

## Respecting Diversity

M3.2

### TIME

720 minutes

### OVERVIEW

Students collaborate to explore the artistic and cultural achievements of Manitobans and the places of historical, cultural, and environmental significance in Manitoba. They create oral presentations or podcasts, a class multimedia presentation, postcards, and murals to represent their learning and to share information about the importance of respecting the diversity found in Manitoba. Students survey the local community to find out what actions are being taken toward environmental stewardship and sustainability. After graphing the collected data, they make a video clip recognizing the current actions and encouraging further efforts.

### SPECIFIC LEARNING OUTCOMES AND LITERACY WITH ICT CONTINUUM DESCRIPTORS

Think about the intent of this learning experience (LE) and how you will facilitate instruction and assessment to meet your students' learning needs.

- What do your students need to know, be able to do, think, and feel at the end of this LE?
- What specific learning outcomes (SLOs) will guide instruction, learning, and assessment through this LE?

During instruction and assessment, students build understanding of interdisciplinary content through English language arts (ELA) and literacy with ICT. Therefore, target the SLOs in ELA and the descriptors in the Literacy with ICT Continuum that reflect your students' learning needs at this time of the year. Target two or three SLOs from each of the other subject areas for instruction and assessment. While additional SLOs will be uncovered and demonstrated, they may not be the focus of assessment. The targeted SLOs, descriptors, and criteria for observation can then be copied to the Focused Observation Form available online at [www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm\\_5.doc](http://www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc).

### English Language Arts

- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 1.2.1 *Develop Understanding*—Connect new information and experiences with prior knowledge to construct meaning in different contexts.
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.2.4 *Access Information*—Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.
- 3.3.1 *Organize Information*—Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model . . .].
- 4.2.4 *Enhance Artistry*—Choose descriptive language and sentence patterns to clarify and enhance ideas.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.

- 5.1.2 *Relate Texts to Culture*—Explore cultural representations in oral, literary, and media texts from various communities.
- 5.1.3 *Appreciate Diversity*—Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.
- 5.1.4 *Celebrate Special Occasions*—Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.

### **Mathematics**

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.  
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.  
[C, PS, R, V]

### **Social Studies**

- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-VI-004 Value the artistic and cultural achievements of Manitobans.
- 4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.  
*Include: Aboriginal and francophone cultural achievements.*
- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- 4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.  
*Examples: Lower Fort Garry, the Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-305 Observe and analyze material or visual evidence for research.  
*Examples: artifacts, photographs, works of art . . .*
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

### **Aboriginal Languages and Cultures**

#### **4.1 Specific Aboriginal Culture**

##### *4.1.2 Stories and Teachings*

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: G-4 Discuss how various values, beliefs, and teachings (e.g., respect, fairness, generosity) are shown in Aboriginal cultures.

##### *4.1.3 Contributions and Influences*

- 4.1.3: G-4 Give examples of the achievements of Aboriginal role models and organizations in Manitoba.
- 4.1.3: H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g., place names, art, parks, historic sites, symbols, stories, guidance to early settlers).

## **4.2 Other Cultures: Connections and Influences**

### **4.2.1 Historical Connections and Influences**

- 4.2.1: A-4 Describe places of historic, cultural, or environmental significance in Manitoba (e.g., Lower Fort Garry, The Forks, Circle of Life Thunderbird House, provincial and national parks).
- 4.2.1: B-4 Research and discuss stories of people and events (e.g., Louis Riel, Chief Peguis, Lord Selkirk, bison hunt) that have shaped Manitoba.

### **4.2.3 Our Environment**

- 4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- 4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.

## **4.3 Cultural Diversity**

### **4.3.1 Commonalities and Differences**

- 4.3.1: E-4 Compare cultural expressions (e.g., language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied.

## **Literacy with ICT Continuum**

### **Plan and Question**

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- P-2.1 constructs “how and why” questions, predictions, hunches, educated guesses, and hypotheses and identifies information needs
- P-2.2 adapts given electronic plans  
*examples: electronic storyboards, outlines, timelines, graphic organizers, science experiment reports . . .*

### **Gather and Make Sense**

- G-1.1 finds and collects information (text, images, data, audio, video) from given media sources  
*examples: within applications, CD-ROMs, the Internet, broadcast media, email . . .*
- G-1.2 identifies sources of information and provides bibliographic/reference data  
*examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .*
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT  
*examples: tables, graphic organizers, spreadsheets . . .*
- G-1.5 questions whether information from media sources is real, useful, and/or distracting  
*examples: falsified digital images, banners, and/or pop-up advertisements . . .*

### **Produce to Show Understanding**

- Pr-1.1 participates in establishing criteria for student-created electronic work
- Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video
- Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards  
*examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .*

- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences  
*examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .*

### **Communicate**

- C-1.1 displays and/or discusses electronic work  
*examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .*
- C-2.1 discusses information, ideas, and/or electronic work using tools for electronic communication  
*examples: email, electronic whiteboards, web pages, threaded discussions, videoconferences, chats, instant messages, camera phones, wikis, blogs, podcasts, online whiteboards . . .*

### **Reflects**

- R-1.1 participates in guided conferences to think about using ICT to learn  
*examples: with peers, parents, teachers . . .*
- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn  
*example: explains selection of ICT . . .*

## **SUGGESTED LEARNING RESOURCES**

### **Software**

- spreadsheet
- email
- concept mapping
- word processing
- video
- multimedia presentation

### **Internet**

- IMYM Links Database. <[www.edu.gov.mb.ca/k12/tech/imym/resources/links.html](http://www.edu.gov.mb.ca/k12/tech/imym/resources/links.html)>.

