



**Grade 2**  
**Social Studies**  
*Communities in Canada*

A Foundation for  
Implementation

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**GRADE 2 SOCIAL STUDIES  
COMMUNITIES IN CANADA**

*A Foundation for  
Implementation*

**2005**  
Manitoba Education, Citizenship  
and Youth

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Appendix F: Recommended Learning Resources

## Introduction

### SOCIAL STUDIES AND THE CREATION OF A DEMOCRATIC LEARNING COMMUNITY



Welcome to the world of social studies, where students have opportunities to interact with each other in democratic groups and communities, and to acquire the knowledge, values, and skills they need to become active, responsible citizens within our Canadian society. As they grow and learn the skills of citizenship, they not only contribute to their learning communities, but also contribute to the betterment of our society.

What do active, responsible citizens look like? They are aware of the world in which they live, and they care about people around them—the people with whom they share this planet, both near and far away. They know that their actions affect others. They have informed opinions, and think critically about issues that concern themselves and others. They have the confidence to make their voices heard, to take a stand on issues, and to engage in social action when necessary. They are concerned with the well-being of the environment, and live their lives in ways that reflect that concern.

#### Background

This document was produced by Manitoba Education, Citizenship and Youth, in collaboration with Manitoba educators. It includes the core concept citizenship, and identifies general and specific learning outcomes. It integrates the four foundation skill areas of literacy and communication, problem solving, human relations, and technology, and provides ideas and strategies to support the implementation of social studies. It is mandated for use in all schools in Manitoba.



#### A Brief History of the Social Studies Curriculum

Just as knowing oneself means knowing one's history, fully understanding the new social studies curriculum requires knowing something of its history. The Manitoba curriculum was created through a culturally collaborative process; diverse voices guided the process, and the result is a social studies curriculum that better reflects the cultural reality of Canada.

The first stage of the process was the creation of the *\*Western Canadian Protocol (WCP) Common Curriculum Framework for Social Studies, Kindergarten to Grade 9 (2002)*. This was the first inter-provincial/territorial curriculum project to include both Aboriginal and francophone representatives as full and equal partners in the development process.

\* In November 2002 the name was changed to the *Western and Northern Canadian Protocol (WNCP) for Collaboration in Basic Education*.

#### Manitoba Advisory Groups

- Social Studies Steering Committee
- K to S4 Framework Development Team
- Cultural Advisory Team



Manitoba's involvement in the Western and Northern Canadian project, and in the next stage of adapting the *WCP Framework* to produce *Kindergarten to Grade 8 Social Studies: Manitoba Curriculum Framework of Outcomes*, was guided by three advisory groups:

- The **Manitoba Social Studies Steering Committee**, consisting of representatives from Manitoba educational stakeholders
- The **Manitoba Kindergarten to Senior 4 Framework Development Team**, comprising Early, Middle, and Senior Years teachers from English, Français, and French Immersion Programs, as well as Aboriginal educators and consultants, and university advisors in history, geography, and education
- The **Manitoba Cultural Advisory Team**, with representatives from 15 ethnocultural organizations in Manitoba  
(See the Acknowledgments section for a listing of team members and organizations.)

Manitoba also solicited feedback from educational stakeholders during the development of the WCP and Manitoba frameworks. Regional consultations took place, as did a province-wide mailout, resulting in feedback from hundreds of Manitoba educators and stakeholders, including the Manitoba First Nation Education Resource Centre and the Manitoba Métis Federation.

### Contents of the Document

This document contains the following sections:

- **Introduction:** The introduction describes the purpose, background, and contents of this document.
- **Social Studies in Manitoba—A Kindergarten to Senior 4 Overview:** This section presents an overview of the Kindergarten to Senior 4 social studies program in Manitoba.
- **Document Components and Structure:** This section presents the components of the Manitoba social studies curriculum and explains how the learning outcomes and strategies for teaching, learning, and assessment are organized within this document.
- **Grade 2: Communities in Canada:** This section contains the grade overview; cluster descriptions; skills, knowledge, and values learning outcomes; suggested strategies for assessment; and strategies to activate, acquire, and apply learning.
- **References**
- **Appendices:** This section contains the following appendices: A: Skills Assessment; B: Blackline Masters; C: Charts and Checklists; D: Vocabulary Strategies; E: Kindergarten to Grade 4 Cumulative Skills Chart; and F: Recommended Learning Resources.

**Overview****SOCIAL STUDIES IN MANITOBA—A KINDERGARTEN TO SENIOR 4 OVERVIEW****Definition**

**S**ocial studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

**Vision**

Social studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Intended to reflect the many voices and stories that comprise the Canadian experience, past and present, the social studies curriculum is inclusive of Aboriginal, francophone, and diverse cultural perspectives.

Social studies engages students in the continuing debate concerning citizenship and identity in Canada and the world. Through social studies, students are encouraged to participate actively as citizens and members of communities, and to make informed and ethical choices when faced with the challenges of living in a pluralistic democratic society.

**Goals of Social Studies**

Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.

The goals of social studies learning span Kindergarten to Senior 4, and are divided into five categories:

- Canada
- The World
- The Environment
- Democracy
- General Skills and Competencies





With respect to **Canada**, social studies enables students to

- acquire knowledge and understanding of Canadian history and geography
  - appreciate the achievements of previous generations whose efforts contributed to the building of Canada
  - critically understand Canadian political structures and processes and the institutions of Canadian society
  - fulfill their responsibilities and understand their rights as Canadian citizens
- understand and respect the principles of Canadian democracy, including social justice, federalism, bilingualism, and pluralism
  - analyze Canadian public issues and take rationally and morally defensible positions
  - develop a sense of belonging to their communities and to Canadian society
  - respect Aboriginal perspectives, francophone perspectives, and the perspectives of the many cultural groups that have shaped Canada, past and present



With respect to the **world**, social studies enables students to

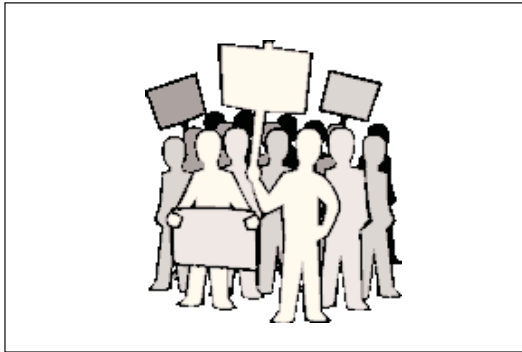
- acquire knowledge and understanding of world history and geography
  - respect the world's peoples and cultures through a commitment to human rights, equity, and the dignity of all persons
  - develop global awareness and a sense of global citizenship
  - understand and appreciate the role of international organizations
  - analyze global issues and take rationally and morally defensible positions
- develop a commitment to social justice and quality of life for all the world's peoples
  - assess questions of national self-interest and the interests of other countries and the world as a whole



With respect to the **environment**, social studies enables students to

- acquire and apply geographic skills, knowledge, and understanding
- recognize that a sustainable natural environment is essential to human life
- assess the impact of human interaction with the environment
- propose possible solutions to environmental problems
- live in ways that respect principles of environmental stewardship and sustainability

## Overview



With respect to **democracy**, social studies enables students to

- critically understand the history, nature, and implications of democracy
- assess alternatives to democracy, past and present
- understand the history and foundations of parliamentary democracy in Canada
- demonstrate a commitment to democratic ideals and principles, including respect for human rights, principles of social justice, equity, freedom, dissent and differences, and willingness to take action for the public good

- participate in public affairs in accordance with democratic principles
- critically understand the role of various institutions in civil society
- recognize that democracy involves negotiation and that political and social problems do not always have simple solutions
- identify ways in which Canadian democracy could be improved, and work to improve it
- participate as informed citizens in the ongoing debates that characterize democracy in Canada and the world
- take a stand on matters of fundamental principle or individual conscience



With respect to **general skills and competencies**, social studies enables students to

- engage in disciplined inquiry, applying research skills, critical thinking, and decision making
- think historically and geographically
- critically analyze and research social issues, including controversial issues
- work collaboratively and effectively with others
- solve problems and address conflicts in creative, ethical, and non-violent ways

- develop openness to new ideas and think beyond the limits of conventional wisdom
- apply effective communication skills and enhance media literacy
- use and manage information and communication technologies



**CITIZENSHIP AS A CORE CONCEPT IN SOCIAL STUDIES**

Citizenship is the core concept that provides the learning focus for social studies at all grades. To identify the knowledge, values, and skills that students will need as active democratic citizens, social studies must take into account the society in which students live and anticipate the challenges they will face in the future. Citizenship is a fluid concept that changes over time: its meaning is often contested, and it is subject to interpretation and continuing debate.

Achievement of learning outcomes related to citizenship will prepare students to participate in the public dialogue that characterizes any democracy and that plays an important role in Canadian society. As students engage in this dialogue, they will enhance their understanding of citizenship in Canada and the world, and will be better prepared to become active participants in their communities, locally, nationally, and globally.

**Rationale for Citizenship Education**

Citizenship education is fundamental to living in a democratic society. The concept of citizenship takes on meaning in specific contexts and is determined by time and place. Diverse notions of citizenship have been used in the past and are being used in the present, for both good and ill. Throughout much of history, citizenship has been exclusionary, class-based, racist, and sexist. In Canada, for instance, First Nations parents were forced to send their children to residential schools in the interests of citizenship.

The concept of citizenship must be considered within the context of democracy, human rights, and public debate. Social studies provides opportunities for students to explore the complexities of citizenship in four areas:

- Active Democratic Citizenship in Canada
- Canadian Citizenship for the Future
- Citizenship in the Global Context
- Environmental Citizenship

## Overview



### Active Democratic Citizenship in Canada

Since citizenship issues are rooted in the past, Canadian history occupies an important place in the social studies curriculum. Canada is regionally diverse and geographically expansive. It is organized as a federal parliamentary monarchy, with a mixed, albeit largely capitalist, economy. It is a bilingual and multicultural country committed to pluralism, human rights, and democracy. Globally, Canada is regarded as a prosperous, peaceful, and democratic country, although it still has its share of economic and social injustices and inequities.

Canada is a complex country that requires special qualities in its citizens. These citizenship qualities include:

- knowledge of Canadian history and geography
- understanding of the distinctive nature of Canadian society, the Canadian state, and its institutions
- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideals and principles
- a commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- a willingness to live with ambiguity and uncertainty
- civility and tolerance for dissension and disagreement
- a willingness to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others
- a sense of shared identity as Canadians, combined with a realization that Canadian identity is multi-faceted, open to debate, and not exclusive of other identities

### Canadian Citizenship for the Future

For the foreseeable future, Canadian citizens will likely continue to face issues such as

- balancing the jurisdictional claims of the provinces, territories, and the federal government
- redressing past and present injustices inflicted on Aboriginal peoples and other groups in Canada
- coming to terms with the complexities of Quebec's place in Canada
- balancing regional and cultural diversity with national unity
- protecting Canadian identity and sovereignty
- assuring access to social services and quality of life for all
- eliminating inequalities related to race, gender, sexual orientation, age, class, and ethnicity
- protecting the environment
- ensuring the successful functioning of the economy



### Citizenship in the Global Context

Canada is part of a global community that is becoming increasingly interconnected and interdependent. Many of the most serious problems facing our world must be dealt with on a global basis. The nation-state—including Canada—is under increasing challenge, externally from the forces of globalization, and internally from demands for more local or regional autonomy. The world also continues to be characterized by severe disparities between rich and poor countries. This disparity violates the basic principles of social justice and human dignity, and, at the same time, gives rise to dangerous tensions and rivalries. War, terrorism, and violence continue to be a means of addressing internal and international disputes, and, because of developments in weapons technology, are becoming ever more destructive. In these circumstances, Canadian citizens need to think and act globally as well as nationally.

### Environmental Citizenship

Underlying both national and global realities, and the responsibilities they impose on citizens, is the increasing fragility of our natural environment. Quality of life depends upon the sustainability of our environment. This places a particularly important responsibility on citizens, who must ultimately balance the demands of economic growth and high living standards against respect for the environment and the needs of future generations.

## Overview

### GENERAL LEARNING OUTCOMES

The following six general learning outcomes provide the conceptual structure for social studies from Kindergarten through Senior 4. They are the basis for the specific learning outcomes for each grade.



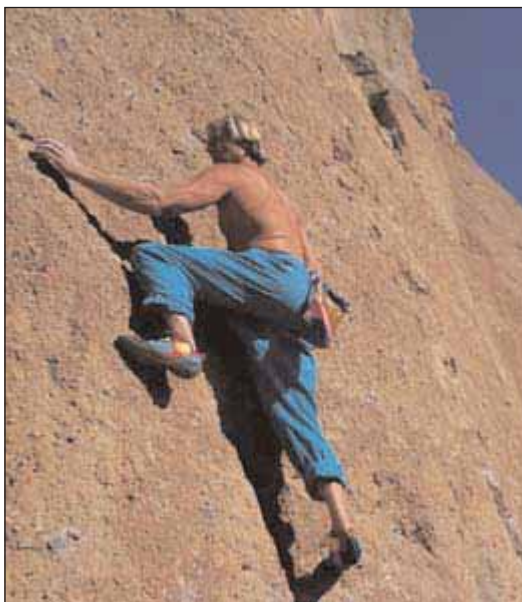
#### **Identity, Culture, and Community**

Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with

opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.



#### **The Land: Places and People**

Students will explore the dynamic relationships of people with the land, places, and environments.

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.



### Historical Connections

Students will explore how people, events, and ideas of the past shape the present and influence the future.

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.



### Global Interdependence

Students will explore the global interdependence of people, communities, societies, nations, and environments.

People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.



## Overview



### **Power and Authority**

Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.



### **Economics and Resources**

Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse

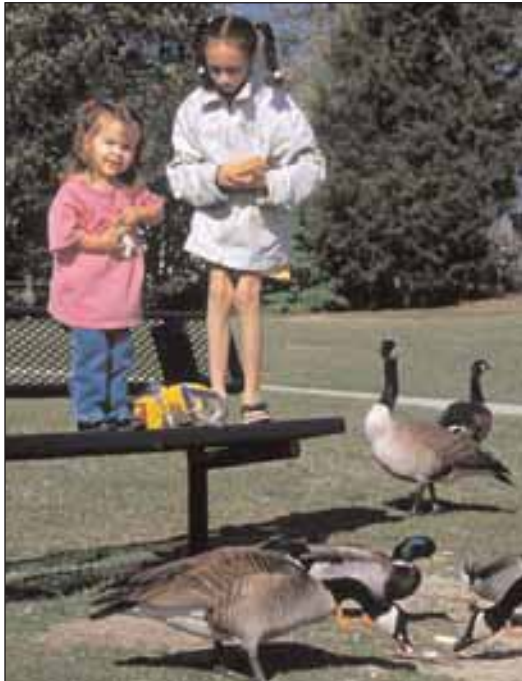
perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

**SOCIAL STUDIES SKILLS**

Social studies skills are grouped into four categories:

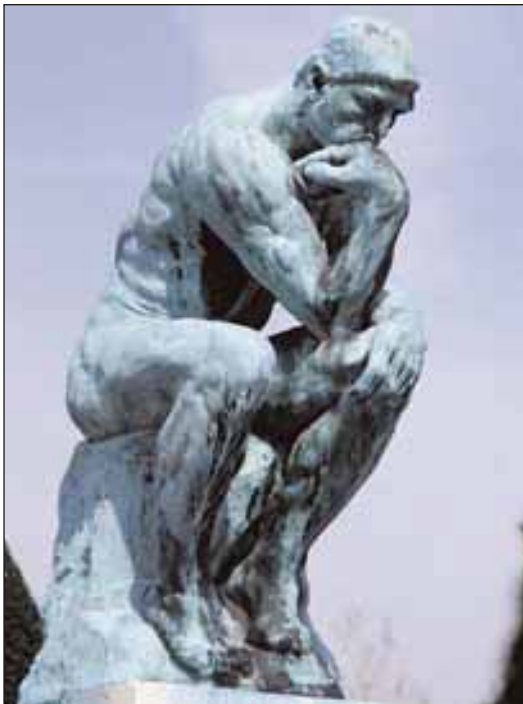
- Skills for Active Democratic Citizenship
- Skills for Managing Ideas and Information
- Critical and Creative Thinking Skills
- Communication Skills

**Skills for Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

**Skills for Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

**Overview****Critical and Creative Thinking Skills**

Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and using a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

**Communication Skills**

Communication skills enable students to interpret and express ideas clearly and purposefully using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.



