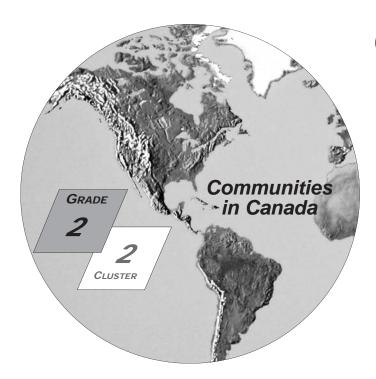
Communities in Canada

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.



GRADE 2 CLUSTER

Communities in Canada



• 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.



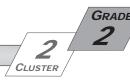
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- Skills Progress Chart: This teacher tool lists every skills learning outcome for a particular 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.

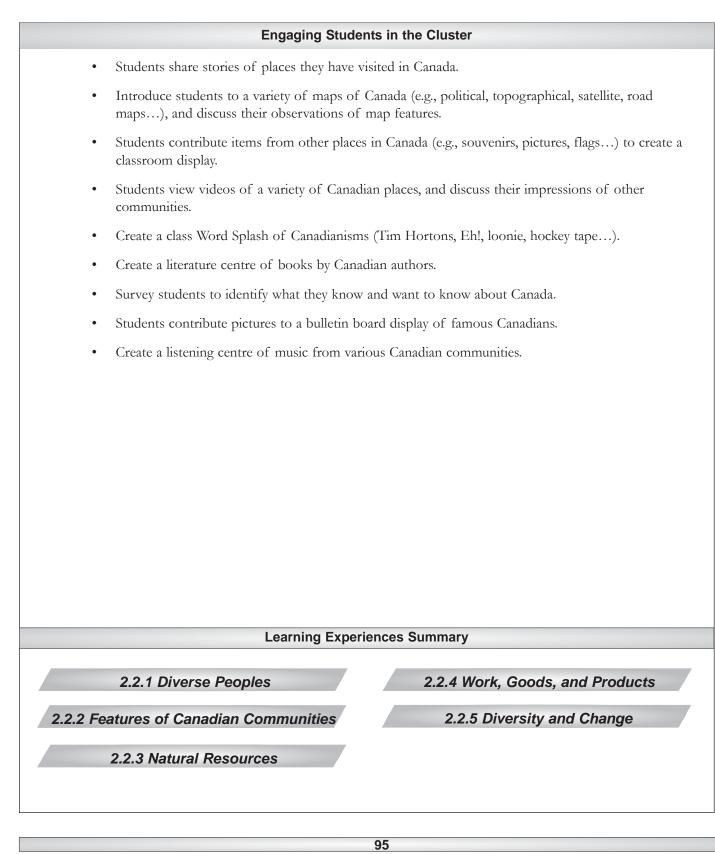
Cluster Description

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.



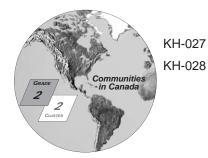
Suggested Learning Resources Appendix F











Learning Experience: 2.2.1 Diverse Peoples

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

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
		Activate
Appendix A	KH-027 KH-028	Students brainstorm the names of cultural groups in their community and in Canada. Students discuss how diverse cultural groups help shape Canada and their local community.
Teacher R		(continued)



		2.2.1 Diverse Peoples
Assessment	Outcomes	Strategies
		Activate (continued)
		Or Or
Appendix A	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.
-		a BLM: Diverse Peoples - KWL
•	KH-027	Using Think-Pair-Share, students discuss what Canada was like when it was inhabited
Appondix A Skill 38	KH-027 KH-028	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.
Appendix A Skill 38	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.
		Acquire
Appendix A	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).
- 214.		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: cn="" links="" ss="" www3.edu.gov.mb.ca=""></http:>
		2.2.1 BLM: Diverse Peoples - Locations of First Nations Communities in Manitoba
		(continued)
Teacher Re	eflections	
1		

