources that they may have.
9. Ask each group to divide their paper into sections to represent the amount of each product that they have by using a pencil and a ruler (this information will be on the card given to them earlier).
10. Now have the students print the type of product that they have in each square on their paper (abbreviations are acceptable in squares are small).
11. Ask each group to cut their papers into squares along the lines drawn earlier.
12. Have each group delegate a member for the positions of president, minister of exporting, and minister of importing. The other people in the group can be consultants to any of the member

Application:

The story activity can either be a brief story (if time is a factor) or can be made into an important aspect of the entire project. This can also be an excellent lead-in to the Canada and its trading partners unit in grade 6 because it allows a hands-on approach to understanding how trade works. This lesson could also be used at the end of the unit as a way to assess how well individuals understand the information that has been taught. The next lesson could involve the concepts on why Canada gives aid to other countries. This lesson could also be followed by explaining the purpose of trade organizations.

Notes:

Parts of this activity have been adapted from the "Canada and its Trading Partners" package created by Frances Stanford as part of the Solski Group (published by S & S Learning Materials: Napanee, Ontario, 2000).

Contributor: P. Federici

Grade: 6

Topic: Canada's Links to the World

Keywords: Arts, Computers, Drama, Economics, Government, Human Geography, Inquiry Skills, Personal Growth, Physical Geography, Values Education, World Study

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

(1) Identify some of Canada's major trading partners (ie: countries in Europe, the Pacific Rim, Central and South America).

(2) Demonstrate an understanding of the different connections Canada shares with its trading partners.

(3) Identify the various products that Canada imports and exports.

(4) Assume the role of a Trade Minister for the government of a country and critically analyse and articulate their position on their country's role in Canada's trading web.

(5) Participate in group activities and discussions.

Teacher Materials:

polaroid camera, passport, rubber stamp, black construction paper, scissors, glue, markers, pencil crayons, magazines, resource text books, access to the library and internet, permission slip.

Student Materials:

30 sheets of construction paper, 30 glue sticks/bottles, 30 markers, 30 pairs of scissors, pencil crayons, magazine scraps, 30 resource text books, library time, 30 signed permission slips.

Sequence:

Preparation:

(1) Send a permission slip home a week before doing this activity. Be sure to attain the permission of the parent or guardian of each student, because you will be taking pictures of each student to include in a mock passport.

(2) To begin the activity, write the word „TRADE% in big letters on the black board and ask the students what it means to trade something. Have them give examples of how trading is present in their own lives. Write their ideas down on the black board.

(3) Discuss with the students the idea of global trade and how countries exchange goods and resources. Explain that Canada has many trading partners and write some of these major countries on the black board: United States, Japan, United Kingdom, Germany Taiwan, South Korea, Mexico etc.

Activity:

(4) Divide the class into small groups of approximately five or six students, and assign each group a specific country. Tell them that they are now trade ministers for the government of their country and that they will all need passports for a future trip to Canada.

(5) Show each group what a real passport looks like, and have them create and decorate their own using construction paper, glue, scissors, magazine scraps, markers and pencil crayons. Each student will write their country,s name on the front, and on the inside their name, birthdate, birthplace, issue date in the same fashion as a real passport. Have them leave a space for their picture and then endorse the document with their signature. Take their picture with a polaroid camera, and have them cut and paste their face onto the passport.

(6) Once this is done, tell the students that in order to earn the official government passport stamp, each group must compile trading information about their country, namely: identifying the product(s) that each country exports to Canada or which Canada imports from them. Also have the group decide how much Canada relies on this product and how important Canadian trade is in their country.

(7) Provide the students with resource text books, allow them to use the library resources as well as the computers to locate useful websites on the internet.

(8) Have each group have submit a typed report of their findings. Evaluate the reports based on factual accuracy and the quality of their argument.

Discussion:

(9) Once all reports are graded and all students have received an official stamp on their passport have the students get into their groups again.

(10) Tell them that they have all been invited to the office of the Prime Minister of Canada for an

urgent meeting: The Prime Minister has decided that he will cut off all trade with one of these

countries, but his decision will be based on the arguments given by each group.

Emphasize the

seriousness of the event and that they are all highly qualified knowledgeable professionals. The

teacher will take on the role of the Prime Minister.

(11) Have each group select an opening speaker to introduce the country and to

Application:

This activity is quite versatile as it can be used to introduce different topics within the social

studies framework or even different subjects all together. For example, this activity could prepare the

students for grade seven geography work. In having them examine the resources of other countries,

the students will see that each nation has unique geographic conditions, granting different areas access

to different resources. This activity could even prepare students for a drama lesson, perhaps on role

playing as they did during their meeting with the Prime Minister.

During this activity though, teacher supervision will need to be constant. During their research

time, the teacher will need to make sure the children stay on task, and especially during their group

discussions it is vital for the teacher to maintain an orderly environment. Order is very important

because for those students who are shy, public speaking may be difficult enough without having to

deal a boisterous atmosphere. If the environment is orderly and calm, everyone will have an

opportunity to speak and participate.

In terms of background knowledge, this activity could be a great introduction to Canada and

its trading partners for students with little or no background. However, it might be very useful for the

students to have a solid understanding of Canada, its regions, provinces and resources before they go on to explore foreign countries.

Notes:

This assignment was adapted from:
an activity by Chris Hamilton called „Passports to the World,“ which can be found at:
<http://www.lessonplanspage.com/SSPassportsToTheWorld6.htm>
also adapted from „The Polar Bear Activity“ as given to us in the Dance and Drama section of the

Brock University Pre-Service Arts Handbook

Contributor: P. Gaur

Grade: 6

Topic: Canada's Links to the World

Keywords: Economics, Inquiry Skills, Maps, Multiculturalism, Physical Geography, World Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate inquiry skills through research and discussion.
2. Students will identify the names of countries based on prior knowledge and research.
3. Students will work cooperatively in their teams when engaged in the activity.

Teacher Materials:

- 30 index cards (with different countries written on them)
- Plastic bag
- Chart paper
- Marker
- Masking tape

Student Materials:

- 30 reference books
- 30 markers
- 2 bells
- 30 index cards

Sequence:

Background:

This activity would provide a follow-up after students have studied various countries (geographic location and some important facts about these countries). The facts discussed about each country would include capital city, tourist attractions, chief crops and major exports and imports.

Preparation:

1. Using index cards, write down the name of a country (4 from each continent, depending on the number of students) on each card. On the top right hand corner, assign a number that can be used to identify that country. Similarly, write the same number on another card (this will be the card that the students use to write down the facts for that country). For example, for the country Canada you could put the number 1 on the top

right corner of the card and similarly the same number would be written on a black card that will be used by the students to write down the facts about Canada. In this way, the teacher can keep track of which student has a particular country and can use this when evaluating the research component of the lesson.

2. Divide chart paper in half and write down Team A and Team B and tape it to the blackboard.

Activity:

1. Each student will be given 2 index cards. One card will have the name of a country that the students have studied over the past few lessons. The other card will be used by students to write down the facts about the assigned country (indicated on the first card). Books on different countries will be provided to help the students with the assignment.

2. Once research is completed(20-25 minutes)the cards, with the names of the countries, will be handed in to the teacher. The cards (with the facts) will be put into a plastic bag and the class will be divided in half. Each team will be provided with a bell.

3. The teacher will pick out an index card and read one fact. The team that rings the bell first and gets the correct answer gets 5 points. If the team is unable to get the answer (name the country), 2 additional facts will be called out. If the team answers correctly, 3 points will be given. However, if the team is unsuccessful, the other team gets a chance to answer the question and gets full(5) points. Thus, one team,s loss is another,s gain. Each team gets a turn. The teacher will record points for each team on chart paper.

Conclusion:

Once the game has proceeded for about 35 minutes, points will be added up and prizes will be awarded to the winning team.

Application:

This activity can be adapted to suit younger students. For younger students (grade 3 and 4) the number of countries can be narrowed down to include only a few. Also, the class can be divided into groups of 3-4 when researching the facts for the countries. The facts researched could include only 1 or 2, such as the capital city and main tourist attraction. In addition, names of countries could be displayed on the blackboard to help students remember the countries (this could also be done in order to assist special needs students with this activity).

For older students (grade 7-8), this activity could be modified to be more challenging. For example, the students would not have access to any resource books and would have to use prior knowledge (based on what they have learned in previous lessons) to come up with the facts. Also, students could participate individually rather than in-group settings.

Special needs students who are unable to participate in the game can be assigned the role of calling out the facts (clues) on the card.

As an extension to this activity, students could portray different countries by dramatizing important aspects of a particular country (extension into drama). For example, the class would be divided into groups of 3 or 4 and each group would represent a country. Only the members of each group would know their country and the rest of the class would have to guess their country based on clues such as physical appearance (students could dress up in the colours of the flag), food, music etc. Students could also be engaged in import and export activities, thus gaining information on the country based on its resources. Such an activity would take a few lessons to prepare since the students would need time to find/make the props or paint their faces (extension into visual art) and bring different items such as food. To conclude the activity, the students could have a „cultural feast% that would include food from the various countries represented by the groups. Such an activity would help students become aware of different cultures and the role that different countries play in providing important resources to the rest of the world.

Notes:

This activity is adapted from the website:
<http://atozteacherstuff.com/lessons/countries.shtml> (by Heidi Lewis).

Contributor: C. Green

Grade: 6

Topic: Canada's Links to the World

Keywords: Feelings, Inquiry Skills, Maps, World Study

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. Students will identify products that Canada imports (e.g. fruit, vegetables, clothing, shoes, small appliances, coffee, watches, cars).
2. Students will identify the countries from which Canada imports goods (e.g., United States, Japan, United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico).
3. Students will describe how sharing of goods between Canada and other countries can influence the lifestyles of Canadians.
4. Students will locate countries using atlases and correlate the locations to the globe.
5. Students will make connections between the goods we import and the satisfaction of their personal needs.
6. Students will consider the impact of global interdependence on their personal lifestyles.

Teacher Materials:

chalk
chalkboard
globe

Student Materials:

90 peel-off dot stickers (90)
clothing (with labels)
various objects around the classroom (e.g. watches, computers, electronic equipment, small appliances, fruit, coffee)
15 atlases

Sequence:

Activity

1. Ask students where in the world they think their clothing is made. List their answers on the board.
2. Ask students to find a partner. In pairs, they will read their shirt labels to determine where their shirts were made. Students may

also check the labels of their sweaters or jackets, but must choose only one to use for the activity.

3. Distribute one atlas to each group.
4. Have students consult the atlas to check locations.
5. Have students each post one label on the globe to show the location of the manufacturer of their clothing.
6. Have students continue the lesson by discussing with their partners the origins of items that they commonly use or know about such
as watches, cars, video games, small appliances, sports equipment, coffee, chocolate, or tropical fruit and vegetables, or any item
they can locate within the classroom.
7. Each student labels two more countries representing manufacturers of common goods they have discussed.

Discussion

1. Ask students to observe the globe and determine if there are particular regions of the World which dominate the globe in this activity?
How do events in other parts of the World affect these dominant regions? Do we live independently of other nations, or are we dependent?
2. Ask the students to imagine what it would be like if they were only allowed to wear clothes that were made in Ontario, to play games that were created and produced in Ontario, or to eat food that was grown and processed in Ontario. Ask students to think about how it would affect their life styles if we couldn't depend on other provinces and countries to supply us with goods.
3. Discuss the advantages and disadvantages of interdependence and its effect on their (students') individual lifestyles.

Application:

Prior Knowledge

Students should have a prior knowledge of geographical locations, provincial and national boundaries, an ability to use an atlas to locate countries, and knowledge of the globe. They should be aware of local agricultural practices and be able to differentiate between food products that are produced within the province and those that are imported. This would follow an understanding of climactic differences and growing seasons of varying geographical locations.

Introduction to Other Topic Areas

This activity could be used to introduce the availability and supply of natural resources on a global scale, and to identify the pattern that exists in the distribution and use of natural resources throughout the world (grade seven). It would be beneficial in helping students to understand that many resources aren't available to us if we are limited by our provincial boundaries. Students could apply the idea of national dependency to its impact on foreign policy decisions in technologically developed nations.

Other Activities to Extend This Activity

Students could extend this activity by interviewing local merchants to find out how their goods are delivered. They could explore the effect of transportation on the value of the items, and the factors that affect the choice of transportation means and routes. Students could also research Canada's major imports, exports and trading partners using maps and internet resources, then use sketch maps to show the relative positions of trading partners.

Adaptations for Other Age Groups

The activity could be modified to include fruits and vegetables, forest products, minerals, and fish products that are acquired from rural Canadian communities. Each product would be labeled with its place of origin, and accompanied by a photograph of the rural community. This would be used to introduce the study of rural communities under the strand: Canada and World Connections: Grade 3 - Urban and Rural Communities.

Notes:

Look! You're Wearing Geography! is adapted from a lesson of TC Tool Kit: A Resource for Teacher-Consultants, National Geographic Society, 1993.

The activity was found online at www.pitt.edu/poole/eledGeographym.html.

Contributor: B. Honsinger

Grade: 6

Topic: Canada's Links to the World

Keywords: Computers, Economics, History, Human Geography, Inquiry Skills, Maps, World Study

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

- 1) describe the ways in which Canada is connected to the rest of the world through trade
- 2) identify some of Canada's major trading partners (e.g. countries in Europe, Pacific Rim, Central America, South America)
- 3) identify countries from which Canada imports goods (e.g. United States, Japan, United Kingdom, Germany, other European countries, Taiwan, South Korea, Mexico)

Teacher Materials:

Map of the world on an overhead sheet, a variety of items that have been imported into Canada from a variety of different countries (with the focus on Canada's major trading partners), general background information about Canada's trading partners, and copies of a world map for the students to use. Access to computers.

Student Materials:

30 Worksheets to list items
Pen or pencil for each student
30 World Maps

Sequence:

- 1) This is a simple activity that introduces grade 6 students to the topic of Canada's trading partners through exploration and discovery.
- 2) Students will be divided into groups. Each group will be given a tub with several items in it that were manufactured in various parts of the world and were imported here for purchase
- 3) Each group has to identify the items in the tub and establish where the item was manufactured. This can be done with various books that the teacher provides, some items have where it was made on it and others are well known where they come from. If possible the students could use computers either in the class or a lab to correctly identify where the products came from.
- 4) The group then lists the items and its origin on a provided worksheet

- 5) One student from the group will then read out their discoveries to the class while another group member holds up each of the items in turn so that the class knows what they are talking about
- 6) The teacher will then colour in each country identified on an overhead with a world map imprinted on it.
- 7) The teacher will then discuss the countries that make up Canada's major trading partners and identify the main products that each country sends to Canada. Included in this discussion will be a brief history on how Canada's trading partners has changed over time and for what reasons.
- 8) The teacher will discuss the difference between „exporting“ and „importing.“
- 9) The students will then receive a copy of the world map and colour and label each of Canada's major trading partners, emphasizing that the students will be colouring the countries that export products to Canada.

Application:

This activity may be used to begin a unit on Canada and Its Trading Partners. It introduces and begins discussion about the topics of exporting and importing. It also includes the importance of physical geography and the concept of resources around the world which are included in the products examined in the activity. Canada's physical geography is explicitly linked to what it exports to other countries and this activity leads nicely to a discussion regarding what Canada ships to other countries and why. Students will learn how their every daily lives involve using or consuming products from all over the world and that the world seems increasingly smaller now that technology, communications, and travel are so fast and reliable. As well, students will learn about the difference between manufactured goods and raw goods as they discuss why Canada imports the goods that it does.

Notes:

Adapted from an activity found in the human geography text *A Place in the World: Places, Cultures, and Globalization*, edited by Doreen Massey and Pat Jess (New York: Oxford Uni. P., 1995, 57-58).

This activity enhances the curriculum regarding Canada and Its Trading Partners because the teacher may expand upon Canada's connections with other countries in many different ways in order to give the students a better understanding of the complexities that are involved in importing and exporting. Also, the importance of world relations may be discussed, which could involve current events on a very basic level (i.e. the devastation that may be felt when a country refuses to trade with another).

Contributor: A. Innes

Grade: 6

Topic: Canada's Links to the World

Keywords: Economics, Feelings, World Study

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

Students will:

1. identify Canada's major trading partners;
2. demonstrate an understanding of the different connections Canada shares with its trading partners;
3. identify the countries and products from which Canada imports goods and to which Canada exports goods;
4. begin to use appropriate vocabulary to describe their inquiries and observations e.g. trade, import, export, goods; and
5. work cooperatively to complete the assigned task successfully.

Teacher Materials:

Overhead of world map.

Student Materials:

4 trading bags that include a trading card and goods for export (see Sequence for complete description).

Sequence:

Preparation:

1. Choose three countries that are major trading partners with Canada. For example, USA, Japan and European Union.
2. Categorize the goods that each country has produced to export and the goods the country needs to import. An example of the categories could include: Agriculture & Fish Products, Energy Products, Forest Products, Machines & Equipment, Automobile Products, and Consumer Goods.
3. On each trading card, list the name of the country, the categories of goods, the goods they have produced for export, and the goods that they need to import from other countries. Next, list the number of units that each country has on the trading card. For example, Japan might have ten automobiles to export while the USA only has five.
4. Place the trading card and goods that each country has to export into the trading bag (a paper bag) with the name of the country written on the outside of the bag. These goods

can be any props you have collected from class or home to represent each good. For example, for automobile products use dinky cars, for forest products use a twigs from a tree etc.

Activity:

1. Divide the students up into four groups.
2. Explain to the students that each group is going to receive a trading bag. Within each bag there is a trading list. On the list the following will be identified:
 - their designated country;
 - the goods their country has produced to export to different countries;
 - the goods their country needs to import from other countries; and
 - the amount of money their country has to spend.
3. Using a sample trading bag, show an example of what each good looks like.
4. Explain that the object of the activity is to try to trade all the items on their country's export list for all the items on their country's import list. It is important to stress that they do not need to keep any of their own country's goods for themselves. These are goods to be traded with other countries.
5. Ask if there are any questions, and clear up and confusion about the activity before handing out the bags. Explain to the students that they will get two minutes to check that their country's trading list corresponds with the items in their bags and discuss their trading strategies.
6. Hand out the bags. After they have had a chance to get organized and discuss their strategies, invite them to begin the activity. As they do, walk around to observe the strategies they employ and any problems they encounter, and to answer any questions.
7. When you think the four groups have exhausted their strategies ask them to once again focus their attention to the front of the room.

Follow-up:

1. Displaying a map of the world on the overhead, ask them to describe some of the trades they made with different countries.
2. As each group give examples, draw an arrow from their country to the country they traded with.
3. Discuss the implications of the trading results (i.e. each country made several trades with other countries).

Application:

This is a great activity to introduce the subject of world trade to a grade six classroom. It introduces the concept of trade, the countries that Canada has a trading relationship with and begins to familiarize students with appropriate vocabulary. In grade six, the Ontario Social Studies Curriculum outlines several expectations dealing with Canada and its world trading partners. The introductory activity described above sets the stage for further investigation into these relationships. One follow-up activity could include a study of the countries from which Canada imports goods and the countries to which Canada exports goods using a variety of sources e.g. interviews, field trips, classroom

speakers. The class could also examine the influence of other trading partners on Canada. By identifying the USA as one of Canada's major trading partners in this activity, students could begin to identify and investigate how the USA affects Canada through various mediums (trade, media, technology, tourism etc.).

Notes:

N/A

Contributor: C. Leasa

Grade: 6

Topic: Canada's Links to the World

Keywords: Human Geography, Multiculturalism, Physical Geography, World Study

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

1. Students will demonstrate an understanding of the distinguishing features of the United States and other countries in the world.
2. Students will work cooperatively to gather and clarify information.
3. Students will use appropriate vocabulary to describe their inquiries and observations.
4. Students will analyse, classify, and interpret information on their countries.
5. Students will communicate information about various countries using oral presentation, written description, and illustrations.

Teacher Materials:

1 sheet of white construction paper (bristol board size)
Markers/pastels
Resource books on countries of the world
Push pins
60 sheets of plain white paper
30 sheets of coloured paper
Stapler
Scissors

Student Materials:

15 sheets of white construction paper (bristol board size)
Markers/pastels
Resource books
30 passport booklets

Sequence:

Preparation:

1. Cut approx. 120, 4 by 6 pieces of plain white paper, and 60 pieces of coloured paper the same size.
2. Place 4 pieces of the plain white paper between 2 pieces of the coloured paper and staple at the top to make 30 booklets.

3. Write the word "Passport" on the front cover of each of the booklets with a black marker.

Activity

1. Assign students into partners and move the desks into pairs.
2. Assign each pair of students a different country.
3. Students research their country using the resource books, identifying distinguishing features under the following headings:
 - Flag/Emblem
 - Culture/Food
 - Climate
 - Natural Resources
 - Distinguishing Landmarks/Attractions
4. Have each pair of students make a brochure about their country.

Brochure Guidelines

1. Give each pair of students one sheet of white construction paper.
2. Demonstrate how to fold the paper using the teacher's piece of construction paper. Fold the paper in two places to create three sections, similar to the style of a normal brochure.
3. After folding the paper explain the organization of the brochure. There should be six sections if you include both the front and back. On the front "cover" section, students should include an illustration with the name of their country. Each respective section can be organized according to the research headings outlined earlier. (i.e. the second section will be used for Flags/Emblems, the third section for Culture/Food, etc.)
4. Each section should include a written description and illustrations.

Presentations

1. Hand out a passport booklet to each of the students.
2. Have each pair of students give a 5-10 min. presentation about their country to the class using their brochure.
3. After each pair of students is done presenting, have the students write the name of that country in their passport. The teacher can then go around and stamp each student's passport to recognize that the student has been to visit that country.
4. Pin the brochures up on a bulletin board to display them.

Application:

This activity can be used as a lead into the topic of trade in Canada; more specifically, the import and export between Canada and its trading partners. Since the students have already learned about the other countries' natural resources, this activity provides for a great transition into

the topic of trade.

Another activity that could extend from this one includes giving each student a map of the world to colour and shade indicating the various natural resources or climates of each country. As well, leading into the topic of Canada and its trading partners, the teacher could pin the brochures up on a bulletin board around a map of the world. Then they could place push pins in the centre of each country on the map. During the lesson on trade, the teacher can connect the appropriate push pins with different coloured yarn using red yarn to indicate imports into Canada, and blue yarn to indicate exports out of Canada.

Prior knowledge should include an understanding of Canada and its distinguishing features, natural resources, climate, etc. Students should be familiar with methods of locating, gathering, and clarifying information.

Notes:

Here is a short list of resources available:

Bear, J. (1974). *United States of America: the land and its people*. Scotland: Macdonald Educational.

Borlenghi, P. & Wright, R. (1993). *Italy*. New York: Franklin Watts.

Chambers, C. & Wright, R. (1993). *Spain*. New York: Franklin Watts.

North, P. (1998). *Australia*. Singapore: Times Editions Pte. Ltd.

Tames, R. & Tames, S. (1994). *Japan*. New York: Franklin Watts.

Contributor: A. Luciani

Grade: 6

Topic: Canada's Links to the World

Keywords: Economics, History, Social Action, World Study

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

After participating in this activity students will:

1. Describe the ways in which Canada is connected to the rest of the world through trade;
2. Identify some of Canada's Major Trading Partners
3. Identify products that Canada imports and exports
4. Identify the countries to which Canada exports goods
5. Identify the countries from which Canada imports goods
6. Describe how Canada is affected by its relationships with its trading partners

Teacher Materials:

List of Canadian Exports
List of Canadian Imports
List of Canadian Trading Partners
Approximately 140 Index cards
2 balls of string

Student Materials:

Students do not need any materials

Sequence:

Preparation

1. The teacher will write (in blue) the name of each of Canada's major trading partners on an index card:

United States, Mexico, United Kingdom, Germany, Australia, Japan, Malaysia, China, Brazil, Venezuela, Cuba, Iran, Israel, Algeria, South Africa, Taiwan

2. The teacher will write the name of each of the major items that Canada imports: Motor vehicle parts, electronics, appliances, petroleum/oil products, engines, data processing machines, furniture, nuts, fruits, vegetables, glass and glassware, optical equipment, crude oil, machinery, integrated circuits, aircraft parts, pharmaceuticals, optical, photo and medical instruments, mechanical appliances, motor vehicles, electrical machinery, plastic articles, organic chemicals, iron and steel, tanning and dyeing equipment,

manufactured iron and steel products, aluminum, raw sugar, beef, nickel, steel, wine, boilers, mechanical appliances, rubber and rubber products, bedding, mattresses, clothing, toys and games, sports equipment, coffee, footwear, mineral fuels, tobacco, wheels, molasses, seafood and shellfood, pearls, precious stones, precious metals, measuring/checking precision instruments, tools, implements, cutlery; the teacher may include a picture of the item to assist the more challenged students.

3. The teacher will write the names of the major items that Canada exports: hides, oilseeds, wheat, livestock, beef, fish/seafood, canola oil, bottled water, wine, liquor, confectionary products, aircraft, sulphur, wood pulp, communication equipment, plastering materials, earth and stone, salt, mechanical appliances and parts, machinery, aluminum, telecommunications, oil and gas, information/education/training technology, engineering, power generation and transmission, agrifood products, metal structures, hardware, industrial machinery and parts, electrical equipment/machinery, potassium chloride, newsprint, gas turbine parts, vegetables, vehicle parts, cereals, fertilizers, mechanical equipment, railway/tramway locomotives, rolling stock, paper, coal, minerals, seeds, animal products, lumber products, aircraft engines/parts, light armoured vehicles, data processing machines/parts, integrated circuits, potash, nickel, copper, iron ore, motor vehicles/parts, steel, seeds, dairy products; the teacher may include a picture of the item to assist the more challenged students.

4. The teacher will punch two holes in each index card and thread enough string through so that the card can hang around the neck of a student.

5. The students should have already covered Canada's major trading partners and the goods and services that are traded back and forth.

Activity:

6. Depending on the number of students, the teacher will distribute the index cards as noted above. For simplicity, the teacher may decide to select just a few trading partners and the goods/services traded between those countries and Canada. Students can be given one or more index cards.

7. The students stand in a

Application:

Heritage and Citizenship: Grade 6 - Aboriginal Peoples and European Explorers: For a historical comparison students may select the trading partners Canada had when the country was first being explored, and may re-create the activity with trade items from those times. The students may be asked to compare the number and variety of items for trade, whom they were traded with, how our imports and exports have changed, both in number and diversity. They can also discuss how those involved in trade in the past and present have changed.

This activity can be integrated with other subject areas:

Language Arts: Students may be asked to read magazine or newspaper articles that discuss trade issues; they can then bring these issues into the activity and discuss how the issues will affect the web of world trade.

Religion: Students may be asked to discuss how social justice issues such as human rights, environmental concerns, acts of war and terrorism etc, may affect Canada's trade with other countries (trade embargos, boycotts, etc).

Notes:

<http://www.dfait-maeci.gc.ca/apec/facts-1998/fact05-e.htm> - this website lists a number of trading partners and the items imported and exported.

<http://exportsource.gc.ca/BusinessPlanEnglish.pdf> - this is a pdf that outlines the developing trade relationships with major and emerging trade partners.

The Ontario Curriculum Social Studies Grades 1 - 6

Contributor: G. MacDonald

Grade: 6

Topic: Canada's Links to the World

Keywords: Economics, Maps, World Study

Time: 45 Minutes

Student Grouping: Partner

Expectations:

1. Students will identify some of Canada's major trading partners.
2. Students will identify products that Canada imports, and ways in which Canada relies on other countries.
3. Students will identify ways in which they are connected with other countries of the world.
4. Students will demonstrate an ability to use an atlas and encyclopedia to determine the location of countries
5. Students will demonstrate mapping skills.

Teacher Materials:

world wall map
peel-off dot stickers of several colours
chalk or paper and markers

Student Materials:

a copy of a world outline map
reference maps, atlases, and encyclopedia
pencil crayons

Sequence:

Introduction:

1. Ask the students, "What does geography have to do with you?".
2. After recording some answers from the class, ask the students to imagine a living week in which the products which they used, wore, and ate were limited to items produced in Canada.
3. Have the class brainstorm, then make a list on the board of products they think are made in Canada, and a list of products they think are made in other countries.
4. Have students suggest some consequences in their lives, if the only products available to them were produced in Canada.

Activity:

1. Ask students where they think most of their clothing is produced, make a list on the board.
2. Divide the class into pairs.
3. Distribute a world outline map to each person.
4. Have the students go on a scavenger hunt within the class, listing the items and where each is manufactured. Some items which could be used are shirts, jackets, sweaters, shoes, watches, classroom equipment, lunch box items, etc.
5. After approximately 10-15 minutes have students return to their seats. Students then use an atlas to locate and plot on their world maps where each item is manufactured.

Conclusion and Discussion:

Initiate a discussion by asking the students questions such as: Are there particular regions of the world that dominate the map? Do we live independently of other nations, or are we dependent? What are the advantage and disadvantages to our interdependence? How accurate were our consequences which were developed in the introduction regarding use of only products manufactured in Canada?

Extension:

If there is time, you could have the students use peel-off stickers to plot, where various items were manufactured, on the world wall map. Use different coloured stickers for different items. As an example, use red for clothing and blue of food items.

Application:

This activity could be used in the grade 6 social studies program, to introduce the Canada and its Trading Partners unit. It allows students at this level to see that Canada is connected to the rest of the world through trade. This activity would also reinforce the idea of global independence.

This activity could also be used for grade 7 and 8 geography. In grade 7, this activity could be used to help students develop and understanding of the movement theme, specifically the movement of goods between other countries and Canada. In grade 8, this activity could be used to allow the students to develop an awareness of the fundamental elements of an economic system.

This activity can also be effective at the secondary level, specifically for economic students. The activity could be used as an introduction to world trade.

As an extension of this activity, students could inventory items in their homes, making a list of the items and their locations of origin. The students could plot these on their world outline maps or on the world wall map. From this the class could initiate a discussion about the distribution of goods, and from this the students could make inferences about regions and products.

As an alternative the class could combine their findings and make separate maps for various items and products. From this the students could determine why specific items are produced in specific areas.

Students could also interview a local merchant regarding the delivery of products. The students could look into how transportation varies with products, and what factors affect the means of transportation used for delivery.

Notes:

The activity was adapted from TC Tool Kit, National Geographic Society, 1993.

Contributor: G. Mainville

Grade: 6

Topic: Canada's Links to the World

Keywords: Government, History, Inquiry Skills, Multiculturalism, World Study

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding of the distinguishing features of a country in another region.
2. Students will formulate questions to facilitate the gathering and clarifying of information on study topics.
3. Students will analyse, classify, and interpret information about another region of the world.
4. Students will communicate information about another region of the world, using media works, oral presentations, written descriptions, and illustrations.
5. Students will summarize and explain the main ideas in information materials.

Teacher Materials:

Sample Travel magazines / videos / internet sources / brochures
Sample Information from a country,s consulate
Sample Travel plan information

Student Materials:

Travel magazines / videos / internet sources / brochures
Information from a country,s consulate
Travel plan information

Sequence:

Introduction:

1. Recite to students your dream vacation, mentioning some of the criteria you will expect from them (this is easier if you are describing a vacation you have actually been on).
2. Ask students to select a country that they would like to go to. You may want to ensure no two children select the same country. You may also want to limit the list of choices to countries that Canada is a trading partner with.
3. Assign students the task of obtaining resources about the country of their choice (as per materials above). If you don,t have a lot of resources, you should give the students a couple of days (e.g. the weekend) to do this.

Activity:

1. Have the students gather various resources, the ones you provide as well as those they've brought, on their chosen country.
2. Have students write a detailed travelling plan including:
 - background/history of country, and the places (e.g historical sites, landmarks) that they would like to visit.
 - Time of year they are travelling, considering climate
 - Duration of journey
 - What they should bring
 - Accommodations and meal arrangements (e.g. discussing local foods).
 - Information about getting passports and immunization (relative to chosen country).
 - Examining aspects of safe travel, and the laws and customs of their chosen country.
3. With the information they've gathered, the students will create a mock diary and photo album of their trip (from boarding the plane/ship, etc to arriving back home), and present the details of their trip to the class.

Application:

This activity can be adapted for use by other grades. The criteria need only be modified to fit the appropriate expectations. This activity can extend to Language (all three strands) and Arts (all three strands), with only a few modifications. Prior student knowledge need only be how to use an atlas or encyclopaedia, as well as how to use the internet to perform searches. The teacher may also bring in documents such as a passport or application for a passport, a diary or photo album depicting vacation photographs.

Notes:

Activity adapted from a CanTeach lesson description:

www.track0.com/canteach/elementary/wsoccult.html

BOOKS

"Don't Bring It Back" from the Canadian Food Inspection Agency

INTERNET

Canadian Department of Foreign Affairs and International Trades:

www.dfait-maeci.gc.ca/

DFAIT: Bon voyage, but

voyage.dfait-maeci.gc.ca/consular/bvb2000-e.htm

Passport Office:

www.dfait-maeci.gc.ca/passport/menu.asp

Travel Links:

voyage.dfait-maeci.gc.ca/menu-e.asp

Canadian Society for International Health:

www.csih.org/

Governments of foreign nations on the world wide web

Contributor: D. Adams

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, History, Multiculturalism

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will identify ways in which the environment molded Canadian Aboriginal cultures
2. Students will describe the relationship between Aboriginal peoples and their environment with respect to shelter and cultural practices
3. Students will be able to identify totem pole crests and will create their own totem poles using their family crests
4. Students will communicate information using oral presentations and artistic models

Teacher Materials:

1. Book - *Native Dwellings: The Northwest Coast: Houses of Wood*, by Bonnie Shemie
2. Book - *Indian Peoples of Canada* by Palmer Patterson
3. Pictures of totem poles and examples of various crests (If you can get your hands on a real or semi-authentic totem pole, this would be even better.)

Student Materials:

1. Milk cartons (empty and cleaned), 2 litre size (3 per student)
2. Carving implements such as spoons and other sturdy kitchen or hardware utensils,
3. Construction paper, felt, or other cloth materials
5. Glue
6. Tempera paint of various colours or markers

Sequence:

Preparation:

1. Read about the Aboriginals of the Pacific coast; Inform students about culture, tradition and way of life of these people.
2. Discuss the origin of the totem pole with the class and have students view photographs of totem poles from the past and present, and learn some of the stories behind them.
3. View and identify a variety of different crests and learn their differences.
4. Prior to the day of the activity, have students ask parents or grandparents to share stories of old family traditions, events, memories, etc.

5. Students should bring in photographs of themselves and their families, and any other materials they may wish to include on their crests/poles (buttons, macaroni, string).

Activity

After discussing the various crests and their meanings and stories, have students experiment with various crest designs of their own (using various materials, photographs, postcards, etc) on a piece of paper first. Students need to consider design, colour, arrangement, etc.

Have students glue their three empty milk cartons together as molds.

Cover the milk cartons with brown construction paper (fabric might be easier or possibly even collected bark) so that students have a blank slate to work with.

Allow students to sketch, paint, glue their design onto the rectangular carton in such ways that excerpts of their family's heritage are evident (emphasize elements of design, structure, etc).

Discussion

1. Have each student present their totem poles to the class and share the story behind the totem pole they created.
2. Discuss with the class some of the difficulties they had experienced in creating their family totem pole.
3. Discuss some of the challenges experienced by the Aboriginal people of that time (tools, natural resources, etc.).
4. Have students write a reflection on their experience in completing the activity (discussing heritage with ancestors, designing and building their totem poles).

Application:

Prior knowledge of the origin and function of the totem pole is required for the activity: The Aboriginal people who made their homes along the west coast of Canada, used the totem poles to record historical and life-time events of their family and pass them on to the children through storytelling. The emblems on the poles were called crests. The crests were made from animals, birds and fish figures. Each family's genealogy was made from these certain animals or crests. Every family belonged to a certain clan. Before contact and trading with the explorers, they made their carving tools of bones, stones, antlers and shells. When contact with the explorers and trading started, they traded furs and crafts for metal tools, wool blankets, buttons and trade beads. The Aboriginal people made their own paint from natural resources. They had traditional colours that they used. Red, which came from berries, black which came from charcoal or the eye of the devil fish. Bluish green came from mineral deposits and then later from the copper that they received through trade. They would chew the salmon eggs to pulp and mix this with the berries, charcoal and copper deposit. After carving and painting the pole, it was erected. The Aboriginal people from that tribe can look at the pole and know its meaning.

Lead-In Activities:

It is imperative that students receive some type of schematic development whether through fictional or non-fictional stories about the Aboriginal people of Canada. One particular book which would serve as a great reference and read aloud material (Language Arts) is *Native Dwellings of the Northwest Coast: Houses of Wood* by Bonnie Shemie.

You may want to have the students design their crests and plan their family stories ahead of time as a separate activity. At this time students can learn about the different crests of the Aboriginals and learn how to tell the differences through class discussion.

Another lead-in activity might be to attempt to create the paints from natural resources just as the Aboriginals did.