## GUIDING PRINCIPLES FOR SOCIAL STUDIES LEARNING, TEACHING, AND ASSESSMENT

### Social Studies and the Learning Process

Learning in social studies is an active process. Active learning involves the construction of meaning through the interaction of prior knowledge, motivation and purpose, and new experiences. The process of learning varies from one individual to another, and is shaped by a multitude of factors, including personal, social, and cultural influences. Social studies learning is more meaningful when students are

- encouraged to broaden their perspectives through informed and focused interaction with others
- provided with opportunities to reflect critically on their own ideas and attitudes
- valued, respected, and acknowledged as individuals, whatever their situation or background

Social studies *knowledge*, *values*, and *skills* are interdependent aspects of learning, and need to be integrated in the learning process. Meaningful learning in social studies requires both depth and breadth of understanding. This includes the incorporation of basic general knowledge, as well as opportunities for more intensive study of selected topics.

#### Strategies to support student inquiry and interaction:

- cooperative and peer learning
- interviews
- project-based learning
- structured controversy or debate
- teacher- and student-initiated inquiry and research
- role-play
- sharing circles



### Instructional Strategies for Active Learning

Social studies learning can be enhanced by using a variety of settings both in and outside of school, flexible student groupings, and numerous other strategies. A well-balanced social studies program includes individual, collaborative, and teacher-directed learning experiences, and provides students with a variety of conceptual tools and advance organizers.

Effective social studies instruction includes the use of strategies that promote student inquiry and interaction. These strategies include cooperative and peer learning, interviews, project-based learning, structured controversy or debate, teacher- and student-initiated inquiry and research, role-play, and sharing circles. These types of strategies make learning meaningful by encouraging critical reflection, questioning, and the consideration of diverse points of view.

It is through guided inquiry and interaction—within the school and in the community—that students construct meaning from their individual experiences. Students require opportunities to engage in authentic and relevant community issues and events. It is important that these experiences be integral to social studies learning, and not be contrived.

## Overview

### Active learning includes

- resource-based and experiential learning
- on-the-land experiences
- field studies
- guided tours
- participation in diverse cultural activities
- integrating literature and the arts
- using information and communication technologies

Active learning is encouraged through resource-based and experiential learning. These include on-the-land experiences, field studies, guided tours, and participation in diverse cultural activities. Social studies teaching offers the ideal opportunity to integrate literature and the arts, and to use information and communication technologies.

Effective practices in social studies actively engage students in democratic processes such as consensus building, collective decision making, student government, class meetings, student-generated topics of study, and school event planning. As well, social studies provides authentic opportunities for home and community involvement.

### Activities that engage students in democratic processes:

- consensus building
- collective decision making
- student government
- class meetings
- student-generated topics of study
- classroom/school event planning

## Resource-Based Learning

Social studies addresses a wide range of issues and topics at every grade. It is a subject that is particularly well-suited to resource-based learning, which moves beyond the single textbook approach and provides students with a variety of information sources. (See Appendix F for a list of recommended learning resources.)

There is a plethora of social studies resources available to teachers and students. These include primary information sources, print media, electronic media, art and artifacts, simulations and games, maps, field trips, as well as knowledgeable individuals from the local community.

Resource-based learning is a student-centred approach that adapts to student needs, interests, abilities, learning styles, and prior knowledge. An environment that is rich in resources allows students to explore and discover as they learn, and to make personal learning choices that are relevant and meaningful.

As our society continues to evolve, so do the roles of teachers and learners. The “sage on the stage” model is giving way to a more flexible model—one in which teachers facilitate the learning process, and students make decisions and assume responsibility for their learning. A resource-based learning approach ultimately helps students manage the information overload that typifies today’s society, and teaches them how to continue their learning outside of the school setting. While the development of fundamental knowledge is still essential in social studies, the student of the 21st century needs the skills to locate, access, and evaluate pertinent information.

### Resource-based learning

- primary sources
- magazines and journals
- books
- television, radio
- DVDs and CDs
- audio/video tapes
- the Internet
- computer software and databases
- art and artifacts
- simulations and games
- maps
- neighbourhood walks
- museums
- art galleries
- cultural centres
- community sites
- guest speakers
- Elders
- live performances

### Role of the Social Studies Teacher

Social studies accommodates a variety of teaching styles. Given the political nature of social studies issues and topics, a teacher’s personal beliefs and convictions may influence the presentation of content, as well as the selection of teaching strategies and learning resources. Complete neutrality is not always possible, nor necessarily desirable; however, teachers need to be aware of the implications of presenting their own beliefs and perspectives as fact rather than opinion.



Social studies is rich in opportunities to detect and analyze bias through the critical exploration of diverse points of view. When a classroom climate is open and fair, teachers and students together will establish a learning culture that integrates democratic principles and encourages active citizenship. It is important to note that student-centred classrooms are not necessarily democratic classrooms. Even activities that are democratic in nature, such as cooperative learning, can be undemocratic in practice, depending upon how they are used.

Finally, it is essential that teachers be well informed about social studies content and issues, and that they be prepared to provide students with guidance in selecting reliable information sources.

### Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society. Furthermore, discussion and debate concerning ethical or existential questions serve to motivate students and make learning more personally meaningful.



The following guidelines will assist teachers in dealing with controversial issues in the classroom:

- approach all issues with sensitivity
- clearly define the issues
- establish a clear purpose for discussions
- establish parameters for discussions
- ensure that the issues do not become personalized or directed at individual students
- protect the interests of individual students by finding out in advance whether any student would be personally affected by the discussion
- exercise flexibility by permitting students to choose alternative assignments
- accept that there may not be a single “right answer” to a question or issue
- respect everyone’s right to voice opinions or perspectives
- help students clarify the distinction between informed opinion and bias
- help students seek sufficient and reliable information to support the various perspectives
- allow time to present all relevant perspectives fairly and to reflect upon their validity

## Overview

## SOCIAL STUDIES AS A CURRICULUM OF AND FOR DIVERSITY AND EQUITY



## Inclusive Social Studies Classrooms

The social studies classroom plays an important role in helping students become engaged and caring citizens, locally, nationally, and globally. To do so requires teachers to use social studies classrooms as living laboratories for a more equal and just society than the one in which we now live. Schools in general, and the social studies classroom specifically, support the continued development of the multicultural, multiracial, and pluralist democracy that is Canada—a democracy that is capable of addressing the serious social and ecological challenges that face us now, and which threaten our collective future.

The events that take place in our classrooms both shape, and are shaped by larger social currents that define who we are and where we are headed as a society. To be successful, schools, and social studies classrooms in particular, must be guided by democratic social goals and values that celebrate our human diversity and demonstrate a quest for greater equity in our institutions and in society as a whole.

Social studies curriculum and instruction must be both *visionary* and *practical*: *visionary* because we need to go beyond narrow educational goals and look toward our collective future with hope; *practical* because the work of reshaping educational practice and countering negative social forces and conditions requires daily effort.

Teaching practices, educational activism, and dedication and creativity on the part of teachers and other educational partners are all part of this process. Efforts to transform the social studies classroom need to grow from a common social and pedagogical vision that strives for an inclusive classroom focused on social justice. Curriculum and practice must reflect certain essential characteristics, which are described below.

**Inclusive classrooms that are focused on social justice are**

- multicultural, equity-focused, anti-biased in nature
- grounded in the lives of students
- culturally sensitive
- critical
- participatory and experimental
- hopeful, joyful, caring, visionary
- academically rigorous
- supportive of students as social activists and engaged citizens

**1. Multicultural, equity-focused, and anti-bias in nature**

A curriculum grounded in social justice and awareness of social diversity must be inclusive of every student in every classroom. With our increasingly diverse student population and nation, the social studies classroom needs to directly address issues related to race, class, gender, and other aspects of educational equity. We need to do more than simply celebrate diversity. We need to take on the “hard stuff” of exploring why some differences translate into wealth and power, while others become the basis for discrimination and injustice. Social studies classrooms exist in a multicultural and multiracial society, and need to honestly face the truth about our past and present. The often exclusionary, traditional stories of history need to be revised to include the experiences and voices of Aboriginal peoples and people of colour, women, working peoples, and other diverse groups in our society.

**2. Grounded in the lives of students**

Good teaching begins with respect and concern for children, their innate curiosity, and their capacity to learn. Curriculum needs to be rooted in the real lives and contexts of the students in the classroom. Creating effective learning environments requires that the lives of the students, as well as the topics they are exploring, provide the content of the classroom experience. Students need opportunities to consider and inquire how their lives connect to the broader society.

**3. Culturally sensitive**

Classrooms that are places for critical teaching and learning are built on the premise that teachers “don’t know it all.” Each new class presents opportunities for teachers to learn from students, and requires teachers to be good researchers and listeners. Teachers will often work with children of diverse cultural origins and ethnicities, and may need to call upon parents and others in order to understand the needs of their students. Teachers must also draw on the cultural diversity of their colleagues and community resources for insights into the communities they seek to serve.

**4. Critical**

The social studies curriculum should help equip students to engage in dialogue and to challenge the world. From Early Years onwards, students need to develop skills and insights that allow them to pose essential questions. Who makes decisions in society? Who is left out? Who benefits and who suffers? What is fair practice? What is discriminatory or unfair practice? How is change created? Students should have opportunities to examine and question social reality through critiques of media, public policy decisions, foreign policy choices, newspapers, historical accounts, and school life itself. Wherever possible, student learning should encompass issues and problems in the world outside the classroom walls.

**5. Participatory and experiential**

Student involvement and initiative need to be emphasized; students should not be passive learners. Exploratory and experiential learning approaches, in which students are involved in planning and decision making, allow students to take responsibility for, and to manage, their own learning. Projects, role-plays, mock trials, and other learning activities involve students physically and cognitively. These are all essential to provoke students to develop democratic capacities: to question, to challenge, to make real decisions, and to solve problems collectively.

**6. Hopeful, joyful, caring, and visionary**

Classrooms in which children feel significant and cared for are at the heart of an inclusive school. Unless students feel safe—emotionally and physically—they will not reveal their true selves or their real thoughts and feelings, and discussions will be artificial and dishonest. Teachers need to design learning experiences that help students learn to trust and care for each other.



## Overview

### 7. Academically rigorous

An inclusive classroom focused on social justice equips students with the skills they need to navigate in the world, and to take action to change the world. When students create products for real audiences about significant issues, and discuss big ideas with compassion and intensity, academics come to life.

### 8. Supportive of students as social activists and engaged citizens

If we want students to see themselves as voices for justice and agents of change, it is important to encourage them to critique the world, and to be willing to act in ways that are meaningful. Part of the role of the social studies teacher is to reinforce the fact that ideas have real consequences and need to be acted upon. Students can draw inspiration from historical and contemporary individuals who struggled for social justice, peace, and human rights. A critical curriculum and classroom should reflect the diversity of people from all cultures and both genders who acted to make a difference, many of whom did so at great sacrifice. Students should feel connected to this legacy of resistance and social justice.

Creating inclusive and critical classrooms is not easy. It is complex and demanding work that requires vision, support, and resources. Sharing experiences with other educators, establishing support networks, and amassing diverse resources are critical components of inclusive classrooms.

Adapted from “Rethinking Our Classrooms: Teaching for Equity and Justice” from *Rethinking Schools* magazine (Fall 2003) by permission of Rethinking Schools Ltd. <[www.rethinkingschools.org](http://www.rethinkingschools.org)>. All rights reserved.

## Towards a Pedagogy for Social Justice

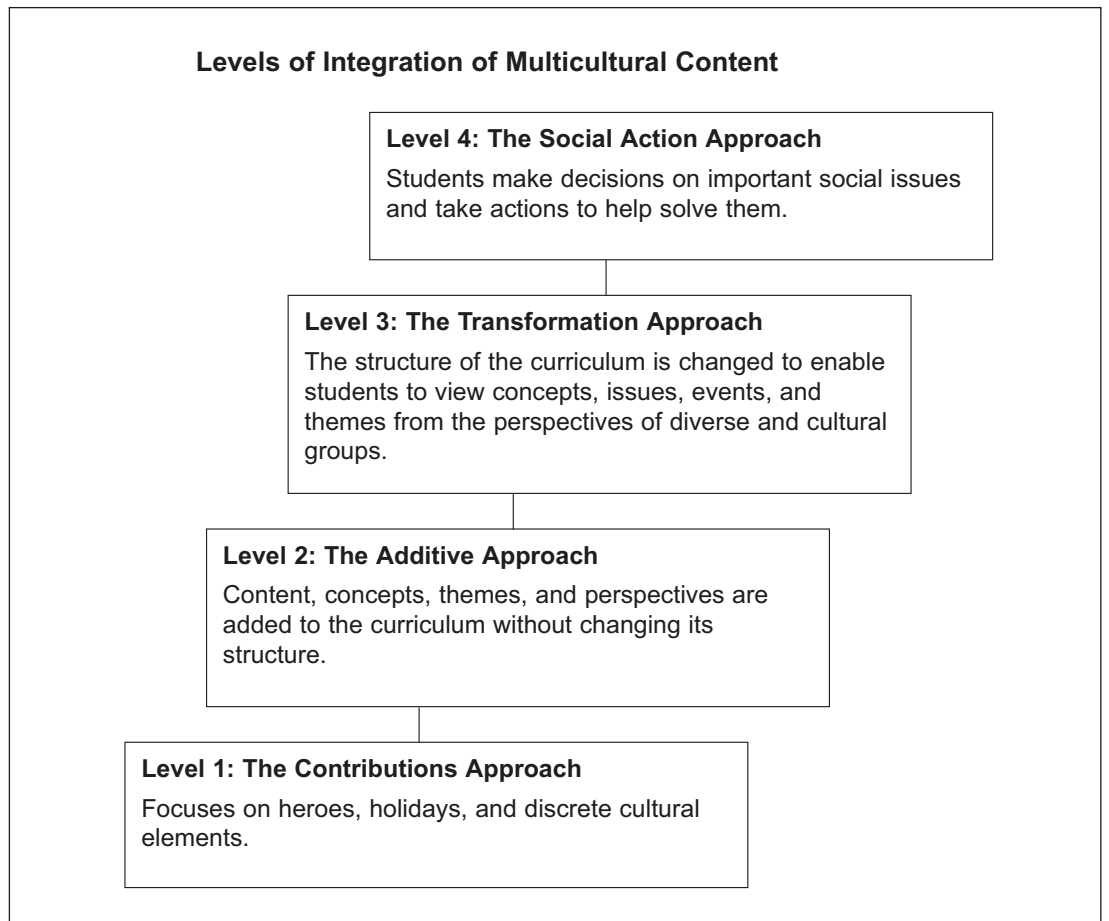
A social studies curriculum that advocates social justice is built upon the integration and exploration of issues related to inclusion, diversity, and racism. This approach requires a clear and well-developed understanding of multicultural/anti-racist teaching approaches. It should not be assumed that simply providing students with learning resources that are “multicultural” or that deal with issues of inequality or diversity is sufficient to create an inclusive social studies classroom. To have a positive effect, as well as an anti-racist/anti-bias impact on the classroom, multicultural materials need to be part of meaningful learning experiences that encourage students to critically explore and analyze the significance of the issues discussed or information presented, personally and collectively.

