

*Communities in Canada*

**The Canadian Community**

**3**  
CLUSTER

**GRADE**  
**2**





# **Cluster 3**

## **Learning Experiences: Overview**

### **2.3.1 Canadian Symbols**

KC-002 Identify significant Canadian and Manitoban symbols, buildings, and monuments.

*Examples: Canadian flag, Manitoba flag and floral emblem, Maple Leaf, beaver, buffalo, Manitoba Legislative Building, Parliament Buildings, National War Memorial, drums, inuksuit, Red River Cart, York Boat...*

### **2.3.2 Historical Influences**

KH-029 Describe the origins of a variety of place names in Canada.

2-KH-030 Give examples of the historical francophone influence on the Canadian community.

*Examples: place names, stories of historical figures, celebrations...*

### 2.3.3 Cultural Communities

KI-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.

KI-014 Identify English and French as the two official languages of Canada.

KI-015 Recognize that a variety of languages are spoken in Canada.

VC-003 Value being a member of the Canadian community.

### 2.3.4 Canadian Diversity

KI-011 Recognize the diversity that characterizes Canada.  
*Examples: cultural, linguistic, geographic, artistic...*

VI-004 Be willing to consider diverse points of view.

VL-007 Appreciate diverse artistic representations of the land.  
*Examples: poetry, painting, music...*

### 2.3.5 Canadian Needs, Choices, and Decisions

KE-038 Give examples of needs common to all Canadians.

KE-039 Give examples of media influences on their choices and decisions.

### 2.3.6 Global Connections

KL-024 Locate Canada on a world map or globe.

KG-031 Identify Canada as one of many countries in the world.

KG-032 Give examples of connections linking Canada to other countries.

*Examples: food, immigration, media...*

VG-010 Value Canada's global connections.

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## Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

## Cluster Description

Students explore different aspects of Canada, including national symbols, the origins of place names, and the presence and influence of diverse languages and cultural communities. They examine the diverse yet similar aspects of the Canadian community and how people in communities meet their needs. They also locate Canada on a map and consider connections that link Canada to other countries.



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**Engaging Students in the Cluster**

- Create a display of Canadian symbols and flags.
- Students explore a map of Canada and share their favourite place names.
- Students contribute words from a variety of languages to create a cultural Word Splash.
- Students contribute cultural artifacts to a classroom display.
- At the school flagpole, students discuss the Canadian flag including its protocols, why it is important, and how it makes them feel.
- On a world map students identify places outside of Canada they have connections to or have visited.
- Create a display of Canadian art and/or artists.
- Display pictures or watch a video clip of Canadian participation in international sporting events.
- Have a “Canadian Dress-up Day.”

**Learning Experiences Summary**

**2.3.1 Canadian Symbols**

**2.3.2 Historical Influences**

**2.3.3 Cultural Communities**

**2.3.4 Canadian Diversity**

**2.3.5 Canadian Needs, Choices,  
and Decisions**

**2.3.6 Global Connections**

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**Learning Experience: 2.3.1 Canadian Symbols**

KC-002 Identify significant Canadian and Manitoban symbols, buildings, and monuments. *Examples: Canadian flag, Manitoba flag and floral emblem, Maple Leaf, beaver, buffalo, Manitoba Legislative Building, Parliament Buildings, National War Memorial, drums, inuksuit, Red River Cart, York Boat...*

**Description of the Learning Experience**

Canada has many recognizable and distinct symbols. Canadian and Manitoban symbols, buildings, and monuments represent our rich history and diversity. Students explore and identify the significance of Canadian and Manitoban symbols, buildings, and monuments.

**Vocabulary:** symbols, monuments (See Appendix D for Vocabulary Strategies.)

**2.3.1 Canadian Symbols**

Assessment	Outcomes	Strategies
		<b>Activate</b>
	KC-002	As an Admit Slip, students submit an example of a Canadian and a Manitoban symbol, building, or monument. Students discuss ways in which each example represents Canada or Manitoba. Create a symbol/word bank of Canadian and Manitoban symbols, buildings, and monuments.
		or
	KC-002	Students brainstorm examples of symbols (e.g., flags, logos, emblems...). Students identify what each symbol represents and why we use symbols.
		<i>(continued)</i>
<b>Teacher Reflections</b>		