Extension:

Once the totem poles have been created, have the students show other class peers the totem poles that they created and allow the students the opportunity to share the story behind the totem pole they created.

By completing this activity students are also meeting ministry expectations of the Arts curriculum document. Students are comparing works from a specific period and culture, and describing how the artists have used the elements and principles of design (i.e. comparing various crests, poles). They are also demonstrating awareness that an artist intentionally used some of the elements and principles of design to convey meaning. They are also being made aware of how the limitations of tools, materials and techniques affected the artistic choices of the Aboriginal people. Finally the students are solving artistic problems in their work by creating a work depicting a familiar historical event/tr

Notes:

This activity is adapted from *Cultural Lessons for Teachers of American Indians, Alaskan Natives and Canadian First Nations*. Edited by Guyneth Cardwell: Juneau, Alaska, 1990.

Other Resources:

1. *Native Dwellings of the Northwest Coast: Houses of Wood* by Bonnie Shemie, Tundra Books: Montreal, Quebec, 1992.
2. *Indian Peoples of Canada*. Palmer Patterson, Grolier Limited: Toronto, Ontario, 1982.
3. *Indians, Inuit, Metis: An Introduction to Canada's Native Peoples*. Hope MacLean, Canadian Association in Support of the Native Peoples: Ottawa, 1978

Contributor: L. Chicharo

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, History, Multiculturalism

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will describe the relationship between Aboriginal peoples and their environment with respect to cultural practices and spiritual beliefs.
2. Students will use appropriate vocabulary (e.g., ideophones, rainstick, tubular rattle) to describe their observations.
3. Students will identify the contributions of Aboriginal peoples to the social life of Westerners in music.
4. Students will recognize how other cultures create rainsticks from materials found around them.
5. Students will experience how ancient cultures developed instruments to imitate the sound of the rain, and explore their own perception of water more closely.
6. Students will imitate the sound of rain with various materials.

Teacher Materials:

Tape recordings of nature sounds, including rainfall

An actual rainstick

A premade rainstick with removable ends so students can examine the internal structure

Student Materials:

30 cardboard tubes of a variety of widths and lengths (toilet paper, giftwrapping)

Masking Tape for the whole class

15 awls or drill bits to punch holes in the cardboard tubes

3 boxes of toothpicks (flat head nails may also be used--use 2.2cm nail with a 1-inch diameter tube)

30 pairs of scissors

Glue for the whole class

At least 1 cup of rice (or beans, macaroni, beads, dry seeds, etc.) per student

A variety of materials for decorating the tubes: sand, leaves, yarn, shells, dried herbs, watercolor paints and brushes, and pictures of rain forests)

Sequence:

INTRODUCTION/MOTIVATION/RECALL (10 minutes):

1. Students will list sounds from the natural environment such as thunder, ocean waves, rain.
2. Teacher will explain to students how musical instruments were designed to imitate natural sounds.
3. Teacher will play the rainstick and ask students what sound in nature they think the instrument imitates and compare it to recordings of rain.

SEQUENCE OF STEPS FOR NEW LEARNING (10 minutes):

1. Teacher will outline the origins of the rainstick and explain how ancient cultures might have used the rainstick (for ceremonial reasons to celebrate the rain, for musical accompaniment, for toys).

--The rainstick is believed to have originated from Africa, although today they are produced in New Guinea and especially Chili.

--The rainstick is a product of the environment in which it is found.

--It is a tubular rattle with an unusual internal structure formed by cactus spines, bamboo, or palm slivers that distinguishes it from other tube rattles.

--'Ideophones' are primitive sound producing solids known to have spiritual meaning- the rainstick in accordance to Aboriginal beliefs was used to 'call forth the energies of the rain' NOT TO BE CONFUSED WITH a serenade to the 'rain gods'.

APPLICATION/ACTIVITY PROCEDURE (BUILD YOUR OWN RAINSTICK) (25 minutes):

1. Students will work individually at their desks
2. Students will proceed with the following steps...

--Drill or poke holes into the cardboard tube using the awl or drill bit. Drill the holes through one side only or all the way through both sides of the tube. It is not necessary to drill holes if you are using nails.

--Punch the toothpicks through the holes. If holes were punched straight through the tube, push the toothpick all the way through the tube. Inserting the toothpicks to different lengths will produce a variety of sounds.

--Apply glue to the toothpick nubs remaining outside the tube to secure them.

--Seal one end of the tube with masking tape. Pour in the filler (rice, seeds, etc). Add or subtract filler to create a sound that is pleasing to you. You can test for sound by covering the open end of the rainstick with your hand and inverting it to listen to the rice as it travels.

--Seal the open end of your rainstick with masking tape.

--Decorate your rainstick by coating it with glue and rolling it in sand. After it dries, you may paint and decorate it with natural objects from your own part of the world such as shells, leaves and sticks.

--When you slowly turn your rainstick over and over listen to the sound of the rain.

Application:

A rainstick can be used as a "natural journal". On a field trip students can collect materials and decorate their rainstick according to their environment. Some objects are forbidden by law to be collected. Legal restrictions with bird feathers, for example, should be addressed beforehand.

CURRICULUM LINKS:

This activity can be linked to Fine Arts (Music), and Geography. Some theorists believe the rainstick originated in West Africa while others believe it comes from Northern China. In terms of the Music curriculum, students can compare the sounds of rainsticks to other simple instruments that imitate natural sound such as drums, bells, flutes, gourds, etc.). Students can be asked to hypothesize how different fill materials would produce different sound effects. A prior knowledge of rhythm or sound producing instruments would be ideal. Students can be made aware of the connections between instruments and the environment through such magazines as "National Geographic". Students can be arranged into groups in which they can produce a rainstorm using their instruments. Students can also play simple sheet music using their instruments.

STUDENTS WITH PHYSICAL DISABILITIES:

For hearing-impaired students, larger fill material may be used so that the vibrations can be felt. PVC pipe can be obtained from a hardware store and holes can be drilled into it by the school's workshop.

Under direct supervision, students in younger grades can also make their own rainsticks although this activity is messy and might be better attended to in the outdoors if possible.

Notes:

This activity is adapted from
http://www.dep.state.pa.us/earthdaycentral/96/project_wet/rainstick.htm

The above cite is offered by DEP (Pennsylvania's Department of Environmental Protection).

AND <http://www.moonchild.com/moonspirit/cere-rainstick.html>.

Contributor: M. Connon

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Controversy, Drama, Economics, Environmental Education, History, Inquiry Skills, Social Action

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Expectations

Overall: demonstrate an understanding of the economic issues facing Aboriginal peoples in Canada today.

Specific:

1. describe relationship between Aboriginal peoples and their environment (SS)
2. identify some of the consequences of Aboriginal and European interactions (SS)
3. formulate questions to serve as a guide to gathering information
4. communicate information using oral presentation (SS)
5. demonstrate the ability to sustain concentration in drama (A)
6. create characters and portray their motives and decisions through speech and movement (A)

Teacher Materials:

chalk, chalkboard, pen and paper for recording anecdotal comments on students' participation.

Student Materials:

pencil and paper

Sequence:

Introduction - (20 minutes)

1. The teacher begins by informing the students that they will be taking a "field trip" to see the "Prime Minister's Assistant". Explaining that the field trip will take place in the classroom, the teacher asks the students to brainstorm about what the meeting room should look like. Ask students to close their eyes and try to visualize the room.
2. Once students have established the visual of the room, the teacher tells the students that they will all be some form of experts in the field of animal resources. Brainstorm

with the class to create a list of possible experts (ie: trappers, aboriginal peoples, researchers, scientists, etc.)

3. Choose 4 types of experts from the list (one must be aboriginal peoples).
4. Separate the class into 4 groups (do not let the children choose their own groups) and give each group one of the expert titles.
5. Inform the groups that they will be travelling to speak to the Prime Minister's Assistant regarding their view on animal trapping. Tell them that the Prime Minister is trying to decide whether to ban, permit or restrict trapping of animals. Let students know that they will be writing a short report for homework on whether they feel their group succeeded in the presentation of their argument.
6. The objective of the group is to present a convincing argument in support of one of the possible decisions.

Group work: (15 minutes)

1. Students have 10 minutes to discuss, in their groups, the reasons they support their stance. They must elect one or two key speakers who will deliver their case to the Prime Minister's Assistant. Tell the group that they have maximum 5 minutes to speak when the class regroups)
2. Regroup as a class, with each group sitting together (desks are in a U shape with the teacher at the open end of the U)

Topic Debate: (30 minutes)

1. Teacher steps into the role of Prime Minister's Assistant and welcomes the groups to the meeting place.
2. Groups present their arguments one at a time.
3. Teacher tells groups that they may ask a question of any other group, which must be answered. Questions are asked and answered.
4. Teacher thanks the groups for their arguments and lets them know that their ideas will be taken to the "Prime Minister".

Debriefing and follow-up activity (15 minutes):

1. The teacher informs the class of their successes in this debate and areas needing improvement for future debates. Invite questions or comments from the class about their opinion of the activity.

2. Discuss the follow-up assignment of the written report. Let students know that they need to include: the expertise of the group, their stance on the issue of animal trapping, the main points of their argument and their opinion on the success of their group's argument.

Application:

This activity may be adapted for grades 4 and up to incorporate any major Social Studies unit being covered. This activity also provides the teacher with a drama mark, through the role playing, as well as a language mark, through the written report. Adaptations can be made to this activity to create small group assignments instead of an entire class project. Groups could be asked to assume the role of experts in a particular field and given an issue to prepare a debate defence for. Although role play does not require much prior knowledge, I would reserve it for the end of a unit when students have a sound base to refer to for research.

Notes:

It is important for the teacher to assume the role of an Assistant to the PM rather than the PM in case any question come up which have unknown answers. That way you can say you will refer the question to you boss, the PM.

This activity is adapted from the "Polar Bear" exercise found on p 19. in the Dance and Drama Handbook used in the Arts Education class at Brock University.
(author unknown)

Contributor: D. Darby

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Computers, Environmental Education, History, Inquiry Skills, Language Arts, Maps, Math, Physical Geography

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

1. describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, wildlife, aquatic transportation routes)
2. identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain which waterways they used to explore Canada
3. formulate questions to serve as a guide to gathering information
4. locate relevant information about the relationship between the environment and Aboriginal sources using secondary sources (e.g., maps, illustrations, print materials, internet)
5. construct and read maps for specific purposes (e.g., to trace the routes of the Aboriginal peoples and early explorers)

Teacher Materials:

Project WILD Activity Guide

Student Materials:

provincial, territorial and/or regional maps, names of agencies responsible for historical records, Internet access, *Canada Revisited: Aboriginal Peoples and European Explorers* (grade six social studies textbook), art materials

Sequence:

Preparation

This activity should take place near the end of the Heritage and Citizenship Grade 6 Unit on Aboriginal Peoples and European explorers. The activity will be used as a review to solidify previously learned knowledge.

Activity Steps

Duration: several class periods, minimum of three 45-minute periods

1. Explain the purpose of the assignment, which is to trace the history of which waterways the Aboriginal peoples and early explorers used and to examine how the Aboriginal peoples, early explorers, and wildlife have shared aquatic habitats.
 2. Ask the students to refer to a provincial, territorial or regional map and ^ as a group ^ select at least two waterways that will be the focus of their research. They may be a stream, river, lake, or pond. The teacher must ensure that the chosen waterways were travelled by i) the Aboriginal peoples ii) the early explorers (Viking, French, English).
 3. Once their choice has been made, divide the class into six working groups. Ask the students in each group to choose a major topic area to explore. The specific topics they might explore include how early explorers (Viking, French, English) and the Aboriginal peoples interacted with the plants, animals, agriculture, and wildlife common to the area (waterway). Each group must examine a different topic. Choosing a variety of topics helps establish historical perspective as well as to spread out the demand for reference sources.
 4. Ask the students to use the student materials listed above to help guide their research. Questions such as the following might provide guidance: What was life like for early explorers and Aboriginal peoples? For what were the explorers looking? What kinds of wildlife did the explorers and Aboriginal peoples use here? Are these same life forms still here? How has the waterway changed?
 5. Once the research process is underway, have the teams schedule reporting sessions in order to keep everyone abreast of progress and resources. Encourage diversity in their research methods.
 6. When enough information is gathered, have the students create a large map of the waterway ^ ideally, to scale. Each group should also create additional artwork to be used to illustrate the major findings of the results of their research. The art work should be on paper that can be attached to the map in a temporary fashion, removed and replaced as needed.
 7. Begin the reporting. When one group is finished with their segment the next group begins.
- Extension ^ have the students write at least two paragraphs that describes the similarities and differences of how humans today use waterways in Canada compared to how the Aboriginal peoples and early explorers used the waterways.

Discussion

Once reporting is complete, ask the students to collectively analyze (discuss) the importance of the waterway(s) and its associated life to the Aboriginal peoples and the early explorers.

Application:

As previously stated, this activity could take place near the end of the Heritage and Citizenship Grade 6 Unit on Aboriginal peoples and European explorers. The activity can be used as a review to reinforce previously learned knowledge. It may also be a valuable activity to use to introduce the study of Aboriginal peoples and European explorers because i) it introduces students to many important facts in a relatively short

time period ii)it provides students with the opportunity to have some ownership over their learning. It may be beneficial to provide the students with an opportunity to practice reading maps before this activity is undertaken. This activity fits in with the larger context of the elementary curriculum as it can be adopted and used with the Grade 7 History Unit on New France. This activity also brings in aspects of Mathematics ^ creating a large map to scale. Finally it ties in with Language Arts curriculum as the activity requires the students to read, write and research ideas. The Arts Curriculum is involved as the students are responsible for illustrating their major findings.

Extension(s): see above

Notes:

This activity was adapted from the activity „Watered Down History% which can be found in the Project WILD Activity Guide (p. 262-264). Project WILD Activity Guide "Watered Down History" (Canada: Council for Environmental Education, 2001).

Contributor: J. Kirk

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Community Study, History

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate sequencing by arranging puzzle pieces in the correct order on a timeline.
2. Students will illustrate characteristics of a particular time period, specifically family life, school life, community and food, using pictures.
3. Students will communicate information about different time periods through pictures and oral presentation.

Teacher Materials:

- 6 pieces of Bristol board
- 1 glue
- 1 scissors
- 6 pieces of white paper

Student Materials:

- 30 boxes of pencil crayons

Sequence:

Preparation

1. Lay the six pieces of Bristol board in a straight line so that the width of one piece is placed directly beside the width of another piece. Therefore, the pieces of Bristol board should be arranged in a long, narrow line.
2. Cut the Bristol board along the width using various curves and indents so that each piece of Bristol board will connect to the piece beside it like a puzzle.
3. Attain relevant information concerning the family life, school life, community and food of six different time periods, beginning with Pioneer Life and commencing with Early Civilization.
4. Write the information for each time period on a separate sheet of paper.
5. Glue the sheets of information on the Bristol board with the information concerning Pioneer Life on the first piece of Bristol board and the information about Early Civilization on the last piece of Bristol board. Therefore, glue the sheets of information on the Bristol board in the order in which they would appear on the timeline.

Activity

1. Divide the class into six groups.
2. Have students arrange their desks and chairs according to their groups.
3. Provide each group with one Bristol board puzzle piece.
4. Designate the oldest person in each group as the leader of the group. Have the leader of each group read the information on the Bristol board out loud to the other group members.
5. Instruct the students to discuss in their groups how a picture from the particular time period may look. Instruct students to take into consideration the family life, school life, community and food of that time period.
6. Instruct students to illustrate the information on the Bristol board through pictures, which are to be drawn directly on the Bristol board puzzle piece. Each group may choose whether they want to draw one big picture together or develop a composition of smaller pictures.
7. Allow students to work on their illustrations for 30 minutes.
8. Collect the Bristol board puzzle pieces then move the desks and chairs to the side of the classroom.
9. In random order, lay each Bristol board puzzle piece in the center of the room.
10. Give students 5 minutes to read the Bristol board puzzle pieces.
11. Time how long it takes the students to work together as a class to put the timeline in the correct order.
12. Move the desks and chairs to their original positions in the classroom.
13. Tape the Bristol board puzzle pieces to the front board in the correct sequence.

Discussion

1. Have the leaders from each group stand in the front of the classroom and read the information from their Bristol board puzzle piece to the class and explain their groups illustrations.
2. Collect the Bristol board puzzle pieces.

Application:

This activity can be adapted for various age groups and subject areas. For example, this activity can be used with younger children to educate students on the beginning, middle and end of a story. Therefore, each portion of the story can be written on different Bristol board puzzle pieces and the children can be responsible for placing the pieces together in the correct sequence.

For children of various ages and learning levels, this activity can be simplified or made more challenging. To simplify this activity, the teacher can place the puzzle pieces in the correct order, while allowing the students to create the illustrations. In comparison, this activity can be made more challenging by having the students create the illustrations in addition to conducting the research for a particular time period.

This Bristol board timeline activity was developed specifically for Grades 4 to 6, as it is necessary for students to have some pre-existing knowledge on different time periods. It may be necessary for teachers to review information concerning the different time periods prior to commencing the activity.

Extension of this activity is possible by having each group create a drama presentation of the time period they investigated. The drama presentation could involve the students acting out a potential conversation that may occur around the dinner table of a family from a particular time period. The students could be instructed to include aspects of the family life, school life, community and food in their conversation.

Notes:

This activity has not been adapted from a pre-existing source; however, a variety of resources are necessary to attain relevant information concerning the different time periods. It is also necessary to consult the Ontario Curriculum for Social Studies to determine what information should be included in the timeline.

Contributor: L. Levere

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Drama, History

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Demonstrate an understanding of the theories related to the origin of the Aboriginal Peoples (e.g. using Indian Legends - their theories).
2. Describe the relationship between Aboriginal peoples to the political and social life of Canada (e.g. art, music, literature).
3. Describe the relationship between Aboriginal peoples and their environment through the use of Native legends.
4. Work cooperatively in small groups.

Students will:

1. Make predictions about and listen to a reading of a Native legend.
2. Choose a Native legend to read, which in groups, they will dramatize, using tableaux, choral reading, story telling or dramatization.
3. Discuss ways in which Native legends are both similar and different to our legends (e.g. "The Story of the Great Flood" is similar to the Bible story "Noah's Ark".)

Teacher Materials:

- Native legend - The Mountain Goats of Temlaham
- chalk
- photocopies of different Native legends (7)
- pictures (examples) of Native art (e.g. masks, totem poles etc...)

Student Materials:

- 7 photocopies of Native legends (1 for each group): "The Creation Myths of the Huron and the Iroquois"; "The Story of the Great Flood"; "Why Buffalo has a hump"; "Avaotok"; "The Punishment of the Witches"; "The Origin of Niagara Falls"; and "The Beginning of the Haida World" from the book entitled Indian Legends of Canada.
- construction paper (numerous colors)
- paper plates
- glue
- scissors
- pen/pencil

- paint/pencil crayons/markers
- tissue paper
- toilet paper roles

Sequence:

Presentation Steps

Introduction/Motivation/Recall:

1. Introduce the Story, The Mountain Goats of Temlaham to students. Ask them to make predictions (What is the story about? What kind of story is it?)
2. Read the story to students.
3. Ask students if their predictions were accurate.
4. Ask students to brainstorm what they think a legend is. Keep track of all suggestions on the blackboard. Ask how they think a legend gets started and why?

Sequence of Steps for Learning:

1. Review with students the rules for working in groups. Write these rules on the board. Ask if all agree to these rules.
2. Place students into 7 groups of 4.
3. Distribute one legend to each group.
4. Direct one of the students to read the legend aloud amongst their group, or if they are short enough, legends can be read aloud to the class.
5. After reading their legend students are engaged in a discussion on how their legend may be similar or different to legends we may have.
6. After the recapitulation, groups will be given time to create and practice a dramatization for their legend, which will be presented to the class in an upcoming social studies or drama class.

Recapitulation:

1. Ask the question, "Why do you think it is important to have legends? Why is it especially important for Canada's Aboriginal people? How do these legends contribute to Canada's social and political environment?"

Application:

I have decided to integrate this activity with both dramatic arts and visual arts lessons. During our visual arts period, students will be given

40 - 60 minutes to construct props, such as masks of people and animals, totem poles etc. which apply to their legend and which they will use in their dramatizations. Students will be given a variety of materials from which to make the props such as construction paper, tissue paper, paper plates and toilet paper rolls. A separate lesson will be constructed for this activity, which will follow expectations from the visual arts curriculum. During our drama class, students will be given time to create and practice a dramatization of their legend, which will use either a series of tableaux and passage readings, story telling, dramatization, or a choral reading of the legend. Emphasis will be placed on proper use of dramatic techniques and as with the visual art activity, the drama activity will have its own lesson plan, which follows the expectations outlined in the dramatic arts curriculum. This activity fits in with the overall curriculum because it has implications for many other subject areas or expectations. This lesson allows the students to appreciate the values of other communities and how these values may have had an impact on Canadian society. The lesson also allows them to discover some of the similarities that exist between many of the Native legends and our own legends or stories

Notes:

Contributor: T. Mahony

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Community Study, Feelings, Inquiry Skills, Multiculturalism, Personal Growth

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify relationships between Aboriginal Peoples and their environment with respect to shelter and cultural practices, focusing on the buffalo.
2. Students will analyze their own personal characteristics through the creation of symbols.
3. Students will demonstrate communication skills through an oral presentation, drawings and a model.

Teacher Materials:

1. examples of symbols that could be used on teepees that are created by the teacher and taken from resources.
2. books on Plains Native Peoples
3. teepee pattern found in *Indians of the Plains* by Verna Kirkness
4. map of Canada
5. a model of a completed Teepee

Student Materials:

1. 1 large paper bag
2. scissors
3. pastels
4. pencils
5. pencil crayons
6. wax crayons
7. glue
8. teepee pattern
9. resources on Plain Native Peoples

Sequence:

INTRODUCTION:

Use a map to remind students where the Plains Peoples are located in Canada, briefly identifying:

1. What kind of landscape and climate is in these areas?
2. What kind of animals most predominately live in these areas?
3. What animal would be useful to the Plains Peoples? At this point introduce the buffalo with respect to shelter and cultural practices.

As a class, develop a concept chart about how Plains Peoples use the buffalo in daily life, focusing on shelter and further exploring:

1. Why there are two flaps called "wings" or "ears" at the top of a teepee?
2. Why do you think the doorway would always have to face east?
3. What is the significance of the symbols painted on the outside of the teepee?

At this point the teacher shows examples of symbols that could represent the history and skills of the family located within the teepee.

ACTIVITY ONE:

Like the Plains Peoples, students will create a time line of their personal history, starting from birth to present, including any special skills they have developed along the way.

1. On a blank piece of paper draw a horizontal line.
2. Starting from the time of birth write down at least five significant occurrences in history that describes you as an individual.
3. Underneath each point in history, create rough sketches of symbols that represent each item of your time line.

ACTIVITY TWO:

On each desk, students require 1 large paper bag, 1 teepee pattern, drawing utensils, scissors and glue.

INSTRUCTIONS TO CREATE A TEEPEE

1. Cut off the bottom of a large brown paper bag and cut the bag vertically along the seam.
2. Lay the paper bag flat and trace the cut out pattern onto the bag with a pencil.
3. Cut the pattern out of the bag.
4. Crumple the cut out paper bag pattern into a small ball and soak with water.
5. Squeeze out any extra water.
6. Carefully uncrumple the wet paper and set out to dry (approximately 10 minutes).
7. Once the teepee pattern is dry, add coloured symbols developed in activity one. The symbols start at the bottom and work their way around the teepee.
8. Put glue on the tabs and bring the shape into a teepee form. Bend the smoke flaps outward, at the top of the teepee.

Application:

This activity can be used as part of a wider curriculum that studies the Heritage and Citizenship of Aboriginal peoples in Canada. It would accompany a study of the different types of Aboriginal Peoples located in different parts of Canada. Ultimately, students would investigate and identify the impact early explorers had on the development of Canada, analyzing the political, social and economic issues that many Canadian Aboriginal Peoples endure.

The Teepee activity would be best used to introduce and reinforce the role of the environment in shaping Aboriginal cultures. Students could use this activity to compare how different Aboriginal people live depending on their location within Canada. Also, students could further investigate how Aboriginal peoples live in respect to food, shelter and cultural practices. Furthermore, students could identify some technological developments and cultural factors that allow them to analyze Aboriginal Peoples.

As an extended activity, students orally present their teepees to the class, identifying characteristics about themselves that helps develop social growth and confidence within the classroom. Also, this would fulfill curriculum requirements on developing skills of communicating with clarity, precision, appropriate terminology and symbols.

As an integrated unit with language arts, students could write a descriptive paragraph about the symbols they choose to decorate their teepee with, practicing their writing skills. On a more creative level, students could create different ways of living, considering the environment, climate and natural resources available.

Notes:

Cass, J. (1983). *Mistatin, the buffalo hunter*. Canada: Canadian Cataloguing in Publication Data.

Kirkness, V. (1984). *Indians of the plains*. Toronto: Grolier Limited.

Ward, D. (1995). *The people: A historical guide to the first nations of alberta, saskatchewan, and Manitoba*. Saskatoon: Fifth House Publishers.

Contributor: K. McCracken

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Feelings, Multiculturalism

Time: 45 Minutes

Student Grouping: Individual

Expectations:

Expectations:

1. Students will be able to describe the relationship between Aboriginal peoples and their environment with respect to cultural practices (e.g., constructing totem poles)
2. Students will construct a model of a three-dimensional totem pole.
3. Students will be able to demonstrate their own life values by using meaningful symbols when constructing three-dimensional totem poles.

Teacher Materials:

example of three-dimensional totem pole for class

Student Materials:

Student Materials: Each child will receive:

paper towel roll

scotch tape

glue

scissors

construction paper of various colours

markers

Sequence:

Sequence of Steps to Learning:

Preparation:

1. Allow students to view pictures of totem poles and to discuss what pictures and symbols are on these totem poles and what they may represent.
2. Ask class what meaningful symbols they would carve on a totem pole.
3. Gather and disperse to the students the materials needed for the activity.

Activity: Constructing a Totem Pole

1. Allow students to sketch symbols of meaningful things that they will add to their totem pole on construction paper (e.g. animals, humans, birds).

2. Wrap a sheet of brown construction paper around a paper towel roll. Secure this into place with scotch tape or glue.
3. Cut out the sketches of the symbols of the animals, humans, or birds that the students chose to draw.
4. Use different coloured construction paper to add details to the symbols chosen for the totem poles (e.g. eyes, nose, color, limbs, etc.)
5. Remind students that they should make their totem poles three-dimensional by folding, shaping, taping, or gluing the construction paper to their symbols in ways that will allow for the paper to stand out from the symbol. (e.g. the students could make a beak for birds, fins for fish, or extra wings for butterflies depending on the symbols that they chose.) Students also have the opportunity to view the teacher model to get ideas on how to go about making their totem pole appear three-dimensional.
6. Remind the students to cover the whole totem pole from top to bottom and to use many different colours for their totem poles.
7. Tape or glue the animals, humans, birds to the paper towel roll. Once finished have students clean up their area.

Process:

1. Allow for the students to show the class their totem poles once they are complete.
2. The class may want to discuss with the students why the symbols on their totem poles are meaningful to them. (This gets into the affective part of the activity for the students.)

Application:

Application:
ADAPTATION

This activity can be adapted for use by most age groups. Three-dimensional models of totem poles are most appropriate for the junior grades but totem poles can easily be adapted for the primary grades also. This adaptation can occur as long as the animals that the children will be using for their totem poles are already drawn for them. This will cut back on time so that all the students have to do is to cut out the animals and colour them and then glue the animals to their paper towel role. For children with special needs, the animals may have less details on them which will make the animal easier for them to colour. This activity could also be adapted for a child with special needs by already having the animal cut out for them due to their level of fine motor ability. Another adaptation for children with special needs is to use brown paper bags as the main part of their totem pole. Paper bags are much easier for the children in the younger grades and children with special needs to handle.

BACKGROUND KNOWLEDGE

Before this activity is introduced it is important to give the students some background knowledge about totem poles. For example, it is important to tell the class that Aboriginal peoples constructed totem poles to tell their stories. The carved figures on a family totem pole represented names rights and possessions of the family. Totem pole figures were carved to look like humans, birds, and animals. The animals often displayed

human faces and hands, sitting or standing up straight like human beings. This information is important background material for the class because it will help them to decide and reflect upon what is important in life to each of them. This will also help the class to understand why totem poles were constructed and what symbols should be placed on their own totem poles.

EXTENSIONS

This activity could be extended in many different ways:

1. Extend this into a religion activity by discussing the fact that there were many great native story tellers but that Jesus was also a great story teller. The teacher could then tell stories which took place around the time of Jesus.
2. As a teacher, you could also describe in further detail the relationship between Aboriginal peoples and their environment. This may include making different types of Aboriginal foods, building a teepee, or many other cultural practices.
3. Following this activity it may also be a good idea to incorporate native legends into drama. The class may choose to act out different native legends or to perform some tableaux.
4. Another extension of this activity may be to listen to Aboriginal music and to discuss the different sounds and instrument used in the music. A class could also interpret the different lyrics in the songs or make up their own music with regards to the different native legends that they are familiar with.
5. Students could also identify the contributions of Aboriginal peoples to the political

Notes:

This activity was adapted from the "Catechist's Manual-Born of the Spirit" (1997). Come and See yr. 4. pg. 48. It is important to note that the reference "Come and See" is not needed to teach this activity. However, it could be used as a teacher's guide to give background knowledge to the students.

Contributor: S. Rampersad

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Community Study, Computers, Drama, Environmental Education, Government, History, Inquiry Skills, Language Arts, Maps, Multiculturalism, Physical Geography, Science

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, family, shelter, cultural practices, transportation, exploration, the arts, technology, government). (Understanding Concepts)
2. Students will demonstrate an understanding of the theories related to the origin of the Aboriginal peoples of Canada (e.g. migration and settlement). (Understanding Concepts)
3. Students will describe early explorers, perceptions of Aboriginal peoples, way of life. (Applying concepts and skills in various contexts)
4. Students will locate relevant information about the relationship between the environment and Aboriginal lifestyles, using secondary sources (e.g., maps, illustrations, print materials, CD-ROMs, Internet). (Development Inquiry/Research and Communication Skills)
5. Students will analyze, classify, and interpret information they have gathered for their specific Native People group. (Development Inquiry/Research and Communication Skills)
6. Students will communicate information, using oral presentations, written notes, media works, and description, drawings, tables, charts, and maps. (Development Inquiry/Research and Communication Skills)

Teacher Materials:

- 30 copies of the student handout explaining the breakdown of the assignment (adapted from the „Activity Description%o section)
- Educational resource books, encyclopaedias, Atlases, CD-ROMs, and websites

Student Materials:

- 200 sheets of paper

- 30 pens
- 10 sets of pencil crayons, markers, or crayons
- An Encyclopaedia set
- 20 Atlases
- A variety of resource books
- CD-ROMs/Internet (optional~use only if available in school or home)
- Computer/Word Processor (optional~use only if available in school or home)

Sequence:

Preparation:

1. Read the „Introduction%” section of the book "The Boy Who Lived With The Bears and Other Iroquois Stories" to introduce the topic of „The Aboriginal Peoples of Canada%”.
2. Explain the assignment and the evaluation, using a developed „student handout%” as a guide (Teacher should make up an evaluation breakdown using the guide from the „activity%”).
3. Hand out the student supplies that are needed for the activity.

Activity:

1. In groups of 2-3, students will choose to research from a given list of Native People groups of Canada for this project (e.g. Iroquois Indians, Eastern Woodland Indians, Huron Indians, Inuit Indians, Cree Indians, Dorset Peoples, Thule People, Chippewa Indians, Onondaga Indians or Seneca Indians).
2. Students will research relevant information about their Native People group by using the available resources in the classroom and/or school library and/or at home, describing the relationship between the environment and Aboriginal lifestyles using secondary sources (e.g. books, encyclopaedia, Atlas/maps, illustrations, print materials, CD-ROMs, Internet).
3. Students will prepare a report (in booklet form) on their Native People group by describing the relationship between Aboriginal (Native) peoples and their environment with respect to food, family, shelter, cultural practices, transportation, exploration, the arts, technology, and government (these sub headings in the projects must be approximately 5-6 sentences in length). Within the report, students must include a title page, a table of contents, a coloured map locating where their Native People group is from in Canada, relevant illustrations (photographs, drawings, print materials) pertaining to a specific sub heading (e.g. food, transportation, arts, cultural practices, etc.) and a Bibliography to cite the sources used to gather information about their Native People group.

Discussion:

1. Small groups will present their projects to the whole class and the teacher, highlighting significant points of interests from their research on a particular Native People group. They must discuss with the class the name of their Native People group, where they are located on a Canadian map, and any interesting fact they learned while doing the

assignment. Flexibility can be accommodated if the student groups choose to present their projects in the form of a drama, where they assume the role of a specific Native People group and demonstrate practices associated with them.

2. For evaluation, each person from the group must present some material from the project (e.g. summarize the sub-categories of the assignment to the rest of the class).
3. Following each group's presentation, the rest of the students in the class and/or teacher may ask 1-2 questions pertaining to the group's presentation.
4. There is a 5-10 minute limit to each group presentation.
5. Students will hand in their projects to the teacher for evaluation (teacher must develop a Rubric criteria that

Application:

Some strategies for integrating this activity within the wider curriculum is by leading this activity into the Science strand, where it involves the classification and the organization of various items based on a specific criteria (e.g. where specific Native peoples are located in Canada and the various cultural practices that are related). It is also curriculum crossed with the Arts strand, where students are illustrating and colouring (using the principles of design) various pictures related to their sub-headings as well as shading in maps to indicate different regions for Visual Arts effect. Music can also be correlated into this project if the students choose to explore different cultural songs and „beat% rituals that relate to their Native People group. Drama can also be implemented from the Arts curriculum if the students wish to assume roles to demonstrate their presentation or demonstrate a specific dance that pertains to their Native People group. Lastly, this project correlates with the Language program for Grade 6, where students develop their group work skills, speak correctly in their presentations using a varied vocabulary and a range of sentence structures, and use their voice and gestures to enhance their presentations as they help convince or persuade listeners in interest to their topic. More, the students will summarize and explain the main ideas researched in information materials (seen in the secondary sources obtained for their project) and cite details that support the main ideas for this research project. The students will also understand specialized words or terms, as necessary (e.g. „Aboriginal%) to their level of study. The prior knowledge the students must need to know before doing this assignment is how to use an Encyclopaedia, the Internet and a CD-ROM. Students will also need to know how to look up various resources in the library to gather information for this research project. This assignment may be used as a unit as it links to the larger context as indicated in the various subject strands outlined in the Ontario Curriculum Document. This research project could be done over a period of two-three weeks. The format or structure of this project can be adapted to any unit of study on a specific topic, where the students can learn independently as they research a broad range of topics. (This format is helpful if there is much content to be covered--the students can focus on specific topics and then present it to the rest of the class, which in turn allows them to peer teach the other students from their research).

Notes:

This activity is adapted and modified from a Grade 6 Social Studies project I did at the Elms Jr./ Middle School in Toronto (1991).

Books:

Bruchac, Joseph. *The Boy Who Lived With The Bears and Other Iroquois Stories.* New York: Harper Collins Publishers, 1995.

Clark, Ella Elizabeth. *Indian Legends of Canada.* Toronto: The Canadian Publishers, 1960.

Francis, Daniel and Sonia Riddoch. *Our Canada: A Social and Political History.* Toronto: McClelland and Stewart Ltd., 1989.

Patterson, Palmer. *Inuit Peoples of Canada.* Toronto: Grolier Ltd., 1982.

World Book Encyclopaedia, World Book Inc.

New Standard Encyclopaedia. Standard Educational Corporation.

Internet Sites

<http://www.stemnet.nf.ca/CITE/canada2.htm>

<http://www.indians.org/welker/canada.htm>

<http://www.aboriginalconnections.com>

<http://www.bloorstreet.com/300block/aborl.htm>

<http://www.civilization.ca>

<http://www.ualberta.ca/~bleeck/canada/firstntn.html>

**Other books, atlases, maps, Internet sites and CD-ROMs can be researched by the students or the teacher to add to resource list.

Contributor: A. Slaney

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, History, Multiculturalism

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will construct realistic teepees complete with traditional story telling symbols.
2. Students will describe the relationship between Aboriginal people and their environment (shelter).
3. Students will communicate information (traditional symbols) through drawings and models.

Teacher Materials:

1. 10 colourful examples of traditional symbols representative of the Plains Indians (put on the blackboard for all to see)
2. 30 brown paper bags
3. 2 Rubbermaid containers filled with water

Student Materials:

Each pupil will require:

1. Scissors
2. Paint
3. Paint brushes
4. Pencil Crayons or Crayons
5. Glue
6. String or wool

Sequence:

Prior Knowledge:

Assume the students already have previous knowledge on Aboriginal peoples. In addition, assume that the students have just explored the Plains culture within the whole unit of First Nations. In short, the Plains Indians were nomadic and lived in teepees.

