

Where We Live

M1.2

TIME

420 minutes

OVERVIEW

Students look at where they live—their local and Manitoba community—and identify various sources of diversity. They identify the geographic features, natural resources, and demographic features of Manitoba, locating them on a map. They use the inquiry process, use map skills, and make graphs to enrich their learning. They use Photo Story and create a model of Manitoba to represent and share their learning.

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.

English Language Arts

- 1.1.2 *Consider Others' Ideas*—Explore connections between a variety of insights, ideas, and responses.
- 1.2.4 *Extend Understanding*—Reflect on ideas and experiences and ask questions to clarify and extend understanding.
- 3.1.1 *Use Personal Knowledge*—Categorize personal knowledge of a topic to determine information needs.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 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.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus 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.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 3.3.4 *Develop New Understanding*—Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.

- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 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.

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]

Science

- 4-0-2A Access information using a variety of sources.
Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .
- 4-0-2B Review information to determine its usefulness to inquiry or to research needs.
- 4-0-5C Record observations in a variety of ways.
Examples: point-form notes, sentences, labelled diagrams, charts . . .
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-7E Communicate results and conclusions in a variety of ways.
Examples: point-form lists, sentences, graphs, labelled diagrams, charts . . .
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.

Social Studies

- 4-KL-020 Locate on a map and describe geographic features of Manitoba.
Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .
- 4-KL-021 Locate on a map and identify major natural resources in Manitoba.
- 4-KL-022 Describe the main demographic features of Manitoba.
Include: population, population distribution, cultural communities.
- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KI-005 Identify cultural communities in Manitoba.
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases . . .
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .
- 4-S-205 Construct maps that include a title, legend, compass rose, and grid.
- 4-S-206 Interpret maps that include a title, legend, compass rose, and grid.
- 4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.
- 4-S-302 Draw conclusions based on information and evidence.
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-401 Use language that is respectful of human diversity.

Aboriginal Languages and Cultures

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).

3.4.2 Connections, Comparisons, and Influences

- 3.4.2: A-4 Identify and locate on a map the geographic/political features of Manitoba (e.g., lakes and rivers, parks, Aboriginal communities).
- 3.4.2: B-4 Identify the geographic regions in which Aboriginal cultural groups of Manitoba are located (e.g., some Ojibwe occupy areas of the Canadian Shield, the Prairie Region).

4.1 Specific Aboriginal Culture

4.1.1 History: Places, Events, and Changes

- 4.1.1: B-4 Outline on a map of Manitoba the traditional territories of Aboriginal cultural groups.
- 4.1.1: C-4 Compare the locations of traditional Aboriginal settlements and population centres with the current locations in Manitoba.

4.2 Other Cultures: Connections and Influences

4.2.1 Historical Connections and Influences

- 4.2.1: C-4 Identify connections (e.g., language, kinship, history) between own community and other Aboriginal communities in Manitoba and Canada.

4.2.3 Our Environment

- 4.2.3: A-4 Locate on a map and identify major natural resources in Canada.
- 4.2.3: F-4 Describe the influence of the natural environment on settlement patterns in Manitoba.

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions
- 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 . . .

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 . . .

Reflect

- 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

- Photo Story
- word processing
- painting or drawing
- concept mapping
- email

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Statistics Canada. *2006 Community Profiles*.
<<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>>.

Print

- maps of Manitoba (political, physical, topographic)
- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998. (See Strategies That Make a Difference—Jigsaw, 22.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996. (See Jigsaw, 5.9.)
- 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>.)

BLMs

- BLM M1.2#1: Manitoba Map
- BLM M1.2#2: Where Am I? Learning Centre
- BLM M1.2#3: Places around Me
- BLM M1.2#4: Manitoba Map Search Learning Centre
- BLM M1.2#5: Demographics Learning Centre

TBLM

- TBLM M1.2#1: Manitoba Populations (Sample Graphs)

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

- Bookmark URLs of appropriate websites (or add URLs to teacher/class web pages).
- Invite a guest speaker to talk to the class, sharing information on Manitoba's geographic features and natural resources, as well as on stewardship and sustainability in Manitoba.
- Prepare brainstorming charts with the following headings, for an activating strategy:
 - Geographic Features of Manitoba
 - Natural Resources of Manitoba
- Review the importance of copyright and the format to be used for citing sources used during inquiry.
- Review the spreadsheet product example provided in TBLM M1.2#1: Manitoba Populations (Sample Graphs) before students begin BLM M1.2#5: Demographics Learning Centre. TBLM M1.2#1: Manitoba Populations (Sample Graphs) could be shared with students to give further direction in the learning centre task.

