

Communities in Canada

Communities in Canada

2
CLUSTER

GRADE
2





Cluster 2

Learning Experiences: Overview

2.2.1 Diverse Peoples

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.

2.2.2 Features of Canadian Communities

KI-012 Identify common features of Canadian communities.
Examples: transportation, services, schools...

KL-019 Describe natural and constructed features of communities studied.
Examples: landforms, climate, waterways; buildings, bridges...

KL-023 Locate communities studied on a map of Canada.

2.2.3 Natural Resources

KL-020 Give examples of natural resources in communities studied.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

KL-022 Explain the importance of conserving or restoring natural resources.

VH-009 Value oral history as a way to learn about the land.

2.2.4 Work, Goods, and Products

KE-036 Give examples of goods produced in Canadian communities.

KE-037 Describe different types of work in Canadian communities studied.

VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.

Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

2.2.5 Diversity and Change

KH-026 Identify ways in which life in Canadian communities has changed over time.

VI-006 Appreciate the diversity of ways of life in Canadian communities.

VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

VI-006F Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students enhance their awareness of the cultural and geographic diversity of Canada through the study of *one Aboriginal community and one other Canadian community*. They explore natural and constructed features of communities, and examine concepts related to natural resources, work, goods, and services, and how these factors shape life in communities. They also discover how communities have changed over time.



Engaging Students in the Cluster

- Students share stories of places they have visited in Canada.
- Introduce students to a variety of maps of Canada (e.g., political, topographical, satellite, road maps...), and discuss their observations of map features.
- Students contribute items from other places in Canada (e.g., souvenirs, pictures, flags...) to create a classroom display.
- Students view videos of a variety of Canadian places, and discuss their impressions of other communities.
- Create a class Word Splash of Canadianisms (Tim Hortons, Eh!, loonie, hockey tape...).
- Create a literature centre of books by Canadian authors.
- Survey students to identify what they know and want to know about Canada.
- Students contribute pictures to a bulletin board display of famous Canadians.
- Create a listening centre of music from various Canadian communities.

Learning Experiences Summary

2.2.1 Diverse Peoples

2.2.4 Work, Goods, and Products

2.2.2 Features of Canadian Communities

2.2.5 Diversity and Change

2.2.3 Natural Resources



Learning Experience: 2.2.1 Diverse Peoples

- KH-027 Recognize that First Nations and Inuit people are Canada’s original peoples.
- KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.

Description of the Learning Experience

This is the first of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canada’s population comprises many diverse cultural groups, including Canada’s original peoples and those who came to Canada from other parts of the world. Students explore the diversity of cultural groups in Canada, and examine how these people help shape our country and communities.

NOTE: Cluster 2 focuses on two Canadian communities, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:









- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: immigration, original peoples (See Appendix D for Vocabulary Strategies.)








2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
	KH-027	<p>Activate</p> <p>Students brainstorm the names of cultural groups in their community and in Canada.</p> <p>Students discuss how diverse cultural groups help shape Canada and their local community.</p>
	KH-028	
<i>(continued)</i>		
<p>Teacher Reflections</p>		





2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
 	KH-027 KH-028	Using a KWL, collaborative groups of students list what they know and want to know about Canada’s original peoples and people who came to Canada from other parts of the world. Students revisit the KWL at the end of the learning experience to complete the L column.  BLM: Diverse Peoples - KWL
	or	
	KH-027 KH-028	Using Think-Pair-Share, students discuss what Canada was like when it was inhabited by Canada’s original peoples (i.e., First Nations and Inuit people), and speculate on what people who came to Canada from other parts of the world would have been met within their communities upon their arrival in a new land. Students share their ideas with the class.
	or	
	KH-027 KH-028	Students use focused freewriting to write about Canada’s original peoples and people who came to Canada from other parts of the world. As students share their writing with peers, record common themes that emerge. Students discuss how diverse cultural groups help shape Canada and their local community.
	or	
Acquire		
 	KH-027 KH-028	Using print and electronic resources, students research Canada’s original peoples and people who came to Canada from other parts of the world. Students record pictures and descriptions of aspects of Canada’s original communities (e.g., transportation, homes, clothing, food, school, recreation...) TIP: The blackline master is a Manitoba map that indicates the location of First Nations communities. It is included as background information for teachers, and is not intended for student use. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Diverse Peoples - Locations of First Nations Communities in Manitoba
	<i>(continued)</i>	
Teacher Reflections		