This activity stems off the lecture notes on the Plains culture and gives students hands on experience of what realistic teepees look like.

Activity:

Part 1

1. Have the students get out all of the materials required to complete this activity.
2. Each student will receive a paper bag and a worksheet with a teepee pattern on it.
3. Instruct the students to cut off the bottom of their paper bag and cut the bag up and down along the seam where it joins together.
4. Have the students then cut out the teepee pattern on the worksheet provided.
5. Ask the students to lay the brown paper flat and trace the pattern onto the brown paper bag.
6. Instruct the students to cut the pattern out of the bag.
7. All students will then crumple their paper bag pattern into a ball and then soak in water.
8. Ask all students to squeeze out any extra water.
9. Invite the students to carefully uncrumple the wet paper and set out to dry.

Part 2

1. While the wet teepee patterns are drying the students will now create their own traditional symbols that will be put on their teepees.
2. Invite the students to look at some examples of traditional symbols on the blackboard.
3. Give the students about 10 ^ 15 minutes to sketch some possible symbols on a scrap piece of paper. The students are allowed to copy some symbols from the blackboard or use their imagination to come up with their own symbols. This time allows the students to practice drawing the symbols so when it comes time to paint, or colour them on their teepee, they will know how to draw them.

Part 3

1. Once the teepees are dry the students will now put their symbols on the pattern using paint, pencil crayon, or crayons. Suggest to the students that it is best to start drawing at the bottom and to work around the cut pieces.
2. Communicate to the students that on a real teepee, the symbols tell a story that keeps a kind of history from year to year.
3. Ask the students to now put glue on the tabs above and below the doorway and bring the shape into a teepee form.
4. Continue to instruct the students to press the tabs together and when the glue dries they will have made a small sized teepee.
5. Finally, have the students bend the smoke flaps at the top of the teepee outwards
6. For added realism, invite the students to weave the sides of the teepee together

with wool or string, add three or four support poles or brush their teepee with a diluted wash of brown paint and water.

Discussion:

1. Invite some students to tell the rest of the class what their teepee symbolizes.
2. Recapitulate with the students to why teepees were important to the Plains Indians.
3. Have the s

Application:

This activity is designed for grade six as they currently study Aboriginal peoples. This activity would fall after a few introductory lessons to a unit on First Nations. This activity extends and reinforces a specific topic, which is looking at different tribes within the category of Aboriginal peoples. This activity would come after a lesson that explores the culture of the Plains Indians. This activity allows students to further understand what teepees looked like, what teepees represented, and how teepees were useful for this particular tribe.

This activity integrates well with the art curriculum as students are constructing models of teepees. One idea is to extend this activity into an art period where the entire class constructs a larger sized teepee. Another curriculum integration is to apply this activity to a novel study. The teepees could be used as props within the novel study or used to help create a scene from the novel. This activity achieves curriculum expectations from social studies, art, and language arts.

If there are students in the classroom with disabilities this activity allows for modifications to occur. The teepee pattern could be cut out, some symbols could be previously coloured and cut out for students to glue onto the teepee, or depending on the range of abilities in the classroom, the teacher could have students work in pairs where each pair creates one teepee. The students could be strategically placed where level three or four students are placed with level one and two students.

Notes:

This activity is adapted from a First Nations „Native Culture of Canada%” unit. This unit is written by Doug Sylvester and illustrated by Yvette Heide. This unit is published by Rainbow Horizons Publishing.

Contributor: H. Terdik

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, History, Multiculturalism

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will gain an understanding of the importance of the oral tradition and storytelling bags to the Six Nations Mohawks by listening to and discussing a short story.
2. Students will individually create a storytelling bag depicting traditional Native designs and patterns.
3. Students will neatly use at least four materials to decorate storytelling bags and make use of at least three different colours.

Teacher Materials:

- "Tales of the Mohawks" by Alma Greene (ISBN 0-460-95086-X)
- replica pre-made storytelling bag
- map depicting Brantford and the Six Nations Reserve
- apple
- picture of bridge with skeleton
- bolts
- pictures of Native art

Student Materials:

- 30 pieces of burlap pre-cut in circles 45 cm in diameter
- 30 pieces of leather lacing pre-cut to 100 cm in length
- large selection of construction paper in many colours

- large selection of simulated turkey feathers in various colours
- large selection of felt in many colours
- 30 plastic arrowheads
- large selection of scrap leather
- 30 bottles of craft glue
- 30 scissors

Sequence:

Introduction:

1. While sitting in a circular formation on the floor, the teacher will show students a pre-made replica storytelling bag and ask if they know what it is used for.

If students accurately introduce the story, "Gilbert the Ghost" found on pg. 143 in "Tales of the Mohawks". If students are unsure, inform them that the teacher will be looking for answers later.

2. Introduce the story and tell the students where it originates (among Six Nations Mohawks).

Sequence Of Steps For Learning:

1. The teacher will keep the replica storytelling bag by his/her side and read the students "Gilbert the Ghost".

2. As the story is being read, the teacher will pass around objects from storytelling bag that pertain to story for students to view (map showing Brantford and the Six Nations Reserve,

apple, picture of bridge and skeleton, bolt). Quietly tell the students to pass objects around the circle.

3. Following the conclusion of the story, ask students to tell where Six Nations is (students should learn this from looking at map).

4. Teacher will inform the students about Six Nations (formed by the Mohawk, Onondaga, Cayuga, Oneida, Tuscarora, and Seneca Nations for peaceful co-existence).

5. The teacher will ask the students to explain the usage of the storytelling bag and how it assisted in understanding the story.

6. The teacher will ask the students why Natives might use storytelling bags (oral tradition means that stories are not written down and are shared verbally, objects make the story come to life).

Application Of Learning:

1. The teacher will inform the students that they will be creating a storytelling bag individually.

2. The teacher will show students pictures of Native art, and discuss characteristics (use of animals, plants, intricate designs, and symmetry).

3. Discuss with the students how they may want to decorate their own storytelling bag.

4. The teacher will inform the students to sit at the desks.

5. Once the students are settled, the teacher will pass out the burlap pattern, leather lacing and plastic arrowheads to each student, and show them the materials to be used (construction paper,

feathers, felt, scrap leather).

6. The teacher will show the students how to weave leather lacing through burlap (5 cm from outside edge of burlap). This step will be completed as a class at the same time.

7. The students will pull the leather lacing at both ends and the burlap will take the shape of a bag. Tie the plastic arrowhead to the leather lacing, and tie the leather lacing in a bow to seal the bag.

8. Discuss with the students what a level iv storytelling bag looks like(Native pattern depicted on bag, neat, four materials used, at least three colours used).
9. The students will file to table where materials are located, and they will select the materials they want to work with(instruct all students to take bottle of craft glue and scissors).
10. The students will return to their desks and decorate the bag u

Application:

This activity can be used to bring the study of Native legends and storytelling techniques to life. Following the completion of their storytelling bags, the students could be asked to prepare a story in Language Arts pertaining to Native culture. The students could bring in/create objects mentioned in their story and place them in the storytelling bag to assist others in understanding their story. In small groups the students could share their stories using the storytelling bag. Before this activity is introduced, the students should be familiar with Native legends and stories and their importance to Native culture. By participating in this activity the students further develop skills reinforced throughout elementary school such as listening, observation, following directions, oral and written communication, and fine motor cc-ordination. This activity is also great for teachers wishing to expose students to the customs of other cultures.

Notes:

The story "Gilbert the Ghost" is taken from: Greene, Alma(Forbidden Voice). "Tales of the Mohawks". Toronto: J.M. Dent & Sons Limited, 1975.
All the craft supplies may be purchased at Michael's Craft Superstore with locations throughout Ontario.
To save money teachers can obtain burlap(potato sacks) from produce vendors at local farmer's markets.

Contributor: K. Thompson

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Drama, History, Inquiry Skills, Language Arts, Multiculturalism

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Expectations

Adapted from The Ontario Curriculum

Social Studies

Heritage and Citizenship: Aboriginal Peoples and European Explorers: Grade 6

Students will:

1. Describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
2. Identify early explorers (e.g. Viking, French, English) who established settlements in Canada and explain their reasons for their exploration (e.g. fishing, fur trade).
3. Identify some of the consequences of Aboriginal and European interactions (e.g. economic impact of the fur trade on Aboriginal peoples; transmission of European diseases to Aboriginal peoples).
4. Use appropriate vocabulary (e.g. social, political, economic, explorers, contributions) to describe their inquiries and observations.
5. Formulate questions to serve as a guide to gathering information.
6. Locate relevant information using primary and secondary sources.
7. Communicate information using oral presentations.
8. Describe Aboriginal peoples perceptions of Early European explorers.

Adapted from The Ontario Curriculum

The Arts

Drama and Dance: Grade 6

Students will:

9. Demonstrate understanding of ways of sustaining the appropriate voice or character (e.g. through language, gestures, body movements) when speaking in role.
10. Create, rehearse and present drama works to communicate the meaning of source material drawn from a culture.

Adapted from The Ontario Curriculum

Language

Oral and Visual Communication: Grade 6

Students will:

11. Use tone of voice and gestures to enhance the message and help convince or persuade listeners in presentations.
12. Use constructive strategies in small-group discussions.

Teacher Materials:

Teacher Materials

1. Scenario and Group Discussion Questions Sheet (Adapted from S&S Learning Materials Ltd., 1993)
2. White / Chalk Board
3. Markers / Chalk

Student Materials:

Pupil Materials

Group Discussion Questions (Adapted from S&S Learning Materials Ltd., 1993)
Primary and Secondary Sources for Research Purposes (e.g. books, CD ROM)
Social Studies Workbooks
Pencils

Sequence:

Presentation Steps

Introduction/Motivation/Recall
5 minutes

1. The teacher will set up the scenario:
"Imagine you are a Native Canadian standing on a hill looking out over the ocean when the sails of the first ship of Europeans appears in the distance. When these strange people come ashore and make contact with you and your people what are your thoughts and feelings?"
2. Students will brainstorm some of these thoughts and feelings with the teacher writing down suggestions on the board using a concept map. This diagram will remain on the board throughout the class for student reference.

Sequence of Steps for New Learning
15 minutes

1. The teacher will divide students into groups of two (one extra group of three may occur if there are an uneven number of students).

2. The teacher will hand out copies of the discussion questions pertaining to the scenario.
3. Each group will discuss amongst themselves the questions posed on the handout.

Recapitulation

60 minutes

1. The teacher will join each pair of students with another pair to make groups of four students.
2. The teacher will explain verbally to students that: in their groups, students will write a five minute dialogue between two Native men and two European explorers discussing their impressions and feelings at this initial contact. The teacher will remind students to try to imagine their reactions without being influenced by attitudes from contemporary times.
3. The teacher will verbally go over drama skills such as intonation, annunciation, voice projection and body language which will be part of the skit evaluation.
4. The teacher will supply a variety of primary and secondary resources for students to use to research for their skits.
5. Students will work in their respective groups on their skit presentations for the remainder of the class time.

Application

40 minutes

1. Students will perform five minute skits during the next class.

Evaluation

1. During the next Social Studies period, the teacher will mark students' skits for research skills, historical accuracy, oral communication and drama skills.

Application:

As can be seen from the "Expectations" section of this lesson, there are a variety of integrated Curriculum links: Social Studies, The Arts: Drama and Language Arts: Oral and Visual Communication.

In order to extend this lesson even further, the written skits could be assessed/evaluated by the teacher before the presentations are performed.

In this respect, Language: Writing Expectations such as:

1. students using verb tenses consistently throughout a peice of writing,
2. using a variety of resources to confirm spelling,
3. selecting words and expressions to create specific effects, would be met in addition to the expectations already listed for this lesson.

As well as the above Curriculum links, this activity can extend into other facets of the Curriculum:

1. The Arts: Visual Arts: by creating Aboriginal art such as masks, totem poles, symbols etc.
2. Language: Reading: by reading Aboriginal legends and stories regarding Aboriginal beliefs and European exploration in Canada.
3. Mathematics: by discussing concepts such as trade and monetary value.
4. Science and Technology: by discussing and constructing Aboriginal tools and supplies which European explorers brought to Canada and introduced to the Aboriginals.

In order to complete this lesson successfully, students require some prior knowledge:

1. Completed group work successfully in the past,
2. Skit writing skills,
3. A minimum confidence level for performing in front of others,
4. Primary and secondary resource research skills,
5. An adequate knowledge of European explorers and their dealings with Aboriginal peoples in Canada (this is up to the discretion of the teacher).

If students do not display these requirements to the teacher's satisfaction this lesson can also be extended to develop even further the above listed skills.

All in all, this lesson plan is an integrative one which takes into account a sundry of Expectations from The Ontario Curriculum.

In addition, numerous other Expectations from a variety of other subject areas can be incorporated into this lesson plan to make it a Unit Plan if the teacher desires.

Notes:

1. This activity is adapted from S&S Learning Materials Ltd., 1993.
2. Teachers may use a variety of primary and secondary resources for children to draw information from to construct their skits (e.g. books, CD ROM, Internet, texts, encyclopedias, field trips to Aboriginal reserves, guest speakers, videos etc.).

Contributor: K. Tripp

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Arts, Community Study, Environmental Education, Feelings, History, Language Arts, Multiculturalism, Personal Growth, Values Education

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will describe the relationship between Aboriginal peoples and their environment.
2. Students will use information about aboriginal lifestyles and their environment.
3. Students will use a variety of materials to construct a visual representation of Canadian Aboriginal beliefs and culture.
4. Students will contribute and work constructively in groups.

Teacher Materials:

- Background information in written form (possibly a legend) about the 4 Elements (Earth, Wind, Fire, Water)
- Mural paper, 4 pieces cut off the roll, approx. 2m x 1m per piece
- construction paper (stack of all different colours, focus on earth colours: green, blue, brown, yellow etc.
- collage materials: scraps of fabric, wool/yarn, papers, aluminum foil, cotton, paint (tempera or watercolour), natural objects (soil, rocks).
- finger paint
- newspaper
- paint brushes, glue paddles

Student Materials:

- any materials from the list above (ask in advance to look at home and bring into the classroom).
- pencils
- scissors (at least 4 pairs per group)
- gluestick or white glue

Sequence:

Preparation:

1. Materials on back counter ready to go. (Have helpers from the class assist in getting materials ready to go)

2. Teacher reads to the class a prepared background of the role the 4 Elements (Earth, Wind, Fire, Water) play in aboriginal culture.
(e.g. The Elements are gifts from Mother Nature and are to be shared among all people)
3. Explain that the class will be divided into 4 groups and that each group will be one of the Elements. Their job will be to make a mural showing and representing their given Element.
4. Remind the students that just like the Elements are to be shared, this activity also requires everyone to share materials and ideas within their groups
5. Divide the 30 students into 4 groups (2 groups of 7, 2 groups of 8)

Activity

1. Assign each group to an open area of the room, push desks together to make space if needed.
2. Have each group designate people to pick up the materials for the murals from the back counter.
3. Instruct the groups to discuss what they should include in their murals and what would best represent their Element.
4. Encourage each group to be as creative as possible and stress that creativity is the goal of a mural/collage.
5. Allow the activity to continue without too much interruption or teacher intervention, unless students are too off-task.
6. Activity should take at least an hour, depending on the group of students and their attention spans.
7. When it is obvious that the groups are done their murals, stop the activity to explain what will happen next (this will probably have to continue the next Social Studies period because of the lack of time.)

Discussion

1. If time remains, if not describe what will happen in the next period, have each group come up to the front to present their murals. Allow each group to describe what they did and how they came to agree on the finished product.
2. Ask students questions such as, "Why is this a good representation of Water?"
3. Post murals either in the classroom or in the hall (if permitted). Murals would add a great affective element to the classroom.

Application:

This activity can be used to introduce the culture of Canadian Aboriginals. The idea of the 4 Elements is only a small piece of the intriguing aboriginal culture. To extend this topic, there are a few other activities that can involve other parts of the curriculum.

First of all, the Language Arts component encompasses Reading, Writing, and Oral/Visual Communication. The above activity includes parts of the Oral/Visual Communication curriculum (i.e. "uses constructive strategies in small-group activities). In terms of the other two strands of the Language Arts curriculum, students can write a poem of story about the Elements and read it to a small group, the teacher, or to the entire class. Secondly, students may engage in music-related activities. For example, students can decide which Elements they want to be and then use various instruments of sound to represent their chosen Element. Because students in grade six have experience with the instruments (we hope), they could be divided into groups and work together to come up with a collective sound of an Element using traditional Native/non-Native instruments, body movements, or voices. As well, the aboriginal people's belief that the Four Elements give life and must be shared among all people can be extended into a discussion about the world's current issues surrounding our natural elements (air quality, water supply, forest fires etc.) Vital questions can be discussed such as, "Are we using the resources in such a way that it could be very damaging to humanity in the future?" As well, you could ask the class if they think it is fair for one person or group of people to use more than their share of natural resources?

Before this activity is introduced, students should have a basic understanding of the Canadian Aboriginal People's beliefs about what is sacred and important to their culture. For the most part, however, this activity is suitable for the beginning of the unit in order to introduce the traditional belief systems of this culture as well as the foundations from which these people have built their lives. Lastly, it is important to note that the curriculum requires that current issues facing the aboriginal people of Canada should be studied. This activity is ideal for understanding their culture historically.

Notes:

This activity is adapted from "All My Relations" Resource Kit. This kit is put out by the Canadian Alliance in Solidarity with Native Peoples (CASNP). The "All My Relations" kit was compiled by Catherine Verrall with Lenore Keeshig-Tobias. The mural-making portion of this activity will most likely take up the full Social Studies period. You do not want to rush the students through the process of making their murals because you want them to have the full experience of thinking abstractly and demonstrating this understanding through creative means. The whole point of this activity is to allow the students to place an affective meaning on what is normally never given too much thought, the importance that should be placed on our natural resources.

Elementary Social Studies: A Practical Approach to Teaching and Learning,
Seventh Edition
Wright/Hutchison
Activity Ideas for Elementary Social Studies

Contributor: A. Trojan

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Community Study, Computers, Drama, Government, History, Human Geography, Maps

Time: Over 60 Minutes

Student Grouping: Partner

Expectations:

Student will:

- 1) describe the relationship between Aboriginal peoples and their environment (with respect to food, shelter, cultural practices, etc.)
- 2) describe aspects of present-day Canada that have been influenced by the actions of Aboriginal peoples (ie. food, transportation, arts, technology, government, exploration, etc.)
- 3) locate relevant information about the relationship between environment and Aboriginal lifestyles using secondary sources (ie. encyclopedias, books, atlas, CD rom, Internet, etc.)
- 4) analyse, classify, and interpret information

Teacher Materials:

- Native People of North America : Research Project Guidelines
- atlas of Canada
- encyclopedias
- access to Internet
- authentic information on Canadian Indian crafts, customs, food, clothing, religion, recreation, etc.
- maps
- Ministry of Education: People of Native Ancestry
- childrens' informational books (ie. tribes, legends)
- overhead
- informational resource checklist
- research hints handout
- research record sheet
- completion of script record sheet

Student Materials:

- handout on research hints
- handout on research record sheet

-at least four of the following sources of information:

- informational books
- newspaper
- encyclopaedia
- electronic encyclopaedia
- Internet
- videos
- CD rom

-paper for script writing

-atlas

Sequence:

Preparation:

1. Investigate as a teacher:

- a) the contributions of Native people to Canadian society
- b) cultural, legal, and economic issues which they have encountered
- c) ways Native and non-Native abilities, traditions, influences and values can become mutually enriching

2. Collect resources to display for class (books on Native Canadian tribes, atlas, maps, books on legends, traditions, etc)

3. Create a resource checklist to give to class

Activity

1. As a class, discuss aspects of present-day Canada that have been influenced by the actions of Aboriginal peoples (as discussed in previous class)

2. Display brainstorming ideas on overhead

3. Divide the class into partners

4. Have students choose one of the following areas of Native people

- a. Pacific coast
- b. Atlantic coast
- c. Prarie coast
- d. Arctic coast
- e. Great Lakes
- f. Northern Forest

5. Handout a research checklist that includes the headings:

- land
- people
- village life
- family life
- farming and food
- beliefs and ceremonies
- language and communication
- recreation and entertainment

- clothing
- trade
- war and peace

6. Have the students investigate the many aspects of their chosen culture, using resources within the classroom or at the school library
7. Allow 45-60 minutes to collect their resources

Process

1. The following day, instruct the class to sit with their research partners
2. Instruct the groups to come up with questions that they would ask a member of their chosen tribe
3. Using their research materials from the previous day, instruct the groups to develop answers to their designed questions
4. Have students write out their information in script form, designating one person from each group to be a member of the tribe and the other as the interviewer
5. Allow 30 minutes to prepare interview
6. Have students volunteer to report their discoveries of Canada's aboriginal peoples to the class (reading their script)
7. Allow time for discussion
8. Collect the scripts to be marked for content

Application:

Assuming that previous lessons have focused on Native peoples' contributions to Canadian society, this activity can be used as a hands-on assignment for students to actively engage in the topic. Students may have had lessons whereby the teacher reads stories or shows a video of a specific culture. Previous activities may focus on the physical geography of certain Canadian natives, which should be implemented before students do research. As well, knowledge of how to go about finding resources is required before this activity is introduced. To reinforce ways that Natives' abilities, traditions, and values have influenced us, many other activities can extend from this activity. As a class, students could invite a member of the Aboriginal community to talk about aspects of a specific tribe's culture. Students would be engaged in this discussion because they have done some research on their own about a certain culture. Students could also produce a diorama of a particular scene, event or topic significant to Aboriginal peoples' experience. Using the particular culture that they chose for the previous activity, students could create many materials for their diorama, such as clothing, food, farming, etc. A written report could be submitted with the diorama, describing the particular scene created. Teachers could also plan a half-day field trip to a local museum or art gallery that has a section focusing on Aboriginal culture and art. The students could then pick a specific area that they enjoyed most from the trip, and write a brief reflection of it. As a group, students could make a collage of all the interesting things they discovered from their trip. Along with the diorama, this activity would incorporate art into the curriculum. To incorporate multicultural education into the wider

curriculum, teachers could use the original activity to present cultural, legal, and economic issues of Natives. Since students have researched many of the aspects of a particular culture, they would be capable of researching current events whereby natives have fought to perpetuate and express their cultural identities. In viewing the many ways to implement this activity, it is clear that it would fit within the larger context of the elementary curriculum.

Notes:

This activity is adapted from the "Adventure Canada" teachers' guide from Virtual Reality Systems, Inc., 1998.

Books that teachers could use in this activity are:

Parker, A. "The Indian Book". New York: Dover Publications, 1975.
-gives authentic information on Indian crafts, customs, food, clothing, religion, recreations, etc.

Hayden, K. "Plains Indians: Come and Discover My World". Two-Can Inc., 1997
-display for the class to view

LeVert, S. "Let's Discover Canada". New York: Chelsea House, 1992
-display for the class to view

Ministry of Education document "People of Native Ancestry", 1996
-resource for teachers to investigate and appreciate the Native culture

Kerr, D.G.G. "Historical Atlas of Canada". Thomas Nelson & Sons, 1975.
-display for class use

"Native People of North America : Research Project Guidelines gr. 4-9." Whitby: Learning Limited, 1988.
-teacher resource for report guidelines

Contributor: A. Tucker

Grade: 6

Topic: First Nation Peoples and European Explorers

Keywords: Feelings, History, Language Arts, Multiculturalism, Personal Growth, Social Action

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Expectations

Students will

- 1. Recognize one current concern of Canadian aboriginal people first hand, discrimination.
- 2. Identify types of discrimination used against minorities in the wider Canadian society (list on chart paper in small work groups).
- 3. Identify people in Canadian society who are discriminated against (list on chart paper in small work groups).
- 4. Evaluate the implications of in class discussion about discrimination.
- 5. Describe how it feels to be discriminated against, or how it feels to be privileged based on the simulation (in discussion and in a journal entry).

Please note: This activity can be very upsetting to some students. Although this is the intent of the activity, teachers should alter the activity to suit their individual classrooms. Perhaps, send a letter home to parents detailing the lesson after it has happened. This can prepare parents for the reactions their children might have to the lesson.

Teacher Materials:

Materials (Teacher)

- Class rubric to evaluate the ideas generated in small group discussions (based on the above expectations).
- Class rubric to evaluate individual journal entries (based on the above expectations).
- Mock subject for the assignment prescribed to the discriminated students.
- Chart paper and markers

Student Materials:

Materials (Students)

- 12 pieces of chart paper
- 12 Markers
- Student journal books
- Student pens

· Various aboriginal information (text books etc.) that the teacher has already gathered for the Aboriginal Peoples and European Explorers unit.

Sequence:

Preparation

Teacher Directed Simulation: 10 minutes

1. Have the class settle down and sit in their seats. Wait for silence, so the students can hear everything that is told to them.
2. Find six students in the class who are wearing something similar (ie: coloured t-shirt, style of pant etc.- this will depend on what the children are wearing on the day that the activity is performed). This can be decided before the lesson, for instance at the beginning of the school day so you are prepared. The chosen students become the distinctive or privileged, children for the duration of the lesson. However, do not tell the class that they are distinctive and do not identify the item that makes them distinctive.
3. Start the lesson. Have the distinctive children go to the other side of the room where the free time games are kept. Instruct the students to play whatever games they wish for the rest of the period while the other students will be taking tests. Let the distinctive children begin playing with the games.
4. Now address the other students who have not been selected to play, and tell them that they need to complete an extra assignment that period and they have no time to prepare. To be realistic tell the children the assignment topic: Identify some of the consequences of Aboriginal and European interactions. The students are to present their findings in an essay that is to be handed in the next morning, typed. Also, the students must individually present the ideas to their classmates in 15 minute interactive presentations the following day too.
5. Give the students little direction. In fact, be strict and tell them to work independently. Be unfair.
6. Keep this activity going long enough for the students to gather their resources for the assignment. Let the children interact with each other while gathering resources so they can share how they feel about doing the extra work. It is important to provide enough time for the students to think about why they are completing the test and why the distinctive children are not. If children ask this question, tell them it is because the distinctive children are wearing what made them distinctive and they are not. Keep this simple and do not elaborate. Be unfair.

Activity

Once you feel that this unfair activity has gone on long enough, tell the students who are playing the games to rejoin the class and sit down at their desks.

Class Discussion: 20 minutes

1. Tell the students who are gathering resources that the assignment was a part of the lesson that you are going to teach. Tell them not to worry, and that the class is going to begin the follow up activity. The assignment is not due.

2. Ask the students who had to start the assignment how they felt? Perhaps, if students are afraid to speak, ask students who are normally comfortable speaking out how they felt with prompting questions; „What were you thinking while I was introducing the assignment and not giving out specific instructions?%”
3. Ask the

Application:

Application:

This activity can be used with various ages. However, specific questions would change and the approach of the teacher might be different. For instance, this activity could also be used with the heritage and citizenship strand: traditions and celebrations. Children could recognize that the classroom is made up of many different people who are special, but sometimes they are treated unfairly. Children could convey how they feel by a drawing.

This lesson can include many other activities such as a Cewords that hurt, mini lesson, the introduction of self image books such as „I,m Gonna Like Me%” by Jamie Lee Curtis and Laura Cornell, a social action plan to stop further discrimination in their school and community, and various other activities. UNICEF and Red Cross have excellent resources regarding this topic. The language arts and art/drama subject areas can be further introduced in this lesson to allow children to express themselves in various meaningful ways.

This activity provides an authentic experience for many children, and can be used to address playground problems, bullying and discrimination that occur in schools regarding a child,s size, popularity, sports skills, the clothes they wear etc. However, if you have students who are picked on in your class, you might want to address this lesson differently. For instance, for children with special needs, this could be an opportunity for children to describe their frustrations if they are treated unfairly. However, I would not include the simulation activity because it could be too upsetting. Instead, discuss the lesson from the point of view that you could do this to the children, and if you did, how would it make them feel. Stimulations provide strong messages to students, but this might be an activity that you want to consult your principal about first.

Before beginning this activity, children must be familiar with discrimination. I think most children understand this concept well because children are often bullied or choose their friends based on certain characteristics. However, children might not connect their actions to the actual definition. As the teacher, you might need to make that connection for them. Also, in the case of this lesson, students needed to have background knowledge on aboriginals.

In general, this lesson fits nicely in the wider curriculum because it addresses value education, can be integrated in units that describe conflict and discrimination between people, and can also be used to address everyday conflict between children.

Notes:

Resources:

This activity was loosely adapted from the following website:

www.uwo.ca/museum/documents/activities.pdf

The London Museum of Archaeology on 12/10/2003

Contributor: S. Kuhn

Grade: 7

Topic: British North America

Keywords: Arts, Community Study, Field Trip, History, Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. The students will verbally describe the major causes and personalities of the War of 1812 after touring Queenston Heights, the Laura Secord Homestead, the McFarland House and Fort George.
2. The students will experience the lives of the Canadian Army by participating in the life of English Canadians during the 1800s, in the barracks of Fort George.
3. The students will interpret the lives of early pioneers by visiting the Laura Secord Homestead and the McFarland House.
4. Students will locate using red dots and label on a map the historic sites of Niagara, relevant to the War of 1812.
5. Students will use appropriate voice, gestures, posture and language during the role-play at Fort George.
6. Students will identify how music was used during the 1800s by the military for different purposes, by listening to signals and music for entertainment and ceremonies.
7. Students will attempt to produce the same pitch as others instrumentally using instruments such as the rope-tensioned drums, the flute and a piano.

Teacher Materials:

- clip-board
- class lists
- field-trip forms
- trip costs
- pen
- bagged lunch

Student Materials:

- bagged lunches (30)
- warm clothes
- a desire to learn (30)

Sequence:

1. Students will board the bus at 8:30am. Attendance will be taken. The bus will depart at 8:40am for the first destination.

2. 9:00am ^ 9:45am

- The first stop of the field trip will be at Queenston Heights.
- A brief re-iteration of the start of the war of 1812 : The United States declared war on Britain and became determined to capture Canada on June 18, 1812. The U.S. Army invaded Queenston to capture Canada but Sir Isaac Brock, his Canadian troops and Native Warriors including Tecumseh, counter-attacked on October 13, 1812. The twelve hour battle commenced and the U.S. Army was defeated, Canada was victorious but Sir Isaac Brock was killed.
- Students will tour the park including ascending and descending Brock,s Monument and walking along the park trail while reading plaques dedicated to Sir Isaac Brock and Tecumseh.

3. 10:00am ^ 10:45am

- The Laura Secord Homestead will be visited next.
- Laura Secord was a United Empire Loyalist, who overheard the intent of the Americans to attack Canada at Beaver Dams. She journeyed with her cow, 32 kilometres through enemy lines to warn British soldiers and Native Warriors of the forthcoming battle. She informed them of the date and time of the battle as well as how many soldiers were going to attack. Her information helped the British plan and successfully defeat the Americans at the Battle of Beaver Dams. Due to the failure of the American attacks and the strength of the British troops, the Americans left Fort George to return to the United States and Fort George and Niagara were recaptured in December, 1813.
- Students will tour the home observing the lifestyles of those in the 1800s.

4. 11:00am-11:30am

- The McFarland House is the next stop of the field trip.
- At this site, students will view the lifestyle of Canadians, John McFarland and family, during the war of 1812.
- The McFarland House was used as headquarters during the War of 1812 and also as a hospital. Students will view the lifestyle of Canadians/British during this time through the costumed hosts and décor of the house.

5. 11:30am-12:00pm

- Students will be transported to Fort George. They will have a half hour to eat their lunch before the 3 hour session begins at the fort.

6. 12:00pm-3:00pm

- The final destination will be Fort George.
- Fort George served primarily as headquarters for Sir Isaac Brock and his British Army. For a short period of time, the United States occupied the Fort. It was also a rallying point for Upper Canada Militia and Six Nations Warriors.

- At the Fort, students meet with historic interpreters in period clothing and will be given a tour of the Fort (30 minutes).
- The students will also participate in the day program for 2.5 hours that will familiarize them with the lifestyles of soldiers, officers, families and civilians who inhabited or worked at the Fort.
- The students will be issued a red coat for their costume while attending the Fort. They will participate in 2 of 7

Application:

As students of schools in the Niagara Region, this field trip is an excellent opportunity to explore the rich history and physical geography that is part of Niagara. Many students are unaware of the important role that the region had in the war of 1812 including the physical geography.

This field trip provides opportunities for visual learning. At all of the sites, the students, knowledge is enhanced visually. Since the majority of learners are visual, this activity satisfies the needs of visual learners.

Through touring the Laura Secord House, the McFarland House and Fort George, students will observe the lifestyles of people living during the early 1800s including civilians and members of the army. They will observe the staff of the sites, playing roles and will be provided with tours that re-iterate the importance of these sites and the personnel that lived there.

While visiting Queenston heights, the information presented previously in class about important people of the Battle of Queenston Heights (Sir Isaac Brock and Tecumseh) as well as the cause and outcome of the battle will be reinforced. The class will observe the geography of the area by ascending Brock's Monument and looking out at the top of the tower to understand why the battle took place at the site.

Fort George will be the main focus of the field trip because this is where they will spend the most time. From touring the sites and listening, the students, ideas of the War of 1812 will be extended and they will be able to describe the cause of the war and the role that Fort George played during the war. A dramatic role-playing exercise will allow the students to extend their knowledge of the war by using appropriate voice, gesture, posture and language assigned to their individual character. Music will be an important part of the Fort George experience as well. They will listen to music and be informed that it was used in the military for signals such as *Reveille*. They will also be given the chance to gently experiment with the notes, tones and pitches of instrumentation popular during the 1800s. The importance of music will be extended by informing the students that music is everywhere and can have a serious purpose or an entertainment purpose.

Visiting the various sites, students are engaged in history, physical geography, community study, drama and music. As a teacher, it is important to satisfy all the expectations of the curriculum and therefore, necessary to cross-link with other subject areas. This field trip can satisfy many expectations and therefore is an excellent activity to enhance students, learning.

Notes:

Queeston Heights:

www.vaxxine.com/niagaparks/hort/heights.html

www.parkscanada.pch.gc.ca/library/stories/displayliste.cfm?id=21

<http://members.attcanada.ca/~htfergus/queenstonheights.html>

The War of 1812:

www.militaryheritage.com/queeston.htm

www.galaflim.com/1812/e/events/queenston.html

<http://members.attcanada.ca/~htfergus/AmericanWar.html>

Laura Secord House:

<http://members.attcanada.ca/~htfergus/beaverdams.html>

www.niagaraparks.com/historical/laura-idx.html

McFarland House:

www.niagaraparks.com/historical.72-idx.html

Fort George:

www.niagara.com/~parkscan/

Gavin_Watt@pch.gc.ca

(905) 468-6617

Contributor: M. Kulacz

Grade: 7

Topic: British North America

Keywords: Community Study, Government, History, Inquiry Skills, Maps, Social Action

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

By the end of the lesson, the students should be able to, in major points:

1. Describe the causes of the War of 1812, and the events leading up to this conflict.
2. Describe the major groups and individual leaders and other personalities who were involved in the War of 1812.
3. Present on a map of southern Ontario the places where events of the War of 1812 took place.
4. Acknowledge the present landmarks and monuments of the Niagara Peninsula that symbolize the War of 1812.
5. Describe the effect that the War of 1812 had on later events in the history of Canada.

Teacher Materials:

notes on the history of Canada surrounding the War of 1812

blackboard

chalk

materials collected from Fort George, Queenston Heights Park, Niagara-on-the-Lake, St. Johns, Ontario, and other historical landmarks in the Niagara Peninsula

Student Materials:

materials collected from Fort George, Queenston Heights Park, Niagara-on-the-Lake, St. Johns, Ontario, and other historical landmarks in the Niagara Peninsula

notebooks

pens and pencils

30 blank maps of Ontario (outlines of Ontario)

10 bristol boards

scissors

glue

rulers

Sequence:

1. The students will discuss with the teacher the historical landmarks in the Niagara Peninsula. These landmarks include Fort George in Niagara-on-the-Lake and Queenston Heights Park. The students will bring to class brochures and photographs of the sites that they had previously visited.
2. The teacher will present the reasons behind the landmarks, and concentrate on the War of 1812. She or he will note the naming of Brock University after the general who led the Canadian side during the war.
3. The class will research, as an introduction, a large view of the history of Canada prior to the War of 1812. This research should only include major points, such as conflict between the Iroquois Indians and the Huron Indians in the Huronia, which included the martyrdom of Jesuits; the battles between the English and the French at Fort Toronto; migration from Lower Canada to Upper Canada; and the movement of the capital of Upper Canada from Newark to York by John Graves Simcoe. Simcoe was the first lieutenant-governor of Upper Canada.
4. The students and teacher will identify the situations and events which led up to the War of 1812. The situation was the location of Upper Canada being in vicinity to the United States, and the anticipation of John Graves Simcoe that the Americans may attack Upper Canada.
5. The teacher and students will study the main aspects of the War of 1812. The reason behind the war was the claim by the Americans that the British navy had harassed American merchant shipping. The Americans declared war on Britain, and its prime target was Upper Canada. In Upper Canada, the new lieutenant-governor General Isaac Brock met with the Indians under the leader Tecumseh to face the Americans. Together they captured Detroit, after which Brock moved to the Niagara Peninsula. There, he was killed as the American army invaded Canadian soil at Queenston Heights. Tecumseh was killed at Moraviantown on the Thames river in 1813. The War of 1812 was resolved in 1814, when Britain could give its full attention to the war, after it was preoccupied with Napoleon Bonapatre in Europe.
6. After learning the main events leading up to and occurring during the War of 1812, the students will learn the results and effects of the war on Canada. The first major effect, which led to many other results, was the vast settling of the British in Upper Canada and in Lower Canada. New immigrants disputed with earlier British settlers about the governing of the land. An 'Act of Union' combined the two Canadas in 1841. A permanent capital was established in Bytown, renamed Ottawa, in 1849.

