Diverse Cultures M2.2

TIME
420 minutes

OVERVIEW
Students experience the cultural diversity of Manitoba using the Jigsaw strategy to investigate cultural communities found in the province. They identify Aboriginal and/or francophone cultural communities in Manitoba, and create maps that indicate the locations of these communities. They reflect on how their personal identity is influenced by their cultural community. Students continue to study environmental stewardship and sustainability by gathering information on current practices at home and at school through interviews. They use the resulting information to create posters, which encourage further action from family members and the school community.

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
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].
- 3.2.3 *Assess Sources*—Assess the usefulness of information for inquiry or research using pre-established criteria.
- 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.
- 3.3.4 *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.

- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 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.
- 5.2.2 *Work in Groups*—Take roles and share responsibilities as a group member.

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-KI-005 Identify cultural communities in Manitoba.
- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba.
  Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene . . .
- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KI-008 Identify francophone communities in Manitoba.
- 4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.
- 4-KI-009 Describe the influence of various factors on their identities.
  Include: culture, community, place, region.
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KI-009F Describe the influence of their cultural heritage on their francophone identity.
- 4-KL-022 Describe the main demographic features of Manitoba.
  Include: population, population distribution, cultural communities.
- 4-VI-003 Value ethnic and cultural diversity in Manitoba.
- 4-S-202 Use appropriate terms or expressions to describe periods of time.
  Examples: decade, generation, century, when the Earth was new, in the time of our ancestors . . .
- 4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.
- 4-S-300 Formulate questions for research.
- 4-S-305 Observe and analyze material or visual evidence for research.
  Examples: artifacts, photographs, works of art . . .
- 4-S-400 Listen actively to others to understand their perspectives.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures
3.3 Within the Community
3.3.1 Roles, Responsibilities, and Relationships
- 3.3.1: A-4 Give examples of individual characteristics (e.g., gender, family, nation, community, interests, gifts, preferred learning styles) that contribute to the development of personal identity, self-esteem, self-confidence, and a sense of belonging.
- 3.3.1: C-4 Demonstrate understanding that everyone is special, unique, and able to succeed (e.g., consider families, interests, gifts, dreams).
- 3.3.1: F-4 Describe how people in communities influence and depend on each other.

3.3.2 Daily Life and Sustenance
- 3.3.2: A-4 Describe current practices, events, celebrations, and traditions associated with own community (e.g., fishing, hunting, National Aboriginal Day).
- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community
3.4.1 Living Things and Natural Resources and Phenomena
- 3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).
- 3.4.1: I-4 Identify and describe hobbies and jobs involving plants, animals, natural resources, and the land.

3.4.2 Connections, Comparisons, and Influences
- 3.4.2: E-4 Give examples of needs and concerns common to Aboriginal communities in Manitoba.

4.1 Specific Aboriginal Culture
4.1.1 History: Places, Events, and Changes
- 4.1.1: D-4 Demonstrate understanding that identity is connected to the history of the home community and 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: C-4 Identify the teachings found in traditional Aboriginal stories and legends.

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).

4.3 Cultural Diversity
4.3.1 Commonalities and Differences
- 4.3.1: B-4 Give examples of cultural practices followed by schoolmates and different groups in the community.

4.3.2 Intercultural Perspectives and Skills
- 4.3.2: A-4 Identify factors (e.g., culture and language, time and place, groups and communities, arts and media) that may influence own identity.
- 4.3.2: E-4 Demonstrate awareness that people have different perspectives and ways of doing things.

4.4 Linguistic Diversity
4.4.2 Valuing and Using Intercultural Knowledge
- 4.4.2: C-4 Discuss personal uses made of own knowledge of different languages and cultures.

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-1.4 collects primary data using electronic devices
  examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .
- 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-1.3 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-2.1 selects a suitable ICT application and/or device to create electronic work and explains the selection
- 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 . . .

