

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

**GRADE**

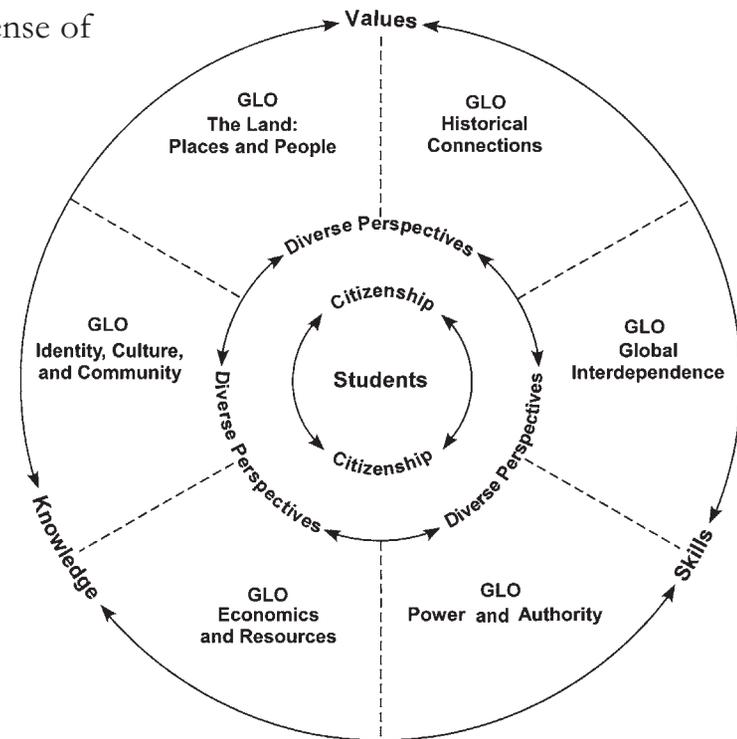
**4**

**GRADE**  
**4**

**Manitoba, Canada, and the North: Places and Stories**

**Grade Overview**

**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.



## Manitoba, Canada, and the North: Places and Stories

GRADE  
**4**

### Cluster Overview

#### 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.



**Skills for 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.

**Skills for 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.

**Social Studies Skills**

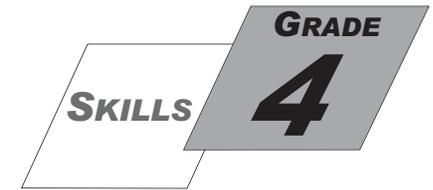
**Active Democratic Citizenship**

Students will...

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

**Managing Information and Ideas**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><b>4-S-200</b> Select information from oral, visual, material, print, or electronic sources.<br/><i>Examples: maps, atlases...</i></li> <li><b>4-S-201</b> Organize and record information in a variety of formats and reference sources appropriately.<br/><i>Examples: maps, charts, outlines, concept maps...</i></li> <li><b>4-S-202</b> Use appropriate terms or expressions to describe periods of time.<br/><i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i></li> <li><b>4-S-203</b> Select and use appropriate tools and technologies to accomplish tasks.</li> <li><b>4-S-204</b> Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.</li> <li><b>4-S-205</b> Construct maps that include a title, legend, compass rose, and grid.</li> </ul> | <ul style="list-style-type: none"> <li><b>4-S-206</b> Interpret maps that include a title, legend, compass rose, and grid.</li> <li><b>4-S-207</b> Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.</li> <li><b>4-S-208</b> Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.<br/><i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i></li> </ul> |
|---|--|



## Social Studies Skills

### Critical and Creative Thinking

Students will...

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

### Communication

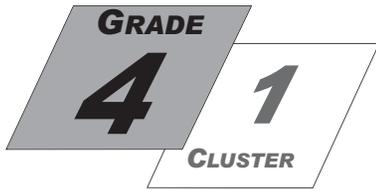
- 4-S-400** Listen actively to others to understand their perspectives.
- 4-S-401** Use language that is respectful of human diversity.
- 4-S-402** Support their ideas and opinions with information or observations.
- 4-S-403** Present information and ideas orally, visually, concretely, or electronically.

### Critical and Creative Thinking Skills

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 judgements. These judgements 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.

### Communication Skills

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

## Cluster 1: Geography of Canada

### Knowledge

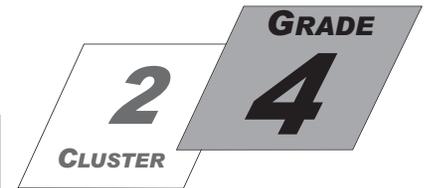
Students will...