7. After appreciating the events before, during, and after the War of 1812 and learning about the major leaders associated with the events, the students will trace these events on a map of Ontario. This activity will help present a clear picture of the War of 1812.

8. Using the materials collected from the landmarks connected to the War of 1812, the students will construct co

Application:

The activity may in itself seem very vast. The point is to concentrate on the War of 1812. A basic knowledge of the history of Canada before the War of 1812 is of aid when studying the war. It is imperative for the students to learn the events which occurred shortly before the War of 1812 and led to it. The students should also learn the outcomes of the war in order to gain a view of the whole general event.

This activity may lead to a more indepth study of great historical figures of Canada, such as John Graves Simcoe, Sir Isaac Brock, and Tecumseh. Also, the history of Indian tribes in Canada, for example of the Mohawks or of the Petuns, may be studied. The War of 1812 may be considered as one event, but it has been affected by and has affected many other events in Canadian history.

The activity satisfies some learning expectations in the grade 7 Ontario curriculum. The learning in the activity and learning which may stem form the activity can be applied in a basic method in grade 3 in the study of pioneer life, and in grade 6 in the learning about aboriginal peoples and about European explorers. The material covered in the activity may also be applied in grade 8 as an event which has led up to forming political boundaries, and which has played a role in the processes resulting in the Confederation.

Notes:

This activity is an original activity. It is mostly in a format of a lesson. However, the constructing of the collage should be an essential part of the learning.

The information presented in the activity description has been researched in the book "Ontario" by Anthony Hocking (Toronto: McGraw-Hill Ryerson Limited, 1978). This book presents the province of Ontario in a clear and straightforward way. It nevertheless contains vast information about the history, geography, economy and other aspects of the province of Ontario.

Contributor: L. Soimu

Grade: 7

Topic: British North America

Keywords: Controversy, Drama, Feelings, History, Language Arts

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will examine and communicate the Loyalist and Patriot conflicting viewpoints by taking the perspective of either a Loyalist or a Patriot.
2. Students will be able to identify and comprehend the feelings experienced by the Loyalists and the Patriots through participation in role-playing.
3. Students will use appropriate vocabulary to formulate and support their arguments (Loyalist, Patriot, conflict, revolution, militia, taxes, etc).

Teacher Materials:

-the novel "Hollow Tree" by Janet Lunn

Student Materials:

grade 7 history books -Canada Revisited/ or Canada through Time

notebooks

pencils

a gavel for each group

Sequence:

In this activity the teacher assumes the role of a fictional character at the time of American Revolution and presents the students with a problem situation.

The teacher starts by briefly relating the character's dilemma. Phoebe (from Janet Lunn's novel *Hollow Tree*) is painfully caught in the conflict between the Loyalists and the Patriots. Her father, who is a Patriot, dies in battle. Her beloved cousin, a Loyalist, is hanged as a spy by the Patriots. Phoebe's other relatives are all Loyalists, while the people in her small village are divided between Loyalists and Patriots. Phoebe is faced with a dilemma when she finds a message from her dead cousin in a hollow tree. If she delivers this message to some British officers in time, she can save the lives of her Loyalist neighbours. What should Phoebe (the teacher) do? Should she take sides in the conflict? Should she risk her own life and deliver the message?

After presenting the dilemma from the first person point of view (using the "teacher in role" technique), the teacher invites students' participation and suggestions as people who might have lived there or known Phoebe.

The class is divided into groups of three. Each group will be assigned a role. The roles are: Phoebe's Loyalist relatives, Loyalist neighbours, Patriot neighbours, the spirit (voice) of her father (a Patriot), members of the British army. There will be two groups with the same role.

The group members will have approximately 10-15 minutes to decide on pros or cons for Phoebe joining the conflict and organize their arguments . Each group will have to come up with as many convincing arguments as possible to win Phoebe's on their side. Students should not only be concerned with observing the historical truth when they support their arguments (they should be allowed to skim through their history books), but they also have to use appeals to reason and appeals to emotions in order to persuade Phoebe in their favour.

The teacher who is in role will come to each group and listen to their arguments, by asking their opinions about what Phoebe should do, why they believe she should do so, and why she should take their advice/ or warnings into consideration.

Before the activity begins, the teacher explains the rules: students can debate back and forth, they can question or contradict the arguments of the other teams, but they have to wait until each person finishes speaking. They will also be given a gavel to announce when they have an opposite point of view and want to challenge an argument.

At the end, the teacher will tell the students that Phoebe will consider all their advice/warnings, but that she needs time to make a decision. Students will find out about the decision when they read the book "Hollow tree" during the Language Arts classes.

Application:

During this activity students will be able to deepen their understanding of the problems faced by the Loyalists, through participation in role-playing. The role-playing helps students empathize with people who have different values and beliefs.

Students must have background knowledge about the Patriots and Loyalist attitudes to Britain (the causes and events leading to the American Revolution). This activity sets the scene for studying the impact of American Revolution on the Loyalist migration to Canada.

During this activity students will have the opportunity to develop their speaking skills, by effectively persuading a person to support their point of view. Presenting convincing arguments also gives them the excitement of having the power to influence the decision

of the character, as well as the excitement of challenging their peers (who have different roles/ positions). Thus, students can bring a personal investment into curriculum content, because they are manipulating the material themselves.

In order to reinforce the topic British North America , students can do a novel study of *Hollow Tree* during the language arts classes. In this piece of historical fiction, they will learn about the hardships of migration experience and understand better the concerns and desires of the Loyalists. They can also locate and trace the place of origin and the areas of settlement of the Loyalist immigrants.

One extension of this activity is to have students write dialogues between a Loyalist and a Patriot. The teacher can ask students to provide clues as to why each person ended up a Loyalist or a Patriot.

Notes:

1. History and Contemporary Studies, In-service training book, 1990, Faculty of Education, Queens University
2. Canada through time, Book 1 Teacher's guide, Prentice Hall inc, 1998
3. Canada through time, Book 1, student book
4. Asking Better Questions- Norah Morgan/ Juliana Saxton, Pembroke Publisher 1994

Contributor: J. Beer

Grade: 7

Topic: Conflict and Change

Keywords: Controversy, History, Social Action

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will perform a role play demonstrating an act of prejudice.
2. Students will communicate their thoughts and feelings about acts of prejudice.
3. Students will identify 3 ways prejudice impacts or effects present day Canadians.

Teacher Materials:

1 chalkboard

1 piece of chalk

15 numbered shirts

1 large box of Tim Hortons timbits

30 napkins

(May have examples of rules, punishments, activities, and creeds for the "Elite" group to use)

Student Materials:

30 sheets of paper

30 pens

Sequence:

Introduction:

1. Before the activity, the teacher must explain or review the basic rules for role playing. Then the teacher should explain that this activity will demonstrate prejudice where one group of students will be given conditional power over another group of students.
2. Randomly split the class into two groups based on either different colours of clothing or different months of birth. One group will be called the „Elites% and the other group will be called the „Oppressed%.
3. Give the „Oppressed% group the numbered shirts which they must wear for the duration of the activity. Then have them sit in a group on the floor in the middle of the class.

4. Have the „Elite% group choose a spokesperson who will elect members from his/her group to carry out specific tasks such as writing on the chalkboard, enforcing rules, executing punishments, and administering orders. To make the activity run more smoothly have examples of rules, punishments, activities, and creeds for the "Elite" group to use.

Activity:

1. Have the „Elite% group print on the chalkboard a list of unfair rules for the „Oppressed% group to follow during the activity. Have one member of the „Elite% group read aloud the rules for the „Oppressed% group.

e.g.

- The „Oppressed% must wear the numbered shirts at all times.
- The „Oppressed% must not speak unless permission has been granted.
- The „Oppressed% must ask for permission to use any facilities.
- The „Oppressed% must sit on the floor in the middle of the classroom and not move unless given a task.
- The „Oppressed% must obey the commands they been given.

2. Have the „Elite% group print on the chalkboard beside the rule list, the punishments for breaking any of the rules. Again, have a member of the „Elite% group read the punishments aloud to the „Oppressed" group.

e.g.

- Those who disobey the rules will have their names and numbers written on the chalkboard, and they will have a portion of their food rations confiscated.

3. Have the „Elite% group order the „Oppressed% group to stand up and perform a series of activities.

e.g.

- The „Oppressed" must stand in a straight line and march on the spot for 3 minutes.
- The „Oppressed% must pick up garbage or dirt off the classroom floor for 3 minutes.
- A member of the „Oppressed% must serve the „Elites% Tim Hortons timbits and napkins while the rest of the „Oppressed% remain on the floor watching the „Elites% enjoy the snack. (2 timbits each)

4. Have the „Elite% group create a creed that exalts their group, and have them read it aloud.

5. Have the „Oppressed% group create a list of grievances that they too will read aloud.

5. Once the activity is over, have all the students return to their desks to do a reflection on a lined sheet of paper. The students must communicate their thoughts and feelings about the prejudice they witnessed in the activity. The students must also identify 3 ways they think prejudice impacts or effects present day Canadians.

6. After

Application:

Before performing this activity the teacher must build an atmosphere of trust within the class. Students must realize that activities are used to facilitate learning. Furthermore, in no way shall the rights and freedoms of any individual be compromised both inside or outside the classroom. It is also important that the students have a firm understanding of how to perform a role play. Finally, students must understand the concepts of prejudice, elite, oppressed, rationing, creeds, and grievances.

This activity could be used to emphasize the racial prejudice of Germany's Third Reich during the 1930's and 1940's.

Notes:

This activity is adapted from the "Canada's Coming of Age 1939-1945: Teacher's Guide" educational kit produced by the Veterans Affairs Canada, 1996.

Contributor: N. Abdelnour

Grade: 7

Topic: Natural Resources

Keywords: Arts, Controversy, Drama, Environmental Education

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Expectations:

- The students will Identify factors that affect the use and value of natural resources through a simulation.
- The students will Locate and record relevant information from a variety of primary and secondary sources.
- The students will Present and defend a point of view on how resources should be used.
- The students will Communicate the results of enquiries for specific purposes and audiences using oral presentations.

Teacher Materials:

- *blackboard
- *chalk
- *samples of pictures on natural resources
- *bristol board (1 per group)
- *markers (1 per group)

Student Materials:

- *magazines
- *newspaper articles on natural resources
- *internet access
(helpful sites: National Geographic: <http://www.nationalgeographic.com>
and PC GLOBE 5.0)
- *atlases
- *paper
- *pencil

Sequence:

Preparation:

1) Before class have students research to find articles/pictures on natural resources. Copies of National Geographic could be useful sources.

Activity

1) Before class have students research to find articles/pictures on natural resources. Copies of National Geographic could be useful sources.

2) Lead class discussion on resources. Clarify that resources could be renewable or non-renewable; give examples of each and elicit more from the students.

3) Explain how human actions affect the natural resources. Issues such as population growth, destruction of trees, and land pollution should be discussed.

Solutions such as energy conservation and alternative energy sources are mentioned.

4) Explain the following scenario to the students:

„The global resources are in trouble and we have to Educate people to take action. The government has Just given a major grant for environmental education and A group of interested people is discussing the best use for the money. There is only enough money for one project.“

5) Brainstorm a list with the students of the people who would be interested and involved with the government,s offer. Write the list on the board.

List may include:

- Environmentalists or naturalists
- Scientists or inventors
- Business owners
- School teachers

6) Teacher assumes the role of Assistant Deputy Governor who is planning to meet with the various groups. Teacher then divides class into groups of four, each with a specialty area.

7) In preparation for this meeting each group of expertise needs to prepare an opening speech to present at the meeting and try to convince the Assistant Deputy Governor to take the money for his group. In preparing the speech, your students are not allowed to talk about or disadvantage other groups.

Speeches must address:

- Why should your committee be granted the money?
- What characterizes your group? What do they do?
- Who will be the audience of your educational program?
- What items would you include in your educational program?
- What actions will you are advising your learners to take to be able to solve the resource problem?
- How would your plan of action contribute to saving our resource?
- How will your group evaluate their program?

8) In these groups four members have the same role and share the same Interest. They are given magazines, encyclopedias, and access to Internet sites to investigate and research. Students are encouraged to Prepare Bristol boards to post during their presentations.

- 9) In the following class, it is the formal meeting with the Assistant Deputy Governor. Each group selects a spokesperson or two and they present their speeches.
- 10) After all groups have presented, each group is given time to prepare two questions for the other groups. In role, students pose and answer the questions.

Application:

This lesson is based on a simulation drama exercise that addressed endangered animal species for J/I. I have modified it to address resources for Grade 7. This framework could be used to explore other environmental problems such as pollution or the Greenhouse effect.

Exploring a topic using this format, the student learns to understand the point of view of others. Through role-playing and discussions with others in his/her group the student acquires an understanding of how and why people react. The student builds a sense of appreciation and respect for others with opposing views. While researching for information to support their viewpoints, students gain a lot of knowledge and skills. In sharing/presenting to the class they establish self-confidence and pride in their work, as well as building their self-esteem.

According to the time span provided, I may use a Jigsaw Strategy where I form new groups made up of one member from each category, i.e. one environmentalist, one scientist, one teacher, and one business owner. In the new group I may have them negotiate and suggest solutions for the resource problem based on his/her experience in their field of specialty. These new groups would then make a list of solutions on Bristol board and post them around the room.

In addition, before presenting the problem, I may use the „Think/Pair/Share% strategy. Students would be able to think individually about the problem of resources, share their ideas with their partner, and then the pairs can share with the class.

This exercise could be modified to address Economic Systems in Grade 8. The simulation would then change into a meeting in the United Nations, which has representatives from different countries who are coming to seek investment opportunities. In attempting to improve Canada,s economy, the Canadians have prepared a trade fair to sell their goods or they are trying to attract investors to establish business in their country. In an attractive way, students are to grab the investors, attention by highlighting the advantages and resources related to investing in Canada. Students can prepare reports or mini-presentations for this purpose.

I may also incorporate drama with Social Studies for Grade 4, but I will not use simulation. I may use a tableau in the study of culture and beliefs in medieval society.

Notes:

This activity is adapted from the "Polar Bears Simulation Exercise" activity in "The Arts" notes by Deborah McLaughlin, Arts professor, Brock University.

Contributor: J. Godbout

Grade: 7

Topic: Natural Resources

Keywords: Community Study, Controversy, Drama, Economics, Environmental Education, Government, History, Physical Geography, Science

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Curriculum

- 1) Use appropriate vocabulary to describe inquiries and observations.
- 2) Formulate questions to identify issues and define problems.
- 3) Locate and record relevant information from a variety of primary sources and secondary sources.

Students will be expected to put themselves "in the shoes" of the group they represent in this dispute. They will try to understand the relevant issues as much as possible through the perspective of their group's "eyes." They will demonstrate this in how they role-play their various sides. What "language" will they use that best represents their group's interests? What data will they introduce? How will they deal with the challenges from differing sides? In the end, it is hoped that all students will have a better perspective and appreciation for a complex issue.

Teacher Materials:

The teacher will need a good understanding of the issues. This may mean having notes to accompany the activity.

Student Materials:

The students will need the background information that they have researched.

Sequence:

Preparation: In order to complete the activity that follows, preparation will be needed:

- 1) Divide the students into small groups. Each group represents one of the following: aboriginal people of New Brunswick; non-aboriginal people in New Brunswick; provincial government; environmentalists; scientists; the Federal Liberal, Reform, NDP and Conservative parties. Modify groups according to class size, but make sure there is a cross-spectrum of representation.

2) For a period of up to four weeks, students will collect data relevant to the various representative groups. Material can be drawn from newspapers, magazines, national news and internet sources. The goal is to gather facts, information and a wide representation of opinions and perspectives.

This research will be centred around the lobster fisheries' crisis in the fall of 1999. Helping to trigger this was the Supreme Court decision upholding pre-confederation native treaty rights. The fallout from this decision has been felt nationally, as well as provincially, as the issue goes beyond that of how much lobster the aboriginal people of New Brunswick can harvest, to their rights concerning other natural resources.

3) Prior to the activity, each group will make an outline explaining their position in regards to the issue. Each group will appoint a spokesperson.

4) This activity assumes that the class will be familiar with the drama techniques "Mantle of the Expert" and "Problem Solving." See the Notes section below for further details.

Activity:

1) The teacher will give a brief summary of the topic. The immediate issue concerns the rights of natives in New Brunswick to harvest lobster. The Supreme Court extended (or renewed) this right to natives by upholding pre-confederation treaties that were made with the aboriginal peoples of New Brunswick. Some of the fallout from the court decision includes: how much lobster fishing are natives allowed to harvest? Are they allowed to harvest out-of-season? How about the rights of non-natives in New Brunswick? How does this issue relate to logging and the use of other natural resources by natives in New Brunswick? How do these issues relate to the federal scene? What steps is Parliament taking to interpret and define the Supreme Court decision?

This is but a sample of the questions the teacher may use. The teacher may wish to limit the focus or expand it, depending on how much class time can be devoted to the activity.

2) The desks will be moved and chairs arranged in a circle. Each group will be asked to read their three-minute outline report. The order will be random. After all groups have given their summary statements, they will participate in a role-play discussion of the relevant issues. The class will conduct the discussion in the modified style of the drama techniques "Mantle of the Expert" and "Problem solving." The teacher will moderate the discussion, with the ground rules explained beforehand.

3) Although each group appoi

Application:

Application:

Extensions:

For a wider set of applications, work stations or learning centres could be established in the classroom. The students could sort the data that they have gathered into areas such as:

- 1)The environment--danger of overfishing.
- 2)Economic--impact on local and provincial economies.
- 3)Aboriginal and non-aboriginal relations, sources of conflict, means of mediation.
- 4)Social/cultural issues-fishing as a way of life, passed down from generation to generation.
- 5)Legal issues, court decisions and government policies.

Notes:

1)The role playing portion of the activity is dependent upon two drama techniques, "Mantle of the Expert" and "Problem solving." These two techniques are dependent upon the use of role play and are closely related.

In "Mantle of the Expert," students take on roles as experts in a field. They assume to know what they are talking about and take on a professional stance. "Problem solving" is exactly as it sounds. Again, the students take on roles, and in those roles attempt to solve a problem. Because of the amount of time and effort students will have put onto researching the issues, they should be able to act in role in an informed manner.

2) Various articles clipped from "The Globe and Mail."

Contributor: S. LeBrun

Grade: 7

Topic: Natural Resources

Keywords: Arts, Environmental Education, Science, Social Action

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. In their groups of three and as a whole, students will work together cooperatively and share their resources (e.g. paper "slurry", glue).
2. Given opportunity, students will discuss the environmental importance of recycling our natural resources (e.g. paper).
3. In a group with two other students, students will generate a list of ways in which technology can improve/has improved the process of recycling paper.
4. Students will demonstrate good stewardship of our natural resources by producing two sheets of recycled newsprint.

Teacher Materials:

blender
1L measuring jug
colander

Student Materials:

60 wire hangers
60 pantyhose socks
60 7"x11" sheets of waxed paper
3 rolling pins
30 newspapers (of at least 30 sheets-- the thicker the better!!)
10 boxes (approximately 2"x8"x11" -- boxes used for cases of bottled juice or packs of duotangs are ideal) thoroughly lined with waxed paper to prevent water leakage
10 teaspoons
1 bottle of non-toxic white glue

Sequence:

Preparation:

1. Set up blender on a side counter, away from where students will be working.
2. Place 1L measuring jug beside sink.
3. Place colander in sink.

4. Write steps of activity on blackboard for easy-reference.

Activity:

1. Explain the activity to students
2. Arrange students into groups of 3 (pushing desks together to form one large workspace).
3. Distribute one lined box, 3 newspapers, 6 sheets of waxed paper, 6 hangers and 6 pantyhose socks to each group.
4. Have one student from each group take their lined box to the sink and carefully add 1L of water to the mixture, then return (slowly!) to their group.
5. Have another student add 3 tsp of white glue to the water and stir until dissolved.
6. Students are to then take half of one sheet of their newspaper and shred it into squares no bigger than 1"x1", making sure to keep paper dry.
7. When ready (as a group), students bring their paper "mulch" (pulp) to the teacher.
8. The teacher takes 1/3 of the group's paper shreds and places them in the blender, adding 600mL of water. Blend until paper disappears. Continue adding paper (and water as needed--if the solution becomes too thick it may burn out the blender's motor) until all the paper has been added. Blend for 2 minutes on medium speed.
9. The "slurry" is now poured into the lined box solution and stirred well.
10. Have each student widen one half of a wire hanger until it is about 5" wide and fairly rectangular in appearance, and bend the other half of the hanger up so that it is perpendicular to the first side.
11. Have each student gently pull one pantyhose sock over the widened side of the hanger, being careful to not snag the hose on the wire. This will be their paper screen.
12. One at a time, the students are to slide their screens into the paper slurry and very slowly raise their screens out of the "muck" to catch pulp, keeping the screens as horizontal as possible. Have them count to 10 as they raise the screen through the slurry.
13. Place a sheet of waxed paper directly on top of the pulp-covered screen, and place screen and waxed paper in the middle of folded newspaper.
14. Using a rolling pin, have the student gently roll the top of the newspaper, which will help the newspaper to absorb excess water from the paper pulp.
15. Have students remove screen and waxed paper from newspaper, and place on side counter (wax paper side down) to dry.
16. Students may repeat steps (10) to (15) with a second hanger and sock, using a new, dry section of the newspaper in step (13).
17. Dispose of unused slurry by pouring it through the colander in the sink. Newspapers and boxes may be stored or recycled, provided waxed paper lining goes into the garbage. Strained paper mulch may be disposed of in the garbage can.
18. Allow paper to dry for a period of 48 hours, and then have students gently remove paper from screen and waxed paper.

Discussion:

1. In their groups, have students discuss the overall effectiveness of recycling

Application:

This activity fits in nicely near the end of a unit on natural resources, as it highlights good stewardship of the environment. It is perfectly suited to be followed up with a field trip to an industrial papermaking plant (such as Abitibi, on Hwy 58 in Thorold), where students may see how far technology has brought the process of papermaking.

It may be used as a substitute for an art (or even science) class (since the effect of technology is discussed and evaluated). This is also a fun way to integrate harvesting our natural resources with its impact on economy, as the activity may be adjusted to allow for students to discuss the impact of the papermaking industry on Canada's economic growth.

Complexity may be increased by having students bring in some leaves or pressed flowers to create designs on their paper (done in step (15), just before paper is left to dry), or by hypothesizing what the first paper-making recipe would have been and how it would have looked (e.g. Would it have been written on paper?). Having the students in groups of three also easily allows full participation of students with mental or physical exceptionalities, as there is not much moving about the room required, and students may assist one another throughout the activity.

Since the groups must take turns in step (7), if the teacher has prepared a worksheet relating to either the harvesting of natural resources and the impact of technology, or the importance of environmental friendliness, then this would be an ideal time for students to work on that.

Notes:

Procedure adapted from

"InfoStuff" website (c. 1997)

<<http://www.infostuff.com/kids/paper.htm>>

and Jok R. Church's "Beakman and Jax" website (c.

1999)<<http://www.bonus.com/bonus/scooter/scooterize.htm?loc=http%3A%2F%2Fwww%2Ebonus%2Ecom%2Fpaper%2Fpaper%2Ehtml%3Fscooterize%3D1&useragent=Mozilla%2F4%2E0+%28compatible%3B+MSIE+6%2E0%3B+Windows+NT+5%2E0%29&refv=1&referrer=http%3A%2F%2Fwww%2Egoogle%2Eca%2Fsearch%3Fq%3Dpaper%2Bmaking%26ie%3DUTF%2D8%26oe%3DUTF%2D8%26hl%3Den%26meta%3D&entry=bonus&SERVER=www%2Ebonus%2Ecom&SCREEN=1024x768>>

Contributor: K. Leitmann

Grade: 7

Topic: New France

Keywords: Arts, Community Study, Drama, History, Language Arts, Multiculturalism

Time: 45 Minutes

Student Grouping: Individual

Expectations:

1. Students will demonstrate an understanding of French Canadian life in New France.
2. Students will explain why people came from France to live in a new land.
3. Students will describe how French Canadians adapted to life in a new land.
4. Students will demonstrate an understanding of economic, political, and social life in New France.
5. Students will use appropriate vocabulary when describing life in New France: i.e. Seigneur, Habitant, Sovereign Council, etc.
6. Students will have fun and be creative!

Teacher Materials:

1. A hand out describing the assignment. (30)
2. A rubric of evaluation. Handed out with the assignment to inform the students of what is expected. (30)

Student Materials:

1. 30 sheets of lined paper for a rough draft.
2. 30 sheets of paper for the final copy.
3. 30 envelopes.
4. 30 pens, pencils, and pencil crayons.
5. Notes and text books.

Sequence:

Preparation:

1. Prepare handout describing the assignment as well as the rubric for evaluation.
2. Research and find a letter that was written by a French Canadian during the era of New France (C1610 - 1660) or prepare an example.

Activity:

1. Read the letter from New France or your prepared example.
2. Hand out the assignment and rubric.
3. Describe the assignment.

4. Allow the students to work with a partner or individually.
5. Distribute materials.
6. Allow students to use class time to work on the assignment.
7. Once the students have completed the rough copy, they may proof read their partner's work.
8. Encourage the students to complete the assignment for homework.

Discussion:

1. When the assignment is due; divide the class into groups of 4 to 6. Within the group the students are to read aloud their letters.
2. Once the groups have completed the sharing of their letters. Have one volunteer from each group read their letter in front of the class.
3. Discuss with the class the topics brought forward by the letters.

Application:

The description of the assignment is as follows:

Pretend you are a person in New France. You may choose to be: a Coureurs de Bois, a Jesuit, an Ursuline Nun, a Seigneur, a Habitant, a merchant, a Fille de Roi, or a member of the Sovereign Council.

Write a letter home to France describing your experiences here in New France. Include elements of your daily life, your interactions with those around you, your role in the community, how you make money, and how the government works.

Decorate the letter so that it has the appearance of an old letter and submit it in an envelope addressed to the person you are writing it to.

The goal of this activity is to bring to life what the student has already learned about New France. By allowing the student to imagine themselves in the past, the material becomes more interesting.

Thus, History becomes an enjoyable subject where the students can use their creativity and personal expression to describe the events of the past.

This activity is meant to reinforce and review material that has already been taught. It also incorporates and reinforces Language Arts skills, especially proper letter writing techniques.

This activity fits into the wider curriculum in that it enables students to describe the origin and development of French settlement in North America and how the early French settlers adapted to the challenges of their new land.

It also allow students to examine the economic, political and social systems of New France.

Notes:

The Ontario Curriculum. "Social Studies/ History and Geography"

Clark and McKay, "Canada Revisited." Arnold Publishing Ltd. (1992)

Contributor: E. Mezzarobba

Grade: 7

Topic: New France

Keywords: Community Study, Controversy, Drama, Environmental Education, Inquiry Skills, Language Arts, Math, Personal Growth, Physical Geography, Values Education

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will access, analyze, and apply knowledge and skills from various disciplines.
2. Students will decide what materials need to be measured and calculated.
3. Students will explore possible solutions.
4. Students will evaluate solutions to make recommendations or decisions.

Teacher Materials:

- survival items to be displayed in class
 - a package of matches
 - three metres of rope
 - two pieces of cheesecloth
 - two litres of drinking water
 - a pocket knife
 - a compass
 - a book about edible plants
- prize
- overhead projector
- overhead transparency
- 6 sheets of flip chart paper
- 6 markers
- 1 masking tape
- 6 sheets of paper to illustrate what is in the survival kit

Student Materials:

Each group will receive:

- 1 sheets of flip chart paper
- 1 marker
- 1 sheets of paper to illustrate what is in the survival kit

Sequence:

Introduction/Motivation:

1. Ask the class if anyone has watched the show „Survivor%o?%
2. Ask the students what the show is about?
3. Ask students to explain what the words survivor/survival means.
4. Inform the class that today we are going to see which group can come up with the best plan for survival.
5. Explain to class that at the end of the activity everyone is going to get a chance to vote on the group that developed the best survival plan.

Preparation:

6. Read the following paragraph to the class and ask students to imagine themselves in the situation.

You and four of your friends are flying in a small plane to embark on a week-long deep-sea fishing trip. The plane has to perform an emergency landing on a small island because of engine problems. After working on the engine for hours, the pilot realizes that it cannot be fixed. The group meets to decide how to handle the situation. Since you were not supposed to be in the plane for very long, there is no food or medical supplies. You know no one will be looking for you for at least one week. After searching the plane for a survival kit, you look over the items that you have assembled to help you to survive.

You have:

- a package of matches
- three metres of rope
- two pieces of cheesecloth
- two litres of drinking water
- a pocket knife
- a compass
- a book about edible plants

7. Brainstorm with students a list of the basic needs of survival. Accept all responses, but ensure that students have included food, water, shelter, and clothing. Tell students that they are going to participate in a survival game.

Activity:

1. Divide the class into 6 groups with 5 students in each.
2. Allow each group to develop their own name
3. Separate the groups to remote areas of the classroom.
4. Place an overhead at the front of the class with all the directions for the activity.
5. Distribute a handout to each group that illustrates what is in the survival kit.
6. Students will devise a survival plan for meeting the basic needs of life for themselves using the materials that they have found. Suggest to the students that they be as creative and imaginative as possible.
7. Inform students that they will discuss with their group members the purpose of each of the materials that they have found.
8. Provide each group with flip chart paper and markers for recording each item,s use.
9. Have the group members formulate a survival plan ensuring that all the basic needs of life will be provided for and document plan on the flip chart paper.
10. Each member will assume a role in the survival plan (for example, lookout, guardian of fire, collector of food).

11. Upon completion of the survival plan, each member will share his or her role in the group's survival.
12. The group will select one member to present and display their plan to the class.
13. Each plan will be posted around the class (using masking tape provided by the teacher).
14. Discuss as a class which group presented the most creative

Application:

This activity can be adapted into the wider curriculum and may be used with grades 5 to 8, because the students need to be old enough to separate reality from fiction. This activity will serve to introduce French settlers coming to a new land and adapting to a different lifestyle, climate, terrain and relying on their pioneering spirit. Students need to have some basic concepts of teamwork, survival, and an ability to both follow directions and work independently. Below are some examples of how this activity could be used as a segway to various subject material. The following are only a selection of the possibilities of other exercises that can be derived from this activity:

Language Arts

- Create a narrative poem based on what it is like to be a survivor.
- Write a diary of their role as a member of the group of five surviving on the island.

Mathematics

- Calculate how much or how little of a material to use in week on the island (e.g. two litres of water).
- Document rations using a graph or tally chart (e.g. members are allowed \leq of a cup of water a day).

Visual Arts

- Envision taking something from the island and making something creative with it (use natural resources and create art e.g. leaf pictures).

Geography

- Design a map of the island with a legend
- List potential natural resources that could be found on the island to help them with their survival (e.g. berries).

History

- Compare and contrast how early French Canadians adapted to the challenges of their new land and resources in relation to how your group tried to survive with the materials that you were given.

Drama

- Act out each designated role (e.g. guardian of fire) using real props or create mime props for the class to guess the role.

Notes:

This activity is adapted from „Canada: The Story of our Heritage% by Cairo, Fielding & Soncin in the Teacher,s Resource Binder (Toronto: McGraw-Hill Ryerson Limited, 2000).

Contributor: M. Cancian

Grade: 7

Topic: Patterns in Physical Geography

Keywords: Community Study, Environmental Education, Graphs, Maps, Math, Physical Geography, Science

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

(1.) Students will locate relevant information from a variety of sources in order to create a map displaying rainfall patterns in a particular area.

(2.) Students will correlate rainfall data with vegetative communities in order to understand that natural vegetation patterns are the result of many factors, including precipitation.

Teacher Materials:

Student Materials:

- provincial or territorial highway map (one per each group)
- sheets of tracing paper (enough to cover the same size as the map)
- a variety of crayons of different colours per group
- data sheets on rainfall patterns annually for the communities within the area of Canada assigned to each group
- vegetative map of the part of Canada assigned to each group

Sequence:

Activity:

(1.) Divide students into groups of two or three. Supply each group with a highway map, sheets of tracing paper, crayons, and information on annual rainfall.

(2.) Instruct the student groups to outline the province or territory on the tracing paper (it is not necessary for students to label the names of the communities). Have students separate the list of communities in their province into four rainfall level groups, such as 0 cm-10 cm, 10.1 cm-20 cm, 20.1 cm-30 cm, 30 cm plus (levels may have to be adjusted according to typical rainfall amounts in that area).

(3.) Assign a colour for each level of rainfall, and ask students to make a dot of the appropriate colour for each community at its location on the tracing paper over the map. When finished, students should begin to recognize different rainfall patterns, and

eventually will be able to colour in the areas with similar dots (lines between areas should run between dots of different colours, not from dot to dot).

(4.) Issue a vegetative map of the appropriate part of Canada to each group.

(5.) Ask students to look for similarities in shapes created on their maps compared to the vegetative maps. Rainfall amounts that correspond to each vegetative community should be determined and listed (keep in mind that the student map and the vegetative map may not be identical, but should be visibly similar).

(6.) Begin a discussion on rainfall. Where does rain come from, and what influences rainfall patterns? From looking at the maps that were created, how does precipitation appear to influence the type of vegetation that grows in a particular area? Combine all the students, maps in order to allow for a comparison of all the areas in Canada. Questions that could be asked may include: Can you find two areas that have similar vegetation patterns, but receive very different amounts of rain? Why might this be, and what other factors might contribute to the development of natural vegetation patterns? How might Canada's vegetation patterns compare to those of other countries around the world?

(7.) Clean up!

Application:

Prior to carrying out this activity, students should be comfortable with reading maps and interpreting data. As well, perhaps a previous lesson could be devoted to reminding students about the Water Cycle and how precipitation occurs.

There are many ways in which this lesson can be modified. Other factors can be considered, such as temperature, soil types, or competition for available nutrients, in order to determine their type of influence that they may have on the development of patterns of natural vegetation. As well, instead of having the entire class concentrating on the same factor, perhaps each group could work on a different factor, but focus on the same area in order to determine how each factor played a role in the development of the natural vegetation of one particular area.

This activity most predominately fits into the grade 7 geography curriculum on Patterns in Physical Geography, but it can also be adapted and used in the grade 4 curriculum on The Provinces and Territories of Canada to describe the physical features of regions within the provinces and territories. In this case, more time may have to be devoted to the activity (perhaps it could be spread out over more than one class/period) and there may have to be close observation of each group as the many steps may be more difficult to grasp for these younger students.

Notes:

This activity is adapted from the „Rainfall and the Forest% activity that can be found in the "Project Wild Activity Guide" (Copyright 1999 by the Council for Environmental Education, printed in Canada).

Contributor: A. Sarvis

Grade: 7

Topic: Patterns in Physical Geography

Keywords: Environmental Education, Maps, Math, Physical Geography, Science

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

- Identify themes that geographers use to organize their inquiries: location/ place, environment, region, interaction and movement
- Demonstrate an understanding of the environment theme (e.g. in the system of non-living and living elements, people are part of the living elements).
- Demonstrate an understanding of the region theme (i.e. a region is a part of the earth's surface that has similar characteristics).
- Demonstrate an understanding of the interaction theme (e.g. the environment provides opportunities and challenges; people change the environment as they use it)

Teacher Materials:

Teacher:

- geology and buffering capacity maps of southern Ontario
- pH meter, acid rain concentration (pH = 3.0), funnels, filter paper, wooden stands
- soil samples from around southern Ontario (approximately 30 samples)
- photocopy exercises and rules for students

Student Materials:

Student:

Soil sample from home and pencil

Sequence:

1. Select three samples from the table. Indicate the samples that you selected by marking the sample number in your Acid Rain Data table.
2. In a 250 mL beaker, get about 100 mL of "acid rain" from the container
3. The pH of the "acid rain" should be giving to you by your teacher
4. For each sample, put a funnel in the stand. Position a 100mL beaker under the funnel. Mark each beaker with the sample number.

