

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

Living in Manitoba

GRADE

4

3

CLUSTER



# Learning Experiences



## 4.3.1 Geographic Features and Natural Resources in Manitoba

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...*

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4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.

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4-KL-021 Locate on a map and identify major natural resources in Manitoba.

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## 4.3.2 Environmental Stewardship and Sustainability

4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.

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4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.

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4-VL-006 Appreciate Manitoba's natural environment.

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4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

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### 4.3.3 Cultural Communities in Manitoba

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.

### 4.3.4 Identity and Culture

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.

### 4.3.5 Artistic and Cultural Achievements

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-VI-004 Value the artistic and cultural achievements of Manitobans.

### 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.
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 • **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.
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 • **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 explore the physical and natural environment, people, places, and communities of Manitoba. They also consider Manitoba's contributions and links to the rest of the world.



## Engaging Students in the Cluster

- Show video clips of Manitoba people, places, and communities. RealVideos are available at the Travel Manitoba Video Library.  
<<http://www.travelmanitoba.com/freestuff/videos.html>>
- Create a “Travel Manitoba” centre with magazines, brochures, postcards, and images of the environment, people, places, and communities of Manitoba.
- Students describe significant people and places in Manitoba.
- Students create Manitoba acrostic poems and share with peers.
- Take students on a “mind trip” across Manitoba, using guided imagery to describe the environment, people, places, and communities of Manitoba.
- Students create focused freewriting responses to the following statements:
  - Manitoba feels like...
  - Manitoba tastes like...
  - Manitoba looks like...
  - Manitoba sounds like...
  - Manitoba smells like...
- Students examine Manitoba maps and create place name riddles (e.g., clue–happy rock, answer –Gladstone...). Students challenge peers to solve.
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## Learning Experiences

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|--|--|
| <ul style="list-style-type: none"><li>• Geographic Features and Natural Resources in Manitoba</li><li>• Environmental Stewardship and Sustainability</li></ul> | <ul style="list-style-type: none"><li>• Cultural Communities in Manitoba</li><li>• Identity and Culture</li><li>• Artistic and Cultural Achievements</li></ul> |
|--|--|



*Learning Experience: 4.3.1 Geographic Features and Natural Resources in Manitoba*

- 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-020A Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-021 Locate on a map and identify major natural resources in Manitoba.

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

**Description of the Learning Experience**







Manitoba has a rich and varied natural landscape, with diverse geographic features and natural resources. Students identify and describe Manitoba’s geographic features and major natural resources, and locate them on a map.

**Vocabulary:** landforms, physical features, geographic features, natural resources (See Appendix D for Vocabulary Strategies.)







4.3.1 Geographic Features and Natural Resources in Manitoba

| Assessment                 | Outcomes | Strategies   |
|----------------------------|----------|--|
|                            | 4-KL-020 | <p><b>Activate</b></p> <p>Using a Sort and Predict Frame, students sort the geographic features of Manitoba. Students add additional examples of geographic features, and share completed frames with peers.</p> <p> BLM: Geographic Features and Natural Resources–Word Sort<br/>BLM: Geographic Features and Natural Resources–Word Sort–Key</p>                               |
|                            | 4-KL-021 | <p>Introduce the seven categories of natural resources (i.e., plants, animals, soil, minerals, energy sources, air, and water). Using concept mapping, students list examples of major natural resources in Manitoba. Students discuss how examples of major natural resources in Manitoba are used, and speculate about where in Manitoba each natural resource is located.</p> |
|                            |          | <i>(continued)</i>   |
| <b>Teacher Reflections</b> |          |  |