The quotation that follows illustrates the importance of anti-racism pedagogy in the use of multicultural resources in the classroom, and in the planning and implementation of learning activities. It is critical that educators be clear how a specific learning resource and related activities fit into their plan for the year and the anti-racism objectives that have been established.

*“It should be remembered that multicultural curriculum can be taught in a traditional and racist way. The way out of this dilemma is through the intervention of anti-racist teaching. Anti-racist teaching would incorporate ‘education’ which is multicultural while the ‘teaching’ would be anti-racist. In this context, anti-racist teaching is seen as coming about through a teacher with the ‘right’ attitude, the appropriate knowledge, and the necessary skills to bring about learning that that will challenge racism and change the bias of the traditional ethnocentric and biased education to which we are accustomed in Canada.” (Black Learners Advisory Committee [BLAC] Report on Education, December 1994, Nova Scotia)*

## The Transformative Curriculum: Education for Social Justice

An anti-racist pedagogy may be conceptualized as being education for change, social justice, or action. James Banks provides a conceptual model for analyzing the level of integration of multicultural content into the curriculum, which highlights the importance of a social action approach. In his perspective, a Transformation or Social Action Approach is essential if we wish to meaningfully address issues of diversity and inequality in the social studies classroom and in our schools.



**Figure 1:** From “Approaches to Multicultural Curriculum Reform” by James A. Banks. In *Multicultural Education: Issues and Perspectives*, J. Banks and C. Banks (Eds.).

## Diversity and Inequity: The Historical Context

It is important that educators develop an informed understanding of the historical development of Canadian society and the history of diversity and inequality. Traditional approaches to Canadian history have often excluded or marginalized the experiences and perspectives of many diverse groups. Therefore, it is critical that educators broaden their understanding of history in a Canadian and international context.

## Overview

The experiences of marginalized groups in Canada share many similarities with marginalized groups in other places. It is important to explore and critically consider these parallels. Furthermore, it is important to connect historical experiences to contemporary social conditions, such as continued inequities in employment, evidence of bias in medical research, attitudes towards interracial or same-sex marriages, the prevalence of negative stereotypes in media, and so on.



### Identity, Culture, and Race

Educators also need to consider the social dynamics and patterns of intercultural interaction in the classroom in developing inclusive, multicultural, and pro-social justice learning experiences. The ethnocultural identity and self-concept of students play an important role in determining their response and willingness to engage in meaningful learning experiences related to diversity. Social and ethnocultural identity is characterized by a number of factors, including the following:

- An individual's identity is complex and composed of various dimensions.
  - Every individual has multiple identities, with ethnicity, class, gender, language, religion, racial origins, political beliefs, and other factors defining who we are.
- Not all factors have the same impact on our identity, and their relevance may change according to personal and social conditions and social context.
  - Race, while it is a socially constructed concept, forms part of our sense of identity.
  - Racial identity development is the result of the racialization of society, and is a complex and dynamic phenomenon.

Theories regarding the process of achieving an anti-racist group identity are a useful tool to guide exploration of the impact of race and racism in our classrooms. These theories also serve to guide educators in defining the objectives of anti-racism education. Ideally, schools should facilitate the movement of students to the highest level of anti-racist group identity. (see below)

### Towards an Inclusive and Anti-Bias Identity

The process of undoing the profound impact of racism and other forms of discrimination and marginalization is a complex journey—a journey towards an inclusive and anti-bias identity. Psychologists researching race and identity issues have theorized that this journey may take different paths or stages of development for different groups, as members of these groups have been affected in differing ways by racism and discrimination.

Research suggests that people undergo a series of life transformations or stages of identity formation in terms of their self-concept and group identity. These stages of social identity formation are not inevitable, static, nor are they achieved for life. Life circumstances and experiences precipitate and support change either *towards* or *away* from anti-racism consciousness and behaviour. Alternatively, individuals may remain fixated at a particular stage of ethnic and group consciousness. (Derman-Sparks *et al.*, 1997)



### Towards an Anti-Bias/Anti-Racist Identity

William Cross's (1991) model for the stages of Black identity development reflects the African American experience, but is relevant in a Canadian context. His model of the *resocialization experience* has five distinct stages of identity development: Pre-encounter, Encounter, Immersion/Emersion, Internalization, and Internalization-Commitment.

In Cross's conceptual framework, individuals move from a state of unawareness of racism and discrimination to one of total awareness and social activism, known as the *Internalization-Commitment* stage. This final stage parallels Banks' idea of the *global* ethnic identity, and is a fully developed anti-racist group identity. An individual at this stage is a social activist who recognizes the need for continuous efforts to challenge inequality in society on several fronts, and seeks to collaborate with others in meaningful social action.

Helms (1990) has taken a similar and comprehensive examination of the stages of white/dominant group identity development. Helms identifies the tendency of dominant group members in society to deny that their racial identity has any significance, preferring to view themselves as individuals and, consequently, not responsible for the perpetuation of a racist system.

Helms' model of identity development is based on six distinct stages: Contact, Disintegration, Immersion/Emersion, Reintegration, Pseudo-Independent, Immersion/Emersion, and Autonomy. Individuals in this framework, like Cross's, move from a stage of total ignorance to one of total awareness and engagement in social activism. In the final stage of identity, Autonomy, individuals are self-directed and self-actualized activists who join with exploited groups to change the racist system.

Both researchers see the highest form of identity formation to be one where individuals are aware of the realities of inequities in society and the reality of racism, coupled with the desire to work with others for change and meaningful social action.



### Applying Racial Identity Development Concepts in the Classroom

There is a great deal of significance to identity formation for educators involved in anti-bias/anti-racism education within the social studies classroom. First, the two models detailed above present a framework for conceptualizing learning outcomes or objectives for anti-bias/anti-racist education in a school setting. Ideally, school experiences and learning activities will stimulate sustained exploration and development of students' sense of identity, and encourage movement towards an anti-racist racial identity for all students. To achieve this, there needs to be a good

understanding of both racism and of anti-racist educational practices.

Secondly, the two models provide tools to assist teachers in planning educational experiences for students. The stages students are at in their racial identity development affect how they interact with other students, and how they respond to learning experiences dealing with diversity or racism. Teachers may wish to reflect on the cultural composition of their classrooms and individual student sense of identity when planning learning activities. This reflection will provide insight as to how students may respond to multicultural learning resources, or educational activities related to diversity issues. It may also identify potential problems that may arise as a result of students being at different stages of identity development.

## Overview

Finally, the models provide a tool for self-reflection and analysis, encouraging teachers to reflect on issues of race and power. For example, teachers may ask themselves:

- What stage am I at in my personal identity formation?
- How will my stage of identity formation affect my teaching of anti-bias/anti-racist content and issues?
- What is my pattern of interaction and relationships with people of diverse origins and disadvantaged groups, and how does this relate to my current stage of identity development?



### Isolation and Identity

The exploration of Canadian and world history, and issues related to discrimination may be particularly challenging for students of marginalized or minority groups. A student may find herself or himself as the only one, or one of a small group, in an otherwise relatively homogeneous classroom setting. Such students may be at different stages of social or ethnic identity, and the overall classroom attitude and awareness of racism will greatly affect the dynamics in the classroom. It is important for teachers to recognize that

- racism and other forms of discrimination adversely affect student involvement in the classroom.
- experiences with racism and other forms of discrimination affect students' lives and the lives of their family members.
- dealing with issues of race and racism and other issues of bias and discrimination is a deeply personal and emotional experience that may stimulate recall of repressed memories or emotions.
- for many students of visible minority origins, and other students of diverse origins, a sense of isolation or alienation is not uncommon.
- in such situations, even if the intent is anti-bias in nature, raising issues of racism and inequality in a classroom presents a challenge for most students. Very often students will feel as if "all eyes" are on them when racial incidents occur, racist language is expressed, or other issues related to prejudice and discrimination are discussed.
- being of visible minority origins may be an experience in diversity itself. Students are often of interracial and intercultural backgrounds. Teachers need to be sensitive to students' personal definitions of their "identity" and group membership.
- students may not be comfortable with the role of representing or "speaking for" their particular cultural group. Depending on personal circumstances and social conditions, students may just be beginning, or have yet to begin, to explore their cultural origins.

This discussion of issues related to identity illustrates the complexity of intercultural and interracial dynamics in the classroom and society. It points to the need to carefully consider these dynamics when introducing challenging learning experiences. Most importantly, it highlights the need to have a clear and well-defined anti-bias/anti-racist teaching approach. It is about education for empowerment; it is about turning dreams into reality.



### Strategies to Develop Positive Attitudes towards Diversity

- Initiate educational activities and discussions to build a positive racial and/or cultural self-identity.
  - Initiate activities and discussions to develop positive attitudes toward diverse racial/cultural groups—encourage the exploration of groups different from students' own reference groups.
  - Always answer student questions about race, ethnicity, and cultures when questions are asked.
- Listen carefully and in a relaxed manner to student questions and comments. Be sure to understand what a student means and wants to know.
  - Pay attention to feelings.
  - Provide truthful information appropriate to students' level of understanding.
  - Help students recognize racial, cultural, social, and other stereotypes.
  - Encourage students to challenge racism and other forms of discrimination by being a positive role model and displaying inclusive attitudes and behaviours.
  - Cultivate understanding that racism and other forms of discrimination do not have to be a permanent condition—that people are working together for positive change.
  - Remember that learning about racial and cultural identities is a lifelong process.

(Council for Interracial Books for Children, 1980)

### Points to Consider When Using Multicultural Resources in the Classroom

1. **Remember that context is important when using literature or media that deal with issues of diversity and of inequality.**
  - How does the resource fit into the yearly plan or the curriculum?
  - Is the school environment positive and open to diversity?
  - What is the classroom composition in terms of diversity? How may this affect classroom dynamics?



- Are students from the cultural backgrounds that are featured in the resource represented in the classroom? Is there a history of positive interaction between students of diverse cultural and racial origins?
- What is the relationship and pattern of interaction between the teacher and minority students in the classroom? How may this affect the use of the resource in a classroom setting?
- Is multicultural literature frequently used in the school and throughout various subject areas?

## Overview

### 2. What was the rationale for choosing the resources to be used?

- Were parents or community group members involved in the selection of the resources?
- Has the impact of the resource on readers of different experiences and perspectives been considered?
- Have questions of voice and authenticity been considered?
- Have supplementary or complementary materials been considered?



### 3. Has the stage been set for the introduction of the resource, including its content and major themes?

- Is the teacher sufficiently knowledgeable about the content and the historical context of the resource?
- Are students sufficiently knowledgeable of the historical and social context addressed in the resource?
- Have students explored issues related to the use of problematic terms and references made in the resource?
- Have minority students and parents been consulted with respect to planned learning activities? Have they been given an opportunity to participate or to suggest strategies for the effective use of the resource?

### 4. Does the classroom experience lend itself to anti-bias/anti-racist learning?

- Are students encouraged to critically analyze the resource and its significance in a contemporary setting?
- Have arrangements been made to monitor the impact of the resource on students in the classroom, and to deal with issues as they arise?
- Do the classroom activities allow students to voice their experiences, feelings, and ideas? Are minority students' experiences, feelings, and ideas validated, or are they ignored and silenced?
- Are students encouraged to explore the significance of the resource in terms of their own lives and social action?
- Do classroom experiences provide an opportunity for students to interact and connect with the people or groups featured in the resource? Do students have a voice in the classroom?
- Are connections made to other groups and their experiences in a way that encourages students to understand similarities and differences?
- Has the use of additional resources that give a more complete picture been considered?





**5. How does the resource or issue studied relate to other aspects of the curriculum and school experience?**

- Have provisions been made to connect the issues and experiences explored to curricular learning outcomes?
- Is the impact of the resource on students, and on their interactions in the classroom, being monitored?
- Have students been given opportunities to reflect on learning experiences, and to share their thoughts and feelings?
- Have plans been made to provide students with opportunities to celebrate their diversity and unity with each other, their parents, and their community?

## SOCIAL STUDIES AND CLASSROOM-BASED ASSESSMENT



### Purpose of Assessment

The purpose of classroom-based assessment is to enhance student learning. Research continues to demonstrate that ongoing formative assessment contributes more significantly to learning than the more traditional focus on summative assessment, which is often referred to as assessment *of* learning. Formative assessment, also described as assessment *for* learning and/or assessment *as* learning, is most effective when it involves both the student and the teacher, and takes place throughout the learning process.

Each type of assessment serves its own purpose and contributes to student success in social studies. Classroom-based assessment *for* learning allows students and teachers to determine what students have learned, and what they need to learn next. Students need frequent opportunities for meaningful and relevant feedback.

Descriptive or narrative feedback—that which includes analytical questions and constructive comments—provides information to students that they may use to adjust their learning processes, and is more helpful to them than a numerical or alphabetical grade. Assessment that is ongoing and meaningful provides opportunities for students to become reflective learners—to synthesize their learning, to solve problems, to apply their learning in authentic situations, and to better understand their learning processes—as well as opportunities for teachers to become reflective practitioners. Assessment *of* learning that takes place at the end of a cluster, or at the end of a year, provides important information about student progress and achievement, as well as instructional effectiveness. This information is usually shared with parents via report cards.

It is important that the purpose of assessment (*of* or *for*), as well as how assessment information will be used, is clear to both teachers and students. With a clearly understood purpose, students are encouraged to take more responsibility for their learning, and are better able to focus their efforts, while teachers can better select the instruction and assessment strategies and student learning resources that will improve student achievement.

## Overview

**Activating:** How will students be prepared for learning?

**Acquiring:** What strategies facilitate learning for groups and individuals?

**Applying:** How will students demonstrate their understanding?

### Assessment and the Stages of Learning

Much of what goes on in classrooms can be described as assessment, and assessment takes place in each stage of learning, including activating, acquiring, and applying. Assessment at each stage benefits both students and teachers.

Assessment during the **activating** stage prepares both teachers and students for the learning process, identifying gaps and strengths in student prior knowledge, and informing future instruction.

Assessment during the **acquiring** stage provides feedback as learning takes place, and allows teachers and students to make adjustments to strategies and activities. Well-timed, meaningful feedback as they are learning helps students improve the quality of their work and reach their learning goals. Assessment at this stage also allows for the gathering of evidence of student learning.