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
		or
 	KH-027 KH-028	On a field trip to a local museum, students sketch artifacts used by Canada's original peoples and people who came to Canada from other parts of the world. Students identify the artifacts and the purpose of each artifact, and discuss what they tell us about ways of life in the past.
		or
	KH-027	Using picture cards and descriptions of Aboriginal contributions and inventions, collaborative groups of students match pictures and descriptions. TIP: Consider having students use the picture cards to create games in order to quiz each other's knowledge (e.g., one student holds up a picture card, and another student describes the contribution or invention). Please note that the picture cards are reproduced from Indian and Northern Affairs. The language may be challenging for some Grade 2 students and may need adapting. The BLMs are posted online in Word format for easy adaptation.
		 2.2.1 c BLM: Diverse Peoples - Aboriginal Contributions and Inventions
		or
	KH-027 KH-028	Students view historical maps to identify evidence of the locations of Canada's original peoples and people who came to Canada from other parts of the world. Students list communities with populations of First Nations, Inuit, and people who came to Canada from other parts of the world. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		or
	KH-027 KH-028	Students listen to or read stories of Canada's original peoples and pioneers who came to Canada from other parts of the world to establish communities. Students discuss traditional ways of life and how these people help shape their country and community.
		or
	KH-027 KH-028	Students view video clips about settlement and communities in Canada and record information about Canada's original peoples and people who came to Canada from other parts of the world to establish communities. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Teacher Reflections		

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
	KH-027 KH-028	<p>Apply</p> <p>Using a map of the world, students identify the locations of Canada’s original peoples and people who came to Canada from elsewhere. Students use string to connect the places of origin of people who came to Canada from other parts of the world to the communities they established.</p> <p>or</p>
	KH-027 KH-028	<p>Collaborative groups of students create a diorama of Canada illustrating its cultural makeup, including Canada’s original peoples and people who came to Canada from other parts of the world. Students include representations to illustrate how these people help shape their country and community.</p> <p>or</p>
	KH-027 KH-028	<p>Students dramatize a “Canadian Vignette” illustrating the interactions in community life of Canada’s original peoples and people who came to Canada from other parts of the world.</p> <p>or</p>
	KH-027 KH-028	<p>Students create a classroom museum gallery of real or replicated artifacts representing the contributions of Canada’s original peoples and people who came to their Canadian communities from other parts of the world.</p>
<p>Teacher Reflections</p>		



Learning Experience: 2.2.2 Features of Canadian Communities

- | | |
|--------|--|
| KI-012 | Identify common features of Canadian communities.
<i>Examples: transportation, services, schools...</i> |
| KL-019 | Describe natural and constructed features of communities studied.
<i>Examples: landforms, climate, waterways; buildings, bridges...</i> |
| KL-023 | Locate communities studied on a map of Canada. |

Description of the Learning Experience

This is the second of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have many features in common. Students locate the two communities to be studied on a map of Canada. They research the natural and constructed features in each community, as well as common features shared by all communities.

NOTE: Cluster 2 focuses on two Canadian communities, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:







- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: natural, constructed (See Appendix D for Vocabulary Strategies.)









2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
	KI-012	Activate Students listen to or read stories about different types of communities. Students discuss the location of the communities, their common features (e.g., transportation, services, schools...), and the natural and constructed features identified in the story and/or pictures. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > (continued)
	KL-019	
	KL-023	
Teacher Reflections		