5. Put a folded filter paper in the funnel. The teacher should demonstrate the correct procedure in folding the paper).
6. Take a scoop of soil from the container. Put a level scoop full of soil into the filter paper in the funnel. Do not pack the soil into the scoop.
7. Add "acid rain" to the soil sample. Be careful not to fill the funnel above the top of the filter paper. Add "acid rain" until 50 mL of "groundwater" has been collected in the 100 mL beaker.
8. When 50 mL of "groundwater" has been collected, take it to one of the Testing Stations where the pH of the "groundwater" can be measured. Record your results on the blackboard and in your Acid Rain Data Table.
9. Dispose of used filter paper and sample in the garbage pails in the classroom. Wash all glassware and place it upside down to drain on paper towels at your workstation. Wipe your workstation counter clean.
10. Return unused filter paper and other equipment to the teacher.

Preparation of soil buffering capacity map

1. As the results for the other samples are posted on the blackboard, record this information in your Acid Rain Data Table.
2. Calculate pH change (acidity reduction) for each sample for which there is data (Groundwater pH - Acid rain pH = acidity reduction).
Samples from areas where the soil has a high buffering capacity will show a large change in pH and lakes in those areas probably will not be acidified. Samples from areas where the soil has a low buffering capacity will show a small change in pH and lakes in those areas will probably be acidified.
3. The buffering capacity of a soil can be rated as:
High - "Groundwater" pH change 2.6 pH units or greater
Medium - "Groundwater" pH change 1.8 to 2.5 pH units
Low - "Groundwater" pH change 1.7 pH units or less

Rate the buffering capacity of each sample and enter the rating in the "buffering capacity" column of the Acid Rain Data Table.

4. Enter the buffering capacity of each sample in the spaces provided on the map. Once you have entered your data the teacher should provide an example of what it will look like.
5. Once you have all the data entered, draw lines separating the areas of differing buffering capacities. Areas that have soils with a high buffering capacity and lakes in these areas would probably not become acid. Areas that have soils with a low buffering capacity and lakes in these areas may become acid. Soils that have a medium buffering capacity to reduce acidity and lake acidification would probably not take place or would occur slowly.
6. There are five lakes shown on the

Application:

Application:

This activity can be integrated into other portions of the Ontario curriculum. Some examples are science, math, language, history and music. Students need to have some prior knowledge of the terminology and safety procedures. Acid rain is mainly incorporated into the physical geography and environment in the grade seven curriculum. Acid rain is a good environmental example for students to observe the interactions between Man and the environment. Human activities put several substances other than carbon dioxide into the atmosphere that produces acids when they react with water. The most common are sulfur dioxide (from burning of fossil fuels) with water produces sulfuric acid and nitrogen oxides (automobiles) with water produces nitric acid. On a regional setting, a teacher can incorporate the Great Lakes basin in the lesson and discuss the effects of industry on this freshwater system. For example: how air pollution from the Ohio Valley can cause acid rain in southern Ontario? Southern Ontario experiences high levels of acidic precipitation that is damaging to streams and lakes. This could lead to lake acidification, but you need to look at the geology and soils of the province to understand the processes. This leads to the science aspect of the activity, which can be incorporated into the grade eight curriculum by investigating the water cycle (water systems). Various topics can be incorporated into the acid rain lesson. For example the causes of acid rain, the contributors to air and water pollution and which soils have the best buffering capacity. The mathematics component provides students to start collecting their own data and share with other students. The history component can investigate the environmental concerns in the 1970's to present and the different laws and associates that were formed in that time period. Other activities incorporated into this lesson could be the different bedrock lithologies that underlie southern Ontario. The teacher can include different bedrock types from all over Ontario and distinguish the buffer capacity. For example: limestone's (sedimentary) have a high buffering capacity with respect to granite's (igneous) that have a low buffering capacity. The acid rain will react with some of the minerals in the rocks and soils at the earth's surface. This reaction will tend to reduce the acidity of the water. The teacher can discuss the implications of acid rain in a lake environment and how the level of acidity effects the food chain. If the acidity in a lake increases, fewer organisms will survive and eventually the lake will become dead. This activity has a wide range of possibilities that can be incorporated into other lesson plans.

Notes:

This activity is adapted from Brian Grant and Howard Melville "Geology and the Environment: ERSC 1F90", Department of Earth Sciences, Brock University, St. Catharines, Ontario (Summer 2000).

Contributor: S. Ward

Grade: 7

Topic: Patterns in Physical Geography

Keywords: Maps, Physical Geography

Time: Over 60 Minutes

Student Grouping: Individual

Expectations:

1. Students will recognize patterns as important geography concepts.
2. Students will use appropriate vocabulary, including correct geographic terminology (ie. patterns, equator, latitude, altitude...)
3. Students will identify the important aspects of, and create a model pattern of, the earth.

Teacher Materials:

- newspapers (approximately one months supply)
- flour (one 2 kg. bag)
- water
- 10 large open-faced containers
- water paints
- pastels
- markers

Student Materials:

- 30 balloons
- pencils

Sequence:

Preparation:

1. Create a large mixture of flour and water (1:20). 10 liters should suffice.
1. Stockpile your newspapers for a couple of weeks, and bring them into the class.
2. Choose student helpers to tear the newspapers into strips. (This could be completed in the days prior to the day this exercise takes place.)

Activity: Day 1, duration 40 minutes.

1. Instruct the students arrange their desks into groups of four.
2. Supply each group with a flat, open-faced container of the mixture, some newspaper strips and some round balloons.
3. Allow the students to inflate their balloons.
4. Students can be instructed to saturate the newspaper strips in the slurry.

5. Allow the students to place the newspaper strips around the balloon. This process should continue until the entire balloon is covered with between 4 to 5 layers of newspaper.
6. Encourage the students to be creative with their „globes%, ie. They may want to create mountain ranges, or valleysΣ.
7. Allow the „globes% to set overnight

Activity: Day 2, duration 40 minutes.

1. Allow the students to sketch out the patterns they would like to include on their „globes%. Remind them that a model pattern should be as close to the original as possible (ie. bodies of water, land massesΣ).
2. Instruct the students to colour their „globes% with either paint, pastels, or markers.
3. Allow the globes to dry overnight.

Activity: Day 3, duration 40 minutes.

1. Allow this last class for students to complete the finishing touches on their globes. (ie equator, lines of longitude, lines of latitude, tropics of cancer and capricornΣ)

Application:

This activity of creating a paper mache, globe, as a model pattern of the earth, fits nicely into the grade seven geography curriculum. An exercise similar to this could be adapted for virtually any age, or grade level. Performing this particular activity would complement the unit of patterns in physical geography. Within this unit students acquire the knowledge of area, time and model patterns in physical geography. This exercise allows the students to create their own model pattern of earth. In order for the students to complete this lesson, they must understand a) what a model pattern is, and b) the physical patterns of the earth to include in their model. Thus, this activity should be taught at the end of the unit, as an enjoyable way for the students to demonstrate their understanding of the material presented within the unit.

This activity can be integrated with visual arts (creating the globe), language arts (have each student orally present their globe to their group members or the entire class), math (parallel lines = equator, tropicsΣ) and music (songs about the earth Σ%the whole world in his hands%).

Finally, this exercise would be pedagogically inviting for the kinesthetic learners within the class.

Notes:

This activity of creating a paper mache' globe as a model pattern of the earth was designed with the intention of creating a fun activity for students who have struggled with the relatively dry concept of patterns in physical geography.

Contributor: H. Chan

Grade: 7

Topic: The Themes of Geographic Inquiry

Keywords: Community Study, Environmental Education, Inquiry Skills, Language Arts, Social Action

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

- demonstrate an understanding of the environment theme (system of non-living and living elements; people are part of the living element);
- demonstrate an understanding of the interaction theme (the environment provides opportunities and challenges; people change the environment as they use it);
- communicate the results of inquiries stating different points of view on an issue using oral presentations, written notes and reports.

Teacher Materials:

A display of newspaper or magazine articles, pictures showing environmental problems: beach pollution, fish and water contamination, smog and air pollution, ozone depletion and acid rain.

Student Materials:

6 pencils and 6 pieces of paper

Sequence:

Introduction: (15 minutes)

1. Show newspaper and magazine articles and pictures about environmental problems to students.
2. Ask students to suggest the reasons for the following:
 - many species of fish are not edible;
 - in summer, people suffer breathing and respiratory problems and burning or watery eyes;
 - UV readings are part of weather reports;
 - rainwater is damaging to cars, buildings, structures with stones and metal surfaces (i.e. toxic chemicals and pollutants in water, smog and air pollution (sulphur dioxide, nitrous oxides, carbon dioxide) damage lungs and irritate eyes, high bacteria counts in water, low ozone level allow more damaging UV, acid in water);

Activity: (40 minutes)

1. Students are divided into groups of 5. In their groups, students are to discuss what people can do to help protect our environment.
2. Students are to jot down the main points of the discussion on a piece of paper which will be handed in as a group report on the discussion.
3. Students are to create a simple poster to illustrate one thing could be done to reduce or eliminate one of the problems discussed.
4. Students present their poster to the rest of the class.

Recapitulation: (5 minutes)

1. Discuss what would happen if we do not help to reduce or eliminate the environmental problems illustrated in class.

Evaluation:

Formative assessment by teacher of students' participation in group discussion.
Summative assessment using the achievement levels stated in the Social Studies curriculum on written report and oral presentation.

Application:

This activity can be integrated into the Arts curriculum. Students can present what they think would happen if we do not take good care of our environment via tableau presentation. Teachers can also ask students to do a group research and write a report on air and water pollutions, ozone depletion and acid rain in different parts of the world. In their report, students can include graphs, charts, drawings and calculations on the country under study. Therefore, this activity can also be integrated into the language arts and mathematics curriculum.

Notes:

Contributor: G. Fielding

Grade: 7

Topic: The Themes of Geographic Inquiry

Keywords: Inquiry Skills, Maps, Math, Physical Geography

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will locate cities and towns within provincial boundaries.
2. Students will determine the location of cities and towns on maps using longitude and latitude.
3. Students will determine the longitudinal and latitudinal difference (in degrees) between cities and towns.
4. Students will measure the distance between cities using the scale provided on their maps.
5. Students will gain an awareness of the distance between cities and provinces.
6. Students will develop their critical skills by assessing the effectiveness of different measurement methods.

Teacher Materials:

Chart listing the actual distances between cities and towns within Canada.
(derived from websites listed in the resources section of this submission)

Student Materials:

30 maps of Canada
30 maps of Ontario
Maps of each of the provinces and territories (3 for each group of students)
30 Rulers (30 centimetres in length)
30 Worksheets for recording longitude, latitude and the distance between cities

Sequence:

Preparation

1. The methodology for using longitude and latitude to locate cities, towns and provinces will be recapitulated.
2. Students will estimate the longitude and latitude of their own city using a map of Ontario.
3. Using the map of Ontario for reference, students will find a city in Ontario that is the farthest away from their hometown in two directions (i.e. east & north).
4. The longitude and latitude of this city will then be determined.

5. The class will determine the longitudinal and latitudinal distance (in degrees) between the two cities.
6. Estimates of the distance in kilometres between the two cities will be written on the board.
7. Using a 30-centimetre ruler, students will determine the distance using the scale (i.e. 1:20,000) provided on their map of Ontario.
8. The teacher will look up the actual distance between the two cities for the sake of comparison.

Activity

1. The names of 30 Canadian towns or cities (at least two from each province) will be listed on the board, and each student will select a city.
2. Using a map of Canada, each student will determine the province their city or town is located within.
3. All students with cities from the same province will form into small groups of 2-3 students.
4. Students will use enlarged provincial maps to determine the longitude and latitude of their cities.
5. The difference in longitude and latitude between cities in each province will be determined.
6. Using the scale provided on the map, each student in the group will use their rulers to measure the distance in kilometres between the cities in their provinces.

Discussion

1. Each provincial group will post their findings on the board, which will include the latitudinal and longitudinal differences and the distance measurements for each of the three students.
2. The teacher will read out the actual distances between cities, and the class will discuss the accuracy of this measurement tool.
3. Students will compare and critically appraise the different methods of measurement. Under what circumstances should they be used? Would people in different professions use one method over the other (i.e. aircraft pilots)?

Application:

As outlined in the first section of the Sequence of Events, the preparation steps for this activity include a recapitulation of previously learned concepts along with a brief demonstration of several new concepts.

Students could apply the methods used in this activity to the Natural Resources strand in grade seven Geography. They could determine the most efficient routes for moving natural resources either within provinces or within Canada. Students could compare the distances travelled on roads to the actual distances between two cities. Existing roadways in remote locations do not always offer the shortest route, which could lead to a discussion of alternative methods of transporting natural resources such as rail, shipping

and air routes. The concepts learned in this activity could also be used in the Measurement strand of grade seven Mathematics. Using a variety of measurement strategies, students could determine the fastest, least expensive and most efficient methods of transporting natural resources within the provinces, and inside and outside of Canada.

Notes:

- 1) The Ontario Curriculum, History and Geography: Grades 7 and 8
Ministry of Education and Training, 1998.
- 2) The Ontario Curriculum, Mathematics: Grades 1- 8
Ministry of Education and Training, 1998.
- 3) <http://www.indo.com/cgi-bin/dist> (to determine distances between two cities)
- 4) <http://www.globalintlcanada.com/map.html> (to determine distances between two Canadian cities)

Please note - This is an original activity.

Contributor: P. Holjak

Grade: 7

Topic: The Themes of Geographic Inquiry

Keywords: Arts, Computers, Environmental Education, Personal Growth, Physical Geography, Social Action

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will demonstrate an understanding of the environment theme (the system of non-living and living elements, people as part of the living element);
2. Students will communicate the results of inquiries stating different points of view on an issue using media works, oral presentations, written notes, descriptions, drawings, tables, charts, graphs);
3. Students will produce a report on investigations of current environmental issues in the news.

Teacher Materials:

- various examples from newspaper or magazine articles and photographs showing various environmental problems
Example: beach pollution, water and fish contamination, ozone depletion, ect..
- completed example poster of environmental issue
- assessment sheets for both the teacher and peer evaluator (Rubric)
- short test asking question - See Sequence below

Student Materials:

- art supplies for poster creation
 - 30 sheets of poster board (various colours)
 - glue sticks
 - scissors
- copy of poster assessment

Sequence:

INTRODUCTION:

1. Students will enter the class to see the display of environmental issues.
2. In a whole class discussion, students will suggest reasons for the following:
 - Many species of fish from the Niagara river are not edible by humans
 - During the summer, many people suffer breathing and respiratory problems
 - Beaches around the Great Lakes are closed

- UV readings are now a regular part of weather reports
 - Rainwater is much more damaging to cars, buildings, and other surfaces with stone or metal surfaces
3. After discussion, students describe the what all these have in common (ie. examples of human effects on the natural environment due to pollution of various types);
- Toxic chemicals and pollutants in water are concentrated in fish
 - Smog and air pollution (sulphur dioxide, nitrous oxides, carbon dioxide and others) damage lungs and irritate eyes
 - High bacteria counts in water due to pollution such as sewage and other types of materials close beaches
 - Low ozone levels allow more damaging Ultraviolet Rays to reach the Earth's surface causing burns and cancer
 - Acid in water eats away at surfaces of metals, wood, and stone
 - Other similar types of pollution might be added to this list

GROUP WORK:

4. Students will break off into 5 groups of 6
5. Each group will be assigned one of the environmental issues discussed earlier in class and brainstorm possible solutions or slogans that will attempt to solve the problem
6. After approximately 5-7 minutes, the students will present their solutions

APPLICATION:

7. Based on the examples of human effects on the natural environment, students will create a poster or sign to illustrate one thing that could be done to reduce or eliminate one of the environmental problems discussed
8. Students will be informed that their poster will be graded on content, creativity, and appeal as the rubric shows them.
9. Questions will be answered concerning the assignment (Note: Students will have opportunities to complete the assignment at home or in other Geog. classes)

ASSESSMENT:

10. Students will write a short paragraph, answering the question: "Describe the environmental problem that you chose and how the solution suggested in your poster will help reduce or eliminate the problem"
11. Students will be graded on their responses and poster as a whole.

Application:

This activity can be adapted to suit most age levels. For younger students, neighbourhood walks can introduce littering and factories as early signs of pollution. Students may run across busy intersections where effects of car emissions may be discussed or brought up. The topics and signs should be chosen to suit the appropriate age level. It is never too early to introduce environmental issues. Students at this age may even discuss recycling. For older students (6-12), entire units can be started with an activity like this. Older students might form protests or at least become aware of their actions.

This assignment relates to art, social sciences, language arts, and group dynamics. It can be modified to suit one or all of these sub-levels.

Students do not need a lot of prior knowledge before this activity. It will create a base of awareness that the student will build upon for years to follow. The use of discussion and group work gets the children talking and sharing ideas and experiences. If a student does have prior knowledge, it will help the other students along. Also misconceptions can be clarified during a class (unit) like this

Since this topic effects everyone, it fits the larger context of the entire curriculum.

Notes:

This activity has been adapted from a lesson that I was taught in elementary school. Most of it has been recreated by memory.

The lesson was taught at Diamond Jubilee in Niagara Falls by Bill Millar (Grade 7/8).

Contributor: G. Bagatto

Grade: 8

Topic: Confederation

Keywords: Arts, Computers, Drama, Government, Graphs, History, Inquiry Skills, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of the groups and individuals who contributed to the formation and growth of Canada.
2. Students will identify the colonies that joined Confederation and their dates of entry.
3. Students will use appropriate vocabulary and ask appropriate questions to describe their research on the confederation of Canada.
4. Student will analyze, evaluate and synthesize historical information.
5. Students will construct a time line graph to summarize their research findings.
6. Students will communicate the results of their research with an oral presentation

Teacher Materials:

1. Model timeline transparency
2. Overhead projector
3. Markers
4. Computer with internet capability and projector

Student Materials:

1. Chart paper
2. Markers
3. Computer with internet capability
4. Flashback Canada textbook
5. Paper, pens, erasers, rulers and masking tape

Sequence:

General Activity Description:

Develop a timeline to record the events that led to Confederation beginning with the 1861 Nova Scotia resolution for provincial union by Joseph Howe for referral to the other British North America (BNA) provinces in July.

Activity:

1. Teacher will model the concept of timeline diagrams with an example on the overhead projector
2. Teacher will demonstrate connecting to the internet. Yahoo search engine will be used to search the net using the keyword confederation. Students will be asked to suggest other key words and the teacher will demonstrate search technique with one or two of these additional keywords
3. Students will be partitioned into seven groups
4. Each group will receive a sheet of chart paper and be assigned a year from 1861 to 1867
5. Each group will be asked to list on their chart paper important events and their associated dates as they relate to confederation using their notebook and textbook as resources
6. Students will be asked to log on to the web site www.nlc-bnc.ca/confed/e-1867.htm
7. Students will then be asked to add to their time line charts using the additional information garnered from the above web site
8. Students will be given a clean sheet of chart paper and asked to submit a final draft of their timeline making sure that spelling, grammar and sentence structure are correct
9. Students will be asked to do a 5 minute presentation of their timeline. Students will have the option of either reading their time lines or alternatively, performing their presentation. They might assume the role of the fathers of confederation or the mothers of confederation
10. Time lines graphs from 1861 to 1867 will then be taped to a bulletin board space inside or outside of the classroom

Application:

Students will have reviewed their notes for chapter 1-5 in their textbook Flashback Canada. This activity has potential for covering expectations from other curricula including arts, language and math. The timeline activity used in this lesson could easily be adapted to major historical events covered in other parts of the curriculum. For example, the major causes and personalities of the War of 1812 (Gr. 7), early settlement of Canada (Gr. 7), Early Canadian members of parliament (Gr. 5), and early settlement of Upper Canada (Gr. 3).

Notes:

Cruyton, J.B. 1999. Flashback Canada. Oxford University Press. Don Mills, Ontario.

Web Site: www.nlc-bnc.ca/confed/e-1867.htm

Contributor: E. Koekuyt

Grade: 8

Topic: Confederation

Keywords: Economics, Government, History

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

Students will:

1. identify persons, places, events, terms and dates related to Confederation as taught in class
2. demonstrate good listening skills
3. demonstrate appropriate, independent work habits

Teacher Materials:

N.B. This activity was created under the assumption that this was the first time that this game was being played in the classroom.

- 1 complete set of "BINGO" rules
- 1 complete and accurate list of questions
- 1 overhead of a complete and accurate list of answers with the correct "BINGO" letter and corresponding number
- 1 complete set of "BINGO" call numbers (example: B1-B10, I 11-I20, N21-N30, G31-G40 and O41- O50)
- 1 envelope or hat to place the individual call numbers into for the purpose of random drawing
- 30 laminated "BINGO" cards that are blank
- treats (if the teacher chooses to reward students in this manner)

Student Materials:

- 30 blank, laminated "BINGO" cards
- 30 grease pencils or erasable markers
- 30 sheets of scrap paper

Sequence:

Teacher Preparation

1. Make sure enough information has been presented in history class to warrant playing this game. The first time playing "BINGO" may not occur until a month or so after the topic of Confederation has been introduced to allow for this.

2. Using Confederation as the topic create 10 clues each under the following headings: "B" - Important People of Confederation, "I"-Important Places of Confederation, "N" - Important Events of Confederation, "G" - Important Dates of Confederation and "O" - Terms/ Concepts of Confederation. Document these questions. Be sure that the questions are concise and address information that is worthy of note.
3. Create an answer sheet for the above questions.
4. Create and laminate 30 blank "BINGO" cards. Each card should have 4 boxes under each letter.
5. Create and laminate 50 call numbers that correspond with the question sheet. Each call card will have a letter; number and corresponding answer on it. Labeling is extremely important.

Classroom Preparation before the "BINGO" Game

1. Complete a portion of the Confederation unit of study. Students should familiarize themselves with the terms/concepts, people, places, events and dates that are associated with Confederation.
2. Each student will receive a blank, laminated "BINGO" card. A copy of the answer sheet will be displayed on an overhead for the students.
3. From the material on the overhead each student will be asked to fill in their "BINGO" card by selecting 4 answers from the B column on the answer sheet. After selecting 4 answers the student will write down the number and corresponding written answer into the boxes under the letter "B". Only one number and its answer can appear in one box. Students are encouraged to "mix up" the order of the items thoroughly so that no two cards in the class are identical. The students will repeat this process for the "I", "N", "G" and "O" columns. The importance of neatness, accuracy and correct spelling should be stressed to the students since these cards will be used again in the future.
4. Once the students have filled out their card to the teacher's satisfaction the answer sheet will be removed and the projector shut off.
5. Students will be given a single piece of scrap paper and instructed to tear it into 50 pieces for the purpose of covering their answers.

*Time to Play "BINGO"

1. If not already done students will clear their desks off completely, except for the pieces of scrap paper and the "BINGO" card. **NO AIDS ARE ALLOWED!**
2. Students will be instructed as follows: There will be no talking amongst students during the game. Each student is expected to work independently. When answering the question students should avoid guessing since a false "BINGO" will result in the disqualification of the offender for the remainder of that game. He/she will be allowed to resume play once the next game starts. Questions will only be read once. Thus, students are encouraged to remain quiet and listen closely t

Application:

This activity can be adapted for many age groups and topics. The teacher can use laminated "BINGO" cards as a means of introducing, reviewing or reinforcing a variety

of topic areas under study. The intended application of this activity as presented above is to review and reinforce Confederation under the headings of people, places, events, dates and terms/concepts. It is through the students' response that a teacher can evaluate the students' retention of information and adjust his/her lessons accordingly. It can also be used as an indicator that independent research assignments would be beneficial for the students.

For younger students, the activity can be adapted to ensure success. Assistance from the teacher or others and modifications of the rules can easily be implemented. In all cases, a clue sheet could be provided for those who need it or for all on an overhead. Teachers may wish to have younger students work as pairs or in-groups.

The rules of this activity are not steadfast. For students studying Confederation in Grade 8 History accommodations can be allowed. IEP students may require the aid of clue sheets or the help of another person to repeat the question, direct him/her to the correct column of answers or to problem solve. Whatever the case, the teacher should be aware of any special needs and address them accordingly. If teacher's aids are not available the teacher may opt to pair students of varying ability levels together.

Notes:

This activity is an adaptation of "Confederation BIG-0 #08" activity as found in the "Welland County Roman Catholic School Board" binder of Crosswords and "BINGO" activities for Grade 7 and 8 History studies. The activity was published by Academic Games: A division of 516798 Ontario Limited in 1979.

Contributor: P. Palermo

Grade: 8

Topic: Confederation

Keywords: Arts, Drama, Government, History, Inquiry Skills, Language Arts

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of the social, political, and economic make-up of the British North American colonies in the 1860s.
2. Students will identify external and internal factors leading to Confederation.
3. Students will demonstrate an understanding of the key individuals.
4. Students will identify the colonies that joined Confederation and their dates of entry.

Teacher Materials:

Teacher Materials: chart paper, markers, video camera

Student Materials:

Student Materials: costumes, markers, chart paper, bristol board, construction paper, glue, pastels

Sequence:

The colonies of Nova Scotia, New Brunswick, Prince Edward Island along with the Province of Canada (Canada East and Canada West) are meeting in Charlottetown to discuss the intention of creating a federal union (Confederation) of the colonies of British North America, associated with Great Britain. Assuming a thirty student class, the class will be divided into six groups of five people. Each group member will represent the interests of one of the colonies with two of the members being designated for the Province of Canada (ie. one member for Canada East and one member for Canada West).

Preparation

(One period with homework):

- 1) As a group, each group will have one period to do research in the library so that each student can find out what their respective colony was like in 1864. In their research they will be required to include: the name of their colony, their capital city, their location on a map of British North America, the names of their colony's political leaders, their main economic activities, their population, and their colony's special needs.

Activity:

(Period 2-3): 80 minutes

- 1) On chart paper, have each group member brainstorm their feelings about having their respective colony join with the other colonies of British North America. Have someone in the group write the ideas of each colony on the chart paper. Each group member is to consider such factors as: what problems is your colony facing; is it to your advantage to have your colony join with the other colonies; what will your colony gain; what will your colony lose; what type of government do you want in order to protect your colony's special needs.
- 2) Each group member will make a list of all the factors their colony should consider when deciding whether they should join Confederation. This will be recorded on a second piece of chart paper.
- 3) Each group's papers will be displayed on board, read out and allow for any questions from the class.

(Period 4): 40 minutes

- 1) Considering other people's points of view is an important critical thinking exercise, meet with these other group members who represent the same colony, to discuss your points of view.
- 2) In your new groups, make a decision about the issue: Should your colony join Confederation? Consider all the factors for your common colony and the consequence of each factor. As a group, reach a consensus as to what your colony should do. Has this changed your original point of view? Consider what other solutions they can think of in their common colony group that could be implemented instead. What are their advantages and disadvantages?
- 3) Have each student prepare their final arguments and decision with regards to their colony for the next class, where they will be back in their original groups.

(Period 5): 40 minutes

- 1) Have the students have a mock debate in their original groups to decide whether their respective colony will join Confederation, forming the new country of Canada.

(Period 6-7): 80 minutes

Application:

In terms of integration, the History unit on Confederation will be integrated with Language Arts, Drama and Dance and Art. With Drama and Dance, the class will be divided into six groups of five students. Each member will represent the interests of one of the colonies with two of the members being designated for Canada East and Canada West and one member for each of the remaining colonies. Each performance will be taped. After each group performance, the class will identify and evaluate each group performance in terms of what made their presentation unique, why they presented the material the way they did and how each of the groups differed in the way they presented the same material. One final point that will be discussed as a class is the materials used to enhance the theatrical/dramatical presentation (ie. props, lighting, costumes, etc.)

In terms of integrating Art, each individual member of each group will design the coat of arms for the colony to which they belong. This coat of arms can either be the one that was actually used at that time or their depiction of what the coat of arms for their province should look like. In either case, they will artistically label their coat of arms with their corresponding colony name. Specify to the class that they can use whatever tools, materials or techniques they wish. After completing their coat of arms, each student will present to the class, how they tried to show three of the six elements of design in their coat of arms.

With Language Arts, each original group will be handing in a collaborative report or script, depicting the Conference. It is important to emphasize that each colony's viewpoint must be clearly and completely defined, and that particular attention will be paid to grammar, spelling and punctuation.

Notes:

Ministry of Education and Training: *The Ontario Curriculum: Social Studies.*
Clark and McKay, *Canada Revisited*, (1992) Arnold Publishing Limited

Contributor: W. Pereira

Grade: 8

Topic: Confederation

Keywords: Controversy, Economics, History, Inquiry Skills

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify external and internal factors leading to confederation, mainly the intercolonial trade between the French and Natives.
2. Students will be able to analyze and describe conflicting points of view about trade in Canada.
3. Students will be able to understand that the resources and trading items that the Europeans had compared to the natives; therefore indicating the dependency the natives had eventually giving up their land and beliefs to the French.
4. Students will have to participate in roles as a Native or French trader and later explain their outcomes, results and frustrations in playing that role.

Teacher Materials:

- list of those students who will be French Traders and those who will be Native Traders
- Score board for traded items
- Set of trading cards for each pair of students

Student Materials:

- Pencil, notebook
- Set of trading cards
- Score sheet of traded items

Sequence:

Preparation:

1. An equal amount of trading cards of tradable items for the French and Native traders must be reproduced and ready to distribute to the class. Examples of such tradable items for the French consist of iron tools, alcohol, horses, impressive clothing, mirrors, writing, guns, glass jewellery etc. Such tradable item for the Natives consisted of maple syrup, snowshoes, canoes, survival skills, potatoes, fur trade, wilderness navigation.

Activity:

1. Students will form pairs, with each pair having one set of trading cards (trading items) for either the French or Native traders.
2. Pairs will combine with another pair group. One pair will be the French traders while the other pair will be the Native traders. Each group will receive their appropriate trading item cards.
3. The trading period will take place in the year 1700 since trading strategies varied with different historical periods.
4. Each pair will read their cards without showing the other group. They will then decide which items are most valuable and try to decide which items will be most valuable to the other trading group.
5. Both groups must then develop a strategy for trading. For example, will they show all their cards at one time or show them individually.
6. To begin the game, each pair will put down their cards (as many as they have selected) in front of the other trading group face down so that only the definitions of the tradable item is showing.
7. Students must now try to conduct a trade, but more cards must be placed to complete the deal.
8. Let groups play for 10-15 minutes, if a group is having difficulties trading then step in and help the group come to an understanding or reasonable trade. If it still is not working out let the exchange with another group and carry on.
9. If things are going well allow groups to split and be joined with two other groups (so there will be two pairs of French traders and two pairs of Native traders). This will create more competition in the trading process. Let this continue for another 10-15 minutes.
10. Stop the activity and regroup the class

Process:

1. Distribute the Point Value of Trade Goods sheet and have each pair total the value of the goods they now have, including what they have obtained through trade and their own cards that are left.
2. Point out that they all started with 100 points. Ask them if they have gained or lost.
3. To consolidate the learning from this activity ask students write in their notebooks their thoughts and feelings about the activity. They can also mention and comment on their behaviour and the other group,s behaviour.
4. After students have written their thoughts into their notebook draw three columns on the blackboard labeling them Thoughts, Feelings, and Behaviour. Students are asked to share their experiences.
5. Many questions can be used to assist them in their thoughts such as; How did you determine the value of a trade good? What did the newly acquired trade good add to your cult

Application:

This activity fits right into the elementary curriculum following the new Ontario curriculum guidelines. This activity deals directly with one of the major events before Canada,s confederation. Students must understand the important relationships between

the cultures that eventually developed Canada into what it is today. Many of this activities expectations directly come from the Ontario Curriculum which makes it a great exercise to assist the students in their understanding and applying their knowledge of the historical events that took place. The prior knowledge that the students must have before entering this activity is the understanding of the conflicts and changes that occurred in New France. This historical period stretches from the years 1609 to 1774. Even further, students must be familiar with the Development of New France to fully understand the events and people involved in the time before Confederation. In regards to this event and time period of the conflicts between the French and Natives students may have other activities to do to assist them in their understanding of the topic at hand. Many of these other activities can be integrated with other areas of the curriculum. One other activity can be linked with visual arts as students have to reproduce figures of the raid on the Iroquois as shown in the their textbook „Canada through Time%. Students can then reflect on the attitudes of both battling sides and label or use speech balloons from Champlain,s journal to use on their drawings. Many other activities can be used to help students in their understanding of the conflicts in New France. This particular activity is mainly used for the grade eight,s since it involves history, although the trading game is useful in other subject areas if so required.

Notes:

This activity is adapted from the interboard History Project (Lincoln County Board of Education). The resources used was „Canada Through Time% Book One. Scully, Bebbington, Evans, Wilson. 1992 Prentice Hall Canada Inc., Scarborough, Ontario.

Contributor: R. Haston

Grade: 8

Topic: Economic Systems

Keywords: Community Study, Controversy, Drama, Economics, Environmental Education, Government, Human Geography, Inquiry Skills, Multiculturalism, Social Action, Values Education

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

Students will:

1. Work cooperatively in groups to brainstorm creative representations of their various stakeholder groups.
2. Role-play their stakeholder group for their classmates in a collaborative activity.
3. Through role-play, describe the social impacts of a multinational in the third world.
4. „Demonstrate an understanding of how economic resources (e.g. land, labour, capital, entrepreneurial ability) influence the economic success of a region% (pg. 64 Ontario Curriculum Document).

Teacher Materials:

- * student handouts (I have created an Appendix A found in the "Sequence" section)
- * Video „Dirty Business% by Migrant Media Productions (available at Global Community Centre, Waterloo, or various public libraries)

Student Materials:

- * student handouts (found in the "Sequence" section of this activity)

Note: Students may bring in props from home, depending on their "stakeholder group" (see Appendix A)

Sequence:

Introduction/Motivation/Recall: (40min.)

1. Introduce the movie and provide background. This film won the 1991 U.S. Environmental Film Award. It deals with the decision of a multinational corporation

Grand Metropolitan to move their „Green Giant% factory from California to Mexico. In Mexico, Green Giant uses vast amounts of water for processing their export food products, although many people living near the factory,s facilities have no potable running water. The company then dumps their waste into surrounding rivers.

2. Instruct students to take notes during the film, provide them with a list of questions:
 -  Who are the stakeholders involved in this issue?
 -  What were the environmental effects of Green Giant in Mexico?
 -  Are the workers being treated fairly? How do you know?
 -  How does Green Giant,s presence affect the surrounding villagers?
 -  Do we as consumers feel the effects of Green Giant,s presence in Mexico?

Sequence of Steps for New Learning: (@80min.)

1. Discuss the film and relate it to the questions provided.
2. Divide class into stakeholder groups as explained in Appendix A: Role Play Activity (there are five roles, so divide students accordingly). Each group will have a specific role to play in the scenario listed in Appendix A. Two adults are ideal to play the role of the Mexican Government and CEO of Grand Metropolitan (owner of Green Giant), but one teacher may play both roles. Give every student a copy of Appendix A, page #1, but give each group the description of their stakeholder group only.
3. Remind students that each person must have a speaking role. Review the guidelines for successful role-play. Give students adequate time to prepare for their roles.

Recapitulation:

1. Circulate from group to group to answer questions and provide direction for the students as they prepare for the role-play. Use leading questions and references to the film to keep them on task.

Application: (60min.)

1. See Appendix A. A full class period of @60minutes should be used for the performance of the role play activity.

Evaluation:

The teacher will evaluate students in terms of content of their presentation (relation to film, critical thinking and analysis) and group collaboration/presentation of their stakeholder groups (cooperation, participation, creativity, props etc.).

STUDENT HANDOUTS

APPENDIX A: Role Play- „Dirty Business%

This role play activity is set in the office of the Chief Executive Officer (CEO) of Grand Metropolitan, the multinational company that owns Green Giant. The Mexican People have asked that the President of Mexico be present for the meeting.

Various stakeholder groups are upset at the way that Green Giant does business. Workers are furious about long hours and poor wages; farmers feel they are underpaid and have poor harvests due to the pollution; and surrounding residents complain of water pollution and health problems. Some consumers have

Application:

This activity is easily integrated into the wider curriculum, as it touches on many issues in the intermediate elementary (and high school) curriculum:

- * economic issues [GEOGRAPHY CURRICULUM] (distribution of wealth, labour issues, the presence and domination of multinational corporations, supply and demand, maximization of profit, etc.)
- * environmental issues [SCIENCE & TECHNOLOGY CURRICULUM] (air and water pollution, soil degradation, desertification, deforestation etc.)
- * health issues [PHYS. ED. & HEALTH CURRICULUM](malaria, guinea worm, water borne diseases etc.)
- * government issues [HISTORY/GEOGRAPHY CURRICULUM] (environmental regulations, labour laws, debt)

It is evident that a multitude of activities can stem from this role play (as above). In addition to the topics above, this activity can also be used in a Catholic context to emphasize "Jubilee 2000", the main religious education topic for intermediate levels. This activity also overlaps with „The Arts% curriculum (Drama), as it focuses on role play as a teaching device.