- 4-KL-015** Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
- 4-KL-016** Locate the geographic regions on a map of Canada.  
*Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence – Great Lakes Lowlands, Atlantic Region, Arctic Region...*
- 4-KL-017** Describe characteristics of the geographic regions of Canada.  
*Examples: landforms, bodies of water, vegetation, climate, population distribution...*
- 4-KL-018** Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
- 4-KL-019** Locate the provinces, territories, and capital cities on a map of Canada.

### Values

- 4-VL-005** Appreciate Canada's vast and diverse geography.

## Cluster 2: Living in Canada



### Knowledge

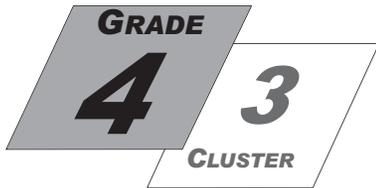
Students will...

- |  |   |
|--|---|
| <p><b>4-KC-001</b> Describe Canadian and provincial or territorial symbols and monuments.<br/><i>Examples: national anthem, coats of arms, flags, monuments, legislative buildings...</i></p> <p><b>4-KC-002</b> Identify democratic ideals in Canadian society.<br/><i>Examples: equality, freedom, citizen participation in government...</i></p> <p><b>4-KC-003</b> Identify days important to Canadians and Manitobans.<br/><i>Examples: Canada Day, Remembrance Day, National Aboriginal Day, Saint-Jean-Baptiste Day, Manitoba Day, Louis Riel Day...</i></p> <p><b>4-KC-004</b> Explain from a personal perspective what it means to be a citizen of Canada.</p> <p><b>4-KC-004A</b> Explain from a personal perspective what it means to be an Aboriginal citizen in Canada.</p> <p><b>4-KC-004F</b> Explain from a personal perspective what it means to be a francophone citizen in Canada.</p> <p><b>4-KP-041</b> Explain the purposes of government.</p> <p><b>4-KP-042</b> Identify levels of government in Canada and give examples of their responsibilities.<br/><i>Include: municipal or local, provincial or territorial, First Nation, and federal governments.</i></p> | <p><b>4-KP-043</b> Identify elected government leaders in their local communities, in Manitoba, and in Canada.</p> <p><b>4-KP-044</b> Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.</p> <p><b>4-KP-044A</b> Identify elected representatives of their Aboriginal communities.</p> <p><b>4-KP-045</b> Give examples of formal and informal power and authority in their lives.<br/><i>Examples: rules, laws, student councils, bullying, gangs...</i></p> <p><b>4-KP-046</b> Identify positive ways of dealing with conflict or the misuse of power and authority.</p> <p><b>4-KE-047</b> Use examples to distinguish between public and private property.</p> <p><b>4-KE-048</b> Identify various ways in which governments help people meet their needs.<br/><i>Examples: education, health care, sanitation...</i></p> <p><b>4-KE-049</b> Describe media influences on their perceptions of people and places in Canada.</p> |
|--|---|

### Values

- |   |   |
|---|---|
| <p><b>4-VC-001</b> Be willing to contribute to their groups and communities.</p> <p><b>4-VC-002</b> Value Canadian citizenship.</p> | <p><b>4-VP-011</b> Respect the rights of others when using personal power or authority.<br/><i>Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...</i></p> <p><b>4-VE-012</b> Respect public and private property.</p> |
|---|---|

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.



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 3: Living in Manitoba

Knowledge	
	Students will...
<b>4-KI-005</b>	Identify cultural communities in Manitoba.
<b>4-KI-006</b>	Give examples of diverse artistic and cultural achievements of Manitobans. <i>Include: Aboriginal and francophone cultural achievements.</i>
<b>4-KI-006A</b>	Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
<b>4-KI-006F</b>	Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
<b>4-KI-007</b>	Identify Aboriginal communities, cultures, and languages in Manitoba. <i>Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...</i>
<b>4-KI-007A</b>	Identify connections between their community and other Aboriginal communities in Manitoba.
<b>4-KI-008</b>	Identify francophone communities in Manitoba.
<b>4-KI-008F</b>	Identify connections between their local community and other francophone communities in Manitoba.
<b>4-KI-009</b>	Describe the influence of various factors on their identities. <i>Include: culture, community, place, region.</i>
<b>4-KI-009A</b>	Understand the teachings of Elders about their culture and identity.
<b>4-KI-009F</b>	Describe the influence of their cultural heritage on their francophone identity.
<b>4-KL-020</b>	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>
<b>4-KL-020A</b>	Use traditional knowledge to describe and locate places in Manitoba.
<b>4-KL-021</b>	Locate on a map and identify major natural resources in Manitoba.
<b>4-KL-022</b>	Describe the main demographic features of Manitoba. <i>Include: population, population distribution, cultural communities.</i>
<b>4-KL-023</b>	Identify issues related to environmental stewardship and sustainability in Manitoba.
<b>4-KL-024</b>	Give examples of Aboriginal peoples' traditional relationships with the land.
<b>4-KL-025</b>	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>
<b>4-KG-039</b>	Identify ways in which the people of Manitoba are connected to other people in the world. <i>Examples: immigration, imports and exports, travel...</i>
<b>4-KG-040</b>	Recognize that personal decisions and actions can affect people elsewhere in the world. <i>Examples: UNICEF, Project Love, recycling projects...</i>