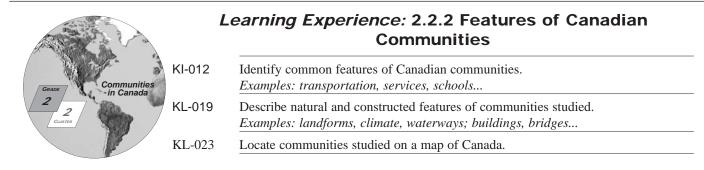


Assessment	Outcomes	Strategies
		Acquire (continued)
		or
Appendix A Appendix A Skill 68	KH-027 KH-028	On a field trip to a local museum, students sketch artifacts used by Canada's original peoples and people who came to Canada from other parts of the world. Students identify the artifacts and the purpose 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.
Appendix A Skill 63		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 BLM: Diverse Peoples - Aboriginal Contributions and Inventions
Appendix A	KH-027 KH-028	or Students view historical maps to identify evidence of the locations of Canada's origina 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.
St.		Supporting websites can be found at <http: cn="" links="" ss="" www3.edu.gov.mb.ca=""></http:>
		or
Appendix A	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
A rest	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.
Appe Skill 09		Supporting websites can be found at <http: cn="" links="" ss="" www3.edu.gov.mb.ca=""></http:>
Teacher Ro	eflections	



	2.2.1 Diverse Peoples		
ssessment	Outcomes	Strategies	
		Арріу	
Appendix A Skill Tb	KH-027 KH-028	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.	
		or	
Appendix A	KH-027 KH-028	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.	
		or	
Appendix A	KH-027 KH-028	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.	
		or	
PPendin 10	KH-027 KH-028	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.	





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.)

	Outcomes	Strategies
		Activate
Appendix A	KI-012 KL-019 KL-023	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: cn="" links="" ss="" www3.edu.gov.mb.ca=""> (continued)</http:>
Teacher R	eflections	

2.2.2 Features of Canadian Communities



ssessment	Outcomes	Strategies
		Activate (continued)
Appendix A Shill 69	KI-012 KL-019 KL-023	Or
		2.2.2 BLM: Features of Canadian Communities - Spider Web
Appendix A	KI-012 KL-019 KL-023	Or 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.
Appendix 63	KI-012 KL-019	or
		Acquire
FLI Appendix A	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.
Ski		(continued)
Teacher R	eflections	



ssessment	Outcomes	Strategies
		Acquire (continued)
		or
Appendix A	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
. 9.		and territorial tourism bureaus. Supporting websites can be found at <http: cn="" links="" ss="" www3.edu.gov.mb.ca=""></http:>
		2.2.2 BLM: Features of Canadian Communities - Provincial and Territorial Tourism Information
		or
Appendix A	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
Appendix A	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.
Appeskill		2.2.2 BLM: Features of Canadian Communities - Map
		d (continued)
Teacher F	Reflections	



ssessment	Outcomes	Strategies
		Apply (continued)
		or
Appendix A	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.
		or
Appendix A	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
Appendix A Skill 119	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
Appendix A	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.
Appendix A	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 Re	floations	
Itaciiti in	Hections	





Page - Ch.		Learning Experience: 2.2.3 Natural Resources
	KL-020	Give examples of natural resources in communities studied.
GRADE Communities in Canada	KL-021	Give examples of ways in which the natural environment shapes daily life in communities studied.
2 2	KL-022	Explain the importance of conserving or restoring natural resources.
Custre	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
Appendix A Skill 33	KI-020 KL-021 KL-022 VH-009	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."
		(continued)
Teacher Re	flections	



		2.2.3 Natural Resources
Assessment	Outcomes	Strategies
		Activate (continued)
Appendix A Skill 93	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.
Appendix A Skill 32	KI-020 KL-022	Or
Appendix A SHIII 93	KL-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.
Appendix A SHIII 3D	KL-020 KL-021 KL-022 VH-009	or 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. (continued)
Teacher Ro	eflections	



ssessment	Outcomes	Strategies
		Activate (continued)
		or
Appendix A	KL-020 KL-021	Collaborative groups of students brainstorm examples of natural resources and ways is 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.
		2.2.3 BLM: Natural Resources - Examples
		or —
Appendix A	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.
		Acquire
Appendix A Skull 11	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: cn="" links="" ss="" www3.edu.gov.mb.ca=""> 2.2.3 BLM: Natural Resources - Research</http:>
		or
Appendix A	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.
		(continued)
Teacher F	Reflections	