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
- email
- web page authoring
- concept mapping
- word processing

Internet
- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.
- Ecokids. *Games and Activities.* <www.ecokids.ca/pub/games_activities/topten.cfm>.

Print
- 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; Think-Pair-Share, 15–16.)
- ---. *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 M2.2#1: At Home and at School Learning Centre
- BLM M2.2#2: Stewardship and Sustainability Reflection
- BLM M2.2#3: Personal Identity Learning Centre
- BLM M2.2#4: Compare and Contrast Frame

TBLM
- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

SUGGESTIONS FOR INSTRUCTION
Preparation and Set-up
- The *Community and Diversity* interdisciplinary unit includes content related to both francophone and Aboriginal communities. Make adjustments according to the needs of the school community.
- Establish or review criteria for assessing sources students use during inquiry.

- Arrange speaker(s) to present information on cultural communities found locally.
- Arrange email partners with a Grade 4 class in a Manitoban community, which represents a francophone, Aboriginal, or other cultural community.
- Review OLE.6: Collaborative Learning and OLE.7: Speak Ye! Hear Ye!
- Review ICT.2: Write This Down, ICT.3: Riddle This, ICT.4: Looks Like This, ICT.6: Caught in Action, ICT.7: Make Your Point, and ICT.8: Look for It: Learning to Search the Internet.

Activating Strategies
- Students participate in a Think-Pair-Share strategy to identify what culture is. They think about and discuss how their own culture influences their personal identity.
- Students listen to a speaker or a panel of speakers talk about local cultures and the ethnic diversity of Manitoba.

Acquiring Strategies
- Students use print and electronic resources to identify Aboriginal and/or francophone cultural communities in Manitoba. They create maps, including legends, that identify the location of these communities. Please be aware that Aboriginal communities also exist within cities.
- Students use the Jigsaw strategy to investigate cultural communities across Manitoba. They use print and electronic sources to gather information on various aspects (e.g., language, art, music, traditions, stories, food, celebrations) of selected cultural communities. They share their learning with the class, choosing an appropriate format (e.g., multimedia presentation, website, display, board game).
- Students correspond with email partners to ask questions and to share information regarding cultural communities in Manitoba.

Applying Strategies
- Students participate in learning centres:
  — BLM M2.2#1: At Home and at School Learning Centre
    Students activate their prior knowledge using online environmental games. They reflect on their current stewardship and sustainability practices, and set goals for future change. Students conduct interviews to gather information on environmental stewardship and sustainability at home and at school, and write a summary of their findings. They create posters to recognize current efforts and to encourage further action.
  — BLM M2.2#3: Personal Identity Learning Centre
    Students identify factors that influence their own personal identity. They create a personal timeline that shows important moments in their lives and in the history of their cultural community. Students write a poem or a story to share their reflection on their personal identity.
- Students select one of the cultural communities studied and compare it to the local community using BLM M2.2#4: Compare and Contrast Frame.

SUGGESTIONS FOR ASSESSMENT
- Observe student use of speaking and listening skills, recording information on TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills.
- Assess student understanding of cultural communities using BLM M2.2#4: Compare and Contrast Frame. Are students able to articulate new understanding? Can they clearly make comparisons? Are there gaps in understanding? Use the information to guide further instruction.
- Observe students during inquiry. Can they access and gather information? Are they able to share ideas and communicate effectively?

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

• Students extend their understanding of cultural communities in Manitoba. They share this learning and their appreciation of Manitoba's cultural diversity during the culminating task of the *Canadian Youth Forum*.

BLM M2.2#1: At Home and at School Learning Centre

Overview
At this learning centre, you will play environmental games online to help you think about ways to be a good steward of the earth. You will conduct interviews to gather information on current stewardship and sustainability practices.