## 4.3.1 Geographic Features and Natural Resources in Manitoba








| Assessment  | Outcomes             | Strategies  |
|---|----------------------|---|
| <b>Activate</b> <i>(continued)</i>  |                      |   |
| — or —  |                      |   |
|    | 4-KL-020<br>4-KL-021 | Students browse various maps of Manitoba (e.g., political, physical, topographic...) and identify examples of geographic features and major natural resources found in Manitoba. Students record examples and observations in their journals.   |
| — or —  |                      |   |
|    | 4-KL-020<br>4-KL-021 | As an Admit Slip, students submit pictures of Manitoba places. Students describe geographic features and/or major natural resources represented in each picture, and post them on a wall map of Manitoba.<br><b>TIP:</b> Students may bring in photographs or pictures from calendars, magazines, or newspapers.  |
| <b>Acquire</b>  |                      |   |
|   | 4-KL-020<br>4-KL-021 | Using print and electronic resources, students research geographic features and major natural resources found in Manitoba. Students record a description of each feature and resource, and plot the location of each on a map of Manitoba. Students share examples and locations with peers.<br><b>TIP:</b> Collaborative groups of students may select one category to research and share with peers (e.g., lakes and rivers, landforms, vegetation, forests, parks, cities and towns, or specific natural resources).<br><b>Supporting websites can be found at</b> < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
|  |                      |   |
| — or —  |                      |   |
|  | 4-KL-020<br>4-KL-021 | On a field trip or community walk, students identify examples of geographic features and natural resources in Manitoba. Students record examples using a digital camera or sketch-and-scan, describe each example, and plot its location on a map of Manitoba.  |
|  |                      |   |
| <i>(continued)</i>  |                      |   |
| <b>Teacher Reflections</b>  |                      |   |

## 4.3.1 Geographic Features and Natural Resources in Manitoba





| Assessment  | Outcomes             | Strategies   |
|---|----------------------|--|
| Acquire <i>(continued)</i>  |                      |  |
| or  |                      |  |
|    | 4-KL-020A            | Aboriginal students compose questions and interview an Aboriginal Elder to learn how traditional knowledge is used to describe and locate places in Manitoba. Students discuss how traditional knowledge is an important source of knowledge to describe and locate places in Manitoba.<br>TIP: Observe appropriate protocols when contacting and interviewing Aboriginal Elders.  |
|    |                      |  |
| or  |                      |  |
|    | 4-KL-020<br>4-KL-021 | Using print and electronic resources, students locate Manitoba cities and towns that have place names or symbols representing geographic features or natural resources (e.g., Thompson–Thompson King Miner representing nickel mining, Pilot Mound–name representing mountain...). Students label the communities on a blank map of Manitoba.<br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
| Apply   |                      |  |
|  | 4-KL-020<br>4-KL-021 | Students create a Manitoba map, using an outline map of Manitoba, modelling clay, or recycled paper. Students locate and represent geographic features and major natural resources located in Manitoba and describe each. Students share completed maps with peers.  |
|  |                      |  4.3.1 BLM: Geographic Features and Natural Resources–Manitoba Map  |
| <i>(continued)</i>  |                      |  |
| <b>Teacher Reflections</b>  |                      |  |



## 4.3.1 Geographic Features and Natural Resources in Manitoba

| Assessment   | Outcomes             | Strategies  |
|--|----------------------|---|
| Apply <i>(continued)</i>   |                      |   |
| _____ or _____   |                      |   |
| <br>A.9.6   | 4-KL-020<br>4-KL-021 | Using “Hot Potatoes,” students create a matching quiz or crossword puzzle, identifying the location of specific geographic features and major natural resources in Manitoba. Students exchange quizzes with peers.<br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
| _____ or _____   |                      |   |
| <br>A.11.4<br><br>     | 4-KL-020<br>4-KL-021 | Using a word processor, students create a brochure highlighting geographic features and major natural resources found in Manitoba. Students include a description and the location of each geographic feature and natural resource on a Manitoba map.   |
| _____ or _____   |                      |   |
| <br>A.10.1<br><br> | 4-KL-020<br>4-KL-021 | Students create a commercial or jingle highlighting geographic features and major natural resources found in Manitoba. Students include a description of the features and resources and the location of each in Manitoba.   |
| _____ or _____   |                      |   |
| <br>A.9.1<br><br>  | 4-KL-020A            | Students compose a story illustrating an example of using traditional knowledge to describe and locate places in Manitoba. Students share stories with peers.   |
| <i>(continued)</i>   |                      |   |
| <b>Teacher Reflections</b>   |                      |   |