### **Print**

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.  
(See BLM 5: Focused Observation Form, available online at <[www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm\\_5.doc](http://www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc)>.)
- Manitoba Education, Citizenship and Youth. *St. Laurent: A Métis Community: Saint-Laurent, une communauté métisse: Teacher's Guide*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- Welsted, John, John Everitt, and Christoph Stadel. *The Geography of Manitoba: Its Land and Its People*. Winnipeg, MB: The University of Manitoba Press, 1996.

**Videos**

- *Duck Bay: Métis Culture, Métis Pride*. Videocassette. Winnipeg School Division, 1996. (IRU-#6627)
- *St. Laurent: A Métis Community*. Dir. Daniel Fortier. Videodisc. Manitoba Education, Citizenship and Youth, and Fortier Productions, 2006. (IRU-D-10399) (This DVD should be previewed before use to ensure suitability for younger students.)

**BLMs**

- BLM M3.2#1: Postcards from Manitoba Learning Centre
- BLM M3.2#2: Manitoba Moments Learning Centre
- BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre
- BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
- BLM M3.2#5: Great Achievements and Places of Significance in Manitoba
- BLM OLE.5#3: Oral Presentation Checklist

**TBLMs**

- TBLM OLE.5#1: Assessment Rubric for Oral Presentation
- TBLM ICT.9#2: Steps for Developing a Survey

**SUGGESTIONS FOR INSTRUCTION****Preparation and Set-up**

- Arrange for a guest speaker to discuss local artistic and cultural achievements.
- Arrange a field trip to a place of historical, cultural, or environmental significance in the local area.
- Review OLE.6: Collaborative Learning and OLE.10: Electronic Collection.
- Review ICT.2: Write This Down, ICT.3: Riddle This, ICT.5: Inspired, ICT.6: Caught in Action, ICT.7: Make Your Point, ICT.8: Look for It, and ICT.9: Chart This.

**Activating Strategies**

- In collaborative groups, students discuss what an achievement is and what makes a place or an event significant. They brainstorm for artistic and cultural achievements of Manitobans, as well as places of historical, cultural, or environmental significance found in Manitoba. Ideas are recorded using concept-mapping software.
- Students listen to a presentation on local artistic and cultural achievements.
- Students take a field trip to a local place of historical, cultural, or environmental significance.

**Acquiring Strategies**

- Using print and electronic sources, students complete an inquiry on artistic and cultural achievements of Manitobans, and on places of historical, cultural, or environmental significance in Manitoba. Each collaborative group selects a different topic for their research. In conducting their inquiry, students discover the diversity found in Manitoba and why it is important. Students use BLM M3.2#5: Great Achievements and Places of Significance in Manitoba to record their findings.
- Students create and conduct a survey to identify actions that local businesses and/or homes are currently taking to care for and to sustain the environment. They work together to survey the local community, and construct pictographs and bar graphs involving many-to-one correspondence to represent the survey data. They interpret the data and draw conclusions, identifying areas of strength, as well as areas for improvement.

### Applying Strategies

- Students use the data gathered from the local community survey to build a plan of action for improving environmental stewardship and sustainability. They create a video clip that recognizes the efforts of the local community and encourages community members to join in making further gains.
- As a large group, students work together to create a class multimedia presentation on the artistic and cultural achievements of Manitobans, and the places of historical, cultural, or environmental significance in Manitoba. Each collaborative group creates one or two multimedia presentation slides on their selected topic. Students establish criteria for the slides so that they follow a similar format.
- Students participate in learning centres:
  - BLM M3.2#1: Postcards from Manitoba Learning Centre  
Students work in their collaborative groups to create postcards representing artistic and cultural achievements of Manitobans, and places of historical, cultural, or environmental significance in Manitoba.
  - BLM M3.2#2: Manitoba Moments Learning Centre  
Students use the information gathered during their inquiry on achievements and places of significance in Manitoba to create an oral presentation or a podcast. In a one- to two-minute speech, they provide information about some of the rich diversity found in Manitoba, and why it must be respected.
  - BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre  
Students explore how Manitoba respects and celebrates its diversity. Students use print and electronic sources, along with email partners, to gather information on how Manitobans celebrate their achievements and cultural diversity (e.g., Folklorama, Festival du Voyageur, Trappers' Festival, Icelandic Festival). They collaborate to create a mural representing their learning.