2.3.1 Canadian Symbols

**Activate** *(continued)*

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- or
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- |   |               |  |
|---|---------------|--|
|  | <p>KC-002</p> | <p>Students play “I Spy” to identify symbols in the classroom (e.g., “I spy something that is square. I spy something that is red. I spy something that is shiny.” Answer: Exit Sign...). Students discuss what each symbol represents and why symbols are used.</p> |
|---|---------------|--|
- 
- or
- 
- |   |               |  |
|---|---------------|--|
|  | <p>KC-002</p> | <p>Students view a video about Canada and/or Manitoba. Students identify examples of Canadian and Manitoban symbols, buildings, and monuments represented in the video, and discuss what each symbol represents.</p> <p>TIP: The video <i>Glorious and Free</i>, available from the Manitoba Education, Citizenship and Youth library (IRU), uses a mix of music, visual imagery, and narration to present viewers with a glimpse of symbols, people, and events that are uniquely Canadian.</p> |
|---|---------------|--|
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- or
- 
- |  |               |  |
|--|---------------|--|
|  | <p>KC-002</p> | <p>Students listen to or read stories containing images of Canadian and Manitoban symbols, buildings, and monuments. Students identify the symbols and discuss their significance.</p> |
|--|---------------|--|

**Acquire**

- |   |               |   |
|---|---------------|---|
|  | <p>KC-002</p> | <p>Collaborative groups of students collect pictures of Canadian and Manitoban symbols, buildings, and monuments. Students label each picture with its name, location, and what it represents.</p> <p>TIP: Clip art, calendars, picture books, magazines, and government agencies are good sources of pictures of Canadian and Manitoban symbols, buildings, and monuments.</p> |
|---|---------------|---|

*(continued)*

**Teacher Reflections**

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2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KC-002	<p>Students identify Canadian and Manitoban symbols, buildings, and monuments used on Canadian money and stamps. Students discuss how each symbol, building, or monument represents Canada or 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>
 BLM: Canadian Symbols - Currency		
or		
	KC-002	<p>Using print and/or electronic resources, students research Canadian and Manitoban symbols, buildings, and monuments. Students illustrate each example and identify its name, where it may be found, and what each symbol represents.</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>
<b>Apply</b>		
	KC-002	<p>Using a word processor, students compose a rebus (illustrated story) using clip-art images of Canadian and Manitoban symbols, buildings, and monuments. Students exchange stories with peers, who identify and label each image in the story.</p>
or		
	KC-002	<p>Collaborative groups of students create a collage in the outline shape of Canada or Manitoba, illustrated with pictures of Canadian and Manitoban symbols, buildings, and monuments. Students display their collages and challenge peers to identify the Canadian and Manitoban symbols, buildings, and monuments.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KC-002	Using word processing or presentation software, students create an electronic dictionary of Canadian and Manitoban symbols, buildings, and monuments. Students insert images of symbols, buildings, and monuments and identify the name, location, and what each represents.
_____ or _____		
 	KC-002	Students create a “Canada” or “Manitoba” poster or brochure including images and descriptions of symbols, buildings, and monuments. Students share posters/brochures with peers and describe the images.
_____ or _____		
	KC-002	Using word-processing or graphics software, students insert images on a map of Canada or Manitoba identifying symbols, buildings, and monuments. Students share the map collages with peers and describe the images.
_____ or _____		
 	KC-002	Collaborative groups of students create a multimedia presentation identifying Canadian and Manitoban symbols, buildings, and monuments. Students include images and descriptions of various symbols, buildings, and monuments. Compile group presentations in a class presentation.
_____ or _____		
 	KC-002	Using animation software or animation features of presentation software, students create an animation illustrating a Canadian or a Manitoban symbol (e.g., a bison running, a flag waving, Red River cart, prairie crocus growing...). Students describe to peers the significance of their symbol.
_____ or _____		
<b>Teacher Reflections</b>		

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**Learning Experience: 2.3.2 Historical Influences**

- KH-029 Describe the origins of a variety of place names in Canada.
- KH-030 Give examples of the historical francophone influence on the Canadian community. *Examples: place names, stories of historical figures, celebrations...*

**Description of the Learning Experience**

The many people and events in Canadian history have left their mark on our contemporary society. This historical influence on the Canadian community is evident in stories, place names, and celebrations. Students identify and describe historical influences in Canadian communities.