Activating Strategies

- Students work in collaborative groups to brainstorm the geographic features (e.g., water forms, landforms, vegetation, communities) and natural resources (e.g., plants, animals, soil, minerals, energy sources, air, water) of Manitoba. Each group circulates from chart to chart, reading what has been listed so far, and then generating further ideas.
- Students listen to a guest speaker provide information on Manitoba's geographic features and natural resources, as well as on stewardship and sustainability in Manitoba.
- Students discuss elements of culture, and brainstorm cultural communities with which they are familiar. Ideas are recorded using concept-mapping software.

Acquiring Strategies

- Students use maps of Manitoba to add to their list of geographic features and natural resources. Using print and electronic resources, they use the Jigsaw strategy to research the geographic features, natural resources, and demographic features of Manitoba. They use BLM M1.2#1: Manitoba Map to show the locations of their selected topics, and include a legend.
- Students participate in learning centres:
 - BLM M1.2#2: Where Am I? Learning Centre
 - Students examine a map of Manitoba and identify
 - three places north of, south of, west of, and east of where they live
 - two places northeast of, northwest of, southeast of, and southwest of where they live
 - Using painting or drawing software, students create a map of a favourite region (e.g., a fishing lake, a park) showing at least six different spots on the map (e.g., lake: good fishing spot; park: play structure). Students select one of the spots as HOME. They create five

riddle clues that describe where the other spots are in relation to it (e.g., north and west of HOME). They share their maps and riddle clues with their collaborative groups.

Note: Students collaborate as a class to generate the criteria for their maps and direction clues.

- BLM M1.2#4: Manitoba Map Search Learning Centre
Students examine the alphanumeric coordinates of a map (e.g., map of Manitoba or Winnipeg) and identify the coordinates of five locations on the map. Students select a HOME location from the five, and write instructions for getting from HOME to a secret place on the map. The Manitoba Map Search instructions should involve signal words, a mixture of coordinates, and compass directions (e.g., go to J5, move northeast two rows). Students exchange instructions and follow them to find the secret place.
Note: Students collaborate as a class to generate the criteria for the Manitoba Map Search instructions.
- BLM M1.2#5: Demographics Learning Centre
Students use print and electronic resources to define the terms *population*, *population distribution*, and *cultural community*. They create mind maps to share their understanding. Using the Statistics Canada website, students gather data on the population and population density of 10 Manitoba communities. They use spreadsheet software to construct bar graphs involving many-to-one correspondence and interpret the data to draw conclusions.

Applying Strategies

- Students collaborate to create a Photo Story about the geographic features, natural resources, and demographic diversity of Manitoba. They take digital pictures of local features and include applicable pictures from home (e.g., vacations, tours, family). Students correspond with key pals to access digital pictures from across the province.
- Students use their learning from the Jigsaw strategy to create a model that shows the diversity of the Manitoba community. Using a variety of materials (e.g., modelling clay, papier mâché, symbols, figures), students show the natural resources and the physical and demographic features, including some of the animal and plant populations, of the province.
Note: This strategy could be approached with collaborative groups being responsible for different regions of Manitoba.