### SUGGESTIONS FOR ASSESSMENT

- Review pictographs and bar graphs to assess whether they are correctly constructed, showing many-to-one correspondence.
- Confer with students to determine whether they make appropriate inferences and draw valid conclusions about the data they collected.
- Observe students during the inquiry process, noting how they access and organize information. Do they use a variety of tools? Can they identify important information? Is it organized in a logical way?
- Listen to student presentations. Use TBLM OLE.5#1: Assessment Rubric for Oral Presentation to record observations.
- View student work (e.g., video clip, podcast, multimedia presentation slide, mural) throughout the learning experience. Do students engage the audience? Can they communicate their learning? Do they use descriptive language to enhance their ideas? Does their representation show an understanding of diversity?

### CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students further their understanding of Manitoba's diversity. They learn that the achievements of Manitobans, the places of significance in Manitoba, and the cultural diversity within the province make Manitoba a unique and strong community and need to be respected. They apply this learning as they represent Manitoba at the *Canadian Youth Forum*.

## **BLM M3.2#1: Postcards from Manitoba Learning Centre**

### **Overview**

At this learning centre, you will create a series of postcards representing your selected achievement or place of significance in Manitoba.

### **Resources**

- information gathered during inquiry
- paper, colours
- word-processing software

### **Tasks**

- Review the information your group gathered during your inquiry on the achievements and places of significance in Manitoba.
- Work together to identify the highlights or main points of your inquiry.
- Each person in the group selects one of the main points and creates a postcard representing an achievement or a place of significance in Manitoba. The postcard should include pictures and a clear description of the selected achievement or place of significance.

### **Suggestion(s) for Collaboration**

- Take turns on the computer to type your descriptions.

### **What to Do with the Results of This Learning Centre**

- Postcards will be displayed at the *Canadian Youth Forum*, and then mailed to a friend.

### **Assessment Criteria**

- Postcards meet the class criteria.

## **BLM M3.2#2: Manitoba Moments Learning Centre**

### **Overview**

At this learning centre, you will create a speech on respecting the diverse achievements of Manitobans and places of significance in Manitoba.

### **Resources**

- information gathered during inquiry
- word-processing software
- concept-mapping software
- BLM OLE.5#3: Oral Presentation Checklist

### **Tasks**

- Review the information gathered during your inquiry on the achievements and places of significance in Manitoba. Use word-processing and concept-mapping software to identify the key points of your topic and the importance of respecting the diversity of Manitoba.
- Share your concept maps with your group. Make additions or deletions, as necessary.
- Write a one- to two-minute speech on your topic. Use BLM OLE.5#3: Oral Presentation Checklist to help you prepare your Manitoba Moment speech.
- Share your Manitoba Moment speech with your collaborative group. Listen to their feedback, and make any necessary changes.

### **Suggestion(s) for Collaboration**

- Give your group members constructive feedback on their presentations. Help each other complete BLM OLE.5#3: Oral Presentation Checklist.

### **What to Do with the Results of This Learning Centre**

- Record your presentation in your Electronic Collection.
- Share your Manitoba Moment speech with the class, or record it to create a podcast.

### **Assessment Criteria**

- Oral presentations meet the class criteria.



### **BLM M3.2#3: Celebrating the Heart of Manitoba Learning Centre**

#### **Overview**

At this learning centre, you will discover how Manitobans respect and celebrate their diversity. You will create a mural to represent a celebration of diversity selected by your group.

#### **Resources**

- print and electronic sources
- email partner
- BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart
- paper, colours

#### **Tasks**

- Using print and electronic sources, work with your group to identify different ways in which Manitobans celebrate their diversity (e.g., festivals, group gatherings).
- Contact your email partner to see what celebrations of diversity take place in their area.
- Collaborate with your group to choose one celebration of diversity. Use print and electronic sources to complete BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart. Remember to cite all sources used.
- Create a mural to represent your celebration, and show how it respects diversity.

#### **Suggestion(s) for Collaboration**

- Decide how all group members will be involved in creating your mural. Everyone needs a task.

#### **What to Do with the Results of This Learning Centre**

- Murals will be displayed at the *Canadian Youth Forum*.

#### **Assessment Criteria**

- Murals meet the class criteria.

### BLM M3.2#4: Celebrating the Heart of Manitoba Inquiry Chart

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Celebration</b>	
<b>Who</b>	<b>What</b>
<b>When</b>	<b>Where</b>
<b>Why</b>	<b>Respects Diversity By</b>
<b>Interesting Facts</b>	
<b>Sources</b>	

### BLM M3.2#5: Great Achievements and Places of Significance in Manitoba

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Guiding Questions</b>	
<b>Sources</b>	<b>Information</b>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
	_____
	_____
	_____
	_____
	_____
<b>Reflection</b>	