**Vocabulary:** influence, origin (See Appendix D for Vocabulary Strategies.)

**2.3.2 Historical Influences**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KH-029 KH-030	Using maps, atlases, and globes, collaborative groups of students list various place names in Canada. Students sort the place names according to student-determined criteria and speculate as to the the origins of various names. Students discuss the origins (e.g., historical, cultural, geographic...), and identify examples from their list that represent each category. Students share examples with peers.
	or	
	KH-029 KH-030	On a community walk, students list various place names (e.g., streets, buildings, parks...). Students suggest ideas for the origins of place names.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

2.3.2 Historical Influences

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KH-029 KH-030	Students brainstorm examples of the historical francophone influence on the Canadian community (e.g., place names, historical figures, events, celebrations...), and discuss why French is an important aspect of Canadian heritage.
or		
	KH-029	Students share examples of special names their families have given people and places (e.g., new baby is named after a family member; a point of land is called “marshmallow point” because a family often has marshmallow roasts there...). Students discuss ways in which place names are determined and suggest examples of local place names that have historical or cultural origins.
<b>Acquire</b>		
	KH-029 KH-030	Using maps and atlases, students list examples of Canadian place names they think have their origins in various criteria (e.g., historical, geographic, cultural...). Students share examples with peers.
		 BLM: Historical Influences - Scavenger Hunt
or		
	KH-029 KH-030	Using email, students contact various schools in Manitoba or elsewhere in Canada to learn about the origins of their place names, as well as examples of the historical francophone influence in their communities. Students discuss responses and record information in their journals. 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>		

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2.3.2 Historical Influences

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KH-029 KH-030	Students compose questions and interview, email, or fax community members to learn about the origins of place names and examples of the historical francophone influence in their community. Students discuss responses and compose thank-you letters identifying new information they have learned.
or		
 	KH-029 KH-030	Using print and electronic resources, students research Canadian place names and the historical francophone influence on the Canadian community. Students record examples of place names and their origins, and identify examples of francophone influence on the Canadian community. 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> >
<b>Apply</b>		
	KH-029 KH-030	Collaborative groups of students create a “Canadian Place Names” alphabet book. Students identify a place in Canada to match each letter of the alphabet, describe the origin of the place name, and give examples of any historical francophone influences associated with the place. Students share their alphabet books with peers.
or		
	KH-029	On an outline map of Canada, students locate various Canadian places and list a description of the origin of the place name.  BLM: Mapping - Outline Map of Canada
		<i>(continued)</i>
<b>Teacher Reflections</b>		

2.3.2 Historical Influences

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KH-029 KH-030	Collaborative groups of students create a “Canadian Communities” multimedia presentation. Using an outline map of Canada as the opening slide, students create links to additional slides and identify the location and origins of the place names of various communities. Students include images and/or descriptions identifying examples of the historical francophone influence in various Canadian communities. Compile group presentations in a class presentation.
_____ or _____		
	KH-029	Students compose place-name riddles that describe the origins of place names in Canada (e.g., “I am located on the Red River. I am named after an Earl. Some call me the Father of Manitoba.” Answer: Selkirk). Students exchange riddles with peers to solve.
_____ or _____		
	KH-029 KH-030	Using “Hot Potatoes”, students create quizzes matching Canadian place names with a description of their origins, and examples of the historical francophone influence with various Canadian communities. Students exchange quizzes with peers to solve.
<p><b>Teacher Reflections</b></p>		

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**Learning Experience: 2.3.3 Cultural Communities**

- KI-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
- KI-014 Identify English and French as the two official languages of Canada.
- KI-015 Recognize that a variety of languages are spoken in Canada.
- VC-003 Value being a member of the Canadian community.

**Description of the Learning Experience**

Although English and French are the two official languages of Canada, there are many other languages spoken in our country. Students explore different cultures and languages in their community and in Canada, and reflect on what it means to be a member of the Canadian community.