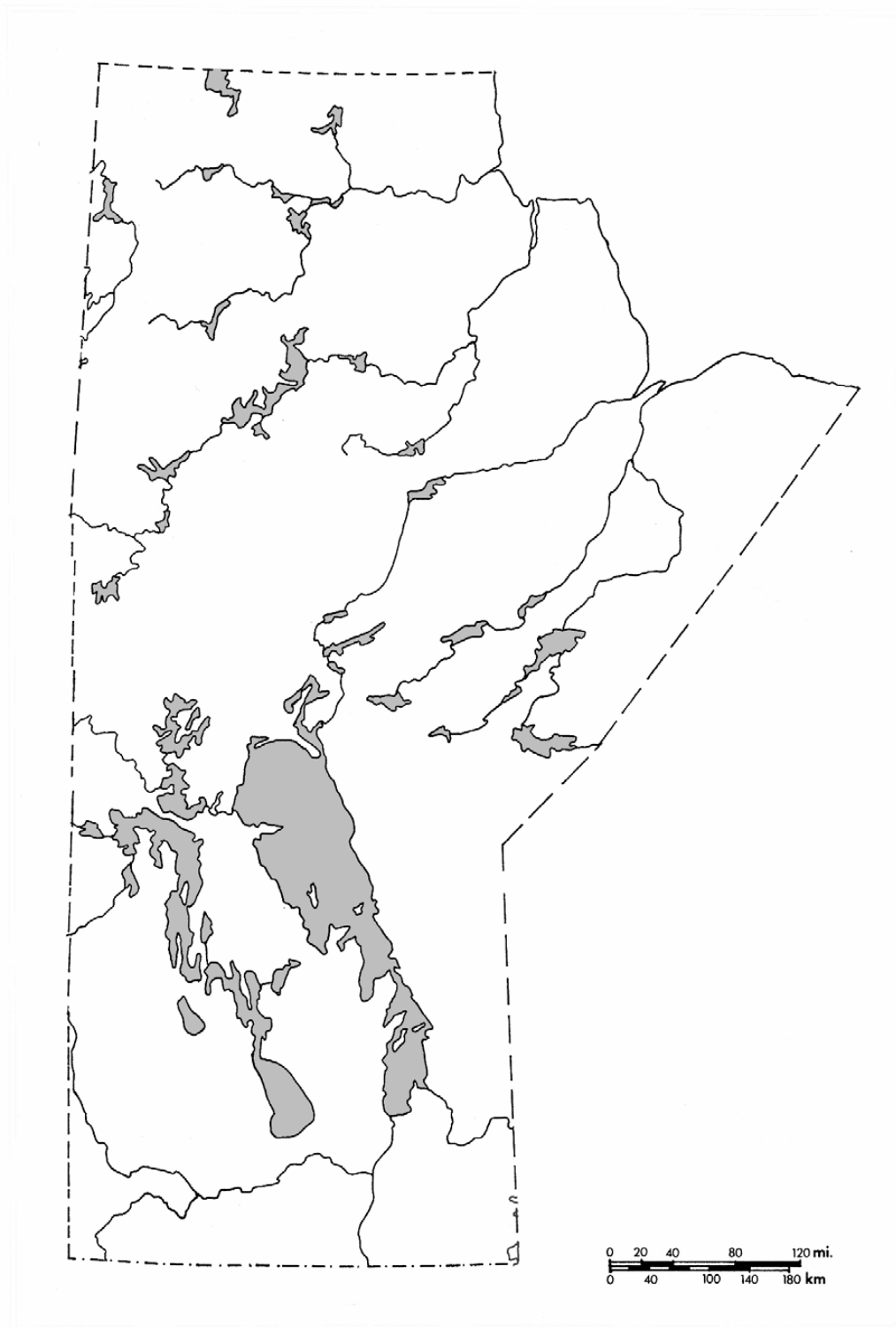
SUGGESTIONS FOR ASSESSMENT

- Observe students and maintain anecdotal records. Note how students are accessing and recording information during the inquiry process. Are students working effectively in collaborative groups? Can they locate geographic features and natural resources on a map?
- Assess students' understanding of compass directions and alphanumeric coordinates using BLM M1.2#3: Places around Me and riddle clues from BLM M1.2#2: Where Am I? Learning Centre.
- Review students' bar graphs to ensure they are correctly constructed.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- Students become aware of the diversity that makes up their Manitoba community. They use this knowledge to prepare for further learning in the following modules and for the culminating task of the *Canadian Youth Forum*.

BLM M1.2#1: Manitoba Map



BLM M1.2#2: Where Am I? Learning Centre

Overview

At this learning centre, you will look at a map of Manitoba and identify places in relation to where you live. You will create a map and make riddle clues for your group members to solve.

Resources

- map of Manitoba
- painting or drawing software
- word-processing software
- BLM M1.2#3: Places around Me

Tasks

- Study a map of Manitoba and
 - identify three places north of, south of, west of, and east of where you live
 - find two places northeast of, northwest of, southeast of, and southwest of where you liveRecord your findings on BLM M1.2#3: Places around Me. Share and discuss your work with your group.
- Using painting or drawing software, create a map of a favourite region (e.g., a lake, a park). Include at least six different spots on your map. Mark one of the spots as HOME.
- Make five riddle clues that give directions to the other five spots on your map using word processing.
- Share your maps and direction clues with your group members. Can they follow your directions to answer the clues? Make any necessary changes.

Suggestions for Collaboration

- Review the map criteria.
- Work together with group members to edit and revise your work.

What to Do with the Results of This Learning Centre

- Include your map and direction clues in your Electronic Collection.

Assessment Criteria

- Your five riddles give clear clues using direction words.
- Your map meets the class criteria.

BLM M1.2#3: Places around Me

Name _____ Date _____

I live in _____ Manitoba.

Think of different places that are located in various directions from where you live.

List three places that are located north of, south of, west of, and east of where you live. Use a map of Manitoba to help you.

North (N)	South (S)	East (E)	West (W)

List two places that are located northeast of, northwest of, southeast of, and southwest of where you live. Use a map of Manitoba to help you.

Northeast (NE)	Northwest (NW)	Southeast (SE)	Southwest (SW)

Compare your findings to those of your group members. How are they the same? How are they different? Explain.

BLM M1.2#4: Manitoba Map Search Learning Centre

Overview

At this learning centre, you will create instructions for a Manitoba Map Search for your classmates and key pals to solve.