## 4.3.1 Geographic Features and Natural Resources in Manitoba

| Assessment  | Outcomes             | Strategies  |
|---|----------------------|---|
| Apply <i>(continued)</i>  |                      |   |
|    | 4-KL-020<br>4-KL-021 | Collaborative groups of students create a multimedia presentation describing and locating geographic features and major natural resources found in Manitoba. Using a blank outline map of Manitoba as the background, students create links from locations on the map to additional slides describing the feature or resource. Compile group presentations in a class presentation. |
|    | or                   |   |
|    | 4-KL-020<br>4-KL-021 | Using animation software or animation features of presentation software, students create an animated map of Manitoba identifying the locations of geographic features and major natural resources found in Manitoba.  |
|  |                      |   |
| <b>Teacher Reflections</b>  |                      |   |

## Teacher Reflections



*Learning Experience: 4.3.2 Environmental Stewardship and Sustainability*

- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KL-024 Give examples of Aboriginal peoples’ traditional relationships with the land.
- 4-VL-006 Appreciate Manitoba’s natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

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

**Description of the Learning Experience**








All Manitobans have a responsibility to protect and sustain our environment. Students explore the meaning of environmental stewardship and sustainability, and identify related issues in Manitoba. Students plan and initiate actions that support environmental stewardship and sustainability, and discuss why environmental friendliness is important for their future.

**Vocabulary:** stewardship, sustainability (See Appendix D for Vocabulary Strategies.)







4.3.2 Environmental Stewardship and Sustainability

| Assessment                 | Outcomes             | Strategies   |
|----------------------------|----------------------|--|
|                            | 4-KL-023<br>4-VL-006 | <p><b>Activate</b></p> <p>Students brainstorm examples of environmental friendliness at home, in school, in the community, and in Manitoba. Students share concept maps and discuss why taking care of the environment is important.</p> <p> <b>4.3.2</b> BLM: Environmental Stewardship and Sustainability–Mind Map</p> |
|                            | 4-KL-023<br>4-VL-006 | <p>or</p> <p>As an Admit Slip, students submit news articles related to stewardship and sustainability (e.g., land use, waste disposal, agriculture or forestry practices, habitat protection/destruction, mining, energy...). Students discuss the issues and list environmental factors related to each.</p>           |
|                            |                      | <i>(continued)</i>   |
| <b>Teacher Reflections</b> |                      |  |








4.3.2 Environmental Stewardship and Sustainability

| Assessment  | Outcomes                          | Strategies  |
|---|-----------------------------------|---|
| <b>Activate</b> <i>(continued)</i>  |                                   |   |
| or  |                                   |   |
|    | 4-KL-024<br>4-VL-006<br>4-VL-006A | Students view works of Aboriginal art (e.g., Jackson Beardy, Daphne Odjig, Norval Morrisseau, Eddy Cobiness...). They identify common themes portrayed in the works and discuss why they think nature plays a predominant role in Aboriginal art.<br><b>TIP:</b> Animals and nature represent Aboriginal connectedness to the land and show their respect and care for the environment. |
| or  |                                   |   |
|    | 4-KL-024<br>4-VL-006<br>4-VL-006A | Students listen to stories that illustrate Aboriginal peoples' traditional relationships with the land. Students discuss the themes in the stories and identify how they illustrate Aboriginal connectedness to the natural environment.  |
| <b>Acquire</b>  |                                   |   |
|  | 4-KL-023<br>4-VL-006              | Students interview family or community members to identify actions that support environmental stewardship and sustainability. They record ideas, and discuss how they appreciate Manitoba's natural environment and how they can personally support stewardship and sustainability.   |
|  |                                   |  <b>4.3.2</b> BLM: Environmental Stewardship and Sustainability–My Part  |
| or  |                                   |   |
|  | 4-KL-023<br>4-VL-006              | Students interview the school caretaker or secretary to identify issues in the school related to environmental stewardship and sustainability. Students ask them to identify related actions that could be taken to improve stewardship and sustainability in the school.   |
|  |                                   |   |
| <i>(continued)</i>  |                                   |   |
| <b>Teacher Reflections</b>  |                                   |   |

