

# *MANITOBA, CANADA, AND THE NORTH: PLACES AND STORIES*

GRADE

4

Grade 4 consists of the following clusters:

Grade 4, Cluster 1: Geography of Canada 55

Grade 4, Cluster 2: Living in Canada 69

Grade 4, Cluster 3: Living in Manitoba 105

Grade 4, Cluster 4: History of Manitoba 137

Grade 4, Cluster 5: Canada's North 161



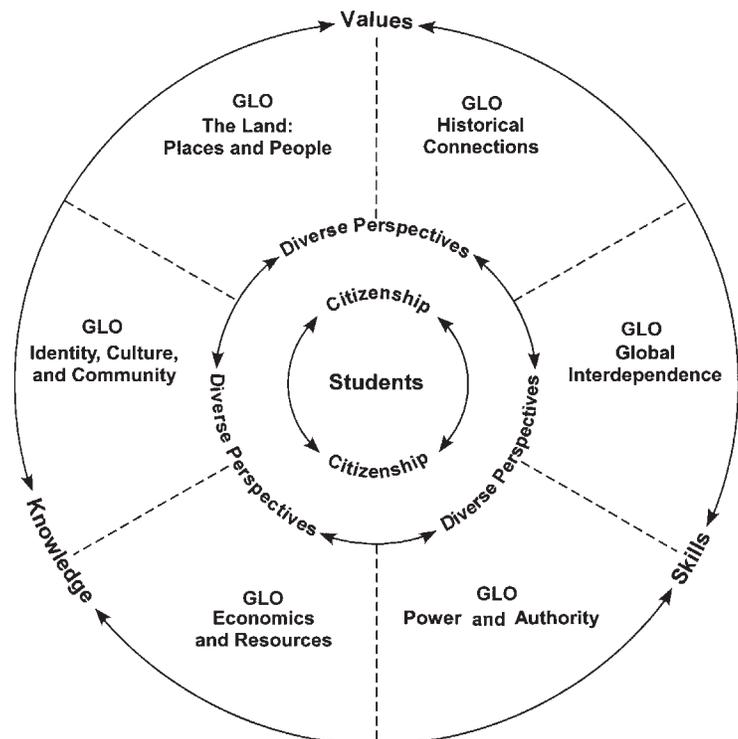
*MANITOBA, CANADA, AND THE NORTH:  
PLACES AND STORIES*

GRADE

4



**GRADE 4** students explore life in Canada, Manitoba, and Canada's North. They enhance their knowledge of Canada's physical and human geography and develop an awareness of Canadian citizenship and governance. Students explore the places, stories, and cultures of Manitoba and discover the diversity and shared experiences of Manitobans, past and present. They also develop an awareness of life in Canada's North through a study of the physical and human geography of one of the northern territories. Through this exploration, students develop a sense of belonging and enrich their understanding of citizenship in Manitoba and Canada.



## Cluster Descriptions

### Cluster 1: Geography of Canada

Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.

### Cluster 2: Living in Canada

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.

### Cluster 3: Living in Manitoba

Students explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.

### Cluster 4: History of Manitoba

Students explore important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.

### Cluster 5: Canada's North

Students explore *one of Canada's northern territories*. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada's North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

## Active Democratic Citizenship

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Students will...

4-S-100	Collaborate with others to share ideas, decisions, and responsibilities in groups.	4-S-103	Make decisions that reflect care, concern, and responsibility for the environment.
4-S-101	Resolve conflicts peacefully and fairly.	4-S-104	Negotiate constructively with others to build consensus.
4-S-102	Interact fairly and respectfully with others.		

## Managing Information and Ideas

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Students will...

4-S-200	Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	4-S-204	Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
4-S-201	Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	4-S-205	Construct maps that include a title, legend, compass rose, and grid.
4-S-202	Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i>	4-S-206	Interpret maps that include a title, legend, compass rose, and grid.
4-S-203	Select and use appropriate tools and technologies to accomplish tasks.	4-S-207	Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
		4-S-208	Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i>

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## Critical and Creative Thinking

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Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Students will...