2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-012 KL-019 KL-023	Display pictures of various types of communities (e.g., Aboriginal community, farming community, city, village, town, fishing community, logging community...). Pairs of students create community Spider Webs. They select a picture and record the location of the community and the natural and constructed features identified in the picture. Students share their Spider Webs with the class and discuss the common features shared by all communities.
 BLM: Features of Canadian Communities - Spider Web		
or		
	KI-012 KL-019 KL-023	Collaborative groups of students explore local, provincial, and Canadian maps, and identify whether familiar features (e.g., boundaries, bodies of water, landforms, roads...) are natural or constructed. Students locate on a map of Canada familiar communities and the two communities to be studied.
or		
	KI-012 KL-019	Students discuss the meaning of the terms “natural” and “constructed,” and sort a list of terms according to natural or constructed features found in communities.
 BLM: Features of Canadian Communities - T-Chart		
Acquire		
	KI-012 KL-019	On a community walk and using a digital camera or sketch-and-scan, students identify and record common features of communities, including natural and constructed features. Students discuss how the features are important in their community.
<i>(continued)</i>		
Teacher Reflections		

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KI-012 KL-019 KL-023	Using print and electronic resources, students research and record the common features of Canadian communities and the natural and constructed features of the two communities studied. Students locate the communities studied on a map of Canada. TIP: The BLM is intended for teachers and contains contact information for provincial and territorial tourism bureaus. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
	KI-012 KL-019 KL-023	Students email friends or family members living in another Canadian community to learn about the natural and constructed features of another community, and identify common features of Canadian communities. Students share responses with peers and locate the community on a map of Canada.
— or —		
 	KI-012 KL-019	Students compose questions and interview, email, or fax a person responsible for community planning (e.g., town planner, elected municipal official, architect, public works official...) to learn how natural and constructed features of communities are important to the people living there. Students share responses with peers and record information in their journals.
Apply		
 	KI-012 KL-019 KL-023	Using an outline map of Canada, students locate Manitoba, their community, and the two communities studied. Students label each community with examples of natural and constructed features and the service each provides.
 BLM: Features of Canadian Communities - Map		
<i>(continued)</i>		
Teacher Reflections		

2.2.2 Features of Canadian Communities

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-012 KL-019 KL-023	Using a Venn diagram, students compare the natural and constructed features and locations of the two communities studied. Students identify common and unique features of each community and share completed Venn diagrams with peers.  BLM: Features of Canadian Communities - Venn Diagram
or		
	KI-012 KL-019 KL-023	Using a word processor, students create a clip-art collage of one of the communities studied. Students insert clip art representing natural and constructed features in the community, and label each feature with a text box describing how each feature provides services to the people living in the community.
or		
	KI-012 KL-019 KL-023	Collaborative groups of students create a multimedia presentation illustrating the natural and constructed features of the two communities studied. Students use a map identifying the location of the communities as the opening slide, and create links to additional slides with pictures and descriptions of the natural and constructed features of each community. Compile group presentations in a class presentation.
or		
	KI-012 KL-019 KL-023	Collaborative groups of students create a mural of one of the communities studied. Students include natural and constructed features in the community, and illustrate how people in the community use each of the features. Students include a map identifying the location of the community.
or		
	KI-012 KL-019	Collaborative groups of students construct a model of one of the communities studied, including representations of the natural and constructed features in the community and illustrating how people in the community use each feature. Students describe their community features to peers.
Teacher Reflections		



Learning Experience: 2.2.3 Natural Resources

- KL-020 Give examples of natural resources in communities studied.
- KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.
- KL-022 Explain the importance of conserving or restoring natural resources.
- VH-009 Value oral history as a way to learn about the land.

Description of the Learning Experience

This is the third of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. The land has a profound impact on human life, affecting lifestyle, recreation, job opportunities, as well as day-to-day activities. Students explore natural resources and ways in which the natural environment shapes daily life in communities studied, as well as the importance of conserving or restoring natural resources. Through discussions and interviews with peers, family, and community members, students come to value oral history as a way to learn about the land.

NOTE: Cluster 2 focuses on two Canadian communities, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:





- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: “the land,” natural environment, natural resources, daily life, conserve, restore (See Appendix D for Vocabulary Strategies.)