## 4.3.2 Environmental Stewardship and Sustainability

| Assessment  | Outcomes                                      | Strategies  |
|---|---|---|
| Acquire <i>(continued)</i>  |   |   |
| or  |   |   |
|    | 4-KL-023<br>4-KL-024<br>4-VL-006<br>4-VL-006A | Students compose questions and interview an Aboriginal Elder or other Aboriginal community member to learn how traditional ways of living off the land support principles of stewardship and sustainability. Students ask for suggestions to improve their current practices. Students record information in their journals.<br><br>TIP: Observe appropriate Aboriginal protocols. Traditional ways of living off the land were a form of stewardship and sustainability.   |
|    |   |   |
| or  |   |   |
|    | 4-KL-023<br>4-VL-006                          | Students identify companies that are involved with different forms of stewardship and sustainability (e.g., recycling firms, automobile wreckers, landscapers, tree nurseries...). Students compose questions and interview, email, or fax company representatives to determine how they contribute to environmental stewardship and sustainability. Students record the information, including the type of industry, materials involved, and actions taken. Students share information with peers and discuss additional actions that may be taken to support environmental stewardship and sustainability. Students compose a letter outlining the recommendations and share it with the company interviewed.<br><br>TIP: Students may use telephone or business directories to identify appropriate companies. |
|   |   |   |
| or  |   |   |
|  | 4-KL-023<br>4-VL-006                          | Over the course of a week, students record items in their lunch kits that are discarded. Using a spreadsheet or graphing software, students graph daily totals. Students discuss the impact of their practices on environmental stewardship and sustainability and ways they may reduce the number of discarded items. Students initiate their plan and graph the results of their actions the following week.<br><br>TIP: Integrate math by having students weigh the amount of garbage they produce in a week. Calculate how much each student would produce in a month, year, and decade.  |
|  |   |   |
| <b>Teacher Reflections</b>  |   |   |

4.3.2 Environmental Stewardship and Sustainability

| Assessment   | Outcomes             | Strategies  |
|--|----------------------|---|
| <br>     | 4-KL-023<br>4-VL-006 | <p><b>Apply</b></p> <p>Students review the definitions of stewardship and sustainability and discuss how the principles relate to the environment. Students compose a paragraph describing what each idea means to them and draw examples of each in Manitoba. Students share their reflections with peers.</p> <p> <b>4.3.2</b> BLM: Environmental Stewardship and Sustainability–My Definition</p>   |
|  | or                   |   |
| <br>   | 4-KL-023<br>4-VL-006 | <p>Students assume roles and discuss an issue related to environmental stewardship and sustainability (e.g., cutting down trees, initiating a user-pay waste disposal system, designating protected land areas...). Students identify positive and negative consequences of various actions and reach consensus on the most appropriate resolution to the issue. Students compose a news article identifying the issue and the positive aspects of the chosen resolution.</p>   |
|  | or                   |   |
| <br> | 4-KL-023<br>4-VL-006 | <p>Using print and electronic resources, students research actions they may take to support environmental stewardship and sustainability in their homes, school, and community. Students record actions and discuss the potential impact of various actions. Students develop and carry out a plan to support environmental stewardship and sustainability in their homes, school, or community.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> |
|  | <i>(continued)</i>   |   |
| <p><b>Teacher Reflections</b></p>  |                      |   |

4.3.2 Environmental Stewardship and Sustainability

Assessment

Outcomes

Strategies

Apply *(continued)*

or



4-KL-023  
4-VL-006

Students create posters promoting environmental stewardship and sustainability. Students include actions that Manitobans may undertake to support environmental stewardship and sustainability. Display posters in the school and community. TIP: Grocery stores and community centres often have bulletin boards.



or



4-KL-023  
4-KL-024  
4-VL-006  
4-VL-006A

Students compose a story illustrating characteristics of Aboriginal peoples' traditional relationships with the land and describe how these practices support environmental stewardship and sustainability.



Teacher Reflections



## Teacher Reflections



*Learning Experience: 4.3.3 Cultural Communities in Manitoba*

- 4-KI-005 Identify cultural communities in Manitoba.

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- 4-KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba.  
*Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...*

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- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.

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- 4-KI-008 Identify francophone communities in Manitoba.

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- 4-KI-008F Identify connections between their local community and other francophone communities in Manitoba.

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







**Description of the Learning Experience**

Manitoba's population is made up of many different peoples, including Aboriginals and francophones, as well as diverse cultural groups that came to this province from many different places in the world. Students explore the various cultural communities that make up Manitoba.