4-S-300	Formulate questions for research.	4-S-304	Distinguish fact from opinion.
4-S-301	Consider advantages and disadvantages of solutions to a problem.	4-S-305	Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>
4-S-302	Draw conclusions based on information and evidence.		
4-S-303	Evaluate personal assumptions based on new information and ideas.		

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## Communication

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Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Students will...

4-S-400	Listen actively to others to understand their perspectives.	4-S-402	Support their ideas and opinions with information or observations.
4-S-401	Use language that is respectful of human diversity.	4-S-403	Present information and ideas orally, visually, concretely, or electronically.

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**Core Concept: Citizenship**


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Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Students will...

- 4-KC-001 Describe Canadian and provincial or territorial symbols and monuments.  
*Examples: national anthem, coats of arms, flags, monuments, legislative buildings...*
- 4-KC-002 Identify democratic ideals in Canadian society.  
*Examples: equality, freedom, citizen participation in government...*
- 4-KC-003 Identify days important to Canadians and Manitobans.  
*Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...*

- 4-KC-004 Explain from a personal perspective what it means to be a citizen of Canada.
- 4-KC-004A Explain from a personal perspective what it means to be an Aboriginal citizen in Canada.
- 4-KC-004F Explain from a personal perspective what it means to be a francophone citizen in Canada.
- 4-VC-001 Be willing to contribute to their groups and communities.
- 4-VC-002 Value Canadian citizenship.

## Identity, Culture, and Community

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Students will...

4-KI-005	Identify cultural communities in Manitoba.	4-KI-010	Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
4-KI-006	Give examples of diverse artistic and cultural achievements of Manitobans. <i>Include: Aboriginal and francophone cultural achievements.</i>	4-KI-011	Give examples of Aboriginal contributions to the history of Manitoba. <i>Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...</i>
4-KI-006A	Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.	4-KI-011A	Recognize that their identities are connected to the history of their Aboriginal community.
4-KI-006F	Give examples of francophone artistic and cultural achievements and organizations in Manitoba.	4-KI-012	Give examples of francophone contributions to the history of Manitoba. <i>Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...</i>
4-KI-007	Identify Aboriginal communities, cultures, and languages in Manitoba. <i>Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...</i>	4-KI-012F	Recognize that their identities are connected to the history of their francophone community.
4-KI-007A	Identify connections between their community and other Aboriginal communities in Manitoba.	4-KI-013	Describe Aboriginal contributions to the northern territory studied. <i>Examples: visual arts, games, music, dance...</i>
4-KI-008	Identify francophone communities in Manitoba.	4-KI-014	Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.
4-KI-008F	Identify connections between their local community and other francophone communities in Manitoba.	4-VI-003	Value ethnic and cultural diversity in Manitoba.
4-KI-009	Describe the influence of various factors on their identities. <i>Include: culture, community, place, region.</i>	4-VI-004	Value the artistic and cultural achievements of Manitobans.
4-KI-009A	Understand the teachings of Elders about their culture and identity.		
4-KI-009F	Describe the influence of their cultural heritage on their francophone identity.		

## The Land: Places and People

*Students will explore people's dynamic relationships with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Students will...