Assessment during the **applying** stage focuses on students using new understandings in meaningful and authentic ways. Authentic tasks are those that have worthwhile purposes and replicate as closely as possible the context in which knowledge, values, or skills will be applied beyond the classroom. Ideally, students should demonstrate their learning, and the relevance and importance of their learning, for real audiences and real purposes.

Information gathered at each of the three stages of learning is useful for teacher and student reflection regarding changes and adaptations to learning strategies, and in the selection of student learning resources. (See Figure 2: *Assessment at Different Stages of Learning*.)

Assessment at Different Stages of Learning		
	Students	Teachers
<b>Activating Stage</b>	<p>Assessment in the activation stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• “set the stage” and to mentally plan and prepare for new learning</li> <li>• identify the focus of new learning</li> <li>• identify what they already know about a topic</li> <li>• gain interest in a new topic</li> </ul>	<p>Assessment in the activation stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• identify gaps, strengths, misconceptions, and faulty information in student prior knowledge</li> <li>• identify student interests</li> <li>• provide a focus for planning instructional strategies and the selection of student learning resources</li> <li>• determine which instructional approaches or resources need to be implemented or adapted</li> </ul>
<b>Acquiring Stage</b>	<p>Assessment during the acquiring stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of the progress and the degree of understanding they are achieving</li> <li>• experience and adapt different approaches and strategies that facilitate their learning</li> <li>• identify what further learning they need to undertake</li> <li>• improve as they practise</li> </ul>	<p>Assessment during the acquiring stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• revise learning strategies to meet evolving student needs</li> <li>• monitor student growth and progress, and determine where students are in achieving specific learning outcomes</li> <li>• determine if individual students need additional support or further learning opportunities to achieve SLOs</li> <li>• identify which learning outcomes need to be the focus of subsequent instruction and assessment</li> <li>• gather evidence of student growth, which may be used for reporting</li> </ul>
<b>Applying Stage</b>	<p>Assessment during the applying stage helps <b>students</b></p> <ul style="list-style-type: none"> <li>• become aware of their growth and achievement, and celebrate their successes</li> <li>• identify their strengths, as well as areas needing further growth</li> <li>• deepen their understandings as they make connections and reflect on their learning, and apply new ideas in meaningful and authentic ways</li> </ul>	<p>Assessment during the applying stage helps <b>teachers</b></p> <ul style="list-style-type: none"> <li>• become fully aware of student understanding and achievement of learning outcomes</li> <li>• identify student strengths and areas needing further learning</li> <li>• provide evidence of student growth and achievement for reporting to parents and administrators</li> <li>• reflect on their teaching practices in order to identify changes and revisions to learning strategies</li> </ul>

Figure 2: Assessment at Different Stages of Learning

## Overview

### Collecting Assessment Information

Assessment of student learning is a complex and interactive process. At various times it involves teacher and/or student decision making, student self- and peer assessment, teacher observation of students, student-teacher dialogue, student reflection, and teacher reflection. Each stage of learning and assessment generates information about student needs, growth, and achievement, as well as information related to teaching and learning strategies and the appropriateness of student learning resources.

Collecting information about student learning helps build a positive learning environment and contributes to positive classroom relationships. Teachers use information they gather about their students to scaffold instruction, and to make decisions about the strategies and learning resources that will contribute to successful student learning. When assessment information is shared with students, they are better able to manage and take responsibility for their own learning—setting goals and identifying how they will achieve those goals.

Teachers learn about student progress through moment-by-moment observation of students in action, as well as through more formal activities, including projects, performances, tests, and examinations. Teachers cannot possibly assess all students, all of the time, and should consider a number of factors when determining how to focus their assessment observations. These factors include, among others, the nature of the learning outcomes, the structure of the learning activity (e.g., individual, small group, whole class), the time of year, and the stage of student development. Teachers may choose to focus assessment observation on one or two students or a small group at any one time to monitor their growth and progress at different stages of their learning.

No matter what the type, an assessment activity should be based on criteria that are shared with students *before* they engage in learning. As well, having students participate in constructing assessment criteria further contributes to their success. When students know in advance what is to be assessed, and when their performances are compared to pre-determined criteria (and to their prior performances), students are better able to concentrate their efforts and focus their learning.

Additionally, students need to be aware of what success looks like. Providing students with exemplars from previous years provides them with a model to strive toward, and assists them in reaching their learning goals.

### Assessment Tools and Strategies

Just as diverse instructional strategies are important, so too are a variety of assessment tools and strategies. There are three types of learning outcomes in social studies—knowledge, values, and skills—and assessment needs to be congruent with each type of learning.

- **Assessing Knowledge:** Social studies places significant emphasis on the acquisition of knowledge. True understanding and appreciation of social studies issues does not occur if students simply memorize and recall information. Rather, students are encouraged to use the knowledge they acquire to synthesize and apply new understandings, and to demonstrate evidence of their learning.
- **Assessing Skills:** The assessment of social studies skills and processes requires different strategies than the assessment of knowledge. Since skill development is ongoing, students continue to practise skills from cluster to cluster and throughout the year. Skills are best assessed by observing students in action, by discussing their learning strategies during conferences and interviews, and by gathering data from student reflections and self-assessments.



- **Assessing Values:** Values are implicit in what students say and do, and are not always measurable in the same way that knowledge outcomes are measurable. Similar to skills, values are best assessed by observing students in action, looking for behavioural indicators as expressions of student values, and engaging students in critical dialogue.

A significant aspect of social studies is the development of values related to active democratic citizenship. The values related to citizenship do not apply solely within the confines of the classroom; a number of social studies learning outcomes refer to student attitudes and behaviours in groups and communities beyond the school. In those cases, assessment will include not only student self-assessment, but self-reporting.

In general, there are three main sources for teachers to gather student assessment evidence:

- observations of student learning (including student’s interactions with peers)
- observation and evaluation of student products and performances
- one-to-one conversations with students about their learning, including information gathered from self- and peer assessment

**Assessment tools and strategies:**

- student portfolios
- interviews
- individual and group inquiry and research
- journals
- role-play
- oral presentations
- tests
- hands-on projects
- teacher observation checklists
- peer assessment
- self-assessment

A broad range of tools and strategies are available to teachers to assess social studies learning. These include student portfolios, interviews, individual and group inquiry and research, journals, role-play and oral presentations, tests, hands-on projects, teacher observation checklists, peer assessment, and self-assessment. The most important aspect of each of these strategies is regular dialogue with students about their learning: asking them questions about their observations and conclusions *as they learn*, and stimulating and prompting them to higher levels of thinking and learning.

When teachers use a variety of assessment tools and strategies over a period of time, student learning patterns begin to emerge. Observation and knowledge of these patterns is necessary for planning effective instruction and for successful learning.

**Student portfolios** are a particularly useful approach in the assessment of social studies learning. Portfolios help teachers determine the degree to which students have mastered learning. The contents of student portfolios represent student growth and progress, and, when they are accompanied by interviews with students about their learning, provide valuable assessment information for communication to students, parents, and administrators.

Assessment *of* learning is also important. However, it must be noted that assessment information that is gathered at the end of a cluster will not always be completely summative in nature. Social studies learning outcomes—particularly skills outcomes that continue to develop through the year—are often interconnected, practised, and reinforced throughout every cluster. Therefore, the level of growth that students demonstrate at various times during the year may not adequately reflect their progress at the end of the year. Student achievement may need to be reviewed at year’s end, and “summative” assessments that were made earlier may need to be revised.

## Overview

Teachers may wish to consider end-of-cluster assessments as *progress reports* rather than final assessments, and decide to provide students with additional opportunities to demonstrate their learning. End-of-year assessment, similar to assessment that takes place at the end of every cluster, should allow students to make connections in their learnings and to reflect on the applications of this new knowledge and understanding in their lives.

### Self-Assessment and Reflection

Classroom-based assessment provides opportunities for both students and teachers to reflect on, and to enhance, the learning process.

When students are empowered to engage in self-assessment and reflection, they make better choices and assume more responsibility for their learning. Self-assessment significantly increases learning by promoting critical thinking and by allowing students to take ownership of their learning. They are better able to observe and analyze patterns in their thinking, to appraise their strengths, and to set realistic goals for themselves.



#### Student autonomy and responsibility is enhanced when students

- identify their learning goals
- help create assessment criteria
- select products and performances for their portfolios to demonstrate their learning
- engage in peer assessment
- are provided with self-assessment tools (e.g., checklists, learning logs, reflection journals, portfolios)

#### Language to encourage self-assessment

##### Students

- I think I need to...
- I also want to...
- I was thinking that...
- I wonder...
- Next time I would...

##### Teachers

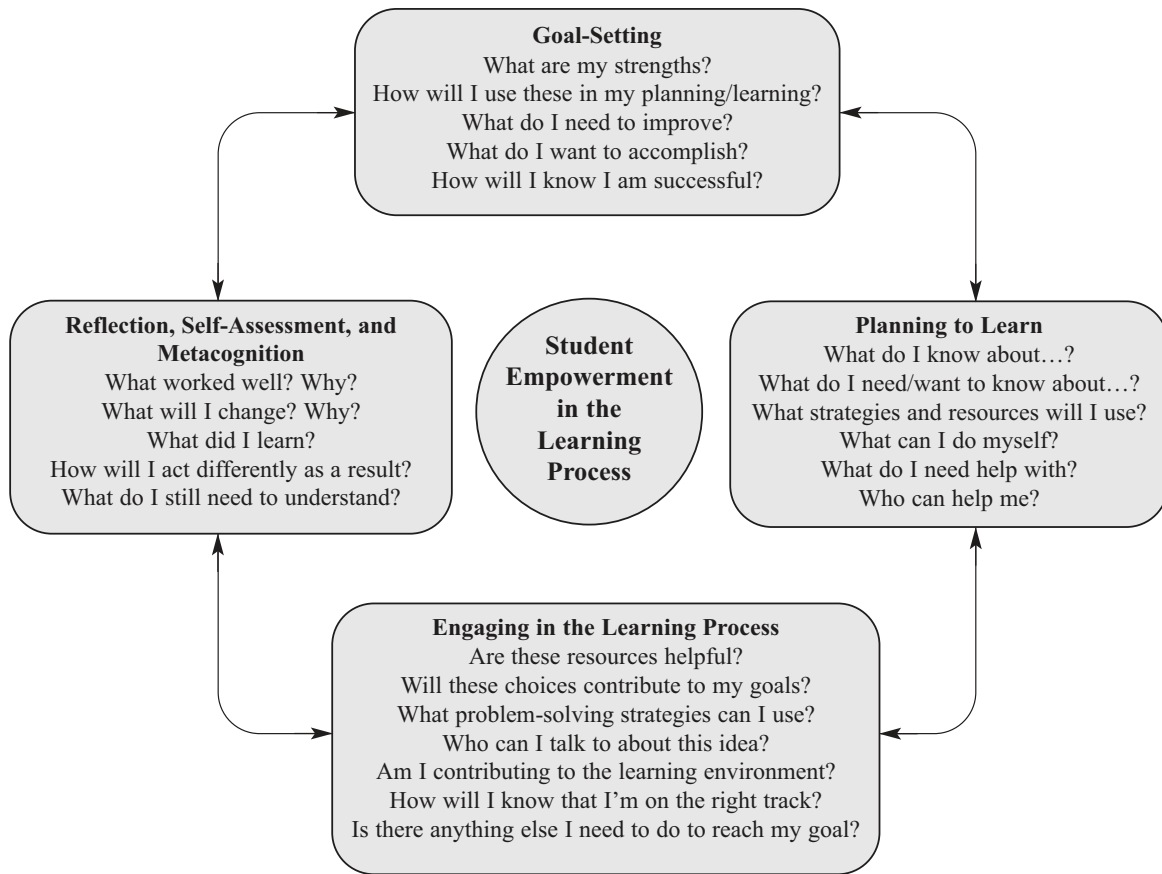
- Why did you choose to...?
- What options did you consider...?
- What changed in your thinking?

As teachers engage in regular conversations with students about their learning, teachers gain essential information to plan for the needs of individual learners.

Assessment, including student self-assessment, is facilitated when students are made to feel safe, secure, involved, and that their individual learning needs are being met. When assessment is equitable (i.e., focused on student growth and progress instead of student deficits, and **not** used for discipline or classroom control), student autonomy, responsibility, and motivation greatly increase. Students need to be encouraged to do their best as they learn, but also to take risks, and to not be afraid of making mistakes.

Self-assessment depends on student empowerment. Empowerment needs to begin before any actual learning takes place, and continue through to the summative assessment stage.

Students who are empowered and autonomous learners are involved in the initial decision making about learning, expressing ideas about what and how they will learn. They plan their personal learning goals, decide how they will demonstrate their learning, and select products and performances for their portfolios, all in collaboration with their peers and/or teachers. Throughout the process, teachers engage students in critical dialogue about their decisions and their progress. Figure 3: *Student Empowerment in the Learning Process* illustrates this critical dialogue.



**Figure 3:** Student Empowerment in the Learning Process

**Teacher Reflection**

Teacher reflection is also essential to effective pedagogy, and there is no teaching tool or strategy more important than critical consciousness. As teachers assess and reflect on their instructional practices, and as they engage students in dialogue about learning, they become aware of student needs and are better able to adjust planning and teaching—*before, during, and after* learning.

*Before learning begins*, teachers engage students in strategies to activate learning. This provides opportunities for teachers to observe students, to assess their prior knowledge, and to make initial adjustments to the learning process that is about to begin.

*Once learning is underway*, teachers continuously observe students and engage them in dialogue about their learning. They are aware of changing student needs, and adapt and adjust learning strategies as needed.

**Teacher as reflective practitioner**

- Which strategies best met the needs of the group? Of individuals?
- How did the students respond?
- What will I change? add? delete?

Finally, *when all of the learning and assessing activities have been completed*, teachers critically reflect on the whole learning process, evaluating their strategies and approaches, and deciding what changes need to be made for next time.

## Overview

### A Social Studies Model for Classroom-Based Assessment

The assessment model presented in this document provides a series of processes and tools to facilitate classroom-based assessment.

In each grade, the knowledge, values, and skills learning outcomes have been organized into thematic groups referred to as **clusters**; there are three to five clusters in each grade. Each cluster is further divided into **learning experiences**, where a small number of related learning outcomes are grouped together. Each learning experience provides a series of activating, acquiring, and applying strategies.



In this model, assessment tools and strategies have been created for use

- at the **beginning** of each cluster
- **within** each learning experience
- at the **end** of each cluster

The following assessment strategies and tools are referenced at the **beginning of each cluster**. The reproducible charts are found in Appendix C.

- **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. (Appendix C)
- **Student Portfolio Tracking Chart:** This chart is intended for student use, and lists the titles of each learning experience within a cluster. Students use the chart to track the portfolio selections from each learning experience they will use to demonstrate their learning at the end of the cluster. (Appendix C)
- **Engaging Students in the Cluster:** This section provides suggestions to teachers to activate a cluster, prior to engaging students in learning experiences. These activities are intended to stimulate student interest, and to provide opportunities for teachers to assess student prior knowledge.

The following assessment tools are included **within every learning experience**:

-  **Skills Set:** This icon is attached to every strategy in a learning experience, and includes an appendix reference. Appendix A lists the skills learning outcomes that may be targeted for assessment, and provides assessment suggestions.
-  **Suggested Portfolio Selections:** Selected strategies in each learning experience are identified with this icon, indicating that the strategy may result in the creation of products, processes, or performances for inclusion in student portfolios. (See the description of **Student Portfolio Tracking Chart** above.)