2.2.3 Natural Resources

Assessment	Outcomes	Strategies
		Activate
	KL-020	Students brainstorm and discuss ways in which the land and the natural environment shape their daily lives (e.g., what they wear to school; games they play in the winter; foods they eat from a family garden...). Record ideas on a class chart entitled “The Land in Our Lives.”
	KL-021	
	KL-022	
	VH-009	
		<i>(continued)</i>
Teacher Reflections		













2.2.3 Natural Resources

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KI-020 KL-021 KL-022 VH-009	Students discuss questions related to ways in which the local natural environment shapes daily life (e.g., What jobs do family and friends have that take place on the land? What activities do community members do on the land for fun and recreation? What local foods do we eat? How does the weather affect our clothing needs?). They reflect in their journals on ways in which the natural environment shapes their lives.
or		
	KI-020 KL-022	Collaborative groups of students brainstorm examples of natural resources (e.g., minerals, animals, plants...) and human-made items (e.g., pencils, houses, bicycles...). Students share their ideas with the class and discuss the importance of conserving or restoring natural resources. TIP: Students were introduced to the term “natural resources” in Learning Experience 2.1.2, but may still need examples to prompt their thinking (e.g., “Natural resources are materials found in nature that are used by humans, such as wood, water, and fish.”).
or		
	KI-022 VH-009	Students read stories and share personal anecdotes related to experiences on the land (e.g., “A tree fell down during a thunderstorm when we were camping and just missed our tent.” “My Dad builds a hockey rink in the backyard every winter.” “We harvest wild rice with my uncle in the fall...”). They reflect in their journals on what they learned from the stories and/or from each other about the influence of land.
or		
	KI-020 KL-021 KL-022 VH-009	As an Admit Slip, students share personal anecdotes describing examples of ways in which the natural environment shapes daily life in their homes (e.g., sister shovels snow; brother fishes in a nearby lake for food...). As a class, students discuss the importance of conserving natural resources. TIP: Encourage students to interview extended family members for examples from their family’s past.
<i>(continued)</i>		
Teacher Reflections		









2.2.3 Natural Resources

Assessment	Outcomes	Strategies
<i>Activate (continued)</i>		
— or —		
	KL-020 KL-021	Collaborative groups of students brainstorm examples of natural resources and ways in which the natural environment shapes daily life in their community and in the two communities studied. In a teacher-led discussion, students share and compile their ideas in a class chart.  BLM: Natural Resources - Examples
— or —		
	KL-022 VH-009	As an Admit Slip, students share examples from home to describe ways in which their family helps conserve or restore natural resources (e.g., recycling newspapers conserves trees, planting trees restores the forest...). Students discuss the meaning of the terms “conserve” and “restore,” and compile individual examples on a class chart.
<i>Acquire</i>		
	KL-020 KL-021 KL-022	Using print and electronic resources, students research natural resources and the natural environment in the two communities studied. Students record examples of natural resources and ways in which the natural environment shapes daily life in the communities studied, and explain why it is important for a community to conserve or restore natural resources. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Natural Resources - Research
— or —		
	KL-020 KL-021 KL-022 VH-009	Students compose questions and email or fax students or community representatives to learn about examples of natural resources, ways in which the natural environment shapes daily life, and examples of conservation or restoration in the two communities studied. They share their responses with their peers, record information, and discuss the importance of conserving or restoring natural resources.
<i>(continued)</i>		
Teacher Reflections		

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
 	KL-020 KL-021 KL-022	Using print and electronic resources, students research how natural resources shape daily life in the two communities studied. Students list plant, animal, and mineral resources and give examples of how they shape daily life in the communities studied. They also reflect on the importance of conserving or restoring natural resources.  BLM: Natural Resources - Plants, Animals, Minerals
_____ or _____		
	KL-020	Collaborative groups of students sort examples of natural resources and products derived from natural resources into categories (e.g., plant, animal, or mineral...). They add additional examples of natural resources and share new ideas with the class.  BLM: Natural Resources - Word Sort
_____ or _____		
 	VH-009	Students prepare questions and interview family or community members to learn stories involving experiences on the land (e.g., “Grandfather used to walk five miles to school, uphill both ways.”). Students share stories with peers.
_____ or _____		
 	KL-022 VH-009	Students prepare questions and invite a local community member involved in conservation to speak to the class about natural resource conservation/restoration. After the presentation, students reflect in their journals on the importance of conserving or restoring natural resources.
_____ or _____		
 	KL-020 KL-021 KL-022	Using print and electronic maps of Canada, collaborative groups of students research examples of natural resources and ways in which the natural environment shapes daily life in the two communities studied. Compile student research in a class book entitled “Natural Resources in _____.” Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: Natural Resources - Chart
_____ or _____		
Teacher Reflections		