4-KL-015	Describe the relative locations of Manitoba and Canada in the world using cardinal directions.	4-KL-024	Give examples of Aboriginal peoples' traditional relationships with the land.
4-KL-016	Locate the geographic regions on a map of Canada. <i>Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence - Great Lakes Lowlands, Atlantic Region, Arctic Region...</i>	4-KL-025	Describe places of historic, cultural, or environmental significance in Manitoba. <i>Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks...</i>
4-KL-017	Describe characteristics of the geographic regions of Canada. <i>Examples: landforms, bodies of water, vegetation, climate, population distribution...</i>	4-KL-026	Describe the influence of the natural environment on settlement in Manitoba.
4-KL-018	Locate the oceans, major landforms, lakes, and waterways on a map of Canada.	4-KL-027	Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.
4-KL-019	Locate the provinces, territories, and capital cities on a map of Canada.	4-KL-028	Locate on a map and describe physical features of the northern territory studied.
4-KL-020	Locate on a map and describe geographic features of Manitoba. <i>Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...</i>	4-KL-029	Identify natural resources in the northern territory studied.
4-KL-020A	Use traditional knowledge to describe and locate places in Manitoba.	4-KL-030	Describe the demographic features of the northern territory studied. <i>Examples: population, population distribution...</i>
4-KL-021	Locate on a map and identify major natural resources in Manitoba.	4-KL-031	Give examples of changes to place names in the northern territory studied. <i>Examples: Kugluktuk/Coppermine...</i>
4-KL-022	Describe the main demographic features of Manitoba. <i>Include: population, population distribution, cultural communities.</i>	4-KL-032	Describe various purposes of inuksuit. <i>Examples: companionship; to mark food caches, hunting locations, direction...</i>
4-KL-023	Identify issues related to environmental stewardship and sustainability in Manitoba.	4-VL-005	Appreciate Canada's vast and diverse geography.
		4-VL-006	Appreciate Manitoba's natural environment.
		4-VL-006A	Respect their spiritual connection to the natural environment (land, water, sky).
		4-VL-007	Value the contributions of the North to the Canadian community.

## Historical Connections

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Students will...

4-KH-033	Relate stories of people and events that shaped Manitoba. <i>Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...</i>	4-KH-036	Give examples of stories and traditions of the northern territory studied.
4-KH-034	Give examples of the impact of European settlement on Aboriginal communities in Manitoba. <i>Include: displacement of communities, disease, cultural change.</i>	4-KH-037	Identify the main reasons for the creation of Nunavut and the new Northwest Territories.
4-KH-035	Describe ways in which life in Manitoba has changed over time. <i>Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...</i>	4-KH-038	Describe changes in ways of life in the last century in the northern territory studied. <i>Examples: food, clothing, transportation, languages, recreation, education...</i>
		4-VH-008	Value oral tradition as an important way to learn history.
		4-VH-009	Appreciate the significance of history in their lives.

## Global Interdependence

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Students will...

4-KG-039 Identify ways in which the people of Manitoba are connected to other people in the world.  
*Examples: immigration, imports and exports, travel...*

4-KG-040 Recognize that personal decisions and actions can affect people elsewhere in the world.  
*Examples: UNICEF, Project Love, recycling projects...*

4-VG-010 Appreciate Manitoba's interdependence with the world.

**Power and Authority**

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Students will...

<p>4-KP-041 Explain the purposes of government.</p> <hr/> <p>4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. <i>Include: municipal or local, provincial or territorial, First Nation, and federal governments.</i></p> <hr/> <p>4-KP-043 Identify elected government leaders in their local communities, in Manitoba, and in Canada.</p> <hr/> <p>4-KP-044 Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.</p> <hr/> <p>4-KP-044A Identify elected representatives of their Aboriginal communities.</p> <hr/>	<p>4-KP-045 Give examples of formal and informal power and authority in their lives. <i>Examples: rules, laws, student councils, bullying, gangs...</i></p> <hr/> <p>4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.</p> <hr/> <p>4-VP-011 Respect the rights of others when using personal power or authority. <i>Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...</i></p> <hr/>
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## Economics and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Students will...

4-KE-047 Use examples to distinguish between public and private property.

4-KE-048 Identify various ways in which governments help people meet their needs.  
*Examples: education, health care, sanitation...*

4-KE-049 Describe media influences on their perceptions of people and places in Canada.

4-VE-012 Respect public and private property.