4.3.3 Cultural Communities in Manitoba

| Assessment | Outcomes                                      | Strategies   |
|------------|---|--|
|            | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p><b>Activate</b></p> <p>Students brainstorm elements of culture (e.g., language, art, music, food, traditions, stories, celebrations...). Students list examples of each element for various cultural groups in Manitoba.</p> <p>TIP: A community is a group of people who connect together for a common purpose. Culture is an important connection between people.</p> |
|            | or  |  |
|            | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>Students brainstorm cultural communities in Manitoba (e.g., Ukrainian, Cree, Icelandic, Scottish, Ojibway, French...) and plot the location of various cultural communities on a Manitoba wall map.</p> <p>TIP: Cultural communities may be part of a larger community.</p>   |
|            | or  |  |
|            | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>As an Admit Slip, students submit an artifact or food item from their cultural background. Students explain why the item is significant in their cultural community. List the cultural communities represented in the classroom and post them on a class bulletin board.</p>  |
|            |   |  |

### 4.3.3 Cultural Communities in Manitoba

| Assessment  | Outcomes                                      | Strategies  |
|---|---|---|
|    | 4-KI-005<br>4-KI-007<br>4-KI-008              | <p><b>Acquire</b></p> <p>Using print and electronic resources, students identify various cultural events held throughout Manitoba. Students list the name of the cultural event, its location, the culture represented, and the cultural characteristics profiled (e.g., language, art, music, food, traditions, stories, celebrations...).</p> <p>TIP: Tourism resources or cultural centres may provide information on various cultural events.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>4.3.3</b> BLM: Cultural Communities in Manitoba–Events</p>   |
| or  |   |   |
| <br> | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>Using print and electronic resources, students research Aboriginal, francophone, and other cultural communities in Manitoba. Students identify the characteristics of various cultural communities (e.g., language, art, music, food, traditions, stories, celebrations...) and locate them on a map. Students identify connections between similar cultural communities.</p> <p>TIP: The Manitoba Aboriginal Travel Map is available at local Tourist Information Centres.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>4.3.3</b> BLM: Cultural Communities in Manitoba–First Nations<br/>BLM: Cultural Communities in Manitoba–Francophone</p> |
| or  |   |   |
|    | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>Students compose questions and interview, email, or fax representatives of cultural groups to identify the location of cultural communities in Manitoba. Students record the location and characteristics of cultural communities on a map of Manitoba. Students identify connections between similar cultural communities.</p>  |
| <b>Teacher Reflections</b>  |   |   |

4.3.3 Cultural Communities in Manitoba

| Assessment   | Outcomes                                      | Strategies  |
|--|---|---|
| <br>     | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p><b>Apply</b></p> <p>Students create a map of Manitoba that illustrates selected Aboriginal, francophone, and other cultural communities. Students create a legend to identify the nature of the various communities and plot the location of each on a Manitoba map. Students identify connections between similar cultural communities.</p>   |
|  | or  |   |
| <br>    | 4-KI-005<br>4-KI-007<br>4-KI-008              | <p>Students create posters or brochures promoting cultural events throughout Manitoba. Students list the name of the cultural event, the location, the culture represented, and the cultural characteristics profiled (e.g., language, art, music, food, traditions, stories, celebrations...).</p>   |
|  | or  |   |
| <br> | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>Students create a “Cultural Communities of Manitoba” quilt illustrating Aboriginal, francophone, and other cultural communities in Manitoba. Individual students choose a Manitoba cultural community and create a uniformly sized square to represent that cultural community. Each square is joined to create a classroom quilt. Students identify connections between similar cultural communities.</p> |
|  | or  |   |
| <br> | 4-KI-005<br>4-KI-007<br>4-KI-007A<br>4-KI-008 | <p>Students host a multicultural lunch featuring foods from various cultural communities, including Aboriginal and francophone. Students create menus identifying the cultural communities represented in Manitoba.</p>   |
|  | or  |   |
| <p><b>Teacher Reflections</b></p>  |   |   |

## Teacher Reflections



*Learning Experience: 4.3.4 Identity and Culture*

- 4-KI-009 Describe the influence of various factors on their identities.  
*Include: culture, community, place, region.*

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- 4-KI-009A Understand the teachings of Elders about their culture and identity.