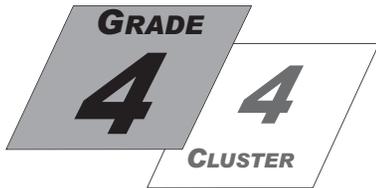
(continued on the next page)

## Cluster 3: Living in Manitoba (continued)



*(continued from the previous page)*

Values	
	Students will...
<b>4-VI-003</b>	Value ethnic and cultural diversity in Manitoba.
<b>4-VI-004</b>	Value the artistic and cultural achievements of Manitobans.
<b>4-VL-006</b>	Appreciate Manitoba's natural environment.
<b>4-VL-006A</b>	Respect their spiritual connection to the natural environment (land, water, sky).
<b>4-VG-010</b>	Appreciate Manitoba's interdependence with the world.



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 4: History of Manitoba

### Knowledge

Students will...

- |                  |  |                 |   |
|------------------|--|-----------------|---|
| <b>4-KI-010</b>  | Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.  | <b>4-KL-026</b> | Describe the influence of the natural environment on settlement in Manitoba.  |
| <b>4-KI-011</b>  | Give examples of Aboriginal contributions to the history of Manitoba.<br><i>Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...</i> | <b>4-KL-027</b> | Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.   |
| <b>4-KI-011A</b> | Recognize that their identities are connected to the history of their Aboriginal community.  | <b>4-KH-033</b> | Relate stories of people and events that shaped Manitoba.<br><i>Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...</i>                      |
| <b>4-KI-012</b>  | Give examples of francophone contributions to the history of Manitoba.<br><i>Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...</i>                 | <b>4-KH-034</b> | Give examples of the impact of European settlement on Aboriginal communities in Manitoba.<br><i>Include: displacement of communities, disease, cultural change.</i>                               |
| <b>4-KI-012F</b> | Recognize that their identities are connected to the history of their francophone community.   | <b>4-KH-035</b> | Describe ways in which life in Manitoba has changed over time.<br><i>Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...</i> |

### Values

- |                 |  |
|-----------------|--|
| <b>4-VH-008</b> | Value oral tradition as an important way to learn history. |
| <b>4-VH-009</b> | Appreciate the significance of history in their lives.     |

## 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.

### Knowledge

Students will...

<b>4-KI-013</b>	Describe Aboriginal contributions to the northern territory studied. <i>Examples: visual arts, games, music, dance...</i>	<b>4-KL-031</b>	Give examples of changes to place names in the northern territory studied. <i>Examples: Kugluktuk/Coppermine...</i>
<b>4-KI-014</b>	Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.	<b>4-KL-032</b>	Describe various purposes of <i>inuksuit</i> . <i>Examples: companionship; to mark food caches, hunting locations, direction...</i>
<b>4-KL-028</b>	Locate on a map and describe physical features of the northern territory studied.	<b>4-KH-036</b>	Give examples of stories and traditions of the northern territory studied.
<b>4-KL-029</b>	Identify natural resources in the northern territory studied.	<b>4-KH-037</b>	Identify the main reasons for the creation of Nunavut and the new Northwest Territories.
<b>4-KL-030</b>	Describe the demographic features of the northern territory studied. <i>Examples: population, population distribution...</i>	<b>4-KH-038</b>	Describe changes in ways of life in the last century in the northern territory studied. <i>Examples: food, clothing, transportation, languages, recreation, education...</i>

### Values

<b>4-VL-007</b>	Value the contributions of the North to the Canadian community.
-----------------	---

**Notes**