Resources
- Ecokids*. Games and Activities.* <www.ecokids.ca/pub/games_activities/topten.cfm>.
- BLM M2.2#2: Stewardship and Sustainability Reflection
- paper, pencil, colours

Tasks
- Go to the Ecokids website. Try the games *The Great Garbage Caper* and *I Don't Want to Clean My Room!* As you play the online games, take note of ways to help take care of the environment.
- Complete BLM M2.2#2: Stewardship and Sustainability Reflection. Share your thoughts during your collaborative group discussion.
- Work with your group to create a list of interview questions to gather information on current practices in your home or at school that are helpful in taking care of and sustaining the environment. Each group member selects one to three people to interview either from home or from school.
- Share the information you collected from the interview with your group, and write a summary of your group findings.
- Create a poster that recognizes the efforts already being made in taking care of the environment and that encourages people at home or at school to take even further action.

Suggestion(s) for Collaboration
- When sharing ideas and information within your group, make sure everyone can be seen and heard. Attentive listening is important.

What to Do with the Results of This Learning Centre
- Display posters in an appropriate place at home or at school.

Assessment Criteria
- Your poster meets the class criteria.
- Your poster includes information collected in your interview, as well as the summary of your group findings.
- Your poster promotes taking care of the environment at home or at school.

BLM M2.2#2: Stewardship and Sustainability Reflection

Name   Date

After playing *The Great Garbage Caper* and *I Don't Want to Clean My Room!* on the Ecokids website, complete the chart below to help you think about yourself as a steward of the environment.

Stewardship and Sustainability
Ideas suggested in the games that I am already practising at school or at home include
Things I would like to start doing at school or at home include
The first change I plan to make is
I can involve my family or friends by

BLM M2.2#3: Personal Identity Learning Centre

Overview
At this learning centre, you will look at yourself, important moments in your life, and the history of your cultural community to find the factors that influence your personal identity. You will write a poem or a story to share your reflection on your personal identity.

Resources
- concept-mapping software
- print and electronic sources
- BLM 2.2#5: My Cultural Community
- word-processing software
- paper, pencil, colours

Tasks
1. Think about your own identity. Who are you as a person? Using concept-mapping software, make a concept map that tells about your personal identity.
2. Brainstorm a list of important moments and events in your life. After sharing your list with your group, make additions or changes, as necessary.
3. Use print and electronic sources to research the history of your cultural community. Record the information you gather, using BLM M2.2#5: My Cultural Community.
4. Discuss your brainstormed list of life moments and your cultural community research with your family. Are there other moments or events that should be included?
5. Create a timeline that shows the important moments and events in your life. Start at your birth and end with today. Include any important events of your cultural community that have occurred during this time span.
6. Reflect on what you have learned about your own personal identity. Add to your concept map any other information that is an important part of your personal identity. Use your timeline and the history of your cultural community to think about how the recorded factors have contributed to who you are. Write a story or a poem to share your personal identity.
7. Work with your group to edit and revise your poem or story.

Suggestions for Collaboration
- Give constructive feedback to your group members.
- Have at least two people help you in editing and revising your work.

What to Do with the Results of This Learning Centre
- Include your story or poem in your Electronic Collection.
- Post your timeline in the classroom display.

Assessment Criteria
- Your personal timeline meets the class criteria.
- Your cultural community research includes at least three resources. Sources are cited correctly.
- Your story or poem shares your personal identity and explains the factors (from your life and cultural community) that have helped to make you who you are.
- Your drafts clearly show editing and revisions. Your writing has been peer edited with at least two group members.

BLM M2.2#4: Compare and Contrast Frame*

Name _____ Date _____

Compare and contrast two terms, concepts, or events.

C O M P A R E	How are and **alike?**

C O N T R A S T	How are and **different?**

Write a statement to compare and contrast the two terms, concepts, or events.

_____
* Source: Copyright © 1994 by Lynda Matchullis and Bette Mueller. Adapted with permission.

BLM M2.2#5: My Cultural Community

Name _____   Date _____

My cultural community is _____

Research some important moments in the history of your cultural community. Record your findings (important information, dates, and events) below.

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Record the sources you used for your research.

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