In order to more effectively participate in this activity, students should have prior education on the topics below:

- * basic principles of economics (supply and demand, profit maximization etc.)
- * characteristics of developed nations (first world) verses developing nations (third world)
- * colonialism, specifically the introduction of cash cropping (i.e. sugar, coffee, cotton, etc.)

- * population growth (conditions, patterns, the importance of children in developing countries)
- * multinational corporations (what are they? ; their influence on local economies)

Even if the topics above have not been covered by teachers, the documentary "Dirty Business" is very self-explanatory, and is an excellent introduction to the issues above.

In summary, this is a multi-faceted activity, and can be used by teachers to emphasize many different topics in the curriculum. At the same time this activity gives students an excellent introduction to the broad topic of World Issues, a critical subject area in Secondary Education.

Notes:

VIDEO USED:

"Dirty Business", 1991, Migrant Media Productions.

This activity was entirely created by Rachel Haston (me!).

With a degree in Environmental Studies, I am very passionate about social justice issues, and attempt to integrate this theme into the curriculum wherever relevant.

After viewing the documentary "Dirty Business", I felt there were many important issues that should be introduced at the elementary level.

Contributor: C. Carey

Grade: 8

Topic: Migration

Keywords: History, Human Geography, Inquiry Skills, Language Arts, World Study

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Formulate questions involving the terms: immigration, emigration, migration, and barriers.
2. Identify factors that influence people to move away from their home (e.g. drought, war, unemployment, poverty)
3. Identify barriers to migration (e.g. physical, financial, legal, emotional)

Teacher Materials:

Overhead projector

2 overhead sheets: "An Emmigrant's Daughter" and "Migration: terms and definitions"

chalk

chalkboard

lined paper for class

Student Materials:

Geography notebook

writing utensil

photocopy of "An Emmigrant's Daughter"

Sequence:

Preparation:

1. Hand out copy of poem
2. Put poem on overhead projector
3. Read poem aloud with students following along
4. Discuss how author is feeling; why family might have left Ireland

Development

1. Brainstorm why people in general leave country of origin being sure to touch on drought, war, poverty, and unemployment.
2. Brainstorm possible barriers people might encounter being sure to touch on physical, financial, legal, and emotional
3. Write all ideas on the board

4. Put terms and definitions on overhead projector
5. Explain immigration, emigration, migration, and barriers
6. Have students copy terms and definitions into Geography notebooks under the same heading as on overhead; inform students that more terms will be added to list as we move through the unit.

Recapitulation

1. Review ideas listed on the board

Application

1. Distribute lined paper
2. Ask students to formulate 8-10 questions they would use in an interview with someone who immigrated to Canada.
3. Encourage students to use the four terms they have learned in class.
4. The questions are to explore the topics discussed in class: why that person left their home country and what barriers they overcame.
5. Ask students to use these questions in a homework assignment to interview someone who has immigrated to Canada. The interview is to be written out, questions and answers, and handed in one week from lesson date giving the students an opportunity to find a candidate.

Assessment:

1. Collect assignment one week after the lesson.
2. The assignment will be marked out of 10:
 - 4 marks for the proper use of each term
 - 2 marks if the interview shows an understanding of why the person left their home
 - 2 marks if the interview shows what barriers were encountered
 - 2 marks for correct spelling and grammar
3. Engage students in a class discussion of their results. Did they find any connections to the poem we read? Connections to the brainstorming we wrote on the board? Lead discussion into the analogy of Canada as a mosaic.

Application:

This activity is designed to introduce the grade 8 Migration Strand. Once the students have interviewed a candidate, the teacher can engage the students in a discussion of their results as a review. This can lead into the topic of Canada as a mosaic in order to introduce a lesson covering the effects that migration has had on the development of Canada. A possible follow up activity may be to invite a guest speaker into the classroom such as a government official working for Canada Customs and Immigration.

For students who are working at a lower reading/writing level, the teacher may start him/her off with one question as a model, ask for 5-6 questions instead of 8-10, and reteach the terms and definitions if necessary.

For the gifted students who may be working above level the teacher can suggest further reading, perhaps *Angela's Ashes* by Frank McCourt, and encourage further research on the internet. Some possible websites are:

<http://www.cic.gc.ca/> (Canada Citizenship and Immigration)

<http://ist.uwaterloo.ca/~marj/genealogy/thevoyage.html> (An informational site of people who immigrated to Canada in the 19th century)

The teacher might also have articles on hand for further reading.

Notes:

"An Emmigrant's Daughter", Barry Taylor

<http://www.contemplator.com/folk2/emigdau.html>

Contributor: L. Mertens

Grade: 8

Topic: Patterns in Human Geography

Keywords: Graphs, Human Geography, Maps, Math, Physical Geography, World Study

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

1. Students will identify the 7 continents of the world and some of the earth's resources.
2. Students will visually, verbally, and kinesthetically demonstrate distribution of the world's resources (population, food and wealth).
3. Students will identify and explain patterns in human geography dealing with population distribution (i.e. more people, more wealth?) and speculate why distribution is the way it is.
4. Students will compare the population, food, and wealth of the seven continents by the use of pie graphs.

Teacher Materials:

Hershey's kisses, pennies, 7 designated and divided spots in the classroom, demonstration of an activity sheet with a pie graph created of a resource, handouts of the names of the continents and proper percentages for each continent, handouts with three circles on it for the pie graphs, and overheads of the percentages of each resource for each continent

Student Materials:

Blank paper, pencil, colouring materials (markers, crayon, pencil crayon etc.), lined paper

Sequence:

Introduction: (10 min)

1. Have the students tell the class where their family (parents or grandma) came from and then say what continent their country is in (write on black board).
2. Have the students identify the 7 continents or what is still left after telling where their families were from and show the representation on a map.
3. Explain that we will be discussing the distribution of population, wealth, and food among the continents of the world.

Activity: (20 min)

1. Divide the classroom into 7 different continent areas.

2. Have each student draw a continent name (the amount of people per continent is pre-established by the teacher prior to the lesson) from a box and stand in that continent area of the room.
3. With the use of an overhead list the percentages of population for each continent.
 - Asia = 59% which is 17 students
 - Africa = 11% which is 3 students
 - Europe = 16% which is 4 students
 - North America = 8% which is 2 students
 - South America = 5.5% which is 1 student
 - Australia = 0.5% which is $\frac{1}{2}$ a student (stand half in the circle or area)
 - Antarctica = 0% which is 0 students
4. Ask the students about how comfortable they are in their areas. Asia will be pretty crowded, while the other continents will have adequate room. How do you feel?
5. Explain to the students that the distribution of food products is an issue. The use of chocolate kisses will be given out to represent percentages of food production (overhead).
 - Asia = 36% or 9 Kisses (hand 9 Kisses to Asia)
 - Europe = 31% or 8 Kisses
 - North America = 16% or 4 Kisses
 - South America = 9% or 2 Kisses
 - Africa = 7% or 2 Kisses
 - Australia = 1% or $\frac{1}{2}$ Kiss
 - None for Antarctica
6. Ask students again if their continent has enough food and brainstorm why/why not. Does everyone have food?
7. The last is the wealth of each continent, and pennies represent wealth (overhead).
 - Asia = 13% or 3 pennies
 - Africa = 2 % or $\frac{1}{2}$ pennies
 - Europe = 30% or 8 pennies
 - North America = 35% or 9 pennies
 - South America = 14% or 4 pennies
 - Australia = 5% or 1 penny
 - None for Antarctica
8. Ask the students if each continent has enough wealth to provide for their populations. Is anyone willing to share? Why or why not? Why also do you think your continent is wealthy?

Culmination: (15-20 min)

1. Have the students go back to their seats and debrief the activity. Which continent is better to live and why? Where would you live and why?
2. Using pie graphs, the students will graph the information on three pie charts and/or a triple bar graph (population, food, and wealth) from the information on the overhead.
3. Have the students use the same color for each continent so they can see the inequality of distribution on the graphs.

Application:

This activity can be adapted for use by the junior grades 4 and up, provided it fits into the curriculum in some way. The focus may only have to be on Canada and age appropriate terms used for explanation of the resources and what a resource is. The pie graph may have to already be created for some students to colour, or the students can figure out the percentages by matching them to the pre-drawn slice in the pie graph. The older junior grades can also have the option to use the computer to create the graphs on a spreadsheet or just create the entire pie graph accurately on paper by themselves including percentages.

An extension of the activity used in history (*Canada: A Changing Society*) or geography (*Patterns in Human Geography*), can be to split the class into 7 continent groups and research each continent with respects to food, wealth, and population that they just learned from the activity. Why is the population low, continent wealthy etc. The students will present the information in the form of a research project, to be handed in. The students can then continue to research their own family country of origin now that they know the state of the continent. What is the same and/or different.

In addition, the activity also relates to graphing and percentages in mathematics, so the students should have a background on graphing and the use of percentages.

Notes:

The Ontario Social Studies and Mathematics Curriculum, Adapted from the lesson „Who Sliced the Pie%” by the Alliance of Idaho Geographers 2001 - Katherine A. Young and Virgil M. Young - Producers, Designers, Writers, and Websters.

Contributor: P. Miller

Grade: 8

Topic: Patterns in Human Geography

Keywords: Community Study, Field Trip, Multiculturalism

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Field Trip Expectations: Working with a partner -
Students should be able to:

1. acquire an understanding of the cultural mosaic within Toronto
2. identify the diversity of economic activities within an urban setting
3. identify site specific patterns of cultural communities (mapping exercise).

Follow-Up Activity Expectations: Working independently -
Students should be able to:

1. explain how diverse groups have contributed to the cultural and economic development of Toronto (or other large urban centre)
2. orally describe their impressions of the importance of a diverse economy and/or orally explain their impressions of some of the differences and similarities between cultural groups.

Teacher Materials:

Maps of Toronto specific to the communities being explored.
Bus transportation.
Signed parent consent forms.

Student Materials:

Handout
Maps of communities being explored
Pencils, pens, paper for mapping
Bag lunch or money to purchase lunch
Dress according to the weather

Sequence:

1. This field trip can be included as part of an introduction to immigration, cultural diversity, economic diversity, or as a culminating activity. As an introductory activity, students will be able to visually understand some of the terms that will later be applied in their classroom. As a culminating activity, students will have already gained some

background knowledge on multi-culturalism, have been introduced to economic terminology, understand how site and situation influence development patterns.

2. The teacher needs to book the transportation, inform parents of the field trip and set an appropriate time/date for this activity.

Activity:

1. Students will be traveling to Toronto to investigate several multi-cultural communities within the city.

2. Students will be given a handout and maps of the area being investigated and will be expected to work with a partner (safety concerns) to explore three diverse cultural communities, map their route and answer the following questions:

HANDOUT (Sample questions that can be used)

STOP ONE: GREEKTOWN (Danforth Ave. from Logan Ave. (W) to Pape Ave. (E))[Maximum Time 45 minutes]

- a. Name and describe FIVE businesses that cater to or reflect the Greek culture in GREEKTOWN.
- b. Describe TWO other aspects, other than stores, that help support a Greek way of life.
- c. List and explain THREE ways the area would pull or attract newly immigrated Greeks to this community, especially if they do not speak English.
- d. Answer or describe the following terms or various aspects found in GREEKTOWN:
BAKLAVA, SPANAKOPITA, SOUVLAKIA, KALIMERA, TIKANETE
What is "Pape and Danforth" in Greek?

STOP TWO: KENSINGTON MARKET (Originally a Jewish community, now a truly diverse area reflecting the many cultures of Toronto) [Maximum Time 45 minutes]
Location: South of College St., West of Spadina, East of Augusta Ave., North of Dundas St.. Specifically, students should focus attention on Nassau, Baldwin and Kensington Streets.

- a. List and describe FOUR specific ethnic groups that can be found in the community of Kensington Market.
- b. Describe FOUR types of products sold in the Market. Comment on how most products and goods are sold in the Market. How is it similar and different from traditional Canadian stores?
- c. What are Brio and Mio? What Canadian soft drinks are they similar to?
- d. Describe or explain the following terms:

ITALIAN CONFETTI, BOMBONIERE, GNOOCHI, PLANTAIN

- e. How much is eel, red snapper, and octopus per kilogram?

STOP THREE: CHINATOWN (Maximum time 45 minutes)

Location: Dundas St. between Spadina Ave. (W) and University Ave. (E)

- a. Write "Dundas and Spadina" in Chinese. (Mandarin)
- b. List and describe FIVE services provided to the Chinese in their own language?
- c. List and describe FOUR types of goods or produce sold in Chinatown. Provide an example of how these goods or produce are sold.
- d. List FOUR types of items sold in Chinese barbecue sho

Application:

Since grade one, students have been acquiring knowledge of their own neighbourhood as well as, communities around them. This field trip will allow students to independently acquire an understanding of the many concepts of human geography that they have been studying throughout their education. Often students, particularly those from rural areas, have not had the opportunity to visit communities beyond their own and are unaware of the diversity and development patterns of large urban centres.

Students from homogeneous schools will gain an appreciation for the heterogenous nature and influences that a city has to offer and will be able to visually make connections with terms such as, cultural diversity. Students from heterogenous schools will be able to gain an appreciation for the language, foods, and customs of their classmates. This field trip could possibly act as a unique opportunity for students to act as teachers as they explain their own customs.

This field trip will reinforce the following strands in History and Geography: Canada: A Changing Society, Patterns in Human Geography, Economic Sources. The paragraph portion of the handout can be evaluated using Language Arts expectations (grammar, spelling, sentence structure). The class discussion will allow students to apply the concepts and skills that they have studied as related to History and Geography, as well as, orally communicate their understanding of multi-culturalism and economic diversity.

The Grade Nine curriculum expectations support this field trip because students in Grade Nine Geography (a required credit course) are required to "demonstrate an understanding of similarities among cultures and the need to respect cultural differences." (Strand - Understanding and Managing Change) Also, students can carry over this knowledge and understanding when they study Grade Ten Civics (a required half-credit course) because

an expectation of that course is for students to "understand the diversity of beliefs and values of other individuals and groups in Canadian society."

The purpose of this field trip is to visually present the curriculum material, especially for students who have not previously been exposed to the mosaic of the city. The intent of this type of field trip is to make learning more hands-on and provide an opportunity for students to appreciate the diversity of cultural influences (food, clothing, economic approaches), but also to allow for independent learning and opinion-based responses to teacher questioning.

It is important for students' to gain an awareness of the many and varied cultures of their community and in a larger context, their country, particularly given the tragedy of recent events in New York and Washington. Hopefully, students can gain an appreciation of the contributions all people make to a city/country.

This field trip can be adapted to any large urban area.

Notes:

This field trip has been field tested by: Dan Miller, Geography Teacher, Lindsay Collegiate and Vocational Institute, and Pat Miller, Pre-Service Student, Faculty of Education, Brock University.

Contributor: M. Modolo

Grade: 8

Topic: Patterns in Human Geography

Keywords: Computers, Graphs, Human Geography, Inquiry Skills, Math, Media Literacy

Time: 60 Minutes

Student Grouping: Individual

Expectations:

Students will:

1. find information about the demographics of their neighborhood (or the school,s neighborhood) on the Statistics Canada website.
2. represent demographic data for their neighbourhood in tables, and in graphs.
3. analyze and draw conclusions about statistical information through appropriate vocabulary.
4. demonstrate an understanding of the value of census taking, data collection, and graphing.

Teacher Materials:

Computer Lab with stable internet connection
LCD Projector
Projector screen

Student Materials:

30 Computers in lab ^ students may share a computer if there are not sufficient workstations.

30 Copies of worksheets described below.

Pencil.

Sequence:

PRESENTATION STEPS (Teacher Behaviours):

a) Introduction/Motivation/Set

The teacher will:

1. briefly review the data management concepts from the mathematics curriculum including collecting data, sampling and census taking, organizing and graphing data.
2. explain that Statistics Canada is a government agency that is responsible for all of those tasks for our entire country.

3. censuses take place approximately every five years to keep track of changes in demographics.
4. introduce students to the statistics Canada website ^ www.statscan.ca - and the types of information that can be found there on a daily basis. (eg. The Daily)

b) Development (Sequence of Steps):

The teacher will:

1. ask students to turn their monitors off, and to focus on the projector screen
2. show them how to connect to E-STAT, where census information can be reviewed on-line
3. distribute the attached worksheet
4. have students connect to E-STAT: <http://www.statcan.ca/english/Estat/licence.htm>

NOTE: your school will have to register with E-STAT before you complete this exercise. Registration is free for any school.

5. demonstrate the steps required to complete the task. In particular, students should be shown where the main links are, and be given a demonstration on how to select multiple items in a form list (i.e. CTRL+click)
6. have students use Worksheet A to do demographic research on their neighborhood. If students do not know their postal code, they may use the school,s.

WORKSHEET A

Part A. Surfing the 1996 Census

1. At the E-STAT homepage, click on the „Accept and Enter% button at the bottom of the page.
2. On the Table of Contents page select the „Data% tab.
3. Under the heading „People%, select „Population and demography%.
4. Under the „Census Databases%, select „Population characteristics%.
5. Select the link called:
„Age and Sex, Marital Status / Common-law, Families (1996 Census of Population (43 Large Urban Centres, Census Tracts (neighbourhood))%.
- NOTE: you must click on this exact heading and not any other, or else the exercise will not work.
6. Enter your postal code in the box where it is asked for.
7. Select the following characteristics from the option box (to select multiple characteristics, hold down the Ctrl key and click on additional characteristics):
5-9 years, Male population
10-14 years, Male population
15-19 years, Male population

5-9 years, Female population
10-14 years, Female population
15-19 years, Female population
8. Click on the button that says Create a Table with Area as Columns.

9. Create a table that includes the Male and Female population for your postal code, and tally the total numbers of boy, the total number of girls, and te total number of residents between 5 and 19.

END OF WORKSHEET A

CLOSURE:

a) Recapitulation

The Teacher will:

1. Ask students to summarize what they have learned.
2. Explain that students can return to this site to find more information about demographics any time they want

b) Application minut

Application:

This activity can be exciting and authentic for grade seven or eight students. By looking through current data available on the Statistics Canada website, teachers can use this same model with topics other than simple population data. In that way, this lesson could be used as an introduction, reinforcement, or extention of any number of classroom topics. As it is described above, this lesson can be used for grade seven mathematics, grade eight geography, and for a grade seven or eight computer class.

This is an interactive, and authentic way to introduce students to Statistics Canada, human geography, and a wide range of socio-economic and political topics. Students should have a basic understanding of how to navigate on the Internet before attempting this lesson.

Notes:

This lesson plan has been adapted from lesson plans avialable on www.statscan.ca

MODIFICATIONS:

1. IEP students should have the opportunity to work on this task independently at first, and accommodation will be made via individual attention from teacher if and when necessary.
2. Students who are uncomfortable with the technology will be permitted to work in pairs on part A. If they do work in pairs, they will be asked to do part A again using their own postal code to give them the opportunity to work directly with the technology.
3. Students who complete work early will be asked to work with students who are experiencing difficulties finishing the worksheet.

Contributor: S. Van Kampen

Grade: 8

Topic: Patterns in Human Geography

Keywords: Human Geography, Maps

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

The student(s) can:

From the Ontario Social Studies, History, and Geography Curriculum - Geography:

Grade 8 - Migration - specific expectations: understanding concepts:

1. Demonstrate an understanding that migration results from decisions people make about conditions and events around them.
2. Identify factors that influence people to move from a place and to another place.

From the Ontario Social Studies, History, and Geography Curriculum - Geography:

Grade 8 - Patterns in Human Geography - specific expectations: understanding concepts:

3. Identify the three patterns of settlement: linear, scattered, and clustered.
4. Identify and describe the types of land use (e.g. residential, recreational, institutional, industrial, agricultural; for transportation, communication, utilities; open spaces)
5. Demonstrate an understanding of the factors affecting population distribution.
6. Demonstrate an understanding of the factors affecting urbanization, industrialization, transportation, and improvements in agriculture.

Teacher Materials:

1. Sufficient copies of the skeleton map/model (size: 11x17) for each small group of students within the classroom (target one map/model per group of four or five students, therefore 6 copies for a class of 30 students);
2. printed handout (30 copies) which outlines the details of the map/model, provides the existing and upcoming scenarios with applicable questions to be answered.

Student Materials:

- 1 map/model per group (6 copies for a class of 30 students)
- 30 copies of the printed handout outlining scenarios and questions

Students supply their own:

coloured pencil crayons

lined paper

pen

pencil

ruler

Sequence:

Activity:

1. Place students in small groups of 5. (assuming a class of 30 students; groups of 4 students would also be appropriate)
2. Provide each group with a copy of the map/model (11x17 sheet of paper) on which the following is indicated/drawn (and explained in printed form):
 - two lakes, Lake South and Lake North, approximately 100 kilometers apart (smaller lake north of the larger)
 - a river which connects the two lakes
 - Lake South feeds a major river which in turn leads to an ocean
 - the shores of Lake South is a large urban center, South City, with heavy (primary & secondary) industry bordering the lake shore, a strong commercial district (immediately north of the industrial sector) north of which is the city's original residential area (mainly single family dwellings), interspersed with green spaces and light (tertiary) industry. There is one hydroelectric facility and one wastewater treatment plant.
 - along Lake North, are a few villages and North Town which has a population of about 2000. This area is typically known as 'cottage country'. On weekends, holidays, and for summer vacation, the residents from South City who own or rent cottages along Lake North, retreat to this location. Because of North Town's current size, it does not have a municipal water or sewage system (have wells and septic tanks). Lines that run all the way from South City carry hydroelectric power.
 - a two-lane main, paved road connects North Town and South City.
 - for settlement between the two lakes, it is linear with some clustering due to hamlets, and is a strong agricultural district.
3. Students will be provided with the following scenarios:
 - a) An economic boom has occurred with a surge of employment opportunities forming in South City. More industry is moving into South City.
 - b) A surge of immigrants has arrived, and the next (younger) generation of the existing population is getting married and starting families.
 - c) The current population is approximately 500 000 and is expected to double over the next twenty years.
 - d) The older generation is facing pending retirement and many dislike the extensive growth that's occurring in South City.
 - e) Some of Generation Next is tired of 'the big city' and wants to leave and find a quieter place to live and raise a family.
 - f) With the increase in the population in South City there is an increased demand for goods and services so the commercial district needs to expand - but space is not available or is very limited.

g) A large Automobile Manufacturer wishes to locate itself in the region. It is a large industry so therefore it requires a large tract of land. Prices are far too expensive in South City so, instead, the manufacturer purchases land approximately 70 Km north of South City (about 30 Km south of North Town). The land is on the west side of the two-land main road.

h) This new industry is a great source of jobs for Generation Next - some of who have left or want to leave South City. It employs people from South City,

Application:

Applications:

• culminate the Grade 8 geography unit on Patterns in Human Geography and to introduce the Grade 8 geography unit on Migration.

• Alternatively, to unify the two units on human geography and migration, upon completion of both units.

• Will aid students in the development of problem-solving skills, critical thinking, cooperative learning (group work), written and oral presentation skills, and general application of the material learned in the units.

• Group presentations could be assessed and evaluated with the grade being used for the oral and visual presentation component of the Language Arts curriculum.

• Could extend to a third Grade 8 geography unit -- economic systems - by placing a greater focus on the types of manufacturing, economic success of the regions under consideration.

• Could be appropriately modified and completed as a full-class activity for the Grade 3 Social Studies unit on urban and rural communities.

Notes:

Contributor: A. Wagg

Grade: 8

Topic: Patterns in Human Geography

Keywords: Economics, Graphs, Human Geography, Math, World Study

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. The students will compare the demographic statistics from developed and undeveloped countries.
2. The students will construct scatter graphs that demonstrate correlation between two population characteristics.
3. The students will use appropriate vocabulary to describe inquires and observations.

Teacher Materials:

Tape- to tape the chart paper on the floor.
markers- to draw the axes on the chart paper
chart paper- to draw the graph on
set of statistics- to give the students to plot in the graph
crepe paper or ribbon- to use to plot the line of best fit

Student Materials:

Specific set of statistics- for the students to plot on the graph. Each student must have his or her own set of data.

Sequence:

PREPARATION

After the class has discussed scatter graphs and what they are used for, and discussed all the information that they can tell by looking at the scatter graph and the line of best fit you could introduce this activity to the class.

1. The activity can be done by the whole class or can be done in large groups. If you are going to do it in groups it is important to have more than one floor graph.
2. Prior to the class the teacher would plot the x and y axes and the scales on a large piece of chart paper. The paper may have to be taped together in order to make a huge graph on the floor. A good size graph would take up approximately half of the classroom floor. The teacher may want to have the class or groups plot out the graph on plain chart paper as part of the activity.

APPLICATION

3. Once the chart is complete the teacher would give each student an individual set of numbers that the student would use to plot on the graph.
4. Once all the students have their numbers, make them take their shoes off. You wouldn't want anybody stepping on any toes.
5. Now that the students are shoeless, have them use themselves to plot the numbers. They are plotting with their feet. It is important that the students plot themselves in the proper position.
6. Once all the students are plotted, instruct them to look around and notice where their classmates are standing. Then ask them where they think the line of best fit should go. Once the group makes a decision bring out the crepe paper and have them roll it out to plot the line. Clarify with them that the line is in the correct position. Does everyone have a hand on the line? Are the majority of the people on the line? Once the class is satisfied have them discuss the information they are getting from the line and from the graph over all.
6. Have the students do this a couple of times with different sets of numbers, making sure to include a variety of positive and negative correlations, weak and strong correlations and gentle and steep slopes. It will give the students a chance to tap into a different learning style and it is great fun.
7. Have students put their shoes back on and return to their seats.
8. Have a few students help you roll up the graph and numbers to put away.

Application:

The students would need to have the prior knowledge of what a scatter graph is and how to read information off the graph. They would have had to analyze a scatter graph before, and know all the information that is shown on the scatter graph. The students would also have to know what a line of best fit is and how to properly plot a line of best fit.

Other activities that can lead into this activity would be to give the students a set of numbers to plot on a scatter graph. The graph would be at the front of the class and each student would plot their numbers. Once the numbers have been plotted, then the class as a whole could analyze the information. This activity would give the students a chance to work as a team and practice analyzing.

Activities that could extend from this activity could include the students working in groups to create their own scatter graphs, create scatter graphs individually, or find data that could be used to plot on a scatter graph. This activity is used more as a reinforcement. It would be hard to use as an introduction activity if the students have no prior knowledge of a scatter graph, the line of best fit, and how to read a scatter graph.

This activity integrates into the wider curriculum because it is mainly a math activity. But you could also have the students plot information from other subjects such as science, on a scatter graph.

Notes:

One could use statistical data from an atlas, the internet, or right from the text book the students are using.

A word of advice would be to have the chart paper only permanently marked with the x and y axes. Use removable numbers, so that you could use the same floor graph over again. You would only have to change the numbers on the axes. Crepe paper works well. It is strong enough and wide enough that all the students can see it and it will not be torn apart easily. However if it should rip, it is very cheap material (\$1.00) and there is a lot of it on one roll.

I have tried this activity out in my grade 8 class, and the students absolutely loved it. They could analyze the information easily and it was so much better than the usual draw a graph and analyze it, hand it in. I could evaluate participation as well as observe if the students were grasping the concept.

Contributor: J. Wilcox

Grade: 8

Topic: Patterns in Human Geography

Keywords: Human Geography, Maps, Physical Geography

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of how natural environment affects population distribution. (8z, Patterns in Human Geography, 5)
2. Students will identify and describe the characteristics common to places of high population density and the characteristics common to places of low population density. (8z, Patterns in Human Geography, 6)
3. Students will demonstrate an understanding of how site and situation influence settlement. (8z, Patterns in Human Geography, 7)
4. Students will work cooperatively to design and denote the physical, climatic and other attributes of an imaginary country on an outline map.
5. Using their understandings as indicated in the first three expectations, students will work cooperatively to identify and denote areas on outline maps most conducive to population growth.

Teacher Materials:

Student Materials:

15 outline maps
30 pencils
15 sets of colour pencils, with at least 8 colours in each
15 rulers

Sequence:

Preparation:

1. The teacher selects an outline map. This should be large enough to fill much of a piece of letter-sized paper. The outline will be the borders of the country the students are to create. Interior detail should be minimal (perhaps one mountain range, one river). The teacher might have to first sketch in some detail, as many outline maps contain none. Maps should show a scale, such that the country would be at least 1000 kilometers long.
2. The teacher makes 15 copies of the map.

Activity:

1. Divide the class into partner pairs or groups of 3.

2. Give one outline map to each group.
3. Explain to the class that this is the outline of a country that they are to create in their groups.
4. Have groups decide on what lies immediately outside their countries, borders: neighboring states, ocean, freshwater, etc. Students should decide whether neighboring states are friendly or not.
5. Point out to students that the interior detail of the maps is minimal. Have groups decide on and then sketch in a few other physical details: rivers, lakes, mountains.
6. Have groups decide on where on the globe their country is.
7. Have groups decide on the general climate conditions for their country. This should correspond to the location of their country.
8. Have students create coloured legends representing levels of average rainfall and temperature.
9. Have groups represent average climatic conditions by shading in their maps with colour pencils, to correspond with their rainfall and temperature legends. Groups should show several areas of climatic variety (e.g., coastal areas with high amounts of rainfall and moderate temperatures, areas of high elevation with lower temperatures than those of lower elevations, areas closer to the Earth's poles with lower temperatures than areas closer to the equator, etc).
10. Have groups decide where their capital cities and other major population centers will be. Have them draw and designate these cities on their maps. Instruct them to take all the factors of their country into account when they do this. E.g., they should ask, are their neighbors friendly? Do they expect trade with them? Should they put major cities in deserts or near freshwater? Have any cities been placed near possible shipping routes? Would people prefer to live in frigid or moderate climates? How would proximity to mountains affect population growth?

Discussion

1. Have groups identify and explain the factors that determined where their cities were placed.
2. Ask students questions such as, „If your neighboring states were unfriendly, would this change your population distribution?“ „If there were a devastating drought for several years, what might happen to some of your cities?“

Application:

Grade 8 curriculum expectations in the Patterns in Human Geography strand call for student understanding „of the factors affecting population distribution (e.g., history, natural environment, technological development),“ „the characteristics common to places of high population density and the characteristics common to places of low population density,“ and „how site and situation influence settlement.“ This activity can represent the culmination or application stage of one or more units directed towards these expectations.

Teachers can shorten this activity by pre-determining a number of the country's features, thereby eliminating some of the steps. Maps can be given to the students already indicating neighboring countries and physical geography, interior details, placement on the globe, and climatic conditions. Alternatively, this activity can be lengthened by having the students create several maps, one showing physical attributes of their country, one showing climatic conditions, one showing agricultural, industrial and commercial centers, and one showing population density.

This activity can form a part of a much larger activity, in which students would design in detail a country, including the country's history, type and makeup of government, natural resources, agriculture and industry, transportation infrastructure, relations with neighboring and other states, and traditions and culture. The map, then, could be just one of many visual artifacts the students produce. They could also write a constitution, create a government organization chart, draw a time line of their country's history, sketch a web showing trade relations or even write a trade agreement, create an example of their country's traditional art, and so on.

Notes:

This activity is adapted from the „Create a Country% activity in Juanita S. Sorenson, Lynn R. Buckmaster, Mary Kay Francis and Karen M. Knauf's book „The Power of Problem Solving: Practical ideas and Teaching Strategies for Any K-8 Subject Area.% Toronto: Allyn and Bacon, 1996. pp. 170-173.

Outline maps can be found at a variety of websites.

<http://geography.about.com/science/geography/cs/blankoutlinemaps/> contains links to a number of sites with outline maps which can be printed and copied for use in the classroom. One of the best of these sites, with an outline map of almost every country in the world, is

<http://geography.about.com/science/geography/library/blank/blxindex.htm>

Contributor: S. Brintnell

Grade: 8

Topic: The Development of Western Canada

Keywords: Controversy, History, Language Arts, Social Action

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will distinguish between conscription and enlistment in World War I through class discussion, and note taking.
2. Students will describe reasons for conscription and enlistment by reading an informational sheet and answering six questions.
3. Through writing a letter to the editor of a newspaper, students will argue for either conscription or enlistment while providing sufficient historical support for their argument.

Teacher Materials:

1. 30 informational sheets on enlistment and conscription as well the accompanying questions
2. 1 overhead with class note on conscription/enlistment
3. chalk board/chalk
4. enlistment advertisement

Student Materials:

1. 1 informational sheet
2. many sheets of lined paper
3. 1 pencil/eraser

Sequence:

Preparation:

1. Show students a poster depicting soldier enlistment in World War I. Ask students to describe what the picture is showing.
2. Explain to students that the picture is an advertisement for soldier,s to join the fight for World War I. Explain the concept of enlistment and write the term on the chalk board.
3. Tell students that at the beginning of the war soldiers were able to choose if they wanted to go to war or not. Later when there weren,t enough soldiers volunteering, men were forced to go to war.
4. Write the term conscription on the board and explain what it means.

5. Place a note on the overhead for students to copy in their history notebooks. The note should detail pertinent information on both conscription and enlistment. As students write down the note explain each point in greater detail.

Activity:

1. Distribute two handouts, one entitled „World War I Canada Enlists% and one entitled „World War I Conscription% from the Ontario Curriculum Unit Planner.
2. Instruct students to read the handouts and to think about both positions. Have the students answer the accompanying questions in their history notebooks.
3. Have students choose a position on the conscription/enlistment issue and select one argument, which would best support this belief. If positions are unevenly balanced you may need to have some members write pro conscription positions.
4. Announce the following scenario adapted from the Ontario Curriculum Unit Planner: „Tomorrow the _____ (town or community of school location) Recruitment Office will open. Considerable reporting in the newspapers recently has indicated that the government will soon announce a compulsory service in the army for all healthy young people in the area. Activist groups, both for and against conscription, will be at the Recruitment Office to demonstrate their support or objection. We expect reporters to be present. Your job is to be prepared to voice your support or opposition to conscription. You need to be able to defend your position clearly.
5. Allow for opportunity for a few of the students to voice their opinions by raising their hand and stating their viewpoint.
6. Tell students that they are to write a letter to the editor in order to voice their opinion. Show the format of a letter to the editor including a salutation, an opinion, logical reasoning and a closing. For evaluation and formatting of a letter to the editor refer to The Ontario Curriculum Exemplars Project, Writing 1-8, Grade 8.
7. Follow the writing process and allow students to make a draft, edit the draft and then publish or hand their material in. A rubric for marking an opinion piece is included in The Ontario Curriculum Exemplars Project, Writing 1-8, Grade 8.

Discussion:

1. After students hand in their letters have some of them tell the class t

Application:

This activity can be easily integrated into a number of cross-curricular programs. Mainly, it can be connected with the language arts program. In order to write a letter to the editor students must have previous learning in writing letters, expressing their opinions, using a dictionary/thesaurus and following the writing process. While preparing their letter they have the opportunity to reinforce these skills which are central to any language arts program. They also have a chance to learn the format of a letter to the editor, which reinforces media study. Teachers could explain to students that letters

to the editor are written everyday for current issues. Examples of letters could be brought in and read to the class. To expand upon this the teacher could choose a current issue and have the students express their opinion about the matter and write another letter.

Students could also extend this activity by doing a greater amount of research before completing their letters. Instead of using just the fact sheets provided students could research in the library or on the Internet more information on conscription and enlistment. In this way they could be taught to form sound and accurate opinions based on fact. This allows them to understand that for an opinion to be significant it needs to be reinforced with research. Students will become familiar with critical thinking and problem solving.

Overall, this activity can be integrated in many ways. Although it is a history lesson it can also be a part of any language arts unit, media study unit or any other unit that is a part of the curriculum.

Notes:

Notes:

1. Conscription and Enlistment fact sheets can be compiled using information from: *Canada and The Great War 1914-1918: A Nation Born* (1999), Veterans Affairs Canada.
2. Anti-conscription and pro-conscription opinion can be found in: *Canada and The Great War 1914-1918: A Nation Born* (1999), Veterans Affairs Canada.

Resources:

1. This activity is adapted from the Ontario Curriculum Unit Planner (March, 2001) ^ Grade 8 History Unit: The Development of Western Canada, Subtask 6, A Call To Arms, BLM 6.1 &6.2, pg. C 16-17.
2. Rubrics and formatting for a letter to the editor can be found in The Ontario Curriculum Exemplars Project, Writing 1-8, Grade 8.

Contributor: S. Farrar

Grade: 8

Topic: The Development of Western Canada

Keywords: Arts, History, Inquiry Skills

Time: 60 Minutes

Student Grouping: Individual

Expectations:

- 1) Students will identify the duties of the Northwest Mounted Police (NWMP) in the era 1882-1896.
- 2) Students will research Canadian historical information using a variety of resources.
- 3) Students will exercise linguistic and artistic creativity in designing a "Mountie" with his own cop card.