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- 4-KI-009F Describe the influence of their cultural heritage on their francophone identity.

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- 4-KL-022 Describe the main demographic features of Manitoba.  
*Include: population, population distribution, cultural communities.*

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- 4-VI-003 Value ethnic and cultural diversity in Manitoba.

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

**Description of the Learning Experience**

People of many different backgrounds make up the population of Manitoba, and every individual has a personal identity that is influenced by a variety of factors. Students explore the demographics of Manitoba, and learn about the various factors that influence identity. They conduct interviews with elders, family members, and peers, and engage in research. Using presentations, stories, and maps, students illustrate the main demographic features of Manitoba and factors that influence identity.





**Vocabulary:** identity, demographic features, diversity, ethnicity (See Appendix D for Vocabulary Strategies.)

4.3.4 Identity and Culture






| Assessment | Outcomes                          | Strategies  |
|------------|-----------------------------------|---|
|            | 4-KI-009<br>4-KL-022              | <p><b>Activate</b></p> <p>Using carousel brainstorming, students view a variety of Manitoba maps (e.g., physical, political, topographic, population distribution...). At each station, students record factors represented on each map that may influence culture and identity. Students discuss demographic features of Manitoba and factors that influence identity. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p style="text-align: center;">or</p> |
|            | 4-KI-009<br>4-KI-009A<br>4-VI-003 | <p>As a focused freewrite, students reflect on various factors that influence their identities (e.g., gender, age, culture, language, ethnicity, traditions, celebrations...). Students discuss how various factors influence personal identity.</p> <p style="text-align: center;"> <b>4.3.4 BLM: Identity and Culture—Who Am I?</b></p>   |

*(continued)*

4.3.4 Identity and Culture







| Assessment  | Outcomes                                      | Strategies   |
|---|---|--|
| <i>Activate (continued)</i>   |   |  |
| or  |   |  |
|    | 4-KI-009<br>4-KI-009A<br>4-VI-003             | Students browse pictures of people, places, and events in Manitoba, and brainstorm factors that influence and reflect their identity.<br>TIP: Calendars and magazines may be used as a source of pictures.<br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >  |
| or  |   |  |
|    | 4-KI-009<br>4-KI-009A<br>4-VI-003             | Students interview family members to identify and discuss factors that influence their identities. As an Admit Slip, students share and discuss various factors.   |
| <i>Acquire</i>  |   |  |
| <br> | 4-KI-009<br>4-KI-009A<br>4-KL-022<br>4-VI-003 | Collaborative groups of students select a community or region in Manitoba. Using print and electronic resources, students research the population, the population distribution, and cultural components of the community. Students record the information and compose a community profile describing demographic features of the community, and the influence of various factors that influence identity. Students share information and profiles with peers.<br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> > |
| <i>(continued)</i>  |   |  |
| <b>Teacher Reflections</b>  |   |  |

4.3.4 Identity and Culture





| Assessment  | Outcomes                                      | Strategies  |
|---|---|---|
| Acquire <i>(continued)</i>  |   |   |
| or  |   |   |
|    | 4-KI-009<br>4-VI-003                          | Students compose questions and interview elders to learn about their culture and identity. Students record information in their journals.   |
|    |   |   |
| or  |   |   |
|    | 4-KI-009A<br>4-VI-003                         | Students compose questions and interview an Aboriginal Elder to learn about their Aboriginal culture and identity. Students record information in their journals.<br>TIP: Observe appropriate Aboriginal protocols when contacting and interviewing Aboriginal Elders.  |
|  |   |   |
| or  |   |   |
|  | 4-KI-009<br>4-KI-009A<br>4-KL-022<br>4-VI-003 | Students conduct two surveys to learn about the demographic features of Manitoba and the influence of various factors on their identities. Using email, students contact other schools in Manitoba to determine demographic features of that community, and factors that influence identity in that community. They also survey students in other Grade 4 classes (or other grades) in the school to determine demographic features of their own community, and to identify factors in their own community that influence identity. Students compare and discuss the results of both surveys, identifying similarities and differences. |
| <p><b>Teacher Reflections</b></p>   |   |   |