**Vocabulary:** language, official, cultural group (See Appendix D for Vocabulary Strategies.)

**2.3.3 Cultural Communities**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KI-013 KI-014 KI-015 VC-003	As an Admit Slip, students survey family members to determine which languages are spoken in their home. Students compile the information in a class chart, and analyze the data to determine which languages are most frequently spoken. Using the analysis, they predict which languages they believe to be the two official languages of Canada.
or		
	VC-003	Collaborative groups of students brainstorm what it means to each of them to be a member of the Canadian community. They record and share ideas in a class discussion.
or		
	KI-013 KI-014 KI-015 VC-003	Students read or listen to stories about cultural communities in Canada. They brainstorm a list of the various cultural groups they are aware of in their community and/or in Canada.
<b>Teacher Reflections</b>		

2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
<b>Acquire</b>		
 Appendix A Skill 3a	<p>KI-013 KI-015</p>	<p>Students survey friends, neighbours, staff members, and others to determine the cultural communities that are part of the Canadian community, and various languages that are spoken. They share the results of their surveys with the class, compile, analyze, and discuss the data, and make a class graph.</p> <p> <b>2.3.3 a</b> BLM: Cultural Communities - Culture and Language Survey</p> <hr style="border-top: 1px dashed #000;"/> <p style="text-align: center;">or</p> <hr style="border-top: 1px dashed #000;"/>
 Appendix A Skill 3a	<p>KI-014 KI-015 VC-003</p>	<p>Students browse a variety of books in English and French, and view/listen to television/radio clips in both official languages. As a class, they discuss why we most often use English or French in our communities even though many different languages are spoken in Canada.</p> <hr style="border-top: 1px dashed #000;"/> <p style="text-align: center;">or</p> <hr style="border-top: 1px dashed #000;"/>
 Appendix A Skill 6b	<p>KI-013 KI-014 VC-003</p>	<p>Students compose questions and invite a French teacher or other French-speaking community members to speak to the class about why French is taught in schools, and why French and English are the two official languages of Canada.</p> <hr style="border-top: 1px dashed #000;"/> <p style="text-align: center;">or</p> <hr style="border-top: 1px dashed #000;"/>
  Appendix A Skill 9a	<p>KI-013 KI-014 KI-015 VC-003</p>	<p>Students explore common phrases in other languages. They practise writing and speaking common phrases in English, French, Cree, Ojibway, and another culture. Students reflect in their journals on the cultural diversity of Canada.</p> <p>TIP: Make books on tape in other languages for students. Find appropriate books written in other languages (e.g., French, Cree, Ukrainian, German...), and have someone who speaks another language record the book in that language.</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>2.3.3 b</b> BLM: Cultural Communities - Language Chart</p> <hr style="border-top: 1px dashed #000;"/> <p style="text-align: center;">or</p> <hr style="border-top: 1px dashed #000;"/>
  Appendix A Skill 9d	<p>VC-003</p>	<p>Students compose questions and interview family members, students in other classes/grades, staff members, and others about why they value being a member of the Canadian community. They discuss their findings with peers, and write a personal reflection page for a class book entitled “What it means to be a Canadian.”</p>
<b>Teacher Reflections</b>		

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2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
<b>Apply</b>		
 <p>Appendix A Skill 9f</p>	<p>KI-013 KI-014 KI-015 VC-003</p>	<p>Students use visuals and text to create language charts. They choose common words or phrases in French, English, Ukrainian, Ojibway, or other languages used in the community. They write the word, identify the language, and draw a picture to represent the word.</p> <p><b>2.3.3</b> c BLM: Cultural Communities - Language Picture Chart</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 9d</p>	<p>KI-013 KI-014 KI-015 VC-003</p>	<p>Students write messages and have them translated into another language. They select a language (other than English) that is spoken by at least two people they know. They write a message in English about why they value being a member of the Canadian community, and have the first person translate it for them. They send the translated message to the second person.</p> <p><b>2.3.3</b> d BLM: Cultural Communities - Letter</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 11g</p>	<p>KI-013 KI-014 KI-015</p>	<p>Students create multimedia presentations using several languages. They find images to represent common words or phrases (e.g., Hello, Thank You, Happy Birthday), and record the words in English and other languages. They share and listen to each other's clips.</p> <p>Tip: Use word-processing programs or Internet sites to assist with translation.</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 10</p>	<p>KI-013 KI-014 KI-015 VC-003</p>	<p>Collaborative groups of students perform role-plays to demonstrate why they value Canada's cultural diversity and being a member of the Canadian community.</p> <p style="text-align: center;">or</p>
 <p>Appendix A Skill 10</p>	<p>KI-013 KI-014 KI-015 VC-003</p>	<p>Students write poems, songs, or stories (in English or other languages), and/or create artistic representations in various media (e.g., paper, fabric, found materials...) illustrating why they value Canada's cultural diversity and being a member of the Canadian community. Student creations may be displayed in a central location and other classes invited to view the gallery.</p> <p>TIP: Have a graffiti board available to gallery visitors to add their own comments about why they value being a member of the Canadian community.</p>
<b>Teacher Reflections</b>		