Teacher Materials:

5-30 "cop cards" from the RCMP or OPP

Student Materials:

30 blank white cards or heavy paper cut to 10 X 20 cm

60+ catalogue or magazine pages with human faces

30 sets pencil crayons/markers/crayons

30 pencils

30 worksheets with space to fill in 'Profile' information

15-30 student-level Canadian history texts/Canadian encyclopediae/15 computers with internet access

Sequence:

"Creating Cop Cards"

Preparation (30 minutes: this could be done on a day previous to the activity):

1. Examine with students examples of modern RCMP or OPP "cop cards" and explain how young people collect and trade them like baseball cards. (Police departments produce these cards so kids will get to know officers and their community duties.)
2. Instruct students each to complete an informal "Mountie Profile" of a Mountie from the era 1885-1896. First they find and list 1) four duties of a NWMP and 2) a town/city where the NWMP were posted using the resources you provide (either books, Canadian encyclopedia, or internet site; see below). Students can work in pairs or small groups to research.

3. Students invent for their NWM policeman a name (e.g. Will Catchem), date of service (e.g. 1889), home province (e.g. Ontario), years in NWMP (e.g. 6) and favourite saying (e.g. I always get my man), similar to modern 'cop cards.'

Activity: (30 minutes)

5. Students will cover the front and back of their white cards to produce a NWMP cop card for their Mountie, using the information they've collected.
6. On front of card, students should include the officer's name, photo, and year of printing (e.g. 1896). Students can use magazine photos for officers' faces, and draw in the uniform details on their own.
7. On rear of card, students should include officer's name, present duties, home province, posting, and years of service.

Optional Follow-up: (10-15 minutes)

8. Allow students to introduce their Mounties to the class. Discuss with students how the NWMP might have helped the growth and development of the West, and how Mounties' roles have changed.

Finally, after the activity...

9. Put together your 'NWMP Detachment': hang the class' 'cop cards' from ceiling or in visible area where you can refer to them in future lessons.

Application:

Students' Prior Knowledge:

- Students should have a general understanding of the role of the RCMP and its predecessor, the NWMP. Students should understand how settlers were moving to Western Canada, how the aboriginal peoples reacted to the settlers and the everyday life of both aboriginals and settlers.

Potential Adaptations:

- Students could create 'cop cards' for famous Mounties instead of their own inventions (e.g. Sam Steele).
- Teacher could focus this activity on practicing a specific research skill (e.g. Internet: visit www.rcmp-grc.gc.ca)

Future Activities:

- Use this activity and its follow-up to cover the 1st and 3rd expectations in the curriculum (gr. 8 history- Western Canada)
- Also, this activity integrates art and language arts components.

- By discussing the activity, students can appreciate how police officers' roles have changed since last century, but how their goals of supporting the community and maintaining peace remains unchanged.

- Teacher can refer to students' cop cards when teaching how the Mounties helped the aboriginal peoples (in contrast to the American attitude to aboriginals), and in turn opened the west for long term settlement.

What students' research findings should be:

-Duties of a NWMP included: control cattle rustlers, curb whiskey traders, keep peace between settlers and aboriginals, place aboriginals on reserves, deliver mail, keep birth, death and weather records, give farming advice and giving farmers seed grain so they could plant crops, lend money to farmers, haul fuel and food to families in distress, enforce liquor laws, keep construction of the Canadian Pacific Railway on schedule, enforce quarantines, control prairie forest fires

Notes:

This activity is original.

Suggested resources for students:

Hamilton-Barry, J. & Clancy, F. (1999). "Boldly Canadian: the story of the RCMP" especially pp. 7, 18-21.

- this readable book has lots of pictures, examples and relevant historical information appropriate for junior/intermediate students

Visit the RCMP's site:

www.rcmp-grc.gc.ca

Contributor: E. Aiello

Grade: N/A

Topic: Other

Keywords: Community Study, Computers, Controversy, Drama, Environmental Education, Government, History, Physical Geography, Social Action

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

Grade 8 Confederation

From the curriculum: The students will:

- 1) use appropriate vocabulary (e.g., aboriginal rights, land claims, Confederation) to describe their decisions and observations.
- 2) Formulate questions to expand the current issues into discussion (e.g., any conflicting opinions of their classmates regarding the possible effects of aboriginal rights on Confederation)
- 3) Locate relevant information from a variety of resources about aboriginal rights and land claims.

Teacher Materials:

a good working knowledge of the issue at hand

Student Materials:

The students will have to have a knowledge of the research that they did, along with the newly presented scenario to set up the dramatic activity.

Sequence:

Dramatic Activity:

In this activity the students and the teachers will be in role which I will discuss shortly. In order to effectively execute this type of activity, the classroom will have to be rearranged to accommodate the situation. Students will be asked to set up their chairs in a circle formation and leave one chair for the teacher at the front of the classroom.

The students will be informed that today they will be representatives of a very special council that has been appointed as a mediator. Their job is to listen to both sides of an argument that will be presented to them and they will have to make a very critical

decision based on the information that they will be provided with and their negotiating abilities amongst themselves. The teacher will assume two roles. One of a city council representative there to represent a very prominent and well respected land developer who has brought much work to the community over the last several years. The other role will be that of the representative of a Native band.

The scenario that will be presented to them will be as follows. The controversial debate that has arisen is that of whether or not to clear a small forested area to make room for a new shopping plaza to accommodate the growing community. The problem is that the leaders of the Native band have said that the forested area is sacred ground because it is an ancestral burial ground.

The teacher will leave the classroom momentarily and return in role as the city council representative and explain the situation.

The teacher will then leave the classroom momentarily again and return in role as the representative of the Native band strongly opposing the proposed development.

If a positive pro-active reaction has been elicited from the students, discussions will ensue as to proposed solutions to this problem. Every student should be given the opportunity to share briefly their feelings. Discussions should include summarizing what motivating factors were brought up, along with any compromises that were made in any proposed solutions.

Application:

1) The students will be asked to research one of today's most relevant issues that should be of great concern to us all; Aboriginal rights and land claims. The students will collect articles from various resources such as the Internet, the newspaper, and magazines. They will be encouraged to find information wherever they can in order to provide a wider spectrum of information that could end up encompassing government views, aboriginal views and various public views. This should help to eliminate the students taking on a biased stand on a very controversial issue.

2) The students will be asked to bring their articles and pertinent information and put it into their own research folders. These folders will be examined periodically by the teacher to ensure that students are doing their research and collecting appropriate information.

3) Before the students engage in the dramatic activity, they will be asked to share what types of articles or relative issues they read about over the last three weeks, without offering to make a stand either way at this time. The idea is to set the premise for the upcoming activity, and to stimulate student awareness. This gives students the opportunity to listen to some of the pertinent factors that they may not have read about.

4) In order to conduct this activity effectively, the students would have to have prior knowledge of a dramatic activity that incorporates problem solving skills known as the Mantle of the Expert. This is a very effective way to engage students in a controversial issue because they are assured that they are all experts in this area of concern and are qualified to make a decision based on their expertise.

The activity should end with asking the students to write three or four paragraphs (for the following day) on the following reflection:

"As you can see from your research and what you have learned here today, the issues of aboriginal rights and land claims are very real. They are issues that the government, and public has to deal with every day. It is an issue that affects Canada nationwide. How do you suppose that Canada's confederation as we know it could be affected by these types of issues? Do you think that we will see more areas of this country divided? If so, when do you see this happening? How do you feel about Confederation undergoing these types of changes?"

Extension Activities:

- 1) Students could bring back their reflective papers concerning the possibility of Confederation undergoing changes and they could each take turns reading them to their classmates.
- 2) Students could be broken up into groups and organized into debate sessions discussing alternatives and concessions that would lessen the possibility of Confederation changes.

Notes:

articles from the following two newspapers.

The Globe and Mail
The St. Catharines Standard

Contributor: K. Anderson

Grade: N/A

Topic: Other

Keywords: Community Study

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will be able to recognize special places within their community.
2. Students will be able to identify signs that represent rules of the community.
3. Students will be able to listen and respond to others in a variety of contexts

Teacher Materials:

Examples of different kinds of signs

Chart paper

Markers

Notepad

Pen

Student Materials:

Children do not need any supplies for this activity, except themselves.

For the art extension children will need -construction paper, crayons or markers

Sequence:

1. Ask children to describe signs they have seen in their community, you may have to mention some familiar places, such as malls, restaurants, and tourist attractions or show some sample signs.
2. Make a list of the types of signs and the symbols, pictures and words that are used within each sign.
3. Discuss with the children what the purposes of signs are. Help the children develop a definition of a sign; for example: A sign tells you something you might want to know, or a sign tells you what is inside the store, or what is for sale. Write this definition on chart paper to put up in the classroom.
4. Explain to the children that they are going on a „sign hunt%, and they are to be on the look out for different signs.

5. Take the children for a walk around the school and or immediate neighbourhood (if received permission from parents). Ask children to raise their hands when they see a sign. Help the child read the sign, then ask why they think the sign is there. (Encourage students to look above their heads to find signs on buildings or posted on the side of the road ^street signs). Take note of the signs the children saw along the walk.
6. Back in the classroom, ask children to discuss the signs they saw (remind them if necessary). Discuss any differences in signs then those mentioned before the walk.

Application:

This activity can be used to introduce or reinforce the *CE*Awareness of Surroundings% curriculum in Kindergarten or *CE*Relationship, Rules and Responsibilities, in the grade one curriculum. Teachers can use this activity as part of a larger unit on the *CE*Community,. This activity reinforces and teaches children about places to go in their community for help, as well as signs of community rules and different places in their community. For students with physical disabilities, the activity can be adapted so that the class looks for signs around the school or classroom.

Once this activity is completed, teachers can create an art lesson to reinforce the concept of signs within the community. Children can create their own signs, for something within the classroom or within the community-ex) a new sign for a restaurant or store).

Grade One Extension

Children can create signs that promote safety in their classroom or school. These signs can then be placed around the school or classroom to create safety awareness to all students within the school.

Children do not really need any specific knowledge for this activity apart from a general idea of what is in their community.

Notes:

Before this activity is completed a letter should be sent home asking parents for their permission for their children to go on a community walk. This letter should also ask for parent volunteers to come on the walk to ensure maximum safety and control of the children.

This activity is adapted from the "Go on a Sign Hunt" found on the Education Place website, www.eduplace.com/cgi-bin/seacher -look for title "Go on a Sign Hunt"

Contributor: E. Barr

Grade: N/A

Topic: Other

Keywords: Arts, Language Arts, Personal Growth

Time: 45 Minutes

Student Grouping: Full Class

Expectations:

The students will:

1. recognize personal strengths and accomplishments
2. express their own thoughts and share experiences
3. act and talk in appropriate ways with peers and adults during activity times
4. use pictures to represent ideas
5. write simple messages

Teacher Materials:

Book: Mrs. Katz and Tush (by Patricia Polacco)
Chart paper

Student Materials:

30 pieces of white construction paper
black ink pads
baby wipes
crayons
markers

Sequence:

The teacher reads Mrs. Katz and Tush to the students. Afterwards, the teacher engages the students in a discussion about how the characteristics of the two main characters, Mrs. Katz and Larnel. The words the students use to describe each character will be written on chart paper, and the teacher will use this to illustrate how the two characters admired and respected each other despite their differences (e.g. it is our differences that make us special/unique)

The students will be asked to close their eyes and think about some of the things that make them special/unique. How are they different from their friends? A time of sharing of these characteristics will be allowed.

The teacher will describe the craft: Because every person's fingerprints are unique, the students will use their fingerprints to make a picture in print. The students will roll one finger in black ink, and then roll it on to the white construction paper. Use the baby wipes to wipe the ink off of fingers. They will add to this print with crayons or markers to make a picture of their choosing (e.g. adding legs to make a bug, adding petals to make it a flower, etc.) Under the picture, the students will write (independently, with assistance, or copy printing) the sentence, "I am special because _____."

Students will gather in a circle to share their pictures and to read their sentences.

The pictures may be displayed on a bulletin board.

Application:

Although the expectations for this activity are taken from the curriculum document for the Kindergarten Program, it could be adapted for any age group, as a focus on intrapersonal awareness. Students in older grades could be asked to create a sculpture or use other media as the art portion of this task, to represent their personality. Similarly, the activity itself can be adapted in such a way that only one student each day (i.e. the Star of the day,) shared his/her picture and list of characteristics. Also, this activity could be done as part of a literature based unit that focuses on similarities and differences among people and groups of people, thus including stories in addition to the one suggested. Lastly, this activity has connections across the curriculum, linking personal and social development with visual art and language, for example, and these connections would apply at any age group.

Notes:

This activity is adapted from a lesson plan submitted by Leslie Penner to www.lessonplanspage.com.

Polacco, Patricia, Mrs. Katz and Tush. New York: Bantam Doubleday Books for Young Readers, 1992.

Contributor: J. Boon

Grade: N/A

Topic: Other

Keywords: Arts, Computers, Controversy, Drama, Government, Graphs, History, Inquiry Skills, Language Arts, Maps, Media Literacy, Multiculturalism, Personal Growth, Physical Geography, Science, World Study

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Demonstrate an understanding of why explorers did what they did.
2. Describe the impact of the event related to their explorer and other student's explorers.
3. Formulate questions to facilitate gathering and clarifying information.
4. Analyse, synthesize, and evaluate historical information

Teacher Materials:

Microsoft publisher software
Internet access

Student Materials:

Microsoft publisher software
Internet access
Library resources

Sequence:

Explorer's: Step One (one class)

1. Students will be introduced to Microsoft publisher during computer class.
2. Take students step by step through the set-up process.
3. Encourage students to play around and see what it does.
4. Instruct students to put their name into the "headline" of their newspaper.
5. Instruct students to answer who, how, when, where, why and what about themselves.
6. Have students write a short autobiography including clip-art with Microsoft publisher.

Step Two (A)(2-3 classes)

Tell the students that there is a \$20 bill hidden in the classroom. Give them 5 minutes to look for it. After 5 minutes inform them that there wasn't a bill to find. The students may become frustrated. This is the desired outcome. Explain that this is probably how the explorers felt when they set out to explore. Explain that you can't find what isn't there. Like the explorers, the students didn't have any idea where to look.

Step Two (B)

1. Have a list of Explorers. Approx. 15-20. (ex. Columbus, Marco Polo, etc.)
2. Assign explorers to students. You may have to double up on some. I suggest that the explorers you double up on be given to a strong student and a weaker student. (You'll be creating a test from their papers so you having two weaker students may not be a good idea)
3. The students will investigate each explorer individually as if they are working for a Newspaper.
4. The students will be required to answer who, what, when, where, why and how.
5. The students will include the contributions the explorer made and any other pertinent information. (Avoid how many brothers and sisters they had, or pets, etc.).
6. The students will need access to the Internet, library books, and other resources available to the school.

Step Three(two classes)

1. The student will take what they have discovered about their explorer and using Microsoft publisher create a newspaper article.
2. The format will consist of three columns.
3. The student will be required to include a picture of their explorer and/or map of their journey.
4. The date of the newspaper should reflect the time of the expedition.
5. Volume # and etc. can be made up.

Step Four

1. Collect all papers.
2. Make copies of all newspapers for the students to study from.
3. Create a test on the explorers from the students papers.

Application:

This activity can be used to introduce almost any lesson or topic that requires research. It helps to identify the six basic questions of reporting; who, when, where, what, why, and how. It also has the ability to extend or reinforce a topic under study by having the students investigate the learning materials themselves. When you "do" the research, you are applying skills that reinforce learning. Students are not just copying or reading about events. They become a part of the history lesson. No longer are they bystanders. They are actively involved in reporting past events with a contemporary perspective. Students learn and retain more by doing and applying rather than listening and writing.

Activity that could spawn from this is to create an actual newspaper portfolio. Other subjects can be done using Microsoft publisher. The newspaper's index would consist of the student's subjects. You can have a Science, History, Geography, Phed ed, English, French and Math sections. Students can take on the responsibility of editor, publisher, writer and reporter. This is an excellent way to encourage students to be curious about learning.

The only prior knowledge the students need for this activity is a class using the Microsoft publisher software. It can be done without it but the end result will pale in comparison. Microsoft publisher allows the student to manipulate the information and format to their own satisfaction.

This activity does fit within the larger context of the elementary curriculum. " The focus of teaching and learning in the history curriculum is on the development of essential knowledge and skills. Students must develop a thorough knowledge of basic concepts that they can apply in a wide range of situations. They must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues"(The Ontario Curriculum History Grades 7 and 8).

Notes:

All resources used come either from the Internet or the school library.

Contributor: J. Budge

Grade: N/A

Topic: Other

Keywords: Media Literacy

Time: 45 Minutes

Student Grouping: Small Group

Expectations:

1. Students will identify key words and concepts in a news article using the 5 W's and the H. (who, what, when, where, why and how).
2. Students will articulate the differences between news events at local, international and national levels.
3. Students will demonstrate an increased awareness of news events at local, international and national levels.
4. Students will be able to use the newspaper to locate events that are local, international and national and find one follow-up article pertaining to one of those topics.

Teacher Materials:

Classroom bulletin board

Student Materials:

Various newspapers covering news stories at local, national and international levels. (4-6 different newspapers)
6 pairs of scissors (2 pairs per group)
3 pieces of chart paper (9 sheets in total over 3 day period)
3 markers

Sequence:

Preparation: Class Discussion

1. Begin by asking students to recall some of the largest newest events of the year.
2. Have them identify the differences between local, national and international news. Ask questions such as which news events affect them directly and which ones affect them indirectly.

Group Activity:

1. Divide the classroom bulletin board into three categories; local, national and international news.
2. Divide the class into three groups, one for each category. Anonymously assign each group a category so that only students in that group know to which category they belong.

3. Each day, assign each group a new category and have the students clip from the newspaper two or three articles that they feel apply to their assigned category.
4. Provide each group with chart paper and have them record the events of one of the articles that they have selected and report them to the class. The report should include the 5 W's and the H- who, what, when, where, why and how- of the story, as well as why, the group felt the event was important.
5. Prior to allowing the group to post their articles on the bulletin board, have the class identify which category the group represented.
6. Once each group has had the opportunity to present an article from each category, have the students choose their favourite article from the bulletin and find one follow-up article on the topic.
7. Have the students write a summary of the events in the follow-up article, including the 5 W's and the H, and why they felt the article was significant. Allow students an adequate amount of time to find a follow-up article (2 weeks) and have them submit the written report. If students are having a difficult time finding follow-up articles, allow them to present an article on a topic that has not been presented.

Follow-up:

Throughout the school year, the teacher can bring in newspapers containing major news stories. Summarize the events of the article and challenge the students to find follow-up news articles. This can be presented as a challenge. Who will be the first to uncover the news and how does this affect us?

Application:

This activity may be used by students in the later primary grades and up who have the ability to read and interpret information. This activity may be used to introduce students to the role of the media in our society. The newspaper is a major form of communication that allows us to understand what is happening in the world. Students learn to identify the differences between local, national, and international news and use; who, what, when, where, why and how to summarize the events of the article. In addition, this activity may be used to reinforce the role of the media in society. For instance, it may be adapted for use by students in later grades to extend or reinforce a topic area. If students are learning about natural disasters, then it may be relevant to present newspaper articles containing pictures or descriptions of recent natural disasters that have occurred in different areas of the world. This will help students to better understand the consequences of natural disasters and the damage that can cause. This activity can be made more complex by allowing students to present their own views on the articles that they have selected or by allowing them to choose two different articles on the same topic and having them compare and contrast the differences within each article. This activity fits within the larger context of the curriculum because students not only learn about events that are occurring around the world but they learn to extract valuable information and summarize the main points of the article. This is a skill that can be used and refined as students progress into the junior and senior grades.

Notes:

This activity is adapted from NIE Curriculum Guide - The Montana Standard- Butte, MT.

It can be accessed at <http://www.askeric.org>.

Lesson Plan#: AELP-CUR0004.

Contributor: P. Burbulis

Grade: N/A

Topic: Other

Keywords: Environmental Education, Inquiry Skills, Maps, Physical Geography

Time: 30 Minutes

Student Grouping: Full Class

Expectations:

1. students will describe natural habitats of black bears, grizzly bears and polar bears (i.e. trees, ponds, caves, forests, snowy mountains)
2. students will communicate effectively by listening and speaking during whole class discussions (i.e. uses full sentences when sharing ideas, actively listens when participating in group discussions)
3. students will listen and respond to others in a variety of contexts, such as paying attention to the teacher when she is speaking and taking turns when participating in whole class discussion
4. students will describe familiar geographical features in areas identified as populated by black bears, grizzly bears and polar bears (i.e. forest, trees, ponds)

Teacher Materials:

- Book: "Bears: Polar Bears, Black Bears and Grizzly Bears" by Deborah Hodge
- small cut-out pictures of grizzly bears, black bears, and polar bears (4 pictures for each species of bear)
- map of North America (with a colour coded legend, identifying the natural habitats of the black bear, grizzly bear, and polar bear)
- small ball of sticky tack

Student Materials:

No materials are required of students.

The teacher will be working with the materials specifically, and will be using her materials as visual aids in the lesson. She will draw on various students who volunteer to participate in the activity to manipulate some of these materials but students will not have their own individual materials.

** Please note: This lesson has been developed for Junior Kindergarten students who are performing at a low level. Although it would be possible for Senior Kindergarten students to be more actively involved in the activity and could perform some of the steps of the

activity as an individual or in small groups, this is not the case in this particular lesson. There is a lot of teacher direction instruction. **

Sequence:

Preparation:

1. Read book „Bears: Polar Bears, Black Bears and Grizzly Bears% by Deborah Hodge. Discuss new concepts and terms as they arise in the book, such as habitat, cubs, hibernate, etc).

2. As a class, identify the three types of bears discussed in the books (black bear, grizzly bear, and polar bear).

3. As a class, discuss the physical characteristics of each type of bear, identifying similarities and differences (QUESTIONS: Do these bears look the same or different? Why? What makes them the same? What makes them different?).

4. As a class, discuss the natural habitats of each type of bear, identifying similarities and differences (QUESTIONS: Where does the grizzly bear live? The black bear? The polar bear? Do these bears live in the same places? Why? Why not? Who lives in the coldest place? Who lives in the warmest place?).

5. As a class, discuss the type of food each bear eats (QUESTIONS: What kind of food does the grizzly bear eat? The black bear? The polar bear? Do all the bears eat the same thing? Why? Why not?).

ACTIVITY

6. State the title of the activity: What Bear Goes Where?

7. Show cut-out pictures of grizzly bears, black bears and polar bears.

8. Ask students to recall from both the book and from the previous discussion where these different bears live (i.e. in a forest, in a cave, in the snow).

9. Show a map of North America. Talk about what a map is, and how North America is made up of 2 very large countries (Canada and the United States).

10. Discuss the fact that grizzly bears, black bears and polar bears live in different parts of North America. This map will already be colour coded (with a legend) identifying the different areas that each bear (black bear, grizzly bear and polar bear)live in different parts of North America.

11. Using the cut-out pictures, stick up 1 bear from each different species on the map, according to the legend on the bottom. Have volunteers come up and help the rest of the pictures up on the map (in the end, having all the bear families living together).

12. Once all the bears are mounted on the map, it will be mounted on the bulletin where the class can reference it whenever they want. Mention that we will refer to it during our bear unit, as we will be discussing both fiction and non-fiction bears.

DISCUSSION

13. Discuss what the class has learned about grizzly bears, black bears and polar bears (i.e. their physical characteristics, where they live, what they eat, etc.).

14. Ask students to think about their favourite bear (out of the three studied) and think about why it is their favourite bear.

15. Have students remember their favourite bear for tomorrow, because we will be discussing why they are our favourite bears, and will be graphing our favourite bears on our classroom display boards.

Application:

This activity can be adapted to any age group in the primary division. It can be modified to increase difficulty and complexity of the activity, as well as can be developed into individual activity or small group project.

In Grade 1, students could choose one of the three different species of bears discussed in class and create a project about it, through the use of an oral report and visual aids (pictures, posters).

In Grades 2 and 3, students could be divided into three small groups, and have each group create a poster about one of the three species of bears discussed in class. Using resources from the class, have the group draw their bear and then cut out elements of the habitat of their bear and glue these elements around the picture. Display the finished posters around the classroom and ask the students what they have learned about their bear

This activity can be modified to encompass a multitude of different animals, such as different species of fish, birds, even dinosaurs. Students could discuss the similarities and differences and even imagine the place where you think each one of these fish lives, draw a corresponding pictures and using an atlas, see if you're right

Notes:

This activity is adapted from the "What Bear Lives Where" activity in the "Project WILD Activity Guide" (Kanata, Ontario: Canadian Wildlife Federation, 2002).

Contributor: J. dos Reis

Grade: N/A

Topic: Other

Keywords: Arts, Community Study, Drama, Environmental Education, Feelings, Human Geography, Science, Social Action

Time: 60 Minutes

Student Grouping: Small Group

Expectations:

Students will be able to:

1. describe some effects of human development of land areas on plants and animals previously living in the area;
2. evaluate the importance of suitable habitat for wildlife; and
3. recognize that loss of habitat is generally considered to be the most critical problem facing wildlife today.

Teacher Materials:

Student Materials:

- green and blue construction paper;
- classroom desks, tables or chairs;
- six or seven large bedsheets or blankets

Sequence:

Preparation:

1. Review with the students the elements necessary for a habitat (food, water, shelter, and space arranged suitably for the particular animal). After some discussion to make sure that the elements of habitat are clearly in mind, tell the students that in this activity they will be simulating wildlife in its habitat.

Procedure/Activity:

1. Divide the class into four groups: herbivores, carnivores, vegetation, (trees, shrubs, grasses, etc.), and people who will be land developers. If the students are not familiar with the terms „herbivore% and „carnivore%, provide them with working definitions of those terms (herbivore~a plant-eating animal; carnivore~a meat-eating animal; and although not needed for this activity, omnivore-an animal that eats both plants and animals). Plan for three times as many herbivores as carnivores, with a small number of developers in proportion to the other two groups. The numbers (amount) of vegetation may vary. For example, two developers, three carnivores, nine herbivores, and six trees or bushes (vegetation).

2. Establish a large area--either in the classroom, with tables, chairs, and desks moved to the sides of the room, or outside--that can be used to simulate the wildlife habitat area before development. The „land developers%” are to stay on the sidelines at this time, simply observing the undeveloped land and its wildlife inhabitants--or meeting on their own, nearby, to make plans for development. In fact, they can make their entrance rather suddenly once the wildlife habitat has been established--simulating the arrival of heavy construction equipment.

3. Provide each „herbivore%” with:

- two desks or chairs to use as „shelter%”;
- three pieces of green construction paper to represent food;
- one piece of blue construction paper to represent water; and
- some of the vegetation portrayed by students.

Provide each „carnivore%” with:

- one desk or chair to use as a „lair%”;
- space equivalent to that used by three herbivores;
- three herbivores as a potential food source;
- one piece of blue construction paper to represent water; and
- some of the vegetation portrayed by students.

4. Ask the „herbivores%” to arrange the food, water, and shelter--including the students who are „vegetation%”--in a space to represent their habitat. Once the herbivores have arranged their habitat, ask the „carnivores%” to move into the area to establish their lairs and water sources, keeping an eye on the herbivores as possible food sources. (This phase takes about 10 minutes, with the developers planning while the herbivores and carnivores arrange their habitat.)

5. Once all the animals are established in their habitats, it is time for the developers to enter the picture. These developers are given the opportunity to create a housing and shopping area. (They may use 3 to 7 minutes to construct their development, explaining their actions as they take them.) They are restricted in how much space they can use. They may use the space equal

Application:

Extensions:

1. Conduct this activity twice, with the students trading roles the second time. When the former wildlife become land developers, they could see if they could produce a development plan that could benefit the area for people and wildlife in some ways. The activity can also be conducted to show differences between developing the entire area--with likely loss of all wildlife in the area--to developing only part of the area, with some wildlife likely to survive.
2. Ask students to complete the following sentence, and discuss their response: „If I were going to build a house for my family in a previously undeveloped area, I wouldΣ%”

Prior Knowledge Required Before Introducing Activity:

- The major purpose of this activity is for students to simulate some of the potential impacts of land development on wildlife and its habitat;
- Before students can appreciate this phenomenon, they need to recognize that this process is one that is taking place in areas all over the planet, and to understand that loss of habitat is generally considered to be the most critical problem facing wildlife today.

Inter-disciplinary Curriculum Fit:

- This activity fits within the larger context of the elementary curriculum:
 1. Social Science--the activity discusses the affects of urban/rural community development on wildlife;
 2. Physical Education--the activity is physically involving and requires team work;
 3. Science--the activity introduces habitats and communities;
 4. Arts--the activity requires students to role-play.
 5. Language Arts--the discussion that follows the activity exercises the listening and speaking skills of students.

Notes:

This activity is adapted from the "Shrinking Habitat" activity in "Project Wild: Activity Guide" Kanata, Ontario: Council for Environmental Education, 2001).

Contributor: L. Fulton

Grade: N/A

Topic: Other

Keywords: History, Inquiry Skills

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will discuss the basic role of an archaeologist: to study people through their physical remains.
2. Students will discuss the relevance of vertical context (strata) and horizontal context on an archaeological site.
3. Students will use the following vocabulary: archaeologist, excavation, artifact, and relative dating.
4. Students will handle historic artifacts and make inferences as to their anthropological relevance. This topic will vary depending on which area of study the teacher leading this activity wishes to emphasize (e.g. Aboriginal Peoples and Early Explorers).

Teacher Materials:

Photographs of archaeologists in the field; chalk; chalkboard; chalk brush; dustpan and broom; j-cloths and water source; compass.

Prior to lesson the teacher will write on the board: archaeologist, excavation, artifact, strata, and relative dating. S/he will also draw six 'pits' on the board. ([])

Student Materials:

- Six Rubbermaid bins filled with at least 6 artifacts each, placed at appropriate levels in cornmeal (7.5 kg per bin)

- 36 artifacts (these will vary depending on availability and the historical topic that the teacher wishes to emphasize; artifacts before and after the historical period should be included so that relative dating can be demonstrated; at least 1 artifact at each level should have a date on it).

- Examples of artifacts for Aboriginal People and Early Explorers include: fossils, arrowheads, pottery, shells, beads, plates, cups, utensils, jewellery, coins, newspaper clippings, photographs, birthday cards, vinyl record (45)

- 36 artifact cards; 36 sandwich bags; 6 metric rulers; digging implements and paint brushes; 6 pencils; 6 buckets; 30 worksheets

- These materials (with the exception of the worksheet) should be set up at 6 stations prior to the lesson.

Sequence:

Preparation:

1. Prepare six archaeological stations as outlined in the materials section. The bins ('pits') should be labelled and oriented to north with the compass, so that the 'pits' correspond with the artifact sheets (this is also the way in which 'real digs' are oriented).

Activity:

1. The teacher will show the students a photo of an archaeologist in the field and ask questions such as:

"What do you think this person is doing?"

"Why is this person digging?"

"What tools are being used?" "Why these tools?" (Use the photograph of the hearth and discuss importance of not shifting artifacts during the excavation process)

"What do you think this person's job is?" (Explain that part of studying people through their physical remains is determining how old objects are. Explain to the students that today they will be discovering one of the most common methods for doing this)

2. The teacher will explain that the person in the photo is an archaeologist who is excavating and that archaeologist's findings are called artifacts.

3. The teacher will tell the students that they are going to become archaeologists. The teacher will explain that s/he will be dividing the class into two groups. Each group will get a 'pit' (Rubbermaid container) in which they will find artifacts. (S/he may refer back to the photo showing the 'real pits')

4. The teacher will explain that when the students find an artifact they must carefully measure and record it's depth and distance from the north and west sides of the 'pit' on the artifact cards (Show artifact card and photo of person measuring). Explain this is what real archaeologists do and show photo of arrowhead and identity card.

5. The teacher will ask the students, "As it is very important that we know exactly where the artifacts were located, how do you think you should go about digging your 'pits' to make sure that you don't disturb whatever you might find?" S/he will show them their tools and reinforce that digging needs to be done carefully and that the removed 'dirt' (cornmeal) will need to be carefully put into the empty buckets to avoid mess.

6. The teacher will divide the class into two groups, assign them each a 'pit' and they will begin digging.

7. Students will be asked to clean and sweep up their areas and neatly pile their artifacts.

Process:

1. The teacher will assemble the group and ask them what artifacts they found.

2. S/he will ask them: "Where did you find your artifacts?", "How deep did you find the...", 'How deep was the...". The teacher may have to explain what some artifacts such as arrowheads and fossils are.

3. The teacher will ask each group "Which artifact was found at the deepest level?", "Which one was found at the shallowest level?"
4. Each group will be asked to write the name of their artifacts and, if available, the date on the artifact, at the location that they were found in the 'pits' on the board.
5. The teacher will ask the students questions such as: "How deep did you fi

Application:

Prior knowledge required:

Students will:

- Be able to understand sequencing of dates / place value to one thousand.
- Be able to use a 30 cm ruler.
- Have previously worked in groups.

Social Studies

· The teacher's choice of artifacts will allow students to handle objects from a time period being studied in social studies (e.g. Medieval times, Early Civilizations, Aboriginal People and Early Explorers). It will also allow them to begin visualizing society during this time by developing a context within which the artifacts belong. In doing this, students are also introduced to a social science profession - this is what 'real archaeologists' do everyday.

Other Curriculum Areas

- Science and Physical Geography - Introducing the concept of 'geological strata'; introducing the north, south, east and west orientations.
- Language Arts - After putting artifacts into a historical context, letter or story writing could be undertaken.

Other

- This activity develops group and inquiry skills.
- A field trip could be organized to visit a local 'dig site'.
- A guest speaker could be invited to come from the local university's anthropology department.
- This activity can be adapted for older age groups. For greater control, some teachers may wish to have groups dig one at a time throughout the day, after giving the initial instructions.

Notes:

· This is an activity developed from my own archaeological experience. There are, however, a few useful resources on conducting similar activities. The best I have found which also gives definition, background information and lists of local archaeological associations is:

Badone, D. *Time Detectives: Clues From Our Past*. Annick Press, Toronto, 1992.

- If students are interested in finding out about dinosaurs in Canada (a common question when discussing archaeology) the following is an excellent resource:
<http://www.tyrellmuseum.com/>
- Dollar stores, flea markets, second hand shops, and mother's basements are often the best places to find the equipment needed for this activity. "No Frills" supermarket sells 8 kg bags of cornmeal (the cheapest option available).
- Photographs of archaeologists may be found at your local library or in the IRC. You may also wish to contact a local archaeological association or faculty at a university for photographs, sample artifact cards, guest speakers, and information for your lesson or about local digs that your students can visit.
- You may wish to ask a parent volunteer to help supervise this activity.

Contributor: R. Hough

Grade: N/A

Topic: Other

Keywords: Arts, Drama, Language Arts, Media Literacy, Social Action

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Identify persuasion and propaganda devices used in everyday advertisements
2. Show an understanding of persuasion and propaganda devices through the creation of their own advertisement.

Teacher Materials:

- Videotaped television advertisements
- Television and VCR

Student Materials:

- Pens or Pencils
- Paper
- Magazines or newspapers
- Art Supplies

Sequence:

Preparation:

Video tape a number of TV commercials. Make sure that the commercials use a wide variety of techniques in the way that they try to persuade consumers to buy their product. Have a wide selection of newspapers, magazines, and art supplies ready for the students to use.

Introduction:

Introduce the topic of commercials. Ask them what a commercial is and what it is intended to do. Ask them about commercials that are familiar and current. Ask them what their favourite commercials are and why.

View the commercials. Ask the students more questions:

What is the speaker,s purpose?

What are the speaker,s credentials?

Is there evidence of bias?

Does the speaker use deceptive language?

Does the speaker make sweeping generalizations or infer things that are not sufficiently supported?

Does the commercial use fact or opinion?

What kinds of advertising techniques does the advertiser use?

Do you believe the message that the advertiser is trying to portray? Why or why not?

Explain the deceptive language used in commercials:

Explain the different ways that advertisers use persuasion (i.e. reason, appeal to character, appeal to emotions).

Explain the concept of propaganda. Explain the different types of doublespeak (i.e. euphemism and inflated language). Explain the different ways that advertisers use propaganda in ads. Here are some examples:

glittering generality

testimonial

transfer (i.e. celebrity endorsement)

name-calling

card stacking (unfavourable facts are ignored)

bandwagon

snob appeal (attracts the attention of those who want to be part of an exclusive group)

rewards

View the commercials again and have the students point out some of the above techniques.

Activity:

Have the students work in small groups of three to five.

Assign one member of the group the job of collecting a number of magazines and newspapers for the group to analyze.

Have the children in the group assign different roles to each of the members i.e. one student could be in charge of flipping through the magazines/ newspapers, one in charge of writing down ideas, one in charge of directing who will speak, etc.

Have the students look through a magazine or newspaper and find an ad that uses one of the persuasion or propaganda devices that was discussed earlier.

Have the students brainstorm as a group and find the ways that the advertiser used persuasion and propaganda devices in the ad.