A portfolio is a purposeful collection of work over time that shows the evidence of a student's knowledge and understanding. Selection is made with regard to student learning goals and/or criteria, and involves self-assessment and reflection. Portfolios show growth and the achievement of learning outcomes.

The following assessment tool appears at the **end of every cluster**:

- **Connecting and Reflecting:** Every cluster ends with an assessment activity entitled *Connecting and Reflecting*. During this activity, students review their cluster portfolio selections to synthesize their learnings throughout the cluster, and reflect on the implications of those learnings in their daily lives as citizens of their school, their local community, of Canada, or the world. This end-of-cluster activity is an important culminating step. It provides information to both teachers and students about student achievement regarding the essential ideas and understandings of the cluster.

**DOCUMENT COMPONENTS AND STRUCTURE**

**Conceptual Map**

The student learning outcomes presented in this document address the four foundation skill areas and nine essential elements common to all Manitoba curricula. The following conceptual map illustrates the foundation skill areas, essential elements, and other key components upon which the Manitoba social studies curriculum is based.

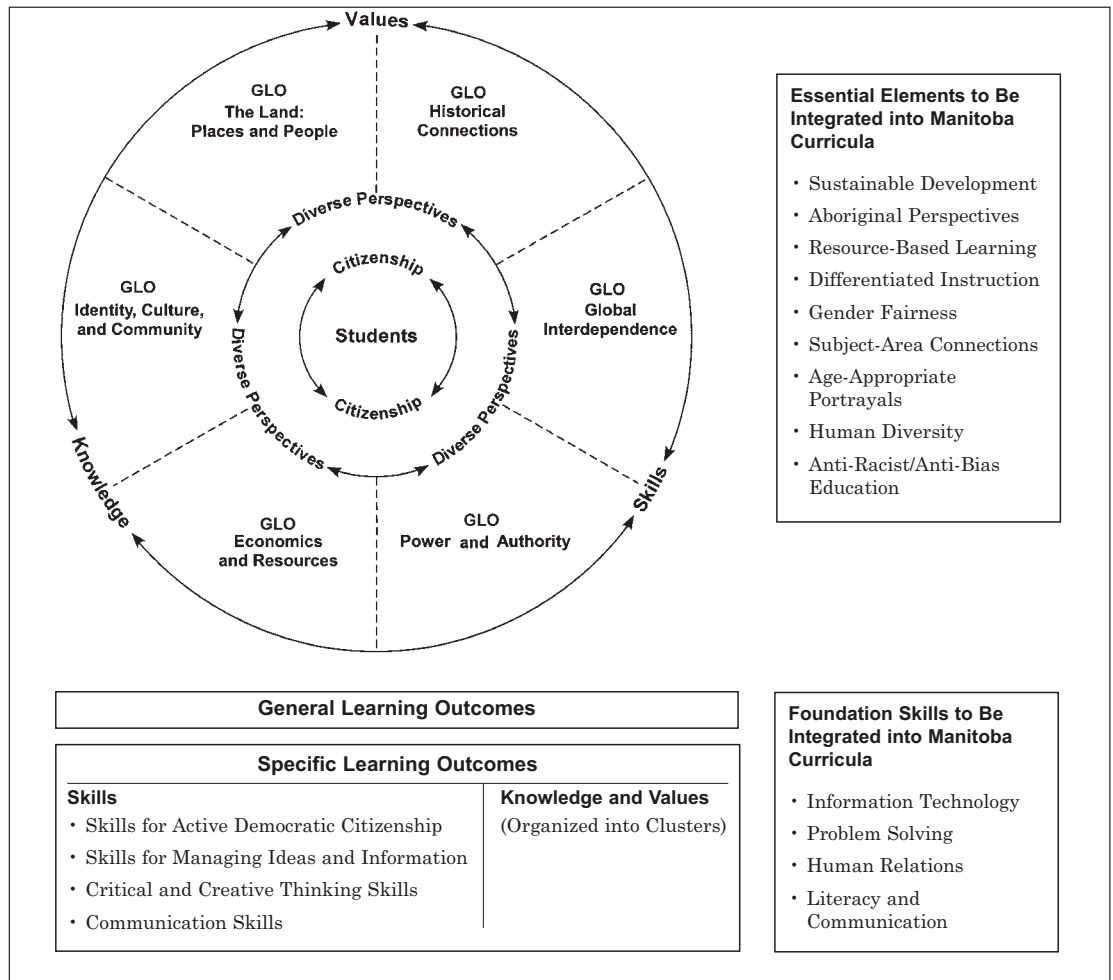


Figure 4: Conceptual Map

## Overview

### DOCUMENT COMPONENTS

#### Core Concept

As illustrated in the preceding Conceptual Map, the core concept of citizenship provides a focus for social studies learning at all grades. Citizenship knowledge, values, and skills learning outcomes are included in each grade. (See page 6.)

#### Diverse Perspectives

The concept of diversity is integrated throughout the social studies curriculum. Knowledge and values learning outcomes are inclusive of diverse perspectives, and encourage critical consideration of differing viewpoints as students engage in purposeful dialogue with others.

#### General and Specific Learning Outcomes

This document contains both general and specific learning outcomes. The **general learning outcomes** are broad statements that provide a conceptual structure for social studies, and are the basis for the specific learning outcomes in each grade. **Specific learning outcomes** are statements that describe the **skills, knowledge, and values** that students are expected to achieve in each grade. These three types of specific learning outcomes are interdependent and are intended to be integrated throughout the social studies learning process.

The six general learning outcomes (see page 9), which are the basis for the specific learning outcomes in each grade, are:

- **Identity, Culture, and Community:** Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.
- **The Land: Places and People:** Students will explore the dynamic relationships of people with the land, places, and environments.
- **Historical Connections:** Students will explore how people, events, and ideas of the past shape the present and influence the future.
- **Global Interdependence:** Students will explore the global interdependence of people, communities, societies, nations, and environments.
- **Power and Authority:** Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.
- **Economics and Resources:** Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.

#### Skills Learning Outcomes

Social studies involves the development of discipline-related skills, including inquiry and research skills and methods, historical thinking, and geographic thinking. Social studies provides students with opportunities to refine the skills and competencies developed in other subject areas, such as skills in communication and media literacy, collaboration and cooperation, critical and creative thinking, problem solving, and decision making. As students apply these skills to complex social studies problems that may or may not have solutions, they develop competencies integral to active democratic citizenship.



Skills learning outcomes (see page 12) are organized into four categories:

- Skills for Active Democratic Citizenship
- Skills for Managing Information and Ideas
- Critical and Creative Thinking Skills
- Communication Skills

In this document, a list of grade-specific skills appears at the beginning of the grade description. The skills are also integrated in each learning activity in every grade.

A continuum of social studies skills for Kindergarten to Grade 4 is found in Appendix E.

### Knowledge and Values Learning Outcomes

Knowledge learning outcomes and values learning outcomes are intended to complement one another. Both are presented under each of the six general learning outcomes at the beginning of a grade, and are also grouped according to essential ideas within the learning experiences.

### Distinctive Learning Outcomes

Some specific learning outcomes are designated as distinctive learning outcomes for Aboriginal (First Nations, Inuit, and Métis) or francophone students. Distinctive learning outcomes complement the specific learning outcomes. They are intended to enhance the development of language, identity, culture, and community for Aboriginal and francophone students.

- Distinctive learning outcomes for **Aboriginal students** are intended for First Nations, Inuit, or Métis students in educational settings that include locally controlled First Nations schools, or settings where there are Aboriginal students, and where the school or school division has agreed that the distinctive learning outcomes be addressed. It is advisable that teachers selected to address the distinctive learning outcomes have a background in Aboriginal culture.
- Distinctive learning outcomes for **francophone students** are intended for students enrolled in schools where francophone programming has been developed within the context of Section 23 of the *Charter of Rights and Freedoms*.

## DOCUMENT STRUCTURE

This document contains the following components:

- **Grade Overview:** A brief description of the content and focus of a given grade is presented in the grade overview.
- **Cluster Descriptions:** The knowledge and values learning outcomes are organized into thematic groups referred to as clusters. The focus of each cluster is briefly described in the cluster descriptor.
- **Specific Learning Outcomes:** Skills, knowledge, and values specific learning outcomes are presented in the following order:
  - **Skills:** The skills learning outcomes are organized in four categories, and intended to be integrated through each cluster.

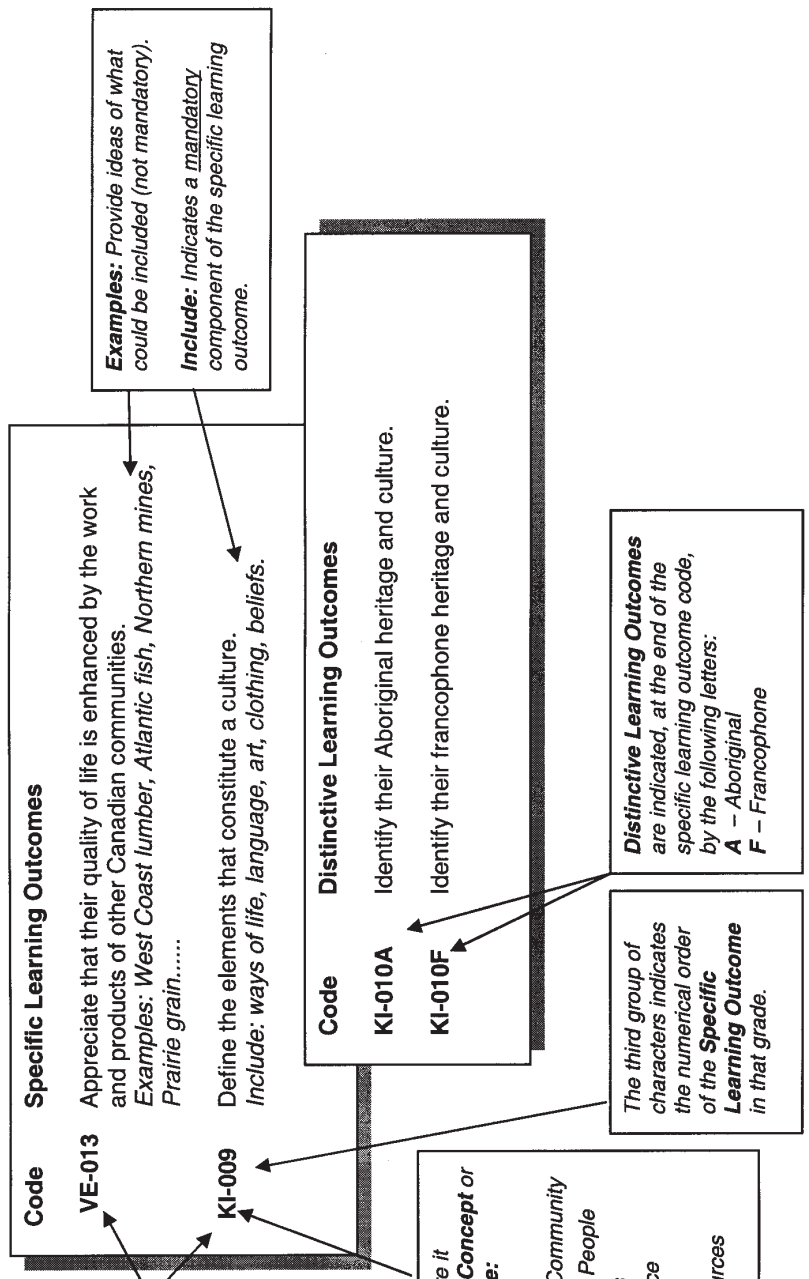
## Overview

- **Knowledge and Values:** The knowledge and values specific learning outcomes are presented under the Core Concept: Citizenship, and under each of the six general learning outcomes.
- **Cluster/Learning Experiences Overview:** The knowledge and values learning outcomes within each cluster have been divided into smaller groups of related outcomes, referred to as learning experiences. The overview page presents each learning experience with the related knowledge and values learning outcomes.
- **Learning Experiences:** Each learning experience provides a series of activating, acquiring, and applying strategies to address related knowledge and values learning outcomes, and contains the following components:
  - **Skills Progress Chart** (teacher tracking tool)
  - **Student Portfolio Tracking Chart** (student tool)
  - **Engaging Students in the Cluster** (strategies to activate the cluster)
  - **Skills Set** (an icon indicating the skills targeted in the learning activity)
  - **Suggested Student Portfolio Selections** (an icon indicating that a strategy may result in the creation of products, processes, or performances for inclusion in student portfolios)
  - **Knowledge and Values Learning Outcomes** (targeted outcomes)
  - **Description of the Learning Experience**
  - **Vocabulary List**
  - **Connecting and Reflecting** (end-of-cluster summative assessment activity)

**Kindergarten to Grade 8 Social Studies: Skill Categories and Cluster Titles**

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	<i>Being Together</i>	<i>Connecting and Belonging</i>	<i>Communities in Canada</i>	<i>Communities of the World</i>	<i>Manitoba, Canada, and the North: Places and Stories</i>	<i>Peoples and Stories of Canada to 1867</i>	<i>Canada: A Country of Change (1867 to Present)</i>	<i>People and Places in the World</i>	<i>World History: Societies of the Past</i>
<b>Skill Categories</b>	Active Democratic Citizenship		Managing Information and Ideas		Critical and Creative Thinking		Communication		
<b>Knowledge and Values Outcomes</b>	Organized by Clusters Include the Core Concept Citizenship								
<b>Cluster 1</b>	Me	I Belong	Our Local Community	Connecting with Canadians	Geography of Canada	First Peoples	Building a Nation (1867-1914)	World Geography	Understanding Societies Past and Present
<b>Cluster 2</b>	The People around Me	My Environment	Communities in Canada	Exploring the World	Living in Canada	Early European Colonization (1600 to 1763)	An Emerging Nation (1914 to 1945)	Global Quality of Life	Early Societies of Mesopotamia, Egypt, or the Indus Valley
<b>Cluster 3</b>	The World around Me	Connecting with Others	The Canadian Community	Communities of the World	Living in Manitoba	Fur Trade	Shaping Contemporary Canada (1945 to Present)	Ways of Life in Asia, Africa, or Australasia	Ancient Societies of Greece and Rome
<b>Cluster 4</b>				Exploring an Ancient Society	History of Manitoba	From British Colony to Confederation (1763 to 1867)	Canada Today: Democracy, Diversity, and the Influence of the Past	Human Impact in Europe or the Americas	Transition to the Modern World (Circa 500 to 1400)
<b>Cluster 5</b>					Canada's North				Shaping the Modern World (Circa 1400 to 1850)

# Guide to Reading the Learning Outcome Code



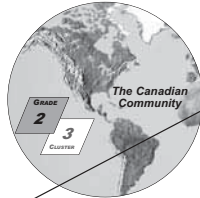
**Guide to Reading a Learning Experience**

**GRADE  
2**

**3  
CLUSTER**

*Communities in Canada*

**The Canadian Community**



**Learning Experience: 2.3.2 Historical Influences**

- 2-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...*

Title of the learning experience

A description of the focus of the learning experience

**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

Suggested vocabulary

Targeted specific learning outcomes

**2.3.2 Historical Influences**

Assessment	Outcomes	Strategies
	KH-029 KH-030	<b>Activate</b> 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 predict the origins of various names. Students discuss the origins of place names (e.g., historical, cultural, geographic...), and identify examples from their list that represent each category. Students share examples with peers.
	KH-029 KH-030	On a community walk, students list various place names (e.g., streets, buildings, parks...). Students speculate and discuss ways in which place names are determined.