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**Teacher Reflections**

The Canadian Community



**Learning Experience: 2.3.4 Canadian Diversity**

- KI-011 Recognize the diversity that characterizes Canada.  
*Examples: cultural, linguistic, geographic, artistic...*

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- VI-004 Be willing to consider diverse points of view.

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- VL-007 Appreciate diverse artistic representations of the land.  
*Examples: poetry, painting, music...*

**Description of the Learning Experience**

Canada is truly a land of diversity—culturally, geographically, artistically, and in many other ways. Students explore that diversity by viewing a variety of images and through research, including conducting surveys and interviewing people.

**Vocabulary:** diversity, landscape, culture (See Appendix D for Vocabulary Strategies.)

**2.3.4 Canadian Diversity**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KI-011 VI-004	Students brainstorm ways in which people in various places in Canada may be the same or different, and discuss how this diversity enriches Canada.
	or	
	KI-011 VI-004 VL-007	Students listen to or read books about the diversity that characterizes Canada. Students identify and discuss various aspects of diversity, such as culture, language, geography, and art.  TIP: Have students place diversity words or images in appropriate spots on a map of Manitoba or Canada (e.g., “French language” in St. Malo or Montreal; “mukluks” in Inuvik; “rullupylsa” in Gimli; “Ukrainian Easter Egg” in Vegreville...).
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-011 VI-004 VL-007	Collaborative groups of students explore the geographic diversity that characterizes Canada. Using a selection of photographs and artistic images, students compare and contrast various Canadian scenes (e.g., mountains in British Columbia, wheat fields in Saskatchewan, fishing villages in Prince Edward Island...). They record their observations of the various regions of Canada.  TIP: In December, solicit parents and other community members for old calendars with Canadian images.
or		
	KI-011 VI-004 VL-007	Students explore the artistic diversity that characterizes Canada. Students view the work of various Canadian artists (e.g., Ted Harrison, Emily Carr, the Group of Seven, Norval Morriseau...), discuss the images, and try to identify the geographic features the artist has depicted.
<b>Acquire</b>		
	KI-011 VI-004	Using print and electronic resources, students research the diversity that characterizes Canada. They collect pictures of each province and territory, describe the picture, and identify the province or territory each image represents.  TIP: Collaborative groups may select a specific theme, (e.g., culture, land, art...) and search for pictures that reflect that theme.  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		
	KI-011 VI-004 VL-007	Students compose questions and email postcards to Canadians in other communities to learn more about the diversity that characterizes Canada (e.g., culture, language, the land, local artists...). They share responses, which they illustrate and collate in a class book related to diversity.  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>		

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2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KI-011 VI-004 VL-007	Students compose questions and invite a local artist to the classroom to share their art and to discuss the artistic diversity that characterizes Canada. Students compose and mail follow-up thank-you letters describing their appreciation of the artist’s work.
or		
 	KI-011 VI-004 VL-007	Using print and electronic resources, collaborative groups of students research images that represent the diversity that characterizes Canada. They collect and describe images, and share their research with other groups. 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		
	KI-011 VI-004 VL-007	Students view art samples from Canadian artists that represent the diversity that characterizes Canada. They observe, discuss, and experiment with different media (e.g., printmaking, oil, pastels, watercolours...) to recreate the images of Canada. Display student creations along with original images on a bulletin board entitled “Images of Canada.” Tip: Selected works from the Group of Seven work well for this activity.
<b>Apply</b>		
 	KI-011 VI-004 VL-007	Using a variety of media (e.g., fabric, found items, pictures, paint...), collaborative groups of students create “Canadian Symbol” murals representing the diversity that characterizes Canada. They begin by tracing the shape of a Canadian symbol (e.g., maple leaf, beaver, Parliament Buildings...), and fill the shape with images they find or create. Students write descriptions related to Canadian diversity to accompany their work.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
 <p>Appendix A Skill 5</p>	<p>KI-011 VI-004</p>	<p>Students create class webs to illustrate the cultural diversity that characterizes Canada and their classroom. Students interview each other to determine cultural membership, and record information.</p> <p>TIP: Consider asking another classroom in the school, or in another school in Manitoba or elsewhere, to do the same activity and exchange information with them.</p>
 <p>2.3.4 a BLM: Diversity - Culture</p>		
 <p>Appendix A Skill 9f</p>	<p>KI-011 VI-004</p>	<p>Students create Canadian cookbooks. They share recipes from their diverse cultural backgrounds, and write passages to accompany their recipes describing the diversity that characterizes Canada. The recipes and descriptions are compiled in a class cookbook.</p> <p>TIP: Consider reproducing the cookbooks to send home with each student, or have a “Cultural Cooking” day. Invite parent volunteers to help students prepare their recipes, or have students bring prepared items from home to share with the class. If the community is culturally similar, find recipes that represent a variety of cultures.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