Have the students also comment on who the commercial is intended for, if the commercial is believable, or if there are some important facts that the advertisers are leaving out or glossing over.

Have the students write this information on a piece of chart paper.

Groups take turns in presenting the information to the class for five minutes each.

Recapitulation:

Review the concepts of persuasion, propaganda, and deceptive language as a class.

Take the persuasion and propaganda devices that the children found in their ads and make a class chart showing the devices and the examples that

Application:

Application:

Show examples of parodies of commercials. Ad Busters magazine is a good example. It is a magazine dedicated to critiquing commercials and the media in general. One example is the „Joe Cancer% ad that shows Joe Camel, the mascot for Camel Cigarettes, in the hospital with cancer.

Have the students do a parody of a commercial that they found when searching for propaganda devices in ads. The students can either create an ad that blatantly tells the viewer what the original advertiser wanted to say through subtler propaganda devices i.e. have a commercial stating „buy this acne medication or you will never get a date again.% Alternately, have the students use the propaganda devices to make a counter ad that reveals lies that the original advertiser is telling you or things that the original advertiser may not be telling you i.e. the „Joe Cancer% ad. The students could use art supplies to do a newspaper or magazine ad, or act it out to simulate a TV ad.

Have the students present their ads to the class. This activity is primarily a social studies activity, but it can also cross over into language arts (critical listening and writing), drama (performing the commercial), and visual arts (creating a newspaper or magazine ad).

Notes:

This activity was based on ideas found in :

Tompkins, Gail E., et al. *Language Arts: Content and Teaching Strategies*. Scarborough: Prentice Hall Canada, Inc., 1999.

Ideas were also used from an activity called „Ad Attack% found at <http://www.eduplace.com>, and is published by Houghton Mifflin Company, 1997.

Contributor: S. Kent

Grade: N/A

Topic: Other

Keywords: Arts, Drama, Economics, Language Arts, Science

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

Students should be able to:

- 1) Produce an accurately labelled diagram of their chosen organ.
- 2) Present information with clarity, proper tone, and appropriate posture.
- 3) Use correct vocabulary in written and oral work.
- 4) Incorporate facts into a creative writing piece.

Teacher Materials:

- 1) Chalk
- 2) Presenter schedule
- 3) 30 rubric sheets

Student Materials:

- 1) Science notebook for assignment and research notes
- 2) 30 sheets of lined paper
- 3) 30 sheets of large white paper
- 4) Podium/table

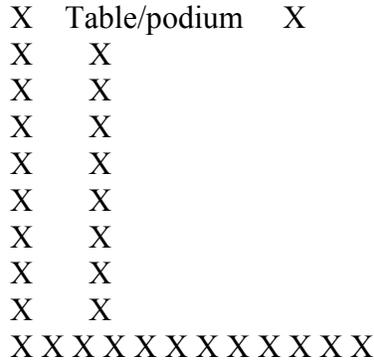
Sequence:

Prior to Activity:

Explain to the students that at times large companies have to downsize in order to save money, and workers may be fired. To illustrate this idea we will create our own corporation, where each student will have to defend their position in the company. The twist is that our corporation is the human body and each student is an organ. The students choose which organ they would like to be, achieving the most variety as possible. Explain that using the knowledge they already have about their organ, as well as some research, each student will defend their position to the corporation's committee stating their importance to the Human Body Corporation.

Preparation:

1) In the morning, organize the classroom desks into a „U% shape with a podium, or table at the front of the room:



2) Have a list of the students in the order that they are going to present, and a copy of the class-developed rubric for each student.

3) Write the title „Human Body Corporation% on the chalkboard.

Activity:

1) Ask the committee (the students) to join the meeting (the presentations) by sitting with their department (the respiratory, circulatory, digestive, excretory, and nervous systems). If a student has chosen an organ that interacts with more than one system, have the student choose the department they wish to be a part of.

2) Remind the students to bring all the materials needed for their presentation, as well as, their „organ nameplate% created ahead of time.

3) Explain why we are here as the Human Body Committee.

"We are here today to be made aware of each employee,s position on the downsizing of the company. Each organ will have the chance to briefly state (5-7 minutes) why he or she is important to our corporation. Afterward, each organ will submit their report that summarizes their position in more detail along with their visuals used in the presentation."

4) Briefly review the appropriate classroom behaviour for both the presenter and the audience.

5) Begin the meeting by calling on the first presenter, making sure to stick to the time restrictions.

6) Continue the meeting, taking the appropriate breaks (recess, lunch, subject change other).

Closing:

1) When the meeting is concluded, have the students take a vote on those organs that the Human Body Corporation certainly cannot do without, as well as, those organs the body could function without. Have a discussion to support the students' choices.

2) Make sure all the reports are submitted, and close the meeting.

Application:

Application

This activity could be used as a culminating activity at the end of the Grade Five Life Systems science strand. This is to ensure the students have the background knowledge to complete this activity as a fun extension or review. Prior to this activity, students should construct a report as their chosen organ, using what they have learned during their science unit, as well as, any research required. The categories that should be included in the student report are:

- a) Name of organ and where in the body it is found.
- b) Identify the systems of the body you, as the organ, work with and how.
- c) List all the other organs you work with in your system.
- d) Identify your main functions as a human body organ.
- e) Explain how you carry out these functions.
- f) Give your top reason as to why the corporation should not fire you, and what may happen to the Human Body if you were let go.
- g) Present a labelled diagram of your organ's system, and any other visuals you wish to share.

The students should also construct a clearly labelled diagram, as well as any other visuals that they may want.

This activity could also be modified to cover different topics by simply developing a new corporation, such as the food chain, where the students have to create a persuasive factual piece. In addition, elements of math can be brought into the presentation portion by having the students develop some statistics and charts or graphs. If the task appears too time consuming with the number of students in the class, divide the session into two days, have them work in pairs or groups, or create their own original and unusual corporation.

To extend into other areas of the curriculum, have the students write their report during their language arts periods, which allows students to carry out some peer editing and revising. During a library or computer period, research could take place, as students practice their methods of gaining appropriate information. Visuals for the presentation

and report can be created in a visual arts lesson, while staying in character during the presentation and writing in character for the report can influence drama assessment. Of course in social studies, corporations could be explored as a hierarchy, and why it is necessary for companies to make changes. Students can also assist in the development of the rubric that will be used to evaluate this assignment, so they know exactly what is expected each achievement level.

Notes:

This activity is adapted from a social studies lesson found at www.lessonplanspage.com

Contributor: G. Morawek

Grade: N/A

Topic: Other

Keywords: Environmental Education, Science, Social Action

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of the living elements);
2. Students will demonstrate an understanding of the interaction theme (e.g., the environment provides opportunities and challenges; people change the environment as they use it);
3. Students will produce a report on current environmental events in the news.
4. Students will communicate an understanding that various individuals and groups have different opinions on environmental issues

Teacher Materials:

2 x 5kg bags of soil (not potting soil)

2 x 5kg bags of sand or gravel

1 x 1kg bag of charcoal

box of toothpicks

scoops for pouring water

magnifying glasses

organic and inorganic materials to be buried in the landfill:

Suggestions: orange peel, apple core, newspaper, glossy magazine paper, cardboard, cotton cloth, aluminum foil, etc.

Student Materials:

10 plastic soda bottles with top portion removed (provided by students)

10 plastic bags to serve as a liner

10 x magnifying glasses (one per group of 3)

30 x cardboard pieces

15 toothpicks for each group of 3

Two sets of identical materials will be needed for each group:

orange peel, apple core, newspaper, glossy magazine paper, cardboard, cotton cloth, aluminum foil

Sequence:

WHAT TO DO:

Procedure: Divide students into groups of 3

1. Discuss with students where things go when they are thrown away.
2. Discuss landfills by exploring the following website:

Profile of A Landfill <http://www.citizenstandard.com/series/dml/pro4.htm>

3. Ask students what happens to waste materials in the landfill and introduce the term decomposition.
4. Ask students to describe disadvantages of landfills and brainstorm with students possible solutions to the problem of limited landfill space.
5. Investigate the materials under a magnifying glass or microscope and predict which materials will partially decompose and which will not decompose. Write a hypothesis in the space provided on the worksheet.
6. Construct the simulated landfill according to the directions.

Directions for Construction of Simulated Landfill:

In the container have students layer in order the following materials:

plastic (to simulate the liner in a sanitary landfill)

10 cm sand or gravel (to absorb moisture)

a thin (2cm) layer of moist charcoal (to prevent odors)

10 cm soil

Layer the combination of organic/inorganic materials (make two parallel sections of materials by placing organic materials on one half and inorganic materials on the other).

5 cm soil

Layer the combination of organic/inorganic materials (make two parallel sections of materials by placing organic materials on one half and inorganic materials on the other).

2 cm soil

With toothpicks mark the location of the buried objects.

Have students date their worksheets and note the objects they buried.

To simulate the conditions of a real landfill, it is important to press or pack each layer down firmly and to eliminate all empty spaces within the layers.

Keep the simulated landfill in a sunny place and water as needed to keep the soil moist.

7. Make sure to date your worksheet and write down the objects you are burying.
8. After 10 days, uncover the objects from the top layer. Place them on a piece of cardboard and observe them with a magnifying glass, and/or place samples on a slide and observe them under a microscope. Log observations.
9. After 10 more days, uncover the remaining layer of objects. Place them on a piece of cardboard and observe them with a magnifying glass, and/or place samples on a slide and observe them under a microscope. Log observations.
10. Complete the worksheet for the Simulated Landfill.
11. Write an essay describing your conclusions, comparing objects to each other, and noting the changes between identical objects in the simulated landfill for 10 and 20 days.

Application:

This topic can also be used within the grade 8 science curriculum. The strand being cells, tissues, organs and systems. This exercise can be used to also introduce the area of micro-organisms. It can also lead into exercises involving a microscope whereby the students must identify and label unicellular organisms.

Students will have to understand where garbage goes after it is picked up from our homes and the process by which it is disposed of. This activity can be modified rather easily to fit with lower grade levels. For example, in younger grades the teacher can conduct this experiment himself/herself in front of the class and only concentrate on one specific aspect of this topic so it is easily understood by all.

Notes:

<http://www.citizenstandard.com/series/dml/pro4.htm>
<http://www.lessonplanspage.com/more/AttheDumpTeacher.htm>

Contributor: L. Nevin

Grade: N/A

Topic: Other

Keywords: History, Inquiry Skills, Language Arts, Media Literacy

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. The students will work together, cooperatively, in small groups (4-5), to acquire research materials, design, and produce an authentic looking World War II newspaper article/page.
2. The students will be able to express their knowledge regarding a major battle Canadians participated in (who, what, where, when, why, impact of win or loss and casualties/cost) in a newspaper/article format.
3. The students will display an understanding of the appropriate format for a newspaper both today and during WWII (use of headlines, titles, dates, columns, pictures and maps- black and white during WWII- articles and advertisements typical of the medium)
4. The students will demonstrate paragraph structure, grammar, sentence structure, and spelling appropriate to their grade level.
5. The language, terminology, picture/image utilized in the articles will be appropriate to the time period (e.g. advertisements stating "make the best of your coffee coupons" or "recipes that use little sugar", buy war/victory bonds, recruitment posters, casualty lists, and no 1990's slang)

Teacher Materials:

Chalk, chalk board, maps (world and europe), reproductions of WWII newspapers and articles, current newspapers and articles (you may need to bring additional books/resources into the classroom depending on how well stocked the school library is)

Student Materials:

Texts on WWII, paper suitable for newspaper articles (size, consistency- will age well), instructions on how to age articles (milk in oven or tea bags), pens, examples of WWII newspapers and articles,

Sequence:

Preparation

Prior to introducing this activity it would be beneficial to review the elements which comprise a newspaper and the articles within it. The articles typically cover who, what,

where, when, impact, and why; which is the type of information the students will be asked to provide in their assignments regarding, Canadian involvement in, major battles of WWII. In addition they should be familiar with the the format/layout of a typical newspaper such as the use of dates, headings, titles, columns, pictures, cartoons, and other notable features.

- 1.) Separate the class into small groups (3-5) who will work well together
- 2.) Using an example of a current edition of the local newspaper and an example from WWII have the class discuss the similarities
 - date
 - headlines
 - format - use of columns
 - title of paper - e.g. the Gazette
 - pictures/maps that have been used to maximum effect (one picture = one thousand words) to enhance or clarify a story/issue being reported on.
 - importance of the accuracy of information being reported
- 3)Then have the class discuss the differences between the two....
 - size of the type (rationing)
 - lack of colour
 - types of articles and advertisements (recipies that use little sugar/ making the best use of coffee/chocolate coupons)
 - use of majority of paper surface (may appear crowded vs today, why - rationing of paper and ink)
 - use of language/terminology

Process

- 1.) Explain to the students that their assignment will be to research and design an authentic looking WWII newspaper article/page.
- 2.) Inform the students it should be in the style of a typical WWII newspaper, look authentic (aged- provide instructions on a seperate page, could be torn around edges)
- 3.) Have the class brainstorm as a group what components this article/newspaper should contain in order to be representative of a typical WWII newspaper.
 - title
 - date
 - factual
 - small print and effecient coverage of paper surface
 - effective use of pictures and maps
 - advertisments appropriate to the era

NOTE: I allowed my students to do either a Canadian or a British newspaper provided all conditions were meet.

- 4.) Inform the students that at least one article must be based on the details surrounding a major battle, specifically one which had a large Canadian component (examples- Dieppe, Sicily, D-day)

The Article must include where, when, who, what, why, the impact of the win or loss and the casualties/cost.

5.) Inform the students that they may use some creative writing in any other articles they wish to include so long as it is believable. For example, they may not discuss the damage done in a bombing raid on a Canadian munitions factory in Quebec as Canada was never bombed during WWII.

6.) Suggest to the students that they have the teacher review their articles prior to producing a good/final copy (to ckeck their grammar, spelling, accuracy)

Evaluation:

Application:

This exercise can be used in a variety of ways across several grade levels with great success. In the intermediate/senior grades you may wish to have partners or make this an individual assignment rather than using small groups. Another option would be for the entire class (or small groups) to work together to produce an entire newspaper representative of the era. In addition, the difficulty level of this activity can easily be increased to the point where it is appropriate to anywhere up to grade 11-12 based upon the linguistic demads inherent to that grade, while grades 5/6 will still find it challenging yet fun.

This exercise was part of a larger unit which I entitled the WAR CHEST. In this unit the students are completing curriculum requirements in mathematics (measurement), language arts and social studies. The unit consisited of having the students (in small gropus) design and build an minature war chest (similiar to the trunks that sat at the foot of WWII soldiers bunks) out of balsa wood, based upon a model provided. (Instruct your students to leave this until last as it is the "fun" component of the chest and will provide a motivator for completion of the rest of the assignment.) In addition to the above activity the students were also expected to place in their War Chests; a letter from home for their soldier, his I.D. papers stating his rank, position, area of specialization (i.e. captain of a destroyer or corvette), and a minimum of three personal possessions with a description stating why each one was important to him (picture drawn by child, watch, family picture etc.) This was completed in unison with a book by Kit Pearson entitled "The Sky is Falling" about two British Children sent to Canada during WWII. It is a wonderful novel that touches on many issues surrounding the harshness of war and it's cost in human terms while still maintaining a childs point of view that your class will be able to identify and emphathize with (age of main character Norah is 12). The broad range of of incidents brought up in the book (bombing of London, fate of other European children- Jewish, U-boat threat, life line provided by the convoys from Canada, rationing, censorship, etc.) provide excellent jumping off points for teaching/discussing what can often seem like a dissassociated jumble of dates, names, and facts to your students. The novel provides a peg upon which they can hang their knowledge and offers the opportunity to combine several disciplines. The completion of this aspect of the War Chest unit requires the students to complete questions based on the story being read to

them (I had to read it to a 5/6 class but older grades will be able to read this book on their own) and complete several independent projects; such as a list of ten items they would take with them if they were in Norah position and why, and a creative writing story based on the perspective of one of the items in the box (e.g. a watch with secti

Notes:

Resources: Many of these you will have to develop on your own depending on how much background knowledge your students have, and what grade you are dealing with.

Video:

"Canada at War Series" - produced by Canadian government, available at most public libraries

"The Great Escape" - although U.S. produced and focus is on U.S. soldiers it does provide a fairly accurate representation of life in a POW camp and how you go about trying to escape from one, this is not suitable for junior classes

Books:

"On the Homefront" by Mary Jane Lennon and Syd Charendoff, The Boston Mills press, 1981

Contributor: S. Shaw

Grade: N/A

Topic: Other

Keywords: Community Study, Economics, Government, Inquiry Skills, Social Action, Values Education, World Study

Time: 30 Minutes

Student Grouping: Small Group

Expectations:

Gr.3

ï Identify issues facing communities and problem solve to think of solutions

ï Describe ways in which people interact with other communities

Gr.4

ï Describe a variety of exchanges that occur among the communities and regions of Ontario and among the provinces and territories

ï Describe how technology affects the lives of people in an isolated community in Canada (i.e. how do people in the Yukon participate with the rest of the country?)

Gr.5

ï Describe the rights of groups and individuals and the responsibilities of citizenship in Canada

ï Identify examples of how government plays a role in contemporary society and how their responsibilities can affect others lives

Gr. 6

ï Identify some countries with which Canada has links

ï Describe some of the connections Canada shares with the rest of the world

ï Identify some important international organizations/agreements in which Canada participates

ï Describe some ways in which Canada has influenced other countries

ï Describe Canada's participation in international efforts to address current global issues

Overall Expectations

ï Teach importance of communication

ï Draw analogies between untangling the knot and solving global crisis

ï Start thinking about the way the UN works

Teacher Materials:

None

Student Materials:

None

Sequence:

Note: Questions should be based on grade level. For example grade three questions will be based on communities. The following example is based on questions that could be used for Gr.6, although they are easy to replace for younger grades (i.e. ways in which community members are intertwined).

1. Ask students how many have heard of the United Nations? What is the one thing the UN does? Go on to explain that the main purpose is to stop countries from fighting wars.
2. Ask why the UN would want to stop wars? What are some countries who are fighting or have fought?
3. Divide the students into (country) (community members) groups of 6-10 students (depending on how well students work together) using their answers.
4. Have the groups stand in circles, shoulder to shoulder, facing inwards.
5. Ask each student to extend their right hand and grab onto someone else's hand.
6. Ask each student to do the same with their left hand but grab another person's hand.
7. Make sure each student is holding the hands of two different people.
8. Tell the students that their job is to untangle the knots to form circles without releasing their grip on each other's hands.
9. Watch to ensure safety, but only offer help if it's really needed.
10. If one group finishes early ask them to help other groups.
11. Stop the activity after 10 minutes, whether the groups have completed the task or not.
12. Gather everyone back in a large circle and introduce the topic of the UN or community members, or whatever it may be (i.e. Canada's connection to the world).
13. Ask students how they were able to untangle the knot? Which strategies worked, and which failed? What needed to be done in order to reach the solution?
14. What would you do differently if you were able to do the activity again?
15. To debrief the students tell them that all of the countries in the world (community members) are like they were in the human knot. They are each independent, but also connected at the same time. If the UN is the topic of choice it would be a good idea to know introduce why the UN was formed.

Application:

This is a great introductory activity to communities, Canada, and/or how the world works. However it could also be used to extend these topics once they have been introduced. For example, doing this activity at the end of the lesson would have students thinking about what the knot represented and the next day they could bring their ideas to class. The activity could also be extended by having the students complete the activity a second time, however this time they would already know the strategy. Encourage the students to talk among themselves and problem solve as they go. This could then go into a discussion on how countries/communities resolve issues or problems that arise. Another application of the activity could also be to discuss bullying by asking students what kinds of things cause arguments and fights at school. Followed by: how can fighting be prevented? This would only be the beginning to a bullying lesson, but it would show how students overcame differences to achieve an end.

As was already noted this activity is quite adaptable and could be used for several grades by simply changing the questions. This shows how it easily fits into the wider curriculum and could even be repeated in different grades.

The Human Knot is also great for those who have poor literacy skills because they are not required to do any reading or writing and yet can still fully participate and gain an understanding of the topic at hand. If there are children with physical disabilities in the class a modification could be to give the groups a rope that had knots tied in it and ask them to untangle it without talking (or with minimal talking).

Notes:

This activity was adapted from 'The U.N. for Kids, Youth and Educators' website. The website can be found at: <http://www.unac.org/learn/wrld/lesplan/lesso/session1.htm>
The website includes a place for educators and for Kids/Youth so it may be used for other lessons as well. There was no found author for this activity.

Contributor: J. Shergold

Grade: N/A

Topic: Other

Keywords: Graphs, Inquiry Skills

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. The student will formulate questions to serve as a guide to gather information.
(Cognitive)
2. The student will construct a T-Chart, i-Note, and web. (Skills)
3. The student will contribute to class discussion and/or listen quietly while others are speaking. (Affective)
4. The students will work cooperatively in groups when formulating questions.
(Affective) This is only applicable if the students form the questions, they may also be done ahead of time by the teacher.

Teacher Materials:

chalk and chalkboard or markers and chart paper

30 handouts with information about Christopher Columbus (I used Christopher Columbus because the class was studying explorers, information of any topic could be used for this activity)

Student Materials:

90 sheets of blank white paper

30 pencils

Sequence:

Preparation:

1. For this activity, explorers were the general topic under study. Any topic currently being studied in Social Studies, or other areas of the curriculum could be used. Choose a topic that you will use.
2. Make up a handout ahead of time with information the students can use to develop some questions and pull information from to put into one of the organizer charts.

Procedure:

1. Introduce the activity by telling the class that they are going to do a really easy research project today. Tell them that they are going to research information about one of their classmates.
2. Ask for a student volunteer to be used as the subject of the research project. Choose a student
3. Make sure each student has three pieces of blank paper and a pencil before beginning.
4. Instruct the class that they are going to learn three ways to organize information, the first is called a web.
5. Draw a sample of a web on the board and explain that the topic of study goes in the centre. Write the student volunteer's name in the center of the web and have the class do the same.
6. Now have the students ask questions of the volunteer. Instruct them to ask questions one at a time so everyone can hear what is being asked. Write the information you learn about the student in the web. (A web has lines leading out from the center with the learned information in a circle at the end of the line.)
7. Be sure to explain to the students that when they write information in a web they have to be able to tell what the information is about when they look back on it in the future. For example, if they ask, "What colour are hi/her eyes?", make sure they don't just write "blue." Have them identify what "blue" means. They may just write "eye" or "eye colour" in the circle with blue and that is fine, as long as they will know in the future what "blue" means.
8. Continue with the questions until a suitable size web is formed. I suggest about 8-10 pieces of information.
9. Once the web has been completed, and everyone has their own copy done, tell the class that you are going to transfer this information into another organizer.
10. Draw a sample T-chart on the board. (A T-chart looks like a T. It can be used to write questions on one side of the "" and answers on the other, or it can be used to compare two things or topics by writing about one on one side and the other on the other side. The topic or subject of the chart should be written across the top of the T).
11. Have the students transfer the information in the web to the T-chart. Do one example with them. If eye colour was one of the questions they asked, have them write "eye colour" on one side of the T and "blue" on the other.
12. Once everyone has completed transferring the information, tell them they are going to learn one more way of organizing information. This time they will use the hand out on explorers (or whatever topic you have chosen).
13. Once everyone has a copy of the handout, dr

Application:

This activity can be used throughout the curriculum. Any information the students are studying can be put into these charts as a way to organize what the students have learned.

I extended this activity with my class by assigning them a research project. They worked in pairs and each pair was assigned an explorer from the past or present. They then had to research that explorer using books and electronic encyclopedias. The information they

learned about their explorer was then to be placed into two of the three charts. Depending on the grade level, research questions could be given. I did give my grade 5/6 class 10 questions to research for their explorer because they had not yet done any research this year. The questions helped guide their research and gave them an idea of the types of things you would need to look for when doing a project. Now they have a starting point for further projects when they were not given questions.

This could also be extended by doing comparisons between past and present day explorers. This information could be placed in a T-chart so the students could readily compare the two.

Notes:

Contributor: E. Skrzypek

Grade: N/A

Topic: Other

Keywords: Arts, Environmental Education, Inquiry Skills, Physical Geography, Science

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Identify their own basic needs for food, water, shelter and space in a suitable arrangement.
2. Demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of animals.

Teacher Materials:

1. Drawing paper
2. Chalk
3. Chalkboard

Student Materials:

1. Most are provided by teacher
2. Social studies notebook
3. Pencil, eraser ruler
4. Crayons or pencil crayons

Sequence:

Introduction/Motivation/Recall

1. List the following words on a chalkboard: Food, water, shelter and space.
2. Read each word aloud, asking the students to repeat the words after you. (They may say the letters of the words and use them for spelling).
3. Food and water will be easy concepts for the students to understand. They are familiar needs for themselves each day. Shelter and space will be more difficult. Ask the students to explain what shelter and space are. Make sure the meaning of all four words is clear before you proceed.

Sequence of Steps for New Learning

(Application and Recapitulation are also part of this section)

1. Give the students drawing paper and ask them to take out their crayons or pencil crayons. Ask the students to draw a picture of where they live, including pictures of where they find food, water, shelter and space. Ask the students to label the parts of their drawings where they find their food, water, shelter and space.

(NOTE: Food and water will not be difficult to identify. Shelter could be shown in a number of ways. For example, by labelling a roof. Space can be shown as the area outside and inside the house or apartment. For example, the house and the yard. Space can also include the neighbourhood. Space actually includes all the areas used for survival).

2. Once the drawings are complete, write two more words on the chalkboard: Arrangement and habitat. Tell the students that when food, water, shelter and space go together in a special way, so that animals - including people - can live, we call that place a habitat. The food, water, shelter and space are in an arrangement that makes it possible for animals to live.

(OPTIONAL: Ask the children if they could live in a home where the bathroom was 6 km north, the kitchen was 20 km west and the bedroom was 15 km east. The answer, of course, is likely "No", since the "arrangement" is not suitable for a person. Some animals, however, do travel great distances in their habitat.)

3. Ask the students to write the word "habitat" in big letters at the top of their drawings. Talk with them about the meaning of habitat.

4. Give the students another piece of drawing paper. Ask them to think of an animal - any animal. Ask a few students what animal they are thinking of. Identify whether the animals they named are "wild" or "domestic". You will probably get both. If you don't get both, ask the students to think of the kinds of animals that are missing. It is important to make sure the students are thinking about both wild and domesticated animals.

5. Ask the students to draw a picture of their animal in a place where it lives. Ask the students to make sure they include:

Food, water, shelter and space in an arrangement that they think would make it possible for the animal to survive.

6. Ask the students to talk about their drawings, pointing out the ha

Application:

This integrated unit incorporates the curriculum areas of Social Studies, Science, Language Arts and Visual Art. One extension listed at the end of the sequence was aquatic. The activity will encourage students to think of living creatures in a variety of habitats - land or water and of the things needed for survival. The idea or arrangement within a habitat can lead into a unit on environmental studies, including pollution or other threats to the environment/habitats. One can also extend this activity into topics dealing with what is found specifically in certain animals' habitats. For example, types of food, food chain, ecological balance.

Prior knowledge required is that living things need food, water and shelter to survive. Also, a knowledge of a variety of types of animals (domestic and wild) and their possible habitats (Identifying specific components such as food, water and shelter). On a larger scale, this lesson will increase students' knowledge of the environment around them and improve their sense of what is necessary for different living things to survive in their specific habitat.

Notes:

Possible suggestion for evaluation:

1. Identify the categories of things people and animals need to survive: Food, water, shelter, space and arrangement.
2. After identifying the categories, give examples of things people and animals need to survive: Food, water, shelter, space and arrangement.
3. Be able to justify that a living creature can survive in the arrangement depicted in student drawings.

Contributor: T. Small

Grade: N/A

Topic: Other

Keywords: Arts, Environmental Education, Government, History, Physical Geography, Science, World Study

Time: Over 60 Minutes

Student Grouping: Full Class

Expectations:

1. Student will identify four wildlife signs used in national symbols.
2. Students will hypothesize six reasons wildlife are used in national symbols.
3. Students will demonstrate an understanding of the significance of national symbols.

Teacher Materials:

1. The Cousteau Almanac by Jacques-Yves Cousteau and the Staff of the Cousteau Society.
2. Books, pictures and flags representing national symbols of various countries.
3. Chart paper and markers.

Student Materials:

1. Access to library reference materials (internet, books, videos, etc.).
2. Construction paper, glue, scissors, and other creative materials to make posters.

Sequence:

Preparation

1. Creatively introduce the topic of national symbols by displaying various countries, national symbols around the classroom.
2. Define the word „symbol% and ask the class to identify and make a list of the symbols that the students see in every day life.
3. Ask the students to identify the different symbols in the different country,s flags, crests or emblems that are displayed around the classroom.
4. Give the students the background knowledge about national symbols by using the example of the lion as a national symbol. (Refer to the Application section under „,Background Knowledge%)).
5. Divide students into equal groups or have students work on their own.

Activity

1. Generate hypotheses about national symbols. Where do they come from? What do

- they represent? Strength? Natural resources? Cultural heritage?
2. Ask each student or group of students to select one country to research ^ finding out its national symbol or symbols. The more countries, the more interesting the results will be. Sometimes the symbols will be stylized; sometimes they will be literal and based on actual plants and animals; and sometimes several symbols will be combined. Ask the students to include in their findings information about: the plants or animals the symbols are based upon; characteristics of those plants and/or animals; whether the plants or animals are in abundance, threatened, or endangered; what values they might represent that led to their use in the national symbol; etc.
 3. Ask each student or group of students to make a poster depicting their findings.

Discussion

1. Given hypotheses the students generate about why wildlife is used in national symbols, ask the students whether the findings of their research supported these hypothesisises.
2. Have the students identify five animals or wildlife signs that are used as national symbols. What might each species have been chosen to symbolize?

Application:

Background Knowledge

The lion is a good example of how wildlife has value as a symbol in many different cultures. It might be a national symbol, serve as a logo for an organization or cause, represent a youth or civic group, or be included in the symbols of religious group. The lion, for example, is associated with regal qualities ^ courage, nobility, strength, and power. According to *The Cousteau Almanac* by Jacques-Yves Cousteau and the Staff of the Cousteau Society (Doubleday and Company, New York, 1980, 1981), „Lions appear on the United Nations coats of arms of more countries than any other animal ^ on those of India, Kenya, Malawi, Singapore, Burma, Burundi, Senegal, Sri Lanka, Swaziland, and several European nations%. The Almanac continues to point out that lions no longer exist in the wild in most of these countries. (Page 365)

Many other species of fauna that have been honoured by being made the national symbol of a country or a province are on endangered species lists. Some examples are:

Chile: Andean condor

Dominican Republic: imperial Amazon parrot

Guatemala: quetzal bird

United States: bald eagle

Manitoba: Wood bison

The major purpose of this activity is for students to become acquainted with the diversity of countries and cultures that include wildlife in their symbols.

Extensions and Variations of the Activity

1. Examine provincial, territorial or community symbols (e.g. official birds, animals, plants) instead of national symbols.
2. Look at trademarks, logos, and product advertising campaigns.
3. Design coats of arms.
4. Many schools use wildlife or other animal symbols as mascots or in school emblems, team names, etc. Survey the local community to compile a list of plants and animals used as school symbols. Contact the schools to find out how the names were chosen.
5. Study lyrics of provincial/territorial or school songs for references to wildlife.

Notes:

This activity is adapted from pages 274-275 of the „Project Wild Activity Guide% (Canada: Council for Environmental Education, 2001).

A resource used for this activity is „The Cousteau Almanac% by Jacques-Yves Cousteau and the Staff of the Cousteau Society (New York: Doubleday and Company, 1980, 1981).

Contributor: D. Srigley

Grade: N/A

Topic: Other

Keywords: Language Arts, Maps

Time: 60 Minutes

Student Grouping: Full Class

Expectations:

1. Students will use latitude and longitude to describe location.
2. Students will locate destinations using given coordinates.
3. Students will use appropriate vocabulary to describe their destinations (eg. meridians, parallels, north, east, west, south, latitude, longitude)

Teacher Materials:

overhead projector
overhead markers
atlas

Student Materials:

30 atlases
pencil for each student
30 pre-made worksheets
notebooks for each student

Sequence:

- 1) Students review terms and concepts related to latitude and longitude (from previous lessons) and are introduced to the concept of coordinates.
- 2) From an overhead, students will complete a note on coordinates in their workbooks in order to have a reference during the activity.
- 3) Teacher will then give the coordinates of a specific destination and demonstrate how to find this location. Further examples will be given to practice this skill.
- 4) The following riddle is then read to the class: "I have an inclination to take a vacation; this is the location of my destination".
- 5) Students are required to list the coordinates of their top 3 vacation spots.
- 6) Once completed, one student will give a set of coordinates. The class will then try to locate the destination. The first student to do so will give the next set of coordinates.
- 7) This is repeated until a variety of students have had a chance to give a "vacation destination".

Application:

This activity would be done as part of a unit after a number of lessons had been given on longitude and latitude. Finding coordinates can be confusing for some students so it is important that they have a solid grasp of the material before starting this activity.

Extensions: Using a prepared worksheet, this activity can be extended into a language arts assignment. Using the coordinates and locations of favourite destinations, students are asked to choose one or two of their favourite vacation spots and give a description of it in writing. This may include a description of the country in which it is located, the climate and physical geography of the destination, a description of the people and the reasons the student has chosen this place as their top vacation destination. The students are then asked to illustrate it with a picture.

Notes:

Contributor: T. Webber

Grade: N/A

Topic: Other

Keywords: Maps

Time: Over 60 Minutes

Student Grouping: Small Group

Expectations:

1. Students will use number and letter grids to locate places on base maps.
2. Students will use longitude and latitude to describe location.

Teacher Materials:

- 8 maps of Ontario (1 degree increments)
- 30 coordinate and place cards
- 8 transparencies (with 4cm radius circle drawn on it with a dot in the middle of circle)
- 1 marker
- 1 compass
- 1 ruler
- 4 bells or buzzers

Student Materials:

pencils
erasers
notebooks

Sequence:

Preparation:

1. Class is divided into groups of four (based on class size of thirty, two of the groups would only have 3 students, therefore there would be eight groups).
2. Each group receives a map of Ontario.
3. Each team receives four cards containing either a place name or coordinates. Four of the groups will get the same cards and the other 4 groups will also get the same group of cards (a different set than the first four groups).
4. Each group is given a transparency sheet with a predrawn circle with a dot in the middle. The radius of the circle is four centimeters.

Activity:

1. Students will locate the coordinates, town or city name on the first card.
2. Students will then place the centre of the transparency's circle, on the given point from the coordinate card.
3. Next, students will record all the names of the cities and towns located within the circle.
4. Using the letters of the cities and towns located within the circle, students will rearrange letters to spell the names of other cities and towns on the map. Each letter may be used up to 3 times.
5. Students will record the new cities.
6. Students will locate the new cities or towns on the map and record their coordinates.

Challenge:

A). Once map work is completed, students can have a challenge between groups. This is why some groups received the same cards, to ensure that each group had cards of equal difficulty as those they will be up against in the challenge. This challenge will have to be conducted in two stages. The first challenge will be between the first four groups that have the same cards, and the second challenge is between the remaining four groups holding the same cards. Groups get points in a variety of ways such as; locating a city or town correctly, getting the coordinates correct on a given city or town, and by winning a challenge. The way a challenge is conducted is this, if an opposing team believes that the wrong city was found using given coordinates, or that the wrong coordinates are given for a given city or town, they can ring their bell and challenge. If they are correct by challenging then they receive a point. If they are wrong, and the team challenged had the correct response, then the team challenged gets a point.

B). An alternative to this challenge is to put the groups with different cards against each other (the four groups with one set of cards against the four groups with another set of cards). In doing this, the teams that are doing the challenging will actually have to look up the coordinates, towns, and cities that the other team has. This will give them more practice. This may however take much more time.

Application:

In order to conduct this activity, students would have to be taught the basics of longitude and latitude. They must be somewhat familiar with the map of Ontario in order to think of new cities and towns to spell with the letters from cities and towns located using the coordinate cards. This game is terrific to use in order to reinforce mapping skills. It gives students a great deal of practice using longitude and latitude to locate points on a map. It also gives them an opportunity to, given a city or town, write the coordinates themselves.

This game is a wonderful activity to use if you want to incorporate various subjects into one lesson which contains elements of, not only Social Studies but also, Language, drama and math. If we take language for example, elements such as oral communication and spelling are highly encompassed in this activity. In terms of drama, we could turn the

challenge part of this activity into some type of gameshow where one person acts as game show host and the rest of the class as participants. The students in the class could even take turns acting as gameshow host. In terms of math, we could have students record the number of cities and/or towns located in each five centimetre radius and illustrate this data on graphs.

Notes:

This activity is adapted from the "Latitude, Longitude - Spell it Game" activity in Joseph M. Kirman's book "Elementary Social Studies" (Scarborough: Prentice-Hall, 1991).