Assessment	Outcomes	Strategies
		Acquire (continued)
		or
Appendix A Skill 118	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.
		c BLAN Natural Resources Thanks, Aminiato, Aminiato
		or
Appendix A	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.
GK.		2.2.3 BLM: Natural Resources - Word Sort
Appendix A	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
Appendix A	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 —
Appendix A Skill 112	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>
		e BLM: Natural Resources - Chart
Teacher F	Reflections	

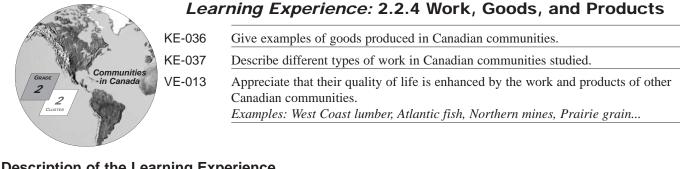


		2.2.3 Natural Resources
Assessment	Outcomes	Strategies
Appendix A	KL-020 KL-021 KL-022	Apply Students create environmental profiles of the two communities studied. They list examples of natural resources and explain how they are used, and give examples of ways in which the natural environment shapes daily life in the communities, as well as the importance of conserving natural resources.
Appendix A Skill Ta	KL-020	or
Appendix A	KL-020 KL-021	or
Appendix A	KL-020 KL-021 KL-022	or Collaborative groups of students create "Natural Resource" books. They select one natural resource in a community studied and create one page for that resource (e.g., "The important things about dairy farms: dairy farms produce milk for everyone to drink; dairy farms create jobs for people who live there."). The pages are illustrated and compiled in a book about the communities studied. 22.3 BLM: Natural Resources - Book Pages (continued)
Teacher Re	eflections	



		2.2.3 Natural Resources
Assessment	Outcomes	Strategies
		Apply (continued)
Appendix A	KL-020 KL-021	Or 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.
be integer	VH-009	or 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.
Teacher Re	eflections	





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 ٠
- 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.)

Assessment	Outcomes	Strategies
		Activate
Appendix A	KE-036 KE-037 VE-013	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.
		(continued)
Teacher R	eflections	

2.2.4 Work, Goods, and Products



Assessment	Outcomes	Strategies
		Activate (continued)
		or
Appendix A	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.
		or
Appendix A	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.
		2.2.4 BLM: Work, Goods, and Products - Word Sort
		Or
	KE-036 KE-037	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.
Appendix A Skill 33	VE-013	2.2.4 BLM: Work, Goods, and Products - Jobs
Appendix A	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 R	Reflections	