2.2.3 Natural Resources

Assessment	Outcomes	Strategies
 	KL-020 KL-021 KL-022	<p>Apply</p> <p>Students create environmental profiles of the two communities studied. They list examples of natural resources and explain how they are used, and give examples of ways in which the natural environment shapes daily life in the communities, as well as the importance of conserving natural resources.</p> <p>2.2.3 f BLM: Natural Resources - Community Profile</p> <hr/> <p>or</p>
	 	KL-020
 	KL-020 KL-021	<p>Students write poems to describe the two communities studied, using the frame “If you’re not from the Prairie...” (e.g., “If you’re not from the Okanagan, you don’t know fruit...”). Students include examples of natural resources and ways in which the natural environment shapes daily life in the communities studied. Poems are compiled to make “Canadian Community” booklets.</p> <hr/> <p>or</p>
	 	KL-020 KL-021 KL-022

(continued)

Teacher Reflections

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 <p>Appendix A Skill 10</p>	<p>KL-020 KL-021</p>	<p>Collaborative groups of students perform role-plays of examples of ways in which the natural environment shapes daily life in communities studied, and the importance of conserving or restoring natural resources.</p>
 <p>Appendix A Skill 9d</p>	<p>VH-009</p>	<p>Students compose and deliver/mail thank-you letters and illustrations to family, community members, or guest speakers, expressing appreciation for what they taught students about the land.</p>
<p>Teacher Reflections</p>		



Learning Experience: 2.2.4 Work, Goods, and Products

- KE-036 Give examples of goods produced in Canadian communities.
- KE-037 Describe different types of work in Canadian communities studied.
- VE-013 Appreciate that their quality of life is enhanced by the work and products of other Canadian communities.
Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...

Description of the Learning Experience

This is the fourth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities contribute different types of work and products to Canadian society, both of which enhance everyone's quality of life. Students research different types of work and products produced in Canadian communities, and identify connections and relationships between work that is done and the goods and services that are produced and distributed as a result.

NOTE: Cluster 2 focuses on two Canadian communities, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:







- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: work, products, goods, services (See Appendix D for Vocabulary Strategies.)









2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
	KE-036 KE-037 VE-013	<p>Activate</p> <p>Students brainstorm types of work in Canadian communities. Record their ideas according to whether the type of work produces goods (e.g., farmer, fisher, steel worker...) or services (e.g., nurse, repair person, bus driver...). Students are asked to determine the criteria used to classify contributions.</p> <p style="text-align: right;"><i>(continued)</i></p>
	<p>Teacher Reflections</p>	








2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
	KE-036 KE-037	Using a word processor, students create a clip-art collage of people at work. Students sort the images according to student-determined criteria. In a Gallery Walk, students share collages with peers and challenge them to identify the classification criteria.
	KE-036 KE-037	Students sort and classify different types of work. Students share completed Word Sorts with peers, discuss classification criteria, and identify what is produced by each type of work. TIP: Explain the difference between work that produces goods versus work that provides services.  BLM: Work, Goods, and Products - Word Sort
	KE-036 KE-037 VE-013	Collaborative groups of students identify the work that is done in various occupations. Students discuss ways their lives are enhanced by the work of others.  BLM: Work, Goods, and Products - Jobs
	KE-036 KE-037 VE-013	Students browse telephone directories and advertisements to identify examples of goods, services, and different types of work. Students discuss which of the examples may be found in their local communities and which are found in other communities.
Teacher Reflections		