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2.3.4 Canadian Diversity

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KI-011 VI-004 VL-007	Students give an oral presentation to describe the diversity that characterizes Canada. Students select images they believe represent Canada’s diversity, and in their presentations explain how each image represents the diversity of Canada.
_____ or _____		
 	KI-011 VI-004 VL-007	Students use a variety of media to reproduce Canadian artistic styles. They choose a Canadian artistic style and a medium (e.g., iron-on crayon, batik, fabric paint, iron transfers from computer, pencil crayon...). They create an image in that particular style and write a description of their piece, explaining how it shows the diversity that characterizes Canada.  TIP: Artistic representations can be joined together to create a “Canadian Scenes” quilt.
_____ or _____		
 	KI-011 VI-004	Students compose stories, songs, or poems describing the diversity that characterizes Canada. They share their compositions with their peers.
<p><b>Teacher Reflections</b></p>		

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**Teacher Reflections**

The Canadian Community



**Learning Experience: 2.3.5 Canadian Needs, Choices, and Decisions**

2-KE-038 Give examples of needs common to all Canadians.

2-KE-039 Give examples of media influences on their choices and decisions.

**Description of the Learning Experience**

All Canadians have common needs, although the ways those needs are met may be varied. The media is a powerful influence on the choices and decisions we make regarding how our needs are met. Students identify examples of common needs, and various ways needs are met throughout Canada. They also analyze media influences on their personal choices and decisions.

**Vocabulary:** media, needs (See Appendix D for Vocabulary Strategies.)

**2.3.5 Canadian Needs, Choices, and Decisions**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KE-038 KE-039	<p>Students review the difference between needs and wants. Using a T-chart, students sort words according to whether they represent needs or wants. Students share completed charts with peers, and discuss the meaning of needs and wants and which are most often represented in the media.</p> <p><b>2.3.5 a</b> BLM: Canadian Needs, Choices, and Decisions - T-Chart</p>
	or	
	KE-038	<p>Students draw and label pictures to illustrate ways in which people’s basic needs are met at different stages in life, including baby, child, parent, and grandparent. Students discuss why the ways in which needs are met may change, even though basic needs remain constant throughout life.</p> <p><b>2.3.5 b</b> BLM: Canadian Needs, Choices, and Decisions - Wheel</p>
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KE-038 KE-039	Students brainstorm types of media, (e.g., television, flyers...) and discuss ways in which various media influence their lives. Students identify examples of needs and wants portrayed in the media, and discuss ways in which they determine the difference between needs and wants when making choices.  TIP: Information and activities promoting media awareness and critical thinking related to media are available at a variety of websites, including <i>Media Awareness Network</i> and <i>Kids' Take on Media</i> .
	KE-038	<b>Acquire</b>  Using concept mapping, students list examples of items and products that help them meet their basic needs (e.g., food—breakfast cereal; clothing—T-shirt...).   BLM: Canadian Needs, Choices, and Decisions - Meeting Needs <i>(continued)</i>
<b>Teacher Reflections</b>		