*(continued)*

Indicates stage of learning

Suggested student portfolio selection

Skills set and classroom-based assessment (Appendix A)

**Teacher Reflections**



- KI-004 Students compose questions and interview, email, or fax community representatives in Manitoba to learn about the characteristics of another community. Students share responses with peers and record common characteristics of communities in a concept map.
- KI-005 Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



2.1.1 b BLM: Characteristics of Communities - Research

Supporting websites

Blackline masters (Appendix B)

*COMMUNITIES IN CANADA*

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**GRADE**  
**2**

*Grade Overview*

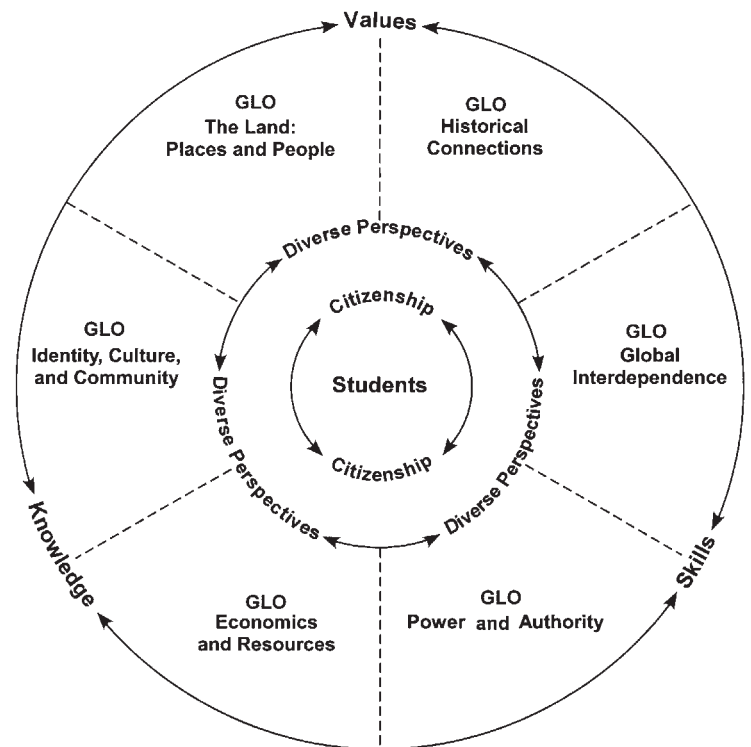
*Specific Learning Outcomes*

*Learning Experiences*



Grade Overview

**GRADE 2** students explore life in Canada, beginning with a study of their own community and moving outward to other communities. They become aware of their Canadian heritage as they discover stories of their local community’s past and present. They explore ways in which people interact with the natural environment and come to understand the nature of communities. Students enhance their awareness of the cultural and geographic diversity of Canada through the study of an Aboriginal community and one other Canadian community. Through this exploration, students discover the diversity and commonalities that link Canadian communities.



## Cluster Descriptions

### Cluster 1: Our Local Community

Students focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.

### Cluster 2: Communities in Canada

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.

### Cluster 3: The Canadian Community

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.

**Active Democratic Citizenship**

Citizenship skills enable students to develop good relations with others, to work in cooperative ways toward achieving common goals, and to collaborate with others for the well-being of their communities. These interpersonal skills focus on cooperation, conflict resolution, taking responsibility, accepting differences, building consensus, negotiation, collaborative decision making, and learning to deal with dissent and disagreement.

Grade 2 students will...

S-100	Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>	S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-101	Resolve conflicts peacefully and fairly.	S-104	Consider the rights and opinions of others during interactions.
S-102	Interact fairly and respectfully with others.		

**Managing Information and Ideas**

Information-management skills enable students to access, select, organize, and record information and ideas, using a variety of sources, tools, and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.

Grade 2 students will...

S-200	Select information from oral, visual, material, print, or electronic sources.	S-205	Construct maps that include a title, legend, and symbols.
S-201	Organize and record information using visual organizers.	S-206	Interpret maps that include a title, legend, and symbols.
S-202	Use appropriate terms or expressions to describe periods of time.	S-207	Use cardinal directions to describe location.
S-203	Use tools and technologies to accomplish given tasks.		
S-204	Use simple timelines to organize information chronologically.		

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**Critical and Creative Thinking**

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Critical and creative thinking skills enable students to make observations and decisions, to solve problems, and to devise forward-thinking strategies. These skills involve making connections among concepts and applying a variety of tools. Critical thinking involves the use of criteria and evidence to make reasoned judgments. These judgments include distinguishing fact from opinion and interpretation, evaluating information and ideas, identifying perspectives and bias, and considering the consequences of decisions and actions. Creative thinking emphasizes divergent thinking, the generation of ideas and possibilities, and the exploration of diverse approaches to questions.

Grade 2 students will...

S-300	<u>Formulate questions for research.</u>	S-302	<u>Use information or observation to form opinions.</u>
S-301	<u>Consider advantages and disadvantages of solutions to a problem.</u>	S-303	<u>Revise ideas and opinions based on new information.</u>

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**Communication**

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Communication skills enable students to interpret and express ideas clearly and purposefully, using a variety of media. These skills include the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas.

Grade 2 students will...

S-400	<u>Listen actively to others.</u>	S-403	<u>Present information and ideas orally, visually, concretely, or electronically.</u>
S-401	<u>Use language that is respectful of others.</u>	S-404	<u>Relate events and stories in chronological order.</u>
S-402	<u>Express reasons for their ideas and opinions.</u>		

**Core Concept: Citizenship**

*Students will develop the knowledge, skills, and values necessary to become responsible democratic citizens who are actively engaged in their local, national, and global communities.*

Citizenship education is fundamental to living in a democratic society. A critical consideration of citizenship provides students with opportunities to explore democratic values, and to determine their responsibilities and rights as participants in civil society. Students explore the complexities of citizenship in Canada and in the global context, as well as environmental citizenship, and citizenship for the future.

This exploration of citizenship helps students develop the knowledge and skills they need to live with others, to understand social change, and to support and promote social well-being. As they engage in public dialogue and debate, students enhance their understanding of citizenship, and are empowered to be active democratic citizens who contribute to the local, national, and global communities to which they belong.

Grade 2 students will...

KC-001	Recognize that all members of communities have responsibilities and rights.	VC-001	Value the contributions of individuals to their communities.
KC-002	Identify significant Canadian and Manitoban symbols, buildings, and monuments. <i>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 ...</i>	VC-002	Be willing to contribute to their groups and communities.
		VC-003	Value being a member of the Canadian community.
KC-003	Describe Remembrance Day as a time to think about peace and war.		

## General Learning Outcomes

### Identity, Culture, and Community

*Students will explore concepts of identity, culture, and community in relation to individuals, societies, and nations.*

Many factors influence identity and life in communities, including culture, language, history, and shared beliefs and values. Identity is subject to time and place, and is shaped by a multiplicity of personal, social, and economic factors. A critical consideration of identity, culture, and community provides students with opportunities to explore the symbols and expressions of their own and others' cultural and social groups. Through a study of the ways in which people live together and express themselves in communities, societies, and nations, students enhance their understanding of diverse perspectives and develop their competencies as social beings. This process enables them to reflect upon their roles as individuals and citizens so as to become contributing members of their groups and communities.

The specific learning outcomes within Identity, Culture, and Community include concepts such as human interaction and interdependence, cultural diversity, national identities, and pluralism.

Grade 2 students will...

KI-004	Identify the defining characteristics of communities.	KI-012	Identify common features of Canadian communities. <i>Examples: transportation, services, schools...</i>
KI-005	Describe characteristics of their local communities. <i>Examples: transportation, services, schools...</i>	KI-013	Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
KI-006	Identify cultural groups in their local communities.	KI-014	Identify English and French as the two official languages of Canada.
KI-007	Give examples of factors that shape who they are. <i>Examples: language, family, community, traditions, gender, where they live...</i>	KI-015	Recognize that a variety of languages are spoken in Canada.
KI-008	Recognize that stories of their elders, groups, and communities help shape who they are.	VI-004	Be willing to consider diverse points of view.
KI-008A	Recognize that their Elders, ancestors, and communities connect them to the past, present, and future.	VI-005	Value their groups and communities.
KI-009	Describe groups with which they identify. <i>Examples: cultural, linguistic, community, First Nation...</i>	VI-006	Appreciate the diversity of ways of life in Canadian communities.
KI-010	Identify their heritage and culture.	VI-006A	Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
KI-010A	Identify their Aboriginal heritage and culture.	VI-006F	Demonstrate interest in the shared experiences and stories of members of francophone communities in Canada.
KI-010F	Identify their francophone heritage and culture.		
KI-011	Recognize the diversity that characterizes Canada. <i>Examples: cultural, linguistic, geographic, artistic...</i>		



### The Land: Places and People

*Students will explore the dynamic relationships of people with the land, places, and environments.*

People exist in dynamic relationships with the land. The exploration of people's relationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Students explore how spatial and physical characteristics of the environment affect human life, cultures, and societies. They consider how connections to the land influence their identities and define their roles and responsibilities as citizens, locally, nationally, and globally.

The specific learning outcomes within The Land: Places and People focus on geographic understanding and skills, and concepts such as sustainability, stewardship, and the relationship between people and the land.

Grade 2 students will...

KL-016	Name natural resources in their local community.	VL-007	Appreciate diverse artistic representations of the land. <i>Examples: poetry, painting, music...</i>
KL-017	Give examples of ways in which the natural environment influences their communities.		
KL-018	Locate their local community on a map of Canada.		
KL-019	Describe natural and constructed features of communities studied. <i>Examples: landforms, climate, waterways; buildings, bridges...</i>		
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.		
KL-023	Locate communities studied on a map of Canada.		
KL-024	Locate Canada on a world map or globe.		

## General Learning Outcomes

**Historical Connections**

*Students will explore how people, events, and ideas of the past shape the present and influence the future.*

The past shapes who we are. An exploration of Canadian and world history enables students to acquire knowledge and appreciation of the past, to understand the present, and to live with regard for the future. An important aspect of this process is the disciplined investigation and interpretation of history. Students learn to think historically as they explore people, events, ideas, and evidence of the past. As they reflect upon diverse perspectives, personal narratives, parallel accounts, and oral and social histories, students develop the historical understanding that provides a foundation for active democratic citizenship.

The specific learning outcomes within Historical Connections enable students to develop an interest in the past, and focus on chronological thinking, historical understanding, and concepts such as progress, decline, continuity, and change.

Grade 2 students will...

KH-025	Relate stories of significant events and people in their local community's past.	VH-008	Value personal connections to stories of their community's past.
KH-025A	Relate stories of significant events and people in their local Aboriginal community.	VH-008A	Value personal connections to stories of their Aboriginal community's past.
KH-025F	Relate stories of significant events and people in their local francophone community.	VH-008F	Value personal connections to stories of their francophone community's past.
KH-026	Identify ways in which life in Canadian communities has changed over time.	VH-009	Value oral history as a way to learn about the land.
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.		
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. <i>Examples: place names, stories of historical figures, celebrations...</i>		

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### Global Interdependence

*Students will explore the global interdependence of people, communities, societies, nations, and environments.*

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People, communities, societies, nations, and environments are interdependent. An exploration of this interdependence enhances students' global consciousness and helps them develop empathy with respect to the human condition. Students critically consider diverse perspectives as they examine the connections that link local, national, and global communities. Consideration of global connections enables students to expand their knowledge of the world in which they live and to engage in active democratic citizenship.

The specific learning outcomes within Global Interdependence focus on human rights and responsibilities, diversity and commonality, quality of life and equity, globalization, international cooperation and conflict, and global environmental concerns.

Grade 2 students will...

KG-031	Identify Canada as one of many countries in the world.	VG-010	Value Canada's global connections.
KG-032	Give examples of connections linking Canada to other countries. <i>Examples: food, immigration, media...</i>		

**General Learning Outcomes**

**Power and Authority**

*Students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations.*

Power and authority influence all human relationships. Students critically examine the distribution, exercise, and implications of power and authority in everyday life and in formal settings. They consider diverse forms of governance and leadership, and inquire into issues of fairness and equity. This exploration helps students develop a sense of personal empowerment as active democratic citizens.

The specific learning outcomes within Power and Authority include concepts such as political structures and decision making, governance, justice, rules and laws, conflict and conflict resolution, and war and peace.

Grade 2 students will...

<p>KP-033</p>	<p>Identify leaders in their communities. <i>Examples: mayor, reeve, chief, elders, community volunteers...</i></p>	<p>VP-011</p>	<p>Be sensitive to others when taking on leadership roles.</p>
<p>KP-034</p>	<p>Give examples of ways in which they may demonstrate leadership.</p>	<p>VP-012</p>	<p>Value peaceful, non-violent ways of resolving conflicts.</p>
<p>KP-035</p>	<p>Identify possible sources of conflict in groups and communities.</p>		

## Economics and Resources

*Students will explore the distribution of resources and wealth in relation to individuals, communities, and nations.*

The management and distribution of resources and wealth have a direct impact on human societies and quality of life. Students explore the effects of economic interdependence on individuals, communities, and nations in the global context. They examine economic factors that affect decision making, the use of resources, and the development of technologies. As students explore diverse perspectives regarding human needs, wants, and quality of life, they critically consider the social and environmental implications of the distribution of resources and technologies, locally, nationally, and globally.

The specific learning outcomes within Economics and Resources include concepts such as trade, commerce, and industry, access to resources, economic disparities, economic systems, and globalization.

Grade 2 students will...

KE-036	Give examples of goods produced in Canadian communities.	VE-013	Appreciate that their quality of life is enhanced by the work and products of other Canadian communities. <i>Examples: West Coast lumber, Atlantic fish, Northern mines, Prairie grain...</i>
KE-037	Describe different types of work in Canadian communities studied.		
KE-038	Give examples of needs common to all Canadians.		
KE-039	Give examples of media influences on their choices and decisions.		

*Communities in Canada*

**Our Local Community**

**1**  
CLUSTER

**GRADE**  
**2**





# Cluster 1

## Learning Experiences: Overview



### 2.1.1 Characteristics of Communities

KL-018 Locate their local community on a map of Canada.

KI-004 Identify the defining characteristics of communities.

KI-005 Describe characteristics of their local communities.

*Examples: transportation, services, schools...*

### 2.1.2 Natural Resources

KL-016 Name natural resources in their local community.

KL-017 Give examples of ways in which the natural environment influences their communities.

### 2.1.3 Stories of the Past

KH-025 Relate stories of significant events and people in their local community's past.

KH-025A Relate stories of significant events and people in their local Aboriginal community.

KH-025F Relate stories of significant events and people in their local francophone community.

VH-008 Value personal connections to stories of their community's past.

VH-008A Value personal connections to stories of their Aboriginal community's past.

VH-008F Value personal connections to stories of their francophone community's past.

### **2.1.4 Culture and Heritage**

KI-006 Identify cultural groups in their local communities.

KI-010 Identify their heritage and culture.

KI-010A Identify their Aboriginal heritage and culture.