2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
 	KE-036 KE-037 VE-013	<p>Acquire</p> <p>Students interview parents/caregivers to learn about the work they do and what other types of workers their parents' jobs support or are supported by (e.g., the parent is a grocery store clerk, an occupation that is supported by the local farmer who provides vegetables to the store. They also determine if their parents use locally or Canadian-produced goods or services in their work. Students record information through the use of pictures or simple notes, and share with peers.</p> <p> 2.2.4 c BLM: Work, Goods, and Products - Interview</p> <p>or</p>
 	KE-036 KE-037 VE-013	<p>Using print and electronic resources, students research examples of goods produced in Canadian communities, and different types of work in the two communities studied. Students record examples of goods and types of work, and identify ways in which each may influence their quality of life.</p> <p>TIP: Assist students with navigating and interpreting work-related information on Internet sites. Consider using telephone or business directories to identify examples of goods produced and different types of work.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 2.2.4 d BLM: Work, Goods, and Products - Work Chart</p> <p>or</p>
	KE-036 KE-037 VE-013	<p>Students conduct a “Types of Work and Goods” scavenger hunt at home and school, and record the good/product, where it is produced, and the different types of workers who help produce/distribute it. Students share examples with peers, and discuss ways in which their quality of life is enhanced by each example.</p> <p> 2.2.4 e BLM: Work, Goods, and Products - Scavenger Hunt</p>
<p>Teacher Reflections</p>		

2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
Apply		
 	KE-036 KE-037 VE-013	Students discuss the goods, services, and different types of work that enhance their quality of life (e.g., “What are the types of work and goods necessary for the school bus to run?” Answer: bus manufacturers, snowplow operators, school bus drivers, mechanics, police officers.... “What are the types of work and goods necessary for us to have milk for lunch?” Answer: farmers, truck drivers, milk containers, refrigerators, grocers...). Using concept mapping, students create webs illustrating the connections among work, goods, and services that they use in their daily lives. Students share their concept maps with peers.
or		
	KE-036 KE-037 VE-013	Students compose an “A Day in the Life of ...” worker’s story, describing the job of a worker in one of the communities studied. Students describe the role of the worker, the type of work she or he does, the goods or services produced, and ways in which their quality of life is enhanced by the work or goods produced.
or		
 	KE-036 KE-037 VE-013	Students illustrate different types of workers and the goods and services produced in Canadian communities and the community studied. Students share illustrations with peers, and describe ways in which their quality of life is enhanced by the work or goods produced.
or		
 	KE-036 KE-037 VE-013	Collaborative groups of students role-play different types of work in Canadian communities and the communities studied. Students use props to illustrate the tools the workers use and the goods and services produced. Students dramatize ways in which their quality of life is enhanced by the work or goods produced.
<i>(continued)</i>		
Teacher Reflections		

2.2.4 Work, Goods, and Products

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KE-036 KE-037	Using “Hot Potatoes”, students create a matching quiz identifying the goods and services produced by different types of work in Canadian communities and the communities studied. Students exchange quizzes with peers and solve. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	KE-036 KE-037 VE-013	Collaborative groups of students create a model or diorama illustrating different types of work in the communities studied and the goods or services produced as a result. Students describe ways in which their quality of life is enhanced by the work and products of other Canadian communities.
Teacher Reflections		

Teacher Reflections



Learning Experience: 2.2.5 Diversity and Change

KH-026	Identify ways in which life in Canadian communities has changed over time.
VI-006	Appreciate the diversity of ways of life in Canadian communities.
VI-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
VI-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.

Note: Aboriginal and francophone distinctive learning outcomes are not intended for all students (see page 36 of the Overview).

Description of the Learning Experience

This is the fifth of five learning experiences in Cluster 2, in which students explore various aspects of life in two communities in Canada. Canadian communities have diverse ways of daily life and various aspects of daily life change over time. Students explore daily life in Canadian communities and identify how life has changed over time.

NOTE: Cluster 2 focuses on two Canadian communities, one of which is Aboriginal. The community studies may be planned and organized in a variety of ways, based on student interests and available resources:





- the entire class may study the same two communities
- collaborative groups of students may independently study the same two communities
- collaborative groups may study different communities as a co-operative learning project (e.g., Jigsaw, Co-op Co-op, or Carousel)
- each student may individually study two communities

Vocabulary: diversity (See Appendix D for Vocabulary Strategies.)