4.3.4 Identity and Culture

| Assessment   | Outcomes                                      | Strategies   |
|--|---|--|
| <br>     | 4-KI-009<br>4-KI-009A<br>4-KL-022<br>4-VI-003 | <p><b>Apply</b></p> <p>Students create maps to illustrate the main demographic features of Manitoba (e.g., population distribution, location of cultural communities...). Students compose a description of their maps, describing factors that influence the identity of people in different areas.</p> |
|  | or  |  |
| <br>    | 4-KI-009<br>4-KI-009A<br>4-KL-022<br>4-VI-003 | <p>Using a word processor, students create brochures or posters, illustrating the main demographic features of Manitoba and factors that influence identity. Students include graphs, pictures, maps, and descriptions of Manitoba cultures, communities, places, and regions.</p>                       |
|  | or  |  |
| <br> | 4-KI-009<br>4-KI-009A<br>4-KL-022<br>4-VI-003 | <p>Students create a collage illustrating factors that influence their culture and identity. Students include images and symbols that influence their identity and maps that identify the main demographic features of Manitoba.</p>   |
|  | <i>(continued)</i>                            |  |
| <p><b>Teacher Reflections</b></p>  |   |  |

4.3.4 Identity and Culture

| Assessment  | Outcomes  | Strategies   |
|---|---|--|
| Apply <i>(continued)</i>  |   |  |
| or  |   |  |
|    | <p>4-KI-009<br/>4-KI-009A<br/>4-VI-003</p>              | <p>Students compose a story, poem, or song describing their identities and identifying factors that influence who they are. Students share stories with peers.</p>   |
|    | or  |  |
|    | <p>4-KI-009<br/>4-KI-009A<br/>4-KL-022<br/>4-VI-003</p> | <p>Students create a multimedia presentation illustrating the main demographic features of Manitoba and factors that influence identity. Using an outline map of Manitoba as the first slide, students add links to additional slides that include maps and graphs identifying the main demographic features of Manitoba, and images and symbols representing factors that influence their identities.</p> |
|  |   |  |
| <b>Teacher Reflections</b>  |   |  |

## Teacher Reflections



*Learning Experience: 4.3.5 Artistic and Cultural Achievements*

- 4-KI-006 Give examples of diverse artistic and cultural achievements of Manitobans. *Include: Aboriginal and francophone cultural achievements.*

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- 4-KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.

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- 4-KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.

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- 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...*

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- 4-VI-004 Value the artistic and cultural achievements of Manitobans.

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







**Description of the Learning Experience**

The people of Manitoba have made many enduring contributions to their communities, province, and to the Canadian society. Students explore and describe significant places, as well as artistic and cultural achievements of Manitobans.







4.3.5 Artistic and Cultural Achievements

| Assessment | Outcomes                                      | Strategies  |
|------------|---|---|
|            | 4-KL-025<br>4-VI-004                          | <p><b>Activate</b></p> <p>Students brainstorm significant places in Manitoba, and categorize the places according to their historical, cultural, or environmental significance. Students describe places they have visited from the list.</p>   |
|            | or  |   |
|            | 4-KI-006<br>4-KI-006A<br>4-VI-004             | <p>Students brainstorm names of Manitobans who have contributed artistic or cultural achievements to our province. Students sort the list according to student-determined criteria and explain their classification to peers.</p>   |
|            | or  |   |
|            | 4-KI-006<br>4-KI-006A<br>4-KL-025<br>4-VI-004 | <p>As an Admit Slip, students submit names of Manitobans who have contributed artistic or cultural achievements to our province, and names of places of historic, cultural, or environmental significance in Manitoba. Students explain why they suggested each person or place, and post names and places on a classroom bulletin board.</p> |