KI-010F Identify their francophone heritage and culture.

### **2.1.5 Personal Identity**

KI-007 Give examples of factors that shape who they are.

*Examples: language, family, community, traditions, gender, where they live...*

KI-008 Recognize that stories of their elders, groups, and communities help shape who they are.

KI-008A Recognize that their Aboriginal Elders, ancestors, and communities connect them to the past, present, and future.

KI-009 Describe groups with which they identify.

*Examples: cultural, linguistic, community, First Nation...*

VI-005 Value their groups and communities.

### **2.1.6 Contributing to Our Communities**

KC-001 Recognize that all members of communities have responsibilities and rights.

VC-001 Value the contributions of individuals to their communities.

VC-002 Be willing to contribute to their groups and communities.

### **2.1.7 Leadership**

KP-033 Identify leaders in their communities.

*Examples: mayor, reeve, chief, elders, community volunteers...*

KP-034 Give examples of ways in which they may demonstrate leadership.

VP-011 Be sensitive to others when taking on leadership roles.

### **2.1.8 Remembrance Day**

KC-003 Describe Remembrance Day as a time to think about peace and war.

KP-035 Identify possible sources of conflict in groups and communities.

VP-012 Value peaceful, non-violent ways of resolving conflicts.

## Our Local Community

## 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.



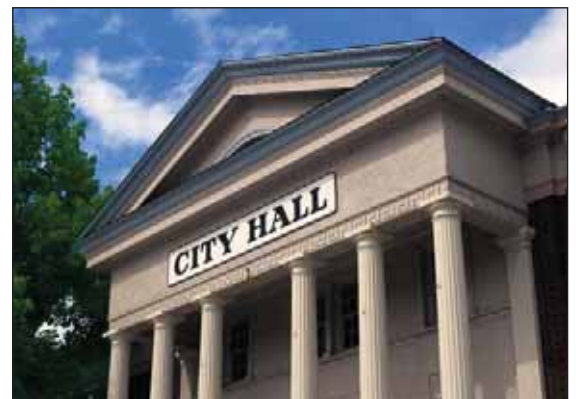
- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **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 focus on various aspects of communities. They locate their local communities on a map and explore the influence of the natural environment, important people and leaders, and cultural groups in their communities. Through stories of their local community, past and present, students become aware of their identity and heritage. They also consider their personal contributions to leadership and peaceful conflict resolution.



**Our Local Community**

**1**  
CLUSTER

**Engaging Students in the Cluster**

- Create an artifact centre of items and/or pictures from the local community.
- Visit a local museum or community landmarks.
- On a community walk, students sketch their observations and discuss what they would like to learn more about their local community.
- Invite a community leader (e.g., mayor, councillor, reeve, business person, police officer...) to speak to the class.
- Students explore community brochures, videos, and/or websites.
- Students contribute pictures and stories related to their community to a classroom bulletin board.
- Visit a seniors' centre to hear stories from the community's past.
- Invite a community member to visit the class in period dress and discuss life in the past.
- Students bring in or draw pictures (e.g., homes, buildings, landmarks, people...) to create a bulletin board display of the local community.

**Learning Experiences Summary**

**2.1.1 Characteristics of Communities**

**2.1.5 Personal Identity**

**2.1.2 Natural Resources**

**2.1.6 Contributing to Our Communities**

**2.1.3 Stories of the Past**

**2.1.7 Leadership**

**2.1.4 Culture and Heritage**

**2.1.8 Remembrance Day**

**Our Local Community**



**Learning Experience: 2.1.1 Characteristics of Communities**

- KL-018 Locate their local community on a map of Canada.
- KI-004 Identify the defining characteristics of communities.
- KI-005 Describe characteristics of their local communities.  
*Examples: transportation, services, schools...*

**Description of the Learning Experience**








Communities are defined by their unique characteristics. Students explore ideas related to their local community, compare their community to other communities, and identify characteristics common to all communities.

**Vocabulary:** community, recreation, characteristics (See Appendix D for Vocabulary Strategies)

**2.1.1 Characteristics of Communities**

Assessment	Outcomes	Strategies
	KI-004 KI-005	<p><b>Activate</b></p> <p>Students brainstorm different types of communities (e.g., cultural, social, sports...), as well as characteristics of communities (e.g., transportation, services, schools, shared language, culture, beliefs...). Students discuss how various characteristics define communities, and come to a group consensus on the meaning of community. Students record the definition of community in their journals.</p> <p>TIP: A community refers to a group of people with commonalities that may include culture, language, values and beliefs, interests, practices, ways of life, and a geographically defined space (e.g., communities in Manitoba include Elm Creek, Lynn Lake...).</p>
	KI-004 KI-005 KL-018	<p>or</p> <p>Students locate their local community on a map of Canada. Using maps and atlases, collaborative groups of students create a “Community Acrostic” by identifying other communities in Manitoba that begin with each letter of their community’s name. Students share completed acrostics with peers and discuss characteristics that other communities may have in common with their community. Using push-pins on a map of Manitoba, students identify other communities that have similar characteristics to their local community.</p>
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		










**2.1.1 Characteristics of Communities**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KI-004 KI-005 KL-018	As an Admit Slip, students submit a picture from their local community and another community they have visited. Students locate the communities on a map of Canada, and discuss characteristics that their local community has in common with other communities, as well as common characteristics of all communities.
	or	
	KI-004 KI-005	Using print and electronic resources, students browse pictures and websites of Canadian communities. Students list common and unique characteristics of communities represented, and discuss features that are shared by all communities. Tip: Consider exploring unique community landmarks such as the Vegreville Easter Egg, the Selkirk Catfish, or the Narcisse Garter Snake. 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	
<b>Acquire</b>		
	KI-004 KI-005	On a community walk, collaborative groups of students use a digital camera or sketch-and-scan to record examples of characteristics of their local community (e.g., services, gathering places, cultural groups...). Students record how the examples represent their community and sort the images according to student-determined criteria to illustrate defining characteristics of communities.
	 BLM: Characteristics of Communities - Community Walk	
or		
	KI-004 KI-005	Students compose questions and interview, email, or fax community representatives in other places in Manitoba to learn about the characteristics of another community. Students share responses with peers and record common characteristics of communities in a concept map. 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> >
	 BLM: Characteristics of Communities - Research	
or		
	KI-004 KI-005 KL-018	Students read books and listen to stories set in various Canadian communities. Students identify community characteristics illustrated in the stories and discuss similarities and differences. Students locate the communities identified in the literature on a map of Canada, and compare their location with the location of their local community.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		







**Our Local Community**

**2.1.1 Characteristics of Communities**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	KI-004 KI-005 KL-018	Students prepare questions and interview, email, or fax local community leaders to learn about the characteristics of their community. Students share responses with peers and record community characteristics in a concept map. Students locate their local community on a map of Canada, label it, and list its defining characteristics.
 BLM: Characteristics of Communities - Research		
or		
 		Using print and electronic resources, students research various Manitoba communities. Students locate each of the researched communities on a map and compare the locations with their local community. Students list characteristics of the researched community (e.g., services, gathering places, cultural groups...) and identify similarities with their local 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>		
 	KI-004 KI-005 KL-018	Students create a model or diorama of their local community, highlighting natural and constructed features and defining characteristics (e.g., transportation, services, schools, businesses, parks...). Students include the location of their community on a map of Canada and a description of the community's characteristics.
or		
 	KI-004 KI-005 KL-018	Using a word processor, students create brochures promoting their local community. Students include the location of their community on a map of Canada, and images and descriptions of features and characteristics that define their community. Students share completed brochures with peers.
TIP: If local leaders were contacted for information earlier in this learning experience, consider sending them a few completed brochures along with a thank-you note.		
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**Our Local Community**

**2.1.1 Characteristics of Communities**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
	KI-004 KI-005 KL-018	Collaborative groups of students create a storyboard and a video highlighting the characteristics of their local community. Students include the location of their community on a map of Canada, scenes illustrating the characteristics of their community (e.g., transportation, services, schools...), and commentary explaining how the highlighted characteristics help define their community. Students share completed videos with peers.
	or	
	KI-004 KI-005 KL-018	Using email, students write an invitation to students in another community, describing what they would experience if the students came to visit their local community. Students include a description of the location of their community in Canada, outline community characteristics and features, and ask questions about similar characteristics in their E-pal's community. Students share responses with peers and discuss characteristics that are common to all communities.
	or	
	KI-004 KI-005 KL-018	Collaborative groups of students create a "Communities" bulletin board display. Students include the location of their local community on a map of Canada and pictures and descriptions illustrating the characteristics of communities.
	or	
	KI-004 KI-005 KL-018	Collaborative groups of students create a multimedia presentation illustrating the characteristics of communities. Students include a map of Canada identifying the location of their local community and images and descriptions illustrating the characteristics shared by all communities. Compile group presentations in a class presentation.
	or	
<p><b>Teacher Reflections</b></p>		

**Our Local Community**



**Learning Experience: 2.1.2 Natural Resources**

- KL-016 Name natural resources in their local community.
- KL-017 Give examples of ways in which the natural environment influences their communities.

**Science Integration:** Grade 2, Cluster 4 – Air and Water in the Environment

**Description of the Learning Experience**






Manitoba has an abundance of natural resources. Students explore the natural resources of their local community and reflect on the influence of the natural environment.

**Vocabulary:** natural, resource, natural resource environment (See Appendix D for Vocabulary Strategies)

**2.1.2 Natural Resources**







Assessment	Outcomes	Strategies
	KL-016 KL-017	<p><b>Activate</b></p> <p>Students conduct a classroom natural resources scavenger hunt. Students record examples from within the classroom that are made from natural resources (i.e., plants, animals, soil, minerals, energy sources, air, and water). Students share examples with peers and discuss ways in which natural resources influence their daily lives.</p> <p><b>2.1.2 a</b> BLM: Natural Resources - Scavenger Hunt</p> <p>or</p>
	KL-016 KL-017	<p>In pairs, students explore the meaning of the term “natural resources.” Students list examples of natural items and examples of resources that are used or needed by their community. Using the characteristics of the listed examples, students define the term “natural resources.” Students discuss the definitions and, as a class, reach consensus on the meaning of the term “natural resources.”</p> <p><b>2.1.2 b</b> BLM: Natural Resources - Definition</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

**2.1.2 Natural Resources**



Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
— or —		
	KL-016 KL-017	As an Admit Slip, students submit pictures or items that represent or are derived from natural resources. Students sort the examples according to student-determined criteria and share classifications with peers. Students discuss how their classifications relate to natural resources and the natural environment.
— or —		
	KL-016 KL-017	Students brainstorm ways in which the natural environment influences their community (e.g., weather, resources, recreation, jobs...). Students discuss positive and negative influences of the natural environment and natural resources found in their local community (e.g., flat land = cannot ski; many lakes = great fishing...).
<b>Acquire</b>		
	KL-016 KL-017	On a field trip or community walk, students identify examples of natural resources and influences of the natural environment in their local community. Students record examples, using a digital camera or sketch-and-scan. Students label each example and describe its significance to their local community.  TIP: Where possible, plan and conduct a field trip to a local business or industry that uses natural resources and/or the natural environment.
— or —		
	KL-016 KL-017	Students prepare questions and interview family and community members to learn how natural resources are used in their community (e.g., agriculture, fishing, mining...), and the influence of the natural environment on their community (e.g., seasonal activities, jobs, recreation...). Students share responses with peers and prepare a bulletin board display illustrating the importance of natural resources and the influence of the natural environment on their community.
— or —		
	KL-016 KL-017	Students prepare and conduct a survey to determine the types of natural resources in their community (e.g., plants, animals, soil, minerals, energy sources, water...), and the influence of the natural resources on community activities (e.g., employment, recreation...). Using a spreadsheet, students record, graph, and analyze the data, and discuss the influence of natural resources on the community.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**Our Local Community**

**2.1.2 Natural Resources**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
_____ or _____		
	KL-016 KL-017	Students skim local newspapers and business or telephone directories to identify examples of community activities that are influenced by natural resources and/or the natural environment (e.g., nurseries, landscape and construction companies, parks, agri-business...). Students record the community activity, the way it uses natural resources and/or the influence of the natural environment on the community.   BLM: Natural Resources - In and Around Our Community
_____ or _____		
	KL-016 KL-017	Collaborative groups of students select a number of examples of natural resources and features of the natural environment from within their community. Students list each resource/feature and identify who uses it, examples of ways in which it is used, where it is found, why it is used, when it is used, and how it influences their local community. Students share results with peers.   BLM: Natural Resources - W-5 Chart
_____ or _____		
	KL-016 KL-017	Students compose questions and interview, email, or fax a community person who works with natural resources or the natural environment (e.g., conservation officer, miner, forester, fisher, farmer...) to learn about natural resources in their community and ways in which the natural environment influences their community. Students share responses and record information in their journals.
<b>Apply</b>		
	KL-016 KL-017	Using a guided Sharing Circle, students discuss how the natural environment affects the community. To begin the circle, ask the students to share why the natural environment is important. Each student shares what he or she has learned about the natural resources in the community.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.1.2 Natural Resources**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KL-016	Students perform mock interviews of “natural resources.” Pairs of students assume the role of an interviewer or a natural resource. The “natural resource” student takes on the role of a plant, animal, or mineral, and answers questions related to its role and importance in the community (e.g., “What are you?” “Why are you important to the community?”).
	KL-017	
_____ or _____		
	KL-016	Collaborative groups of students create a model or diorama of their community. Students illustrate the various types of natural resources, where they are located, and how they are used in the local community. Students include representations of human interactions with the natural environment (e.g., recreation, forestry, habitat preservation...). Students share their models/dioramas with peers and describe the importance of natural resources and ways in which the natural environment influences their community.
	KL-017	
<p><b>Teacher Reflections</b></p>		



**Our Local Community**



**Learning Experience: 2.1.3 Stories of the Past**

- KH-025 Relate stories of significant events and people in their local community’s past.
- KH-025A Relate stories of significant events and people in their local Aboriginal community.
- KH-025F Relate stories of significant events and people in their local francophone community.
- VH-008 Value personal connections to stories of their community’s past.
- VH-008A Value personal connections to stories of their Aboriginal community’s past.
- VH-008F Value personal connections to stories of their francophone community’s past.

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

**Description of the Learning Experience**






Every community is enriched by significant events and people from the past. Students identify events and people in their local community’s past, describe their significance, and explore how they help make the students feel connected to their community’s past.