2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
	<p>KH-026 VI-006</p>	<p>Activate</p> <p>On a community walk and using sketch-and-scan or a digital camera, students record examples of changes in their community (e.g., new construction, repairs to existing facilities, new cultural or recreational areas...). Students discuss the influence of the changes on ways of life today, and describe how ways of life may have been observed differently in the past.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		




2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-026 VI-006 VI-006A	Students listen to or read stories describing life in the past in Canadian communities. Students list examples of ways of life described in the stories that are different from their own, and discuss the diversity of ways of life identified in the stories. TIP: Include stories of life in Aboriginal and francophone communities.
or		
	KH-026 VI-006 VI-006A	Students brainstorm examples of ways in which life in the past was different from their life today. Students group the brainstormed contributions in categories (e.g., food, transportation, recreation, homes...).
Acquire		
	KH-026 VI-006 VI-006A	Using print and electronic resources, students research daily life in the past in Canadian communities. Students record various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and compare ways in which life in the past was different from their life today. Supporting websites can be found at http://www3.edu.gov.mb.ca/cn/links/ss
or		
	KH-026 VI-006 VI-006A	Students take a field trip to a local museum to learn about ways of life in the past. Students sketch examples of various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and describe ways in which each has changed over time.
<i>(continued)</i>		
Teacher Reflections		

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KH-026 VI-006 VI-006A	Students compose questions and invite a member of a local historical society to the class to learn about daily life in the past. Students record information and reflections in their journals on how life has changed over time.
— or —		
	KH-026 VI-006 VI-006A	Students contribute pictures and/or artifacts to a classroom artifact centre displaying ways of life in the past in Canadian communities. Students share pictures/artifacts with peers, and label each with a description of how it was used in the past and what we use as a replacement today.
— or —		
	KH-026 VI-006 VI-006A	Students compose questions and interview, email, or fax elders/Aboriginal Elders to learn about daily life in the past and how life has changed over time. Students share responses with peers and record information in their journals.
Apply		
	KH-026 VI-006 VI-006A	Using a Venn diagram, students compare aspects of daily life in the past with daily life today in a Canadian community. Students share their completed Venn diagrams with peers, and describe the diversity of ways of life in Canadian communities.
		 BLM: Diversity and Change - Venn Diagram
— or —		
	KH-026 VI-006 VI-006A	Using concept mapping, students compare aspects of daily life in the past with those of today to illustrate ways in which life has changed in Canadian communities.
		 BLM: Diversity and Change - Past and Today
<i>(continued)</i>		
Teacher Reflections		

2.2.5 Diversity and Change

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	KH-026 VI-006 VI-006A	Collaborative groups of students choose an aspect of life in the past (e.g., transportation, homes, clothing, food, school, recreation...), and create a timeline illustrating ways in which that aspect has changed over time. Students include illustrations and descriptions which are compiled in a class timeline.
_____ or _____		
	KH-026 VI-006 VI-006A	Students plan and conduct a “Life in the Past” celebration. Students dress in costumes of the past, prepare and serve foods from the past, plan activities from the past, and display student-made pictures representing various aspects of life in Canadian communities in the past. Students invite other students and community members to join in their celebration. TIP: Consider inviting members of a community seniors’ centre to the “Life in the Past” celebration, or holding the celebration at the seniors’ centre.
_____ or _____		
	KH-026 VI-006 VI-006A	Collaborative groups of students create a mural or diorama illustrating life in the past in Canadian communities. Students include examples of various aspects of daily life (e.g., transportation, homes, clothing, food, school, recreation...), and describe ways in which each has changed over time.
<p>Teacher Reflections</p>		

Cluster 2 — Connecting and Reflecting

Using their “Communities in Canada” portfolio, students reflect on how communities are the same and different, and describe how they can contribute to the Canadian community.



2.2.5 BLM: Cluster 2 - Connecting and Reflecting
C

Teacher Reflections