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2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KE-038 KE-039	Students submit examples of various types of packages (e.g., cereal boxes, snack foods, novelty items...), and describe advertising they have seen promoting that particular product. Collaborative groups of students list common features used to promote the products (e.g., colourful packaging, testimonials, jingles...), and discuss ways in which the media influences their choices and decisions. Students identify whether the products fulfill wants or needs.
or		
	KE-038 KE-039	Over the course of a week, students record instances of media portrayals of various products. Using a spreadsheet, students graph the occurrences, and discuss ways in which the media may influence their choices and decisions. Students discuss what types of products/items are portrayed most frequently in the media, and identify whether they represent needs or wants.
 BLM: Canadian Needs, Choices, and Decisions - Media Tally		
or		
	KE-038 KE-039	As an Admit Slip, students share their television commercial viewing logs. As they watch television at home, they record the name and time of the television program and the products advertised in each commercial. Collaborative groups of students compile their commercial tallies and discuss how the media influences their choices and decisions. Students sort the products according to whether they address needs or wants, and discuss the results.
 BLM: Canadian Needs, Choices, and Decisions - Commercial Tally		
<p><b>Teacher Reflections</b></p>		

2.3.5 Canadian Needs, Choices, and Decisions

Assessment	Outcomes	Strategies
<b>Apply</b>		
 	KE-038 KE-039	Collaborative groups of students dramatize a commercial or television program intended to influence their choices and decisions related to meeting basic needs. Peers identify whether the commercial or program exerts a positive or negative influence.
_____ or _____		
 	KE-038 KE-039	Collaborative groups of students create a multimedia presentation illustrating ways in which Canadians' basic needs are met. Students include examples of media that may influence Canadians' choices and decisions in how their needs are met. Compile group presentations in a class presentation.
_____ or _____		
 	KE-038 KE-039	Collaborative groups of students engage in a school wellness campaign. Each group selects a basic need (e.g., healthy eating, exercise, safe school...), and creates a series of messages to be posted/played in the school (e.g., posters, commercials for morning announcements, videos or dramatizations presented at assemblies...) to positively influence classmates' choices and decisions related to ways in which their basic needs are met.
_____		
<p><b>Teacher Reflections</b></p>		

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**Learning Experience: 2.3.6 Global Connections**

- KL-024    Locate Canada on a world map or globe.

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- KG-031    Identify Canada as one of many countries in the world.

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- KG-032    Give examples of connections linking Canada to other countries.  
*Examples: food, immigration, media...*

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- VG-010    Value Canada's global connections.

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**Description of the Learning Experience**

Canada is part of a much bigger world. Students explore the continents and countries of the world as well as our many connections to other places. They use and construct maps, and focus on where Canada is located in the world and ways in which it is connected to other countries.

**Vocabulary:** globe, country, connections (See Appendix D for Vocabulary Strategies.)

**2.3.6 Global Connections**

Assessment	Outcomes	Strategies
	KG-031 VG-010	<p><b>Activate</b></p> <p>Students read or listen to books that give examples of connections linking Canada to other countries. As a class, they brainstorm the names of countries elsewhere in the world. Ideas are recorded on a class chart.</p>
or		
	KL-024 KG-031 KG-032 VG-010	<p>Using a variety of map resources, collaborative groups of students identify physical features (e.g., water, mountains, islands...), political boundaries (e.g., countries, provinces, states...), and map markings (e.g., title, legend, symbols...). Students discuss the different symbols that are used and how symbols give maps meaning.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KL-024 KG-031 KG-032 VG-010	Using a wall map of the world and mapping word cards (e.g., names of continents, oceans, countries...), students take turns locating Canada and other places on a map of the world. When a place is found, students use cardinal directions to describe its location in relation to Canada.  TIP: Label the map with the names of the cardinal directions to assist students in describing Canada’s location.
		 BLM: Global Connections - Word Cards
— or —		
	KL-024 KG-031 KG-032 VG-010	Students brainstorm names of other countries. Using atlases, maps, and globes, collaborative groups of students locate countries from the brainstormed list and discuss connections linking Canada to other countries.
— or —		
	KL-024 KG-031 KG-032 VG-010	As an Admit Slip, students submit an item representing a different country in the world (e.g., artifact, travel brochure, recipe, food label...). Students locate the country of origin on a world map or globe, and discuss connections linking Canada to other countries.
<b>Acquire</b>		
	KL-024 KG-031 KG-032 VG-010	Collaborative groups of students use maps to identify Canada as one of many countries in the world. Students browse various maps (e.g., globes, atlases, electronic maps...) to locate Canada and other countries in the world. They record the names of other countries on a group chart.  TIP: Make certain students understand the difference between a country and a continent.  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>		