Image: Students interview parents/caregivers to learn at types of workers their parents' jobs support or at grocery store clerk, an occupation that is support or getables to the store. They also determine if the produced goods or services in their work. Students of pictures or simple notes, and share with peers 2224 BLM: Work, Goods, and Products - Internor or	re supported by (e.g., the parent is a ted by the local farmer who provides heir parents use locally or Canadian- nts record information through the use s. view search examples of goods produced in ork in the two communities studied. work, and identify ways in which each eting work-related information on
KE-037 VE-013 KE-037 VE-013 types of workers their parents' jobs support or a grocery store clerk, an occupation that is support vegetables to the store. They also determine if the produced goods or services in their work. Students of pictures or simple notes, and share with peers 22.2.4 C BLM: Work, Goods, and Products - Inter Or Or VE-013 VE-013 KE-036 KE-037 KE-036 KE-037 VE-013 KE-036 KE-037 VE-013 Using print and electronic resources, students re Canadian communities, and different types of w Students record examples of goods and types of may influence their quality of life. TIP: Assist students with navigating and interpred Internet sites. Consider using telephone or busin goods produced and different types of work. Supporting websites can be found at <http:www3.ex< td=""></http:www3.ex<>	re supported by (e.g., the parent is a ted by the local farmer who provides heir parents use locally or Canadian- nts record information through the use s. view search examples of goods produced in ork in the two communities studied. work, and identify ways in which each eting work-related information on
or	search examples of goods produced in ork in the two communities studied. work, and identify ways in which each eting work-related information on
KE-036 KE-037 VE-013 KE-036 KE-037 VE-013 KE-036 KE-037 VE-013 VE-013 VE	ork in the two communities studied. work, and identify ways in which each eting work-related information on
Internet sites. Consider using telephone or busin goods produced and different types of work. Supporting websites can be found at <http: td="" www3.e<=""><td>•</td></http:>	•
	-
KE-037 VE-013 KE-037 vkberging KE-037 vkberging KE-037 vk	scavenger hunt at home and school, ed, and the different types of workers xamples with peers, and discuss ways
e BLM: Work, Goods, and Products - Scav	enger Hunt
Teacher Reflections	



2.2.4 Work, Goods, and Products				
Assessment	Outc	omes	Strategies	
		Apply		
	Skill 11	 37 quality of life 13 to run?" Ans mechanics, p have milk fo grocers). U 	cuss the goods, services, and different types of work that enhance their e (e.g., "What are the types of work and goods necessary for the school bus wer: bus manufacturers, snowplow operators, school bus drivers, bolice officers "What are the types of work and goods necessary for us to r lunch?" Answer: farmers, truck drivers, milk containers, refrigerators, Using concept mapping, students create webs illustrating the connections , goods, and services that they use in their daily lives. Students share their s with peers.	
AP	KE-0 KE-0 KE-0 VE-0	worker in ontype of work	or or	
	KE-0 KE-0 VE-0	37 Canadian con	strate different types of workers and the goods and services produced in mmunities and the community studied. Students share illustrations with escribe ways in which their quality of life is enhanced by the work or ced.	
	KE-0 KE-0 KE-0 VE-0	37 communities13 workers use a	or	
			(continued)	
Teac	cher Reflectio	ons		



ssessment	Outcomes	Strategies
		Apply (continued)
		or —
Appendix	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: cn="" links="" ss="" www3.edu.gov.mb.ca=""></http:>
		or —
Appendix A	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





No. of the second se	L	earning 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.
GRADE Communities in Canada	VI-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
CLUSTER	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

VI-006 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	Assessment	Outcomes	Strategies
VI-006 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 observe differently in the past. (continued)			Activate
	Appendix A		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
Teacher Reflections			(continued)
	Teacher Re	flections	



ssessment	Outcomes	Strategies
		Activate (continued)
		or
Appendit	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.
St		
Appendit A	KH-026 VI-006 VI-006A	Students brainstorm examples of ways in which life in the past was different from the life today. Students group the brainstormed contributions in categories (e.g., food, transportation, recreation, homes).
		Acquire
Appender A	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>
Appendix A	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.
St.		(continued)
Teacher R	Reflections	



Assessment	Outcomes	Strategies
		Acquire (continued)
Appendix A	KH-026 VI-006 VI-006A	or 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.
Appendix	KH-026 VI-006 VI-006A	or
Appendix	KH-026 VI-006 VI-006A	or 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.
Appendix A	KH-026 VI-006 VI-006A	Apply 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. 2.2.5 BLM: Diversity and Change - Venn Diagram
Appendix A	KH-026 VI-006 VI-006A	or
Taaabaa		(continued)
leacher f	Reflections	



ssessment	Outcomes	Strategies
		Apply (continued)
Appendix A	KH-026 VI-006 VI-006A	Or
Appendix A	KH-026 VI-006 VI-006A	or
Appendix A	KH-026 VI-006 VI-006A	Past" celebration, or holding the celebration at the seniors' centre.
Teacher F	Reflections	



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

Teacher Reflections