Resources

- map of Manitoba
- word-processing software
- email

Tasks

- With your collaborative group, examine a map of Manitoba and the alphanumeric coordinates of the map.
- Select five places, and write down the coordinates for each.
- On your own, choose one of the five places to be HOME. Write instructions for getting from HOME to a secret place on the map. Instructions should involve signal words, a mixture of coordinates, and compass directions (e.g., go to J5, move northeast two rows).
- Exchange instructions with your group members and have them locate the secret places. Make any necessary changes.
- Email your Manitoba Map Search instructions to your key pals. Can they find the secret locations?

Suggestion(s) for Collaboration

- Help to make sure that the Manitoba Map Search instructions are clear and accurate.

What to Do with the Results of This Learning Centre

- Email your Manitoba Map Search instructions to your key pals.

Assessment Criteria

- Your Manitoba Map Search instructions are clear and accurate. You have used coordinates and compass directions in your instructions.

BLM M1.2#5: Demographics Learning Centre

Overview

At this learning centre, you will express your understanding of demographic terms using a mind map, and you will gather and graph data of 10 Manitoba communities using a spreadsheet.

Resources

- dictionary, books, the Internet
- paper, colours
- Statistics Canada. *2006 Community Profiles*.
<<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>>.
- spreadsheet software

Tasks

- Use print and electronic resources to define the terms *population*, *population distribution*, and *cultural community*. Create a mind map to share your group's understanding.
- Select 10 Manitoba towns or cities. Use the Statistics Canada website to gather data on the population and the population density of each place. Record your findings on a spreadsheet.
- Use your spreadsheet to construct a bar graph of the population of each town or city. Then create a bar graph of its population density.
- Discuss your conclusions as a group.

Suggestions for Collaboration

- Use the Think-Write-Share strategy to discuss your conclusions with your group.
 - **Think** on your own.
 - **Write** down your ideas.
 - **Share** with your group.

What to Do with the Results of This Learning Centre

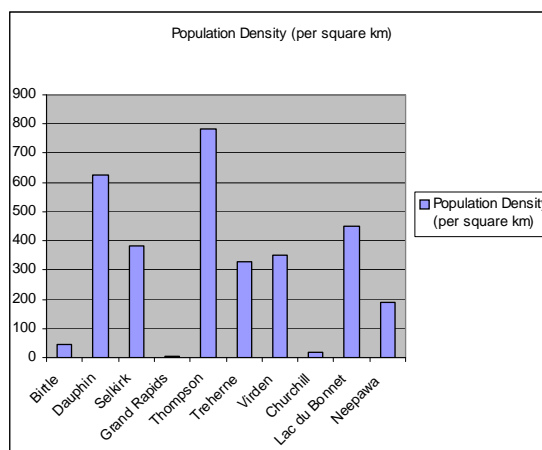
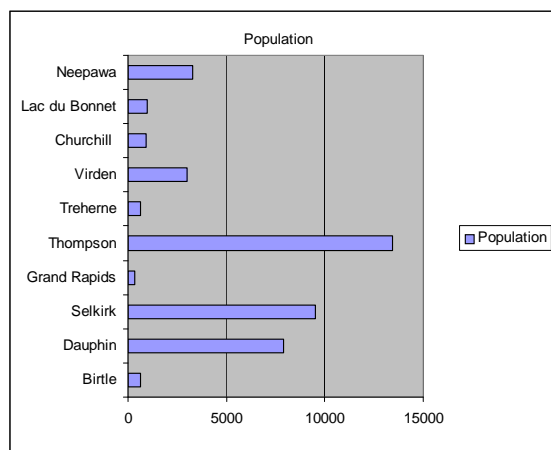
- Add the completed spreadsheet to your Electronic Collection.

Assessment Criteria

- Your mind map meets the class criteria.
- Your spreadsheet and bar graphs are correctly constructed. They provide appropriate labels and accurate data.

TBLM M1.2#1: Manitoba Populations* (Sample Graphs)

Manitoba Town/City	Population (in 2006)	Population Density (per square km)
Birtle	662	46.5
Dauphin	7 906	624.9
Selkirk	9 515	382.5
Grand Rapids	336	3.9
Thompson	13 446	482.8
Treherne	646	329.4
Virден	3 010	351.4
Churchill	923	17.1
Lac du Bonnet	1 009	448.9
Neepawa	3 298	187.7



* Source: Adapted from Statistics Canada. *2006 Community Profiles*. 2006 Census. Statistics Canada Catalogue no. 92-591-XWE. Ottawa. Released March 13, 2007. <<http://www12.statcan.ca/english/census06/data/profiles/community/Index.cfm?Lang=E>> (accessed June 23, 2008).

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