4.3.5 Artistic and Cultural Achievements

| Assessment   | Outcomes                                      | Strategies  |
|--|---|---|
|   | 4-KL-025<br>4-VI-004                          | <p><b>Acquire</b></p> <p>Students research and/or visit places of historic, cultural, or environmental significance in Manitoba, including Aboriginal and francophone sites. Students record the name of the site, its location, a brief description, and its significance. Students select one site they would like to visit and describe the reasons for their choice to peers.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>4.3.5</b> Artistic and Cultural Achievements–Significant Places</p>  |
| or   |   |   |
| <br>    | 4-KI-006<br>4-KI-006A<br>4-VI-004             | <p>Using print and electronic resources, students research traditional and contemporary Manitoba artists, including Aboriginal and francophone, who have contributed to our province through artistic or cultural achievements. Students record the artist’s name, describe the work, and identify examples of the artist’s contributions to Manitoba. Students share information about artists they discover with peers and describe their emotional responses to the artistic pieces.</p> <p>TIP: Encourage students to include examples of visual, performing, literary, and recording artists.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> |
| or   |   |   |
| <br> | 4-KI-006<br>4-KI-006A<br>4-KL-025<br>4-VI-004 | <p>Students compose questions and email, telephone, or fax representatives from Manitoba communities to identify significant historic, cultural, or environmental places and individuals who have contributed to our province through artistic and cultural achievements. Students record information and post it on a wall map of Manitoba.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>   |
| <i>(continued)</i>   |   |   |
| <b>Teacher Reflections</b>   |   |   |

4.3.5 Artistic and Cultural Achievements

| Assessment   | Outcomes                                      | Strategies   |
|--|---|--|
| Acquire <i>(continued)</i>   |   |  |
| or   |   |  |
| <br>     | 4-KI-006<br>4-KI-006A<br>4-VI-004<br>4-KL-025 | Using print and electronic resources, students research artistic and cultural events, including Aboriginal and francophone, in Manitoba. Students record the location, the historic, cultural, or environmental significance of each event, as well as the artistic and cultural achievements highlighted in each event. Students describe how each event celebrates artistic and cultural achievements of Manitobans.<br><br>Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >        |
| Apply  |   |  |
| <br>  | 4-KI-006<br>4-KI-006A<br>4-KL-025<br>4-VI-004 | Collaborative groups of students create a multimedia presentation or web page profiling places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans. Using a map of Manitoba as the opening slide/page, students create links to additional slides/pages that include images of significant places and artistic and cultural achievements and a description of their significance. Compile group presentations in a class presentation.   |
| or   |   |  |
| <br> | 4-KI-006<br>4-KI-006A<br>4-KL-025<br>4-VI-004 | Using a word processor, students create a brochure profiling places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans. Students include a description of the place or event, its location, images, and an explanation of its significance. Students profile artistic and cultural achievements of Manitobans, describing their achievements and explaining their significance to Manitoba.<br><br>TIP: Students may work in collaborative groups and focus on various regions of Manitoba. |
| <i>(continued)</i>   |   |  |
| <b>Teacher Reflections</b>   |   |  |

4.3.5 Artistic and Cultural Achievements

| Assessment   | Outcomes  | Strategies  |
|--|---|---|
| <i>Apply (continued)</i>   |   |   |
| or   |   |   |
|   | <p>4-KI-006<br/>4-KI-006A<br/>4-KL-025<br/>4-VI-004</p> | <p>Students take part in a “Manitoba Day” celebration. Students plan, create, and display a variety of representations of places of historic, cultural, or environmental significance in Manitoba, as well as artistic and cultural achievements of Manitobans (e.g., acrostic poems describing significant places in Manitoba, “air bands” of Manitoba performing artists, reproductions of Manitoba art, models of significant places, dramatizations of cultural achievements...). Students invite other classes and community members to participate in their “Manitoba Day” celebration.</p> <p>TIP: Manitoba Day is observed on May 12.</p> |
| or   |   |   |
|  | <p>4-KI-006<br/>4-KI-006A<br/>4-KL-025<br/>4-VI-004</p> | <p>Students create a series of postcards of Manitoba places that are historically, culturally, or environmentally significant, as well as of artistic and cultural achievements of Manitobans. Students include images and a description of significant places and artistic and cultural achievements on the front of the cards. On the back of the cards, students compose a letter to peers, describing their personal observations of the significance of the places and achievements. Students exchange postcards with peers.</p>   |
| <b>Teacher Reflections</b>   |   |   |

**Connecting and Reflecting: End of Cluster****Student:**

Using your “Living in Manitoba” portfolio, reflect on the richness and diversity of Manitoba’s people and places, and describe what you value about living in Manitoba and how you can contribute to Manitoba’s future.



4.3 BLM: Cluster 3–Connecting and Reflecting

**Teacher Reflections**