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2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KL-024 KG-031 KG-032 VG-010	As an Admit Slip, students submit pictures of items that come from different countries in the world. Attach pictures labelled with the country of origin at appropriate locations on a world map. As a class, students discuss connections linking Canada to other countries.
or		
	KG-031 KG-032 VG-010	Students go on a home scavenger hunt to identify items that come from different countries in the world. Compile ideas on a class chart to create a list of connections linking Canada to other countries.   BLM: Global Connections - Scavenger Hunt
or		
	KG-031 KG-032 VG-010	Collaborative groups of students browse fiction and non-fiction books, pictures, and/or travel magazines/brochures that provide examples of connections linking Canada to other countries. Using a T-chart, the groups record the names of countries with examples of connections. Students share findings with peers.   BLM: Global Connections - Countries
or		
	KG-031 KG-032 VG-010	Using a map of the world, collaborative groups of students brainstorm connections linking Canada to other countries (e.g., family, foods, clothing, media...). They create a list of connections, identify their location on a map of the world, and discuss how they connect Canada to other countries.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KG-031 KG-032 VG-010	Using “E-pals,” students compose questions to interview a student from another country to learn about connections linking Canada to other countries. Students share their responses with peers.  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 _____		
	KL-024 KG-031 KG-032 VG-010	Collaborative groups of students conduct a survey to determine the countries of origin of their lunch foods. They examine lunch items, record the name of each item and its country of origin, (e.g., banana—South Africa; apple—Washington). They create word/picture cards for each item and post them on a wall map of the world.   BLM: Global Connections - Food
_____ or _____		
	KL-024 KG-031 KG-032 VG-010	Students listen to music or read stories from other countries in the world. Each time a song is listened to or a story is read, they identify the country on the map of the world. They discuss and record examples of connections linking Canada to other countries.
<b>Apply</b>		
	KL-024 KG-031 KG-032 VG-010	Students label a world map with the location of Canada, and connections linking Canada to other countries. Students place symbols of different items used in Canada (e.g., bananas, pineapple—Hawaii; lamb—New Zealand...) and their countries of origin at the appropriate location on a world map.  TIP: Maps should include a title, legend, and symbols.   BLM: Global Connections - World Map
<i>(continued)</i>		
<b>Teacher Reflections</b>		

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2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KL-024 KG-031 KG-032 VG-010	Students use a variety of images to illustrate connections linking Canada to other countries. Using pictures of various items (e.g., cultural celebrations, food items, household goods...) from flyers, catalogues, and other print media, students identify the country of origin for each item, and cut and glue the pictures on a chart. Students write a reflection on the importance of Canada’s connection to other countries.
 BLM: Global Connections - Chart		
or		
	KG-031 KG-032 VG-010	Students create a “Global Connections” visual representation. They use flyers, clip art, or other visual examples of connections linking Canada to other countries (e.g., images of festivals, holiday celebrations, food, clothing...). They share their representations and explain the importance of the connections linking Canada to other countries.
or		
	KL-024 KG-031 KG-032 VG-010	Students take a field trip to a grocery store to observe connections linking Canada to other countries. They observe items in the store, record the name of each item and its country of origin, (e.g., grapes—South Africa; rice—India). They create word/picture cards for each item and post them on a wall map of the world. TIP: Have students prepare questions in advance to ask grocery store managers regarding Canada’s connections to other countries.
 BLM: Global Connections - Food		
or		
	KG-031 KG-032 VG-010	Using “E-pals,” students write letters to students from another country expressing appreciation for the connections linking Canada to that country. Students share their responses with peers. 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>		
<p><b>Teacher Reflections</b></p>		

2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
	KG-031 KG-032 VG-010	or Students write poems, songs, or stories expressing why they value the connections that link Canada to other countries.
<p><b>Teacher Reflections</b></p>		

**Cluster 3 — Connecting and Reflecting**

Using their “The Canadian Community” portfolio, students reflect on their life and describe what they appreciate about living in Canada.



BLM: Cluster 3 - Connecting and Reflecting

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**Teacher Reflections**