**Vocabulary:** history, significant, events, the past (See Appendix D for Vocabulary Strategies)

**2.1.3 Stories of the Past**





Assessment	Outcomes	Strategies
<b>Activate</b>		
	KH-025	Students brainstorm significant events and people in their community, and sort the list according to present or past. Students discuss the significance of the people and events and what they tell them about their community’s past.  TIP: Encourage students to think of people and events of the past with prompting questions such as: “Do you remember when...?” or “What stories do your caregivers or elders tell about the past?”  _____ or _____
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
	KH-025	As an Admit Slip, students submit stories or news reports describing significant events and people in their local community’s past. Students discuss the significance of the people and events and what they tell them about their community’s past. Post stories/reports on a classroom bulletin board.
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.1.3 Stories of the Past**









Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 6e</p>	KH-025	On a community walk, students record ideas and images related to events and people in their community's past (e.g., statues, monuments or museums, roads, streets or places named after local people, buildings...). Students discuss the significance of the examples and what they tell them about their community's past.  TIP: Students may record images with a digital camera or sketch-and-scan.
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
or		
 <p>Appendix A Skill 6d</p>	KH-025	Students interview family members, neighbours, or other adults to learn about significant events and people in their community's past. Students record the details of the stories to share with peers in a retelling.   BLM: Stories of the Past - Retelling
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
<b>Acquire</b>		
 <p>Appendix A Skill 11a</p>	KH-025	Using print and electronic resources, students research significant events and people in their local community's past. Students record the details and the importance of each event and/or person, and describe how each helps them feel connected to their community's past.  TIP: Many communities have local history projects documenting significant events and people in the community.
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
or		
 <p>Appendix A Skill 4</p>	KH-025	Collaborative groups of students list place names in their local community that may have their origins in significant local events or people of the past (e.g., parks, streets, buildings, geographic features...). Students interview community members to learn about the origins of each name and share their findings with peers.  TIP: Consider introducing this strategy as a mystery to be solved, with the students assuming the roles of detectives.
	KH-025A	
	KH-025F	
	VH-008	
	VH-008A	
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**Our Local Community**

**2.1.3 Stories of the Past**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	<p>KH-025A VH-008A</p>	<p>Students discuss how stories help them understand the past. Students listen to various Aboriginal stories and reflect on how they help them understand significant events and people in their Aboriginal community’s past. Invite an Elder to share stories of significant events and people in their local Aboriginal community.</p> <p>TIP: Explain that long-ago storytellers passed on local stories to community members. A good storyteller was a valuable asset to a community. Read a story that is relevant to the Aboriginal community and create a classroom display of stories for students to read.</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		
	<p>KH-025 KH-025A KH-025F VH-008 VH-008A</p>	<p>Invite local community members to share stories of significant events and people from the past. As students listen, they sketch their thoughts and write a summary of the story, describing how it helps them feel connected to their community’s past.</p> <p>TIP: Encourage the guest speaker to bring pictures and artifacts and describe their significance.</p>
<b>Apply</b>		
	<p>KH-025 KH-025A KH-025F VH-008 VH-008A</p>	<p>Collaborative groups of students plan and dramatize newscasts or documentaries relating stories of significant events and people in their community’s past. Students describe the significance of the events and/or people, and include interviews in which students describe how the events and/or people help them feel connected to their community’s past.</p> <p>TIP: Consider videotaping the dramatizations and sharing them with a broader audience (e.g., parents, town/city council, local historical society...).</p>
or		
	<p>KH-025 KH-025A KH-025F VH-008 VH-008A</p>	<p>Students create a bulletin board display of significant events and people in their community’s past. Students include illustrations of the events/people, and describe their significance and how each helps them feel connected to their community’s past.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.1.3 Stories of the Past**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Collaborative groups of students create a multimedia presentation profiling significant events and people in their community’s past. Students create slides/pages illustrating important events and people, explain their significance, and describe how each helps them feel connected to their community’s past. Compile group presentations in a class presentation.
	KH-025 KH-025A KH-025F VH-008 VH-008A	Students create a timeline illustrating significant events and people in their community’s past. Students display events and people chronologically, and describe their significance and how each helps them feel connected to their community’s past.
	KH-025 KH-025A KH-025F VH-008 VH-008A	Prepare a “Storytelling Basket.” Place objects representing significant events and people in the community’s past in a basket. In a Sharing Circle, students take turns selecting objects from the basket to tell stories about events and people in the community’s past. They also describe how the event or person helps them feel connected to their community’s past.
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Using a RAFT, students relate stories of significant events and people in their community's past. Students describe the significance of the event or person and how it helps them feel connected to their community’s past.
 	KH-025 KH-025A KH-025F VH-008 VH-008A	Students relate stories of significant events and people in their community’s past as a song or ballad. Students identify the event/person, describe its significance, and how it helps them feel connected to their community’s past. Students share songs and ballads with peers.
<b>Teacher Reflections</b>		

**Our Local Community**



**Learning Experience: 2.1.4 Culture and Heritage**

- KI-006 Identify cultural groups in their local communities.
- KI-010 Identify their heritage and culture.
- KI-010A Identify their Aboriginal heritage and culture.
- KI-010F Identify their francophone heritage and culture.

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

**Description of the Learning Experience**






Every individual has a personal history. Students explore the meaning of heritage and culture to learn about themselves and the various cultures in their community.

**Vocabulary:** culture, heritage, traditions, celebrations, ceremonies (See Appendix D for Vocabulary Strategies)

**2.1.4 Culture and Heritage**

Assessment	Outcomes	Strategies
<p>Appendix A Skill 3a</p>	KI-006 KI-010 KI-010A	<p><b>Activate</b></p> <p>Students brainstorm and discuss the meaning of the terms “culture” and “heritage,” and create Mind Maps to illustrate culture and heritage.</p> <p><i>Culture: Knowledge, beliefs, customs, traditions, laws, ceremonies, celebrations, and other practices agreed upon by a group of people.</i></p> <p><i>Heritage: Important things from the past. Heritage can be personal or family-related (memories or keepsakes), local (buildings), or national (languages or green spaces).</i></p> <p>_____ or _____</p>
	KI-006 KI-010 KI-010A	<p>Collaborative groups of students sort given terms as either “culture” or “non-culture.” They reflect on their own culture by adding to the list other groups within the community that they personally belong to. They identify which groups are cultural and which are not.</p> <p> BLM: Culture and Heritage - T-Chart</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		


**2.1.4 Culture and Heritage**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-006 KI-010 KI-010A	Collaborative groups of students read books that focus on heritage and culture. Students brainstorm ideas related to their heritage and culture, and discuss what is meant by the terms. They share their ideas with other groups.
or		
	KI-006 KI-010 KI-010A	Students discuss their ethnic origin and record their family’s place of origin on word cards. Using push-pins, they attach the word cards to corresponding locations on a wall map of the world. Students use pieces of string to connect pins from various locations in the world to a pin at the site of the local community.
<b>Acquire</b>		
	KI-006 KI-010 KI-010A	Students research their own heritage and culture. They generate questions and interview family members about their country of origin as well as other significant aspects of their past. They record information, which is included in a class “Heritage Book.”  TIP: This can take the form of individual research or small-group work. Be aware of sensitive family/cultural issues that may affect this learning strategy.
or		
	KI-006 KI-010 KI-010A	Students prepare questions and invite guests who represent various cultures to speak to the class in order to identify cultural groups in the local community. Students write follow-up thank-you letters expressing appreciation for the information shared by the guests.  TIP: Alternatively, take a real or virtual field trip to a local cultural centre to meet cultural representatives.
or		
	KI-010A	Using community print and electronic resources, collaborative groups of students research their Aboriginal heritage and culture. They listen to Aboriginal storytellers, read Aboriginal stories, and visit Aboriginal centres in their community. Students record information and share their findings 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> >
<b>Teacher Reflections</b>		



**Our Local Community**

**2.1.4 Culture and Heritage**

Assessment	Outcomes	Strategies	
	<p>                     KI-006                      KI-010                      KI-010A                 </p>	<p><b>Apply</b></p> <p>Students create visual and/or written representations of their culture and heritage (e.g., posters, videos, journal, Story Vine...). Post student work in a class “Culture and Heritage” display.</p>	
		<p>_____ or _____</p>	
		<p>                     KI-006                      KI-010                      KI-010A                 </p>	<p>Collaborative groups of students collect brochures, newspaper articles, pictures, artifacts, and posters that represent the culture and heritage of their local community, and display them in a class cultural centre.</p>
		<p>_____ or _____</p>	
		<p>                     KI-006                      KI-010                      KI-010A                 </p>	<p>Students host a “Culture and Heritage Day.” They invite grandparents or other family members to share their culture through customs or traditions such as music, dance, food, or clothing. Students write thank-you letters describing what they learned about the guests’ culture.</p> <p>Tip: Encourage the school Physical Education teacher to incorporate ethnic dancing in gym class.</p>
		<p>_____ or _____</p>	
<p>                     KI-006                      KI-010                      KI-010A                 </p>	<p>Students write and orally share stories that relate to their culture and heritage, which may be compiled in a class history book to share with family and peers.</p> <p>TIP: The book may also be produced as an audio or video recording.</p>		
<p>_____ or _____</p>			
<p>                     KI-006                      KI-010                      KI-010A                 </p>	<p>Students collect and create a classroom display of items representing their culture and heritage (e.g., recipes, songs, pictures, artifacts...). Students write brief descriptions for each item displayed.</p> <p>TIP: Invite students from other classes or grades to view the displays.</p>		
<p>_____ or _____</p>			
<p><b>Teacher Reflections</b></p>			



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**Teacher Reflections**

**Our Local Community**



**Learning Experience: 2.1.5 Personal Identity**

- KI-007 Give examples of factors that shape who they are.  
*Examples: language, family, community, traditions, gender, where they live...*

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- KI-008 Recognize that stories of their elders, groups, and communities help shape who they are.

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- KI-008A Recognize that their Aboriginal Elders, ancestors, and communities connect them to the past, present, and future.

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- KI-009 Describe groups with which they identify.  
*Examples: cultural, linguistic, community, First Nation...*

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- VI-005 Value their groups and communities.

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


**Description of the Learning Experience**

Every individual is unique and has been shaped by the experiences of her or his family, groups, and community, as well as by ancestors who connects her or him to the past. Students explore factors that shape their identity and, in so doing, come to value the groups and communities to which they belong.

**FAMILY NOTE:** In this document, the term “family” is used with the recognition that students may be part of different types of families (e.g., foster, nuclear, blended...).






**Vocabulary:** individual, elders, Aboriginal Elders, groups, stories, ancestors, identity (See Appendix D for Vocabulary Strategies)

**2.1.5 Personal Identity**

Assessment	Outcomes	Strategies
	KI-007 KI-009 VI-005	<p><b>Activate</b></p> <p>Students read books that relate to factors that shape who they are (e.g., language, family, community, traditions, gender, where they live...) and groups with which they may identify (e.g., cultural, sports, recreation...). Students brainstorm factors that shape who they are and record them on a class chart.</p> <p style="text-align: center;">or</p> <p>As an Admit Slip, students share stories they have heard from family members, or from the groups and communities, which are important to them and shape who they are.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		






**Our Local Community**

**2.1.5 Personal Identity**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-007 KI-009	Collaborative groups of students brainstorm and create a mind map of the factors that make them unique and shape who they are. Groups share their ideas in a class discussion.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	Collaborative groups of students create a pie graph illustrating groups to which they belong. They list and organize the names of their groups into various categories (e.g., personal, family, school, and community...). They share their graphs with peers.
<b>Acquire</b>		
	KI-007 KI-008 KI-008A KI-009	Students describe their role in one of the groups or communities to which they belong. They discuss how their role in the group shapes who they are (e.g., “I belong to a baseball team.” “I am the pitcher.” “My job is to work as part of the team.” “I learn to get along with others.”). Students discuss how membership in groups is a factor that shapes who they are, and they record ideas in their journals.
or		
	KI-007 KI-008 KI-009	Students listen to stories at a family gathering or arrange a special visiting time when a person in the family can be interviewed. They generate questions to explore traits they have inherited or acquired, such as the way they walk, the colour of their hair, or physical gestures. They record three traits and identify the person or persons from whom the traits were inherited.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	As an Admit Slip, students share a photograph of a family member and a photograph of themselves. Students discuss the traits they have inherited from this person. Using a bulletin board display, students play a matching game. Family photos are mixed up and students match family members’ photos with student photos.  TIP: If photos are unavailable, take pictures with a digital camera.
<b>Teacher Reflections</b>		

**Our Local Community**

**2.1.5 Personal Identity**

Assessment	Outcomes	Strategies
<b>Apply</b>		
	KI-007 KI-008 KI-008A? KI-009 VI-005	Students create a “Who Am I?” game. Using index cards, students write three factors that shape who they are (e.g., “I am a member of Brownies. I speak French. I take dancing lessons. Who am I?”). The cards are collected and put in a box. Each day students solve one “Who Am I?”. After all have been solved, display and match a photo of each student with her or his factors.
or		
	KI-007 KI-008 KI-008A KI-009	Students write a story related to factors that shape who they are, including the groups and communities with which they identify. They create a self-portrait to accompany their story. Stories are gathered together in a class book.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	Collaborative groups of students create “Personal Identity” visual representations (e.g., collages, wall murals...), illustrating factors that shape who they are, including the groups and communities with which they identify.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	Collaborative groups of students create songs or role-plays illustrating factors that shape who they are, including the groups and communities with which they identify. Students present songs/role-plays to their peers.
or		
	KI-007 KI-008 KI-008A KI-009 VI-005	Students write letters to their parents or elders/Aboriginal Elders, describing factors and stories that shape who they are and how much they value their elders’/Aboriginal Elders’ help in connecting them to the past.
<p><b>Teacher Reflections</b></p>		

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**Teacher Reflections**

**Our Local Community**



**Learning Experience: 2.1.6 Contributing to Our Communities**

- KC-001 Recognize that all members of communities have responsibilities and rights.
- VC-001 Value the contributions of individuals to their communities.
- VC-002 Be willing to contribute to their groups and communities.

**Description of the Learning Experience**






Every individual living within a community has responsibilities and rights and the potential to contribute to the well-being of the community. Students explore ideas related to responsibilities and rights, and become aware of the individuals who contribute to their local community, as well as ways in which they themselves can make contributions to their local community.

**Vocabulary:** responsibility, right, member, contribute, contributions (See Appendix D for Vocabulary Strategies)

**2.1.6 Contributing to Our Communities**

Assessment	Outcomes	Strategies
	KC-001	<p><b>Activate</b></p> <p>Students brainstorm and discuss examples of responsibilities and rights at home and at school. Examples of responsibilities and rights are recorded on a class T-chart.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KC-001	<p>Students brainstorm the names of important people and places in the community (e.g., fire station/firefighters, police station/police officers, school/principal...). Ideas are recorded on a class chart.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KC-001	<p>Collaborative groups of students listen to or read books about the concept of community. They discuss ways in which a community is like a family. On a class chart, they list various people in the community and examples of contributions of individuals to their communities. Students also list ways they may contribute to their groups and communities.</p>
<p><b>Teacher Reflections</b></p>		









**2.1.6 Contributing to Our Communities**

Assessment	Outcomes	Strategies
<b>Acquire</b>		
	KC-001 VC-001 VC-002	Collaborative groups of students record their personal responsibilities and rights, and contributions they make at home, at school, and in the community. They share their ideas and compile a class list of responsibilities and rights. They discuss how their responsibilities are similar to or different from each other.
or		
	KC-001	Students select one community member (e.g., teacher, postal worker, gas station attendant...). Students draw a picture of where that person works and describe his or her contributions to the community. Students share their drawings with peers.
or		
	KC-001 VC-001 VC-002	Using print and electronic resources, collaborative groups of students research various individuals' responsibilities and contributions to the community (e.g., mayor, police chief, rabbi...). Students share their research with peers.
or		
	KC-001 VC-001 VC-002	Students compose questions to interview students in other classes in the school to determine what contributions they make to their groups and communities. Students compile the data in a class chart entitled "Ways We Contribute to the Community."
<b>Apply</b>		
	KC-001 VC-001 VC-002	Students write prose or poetry about the responsibilities, rights, and contributions of various individuals in the community. Compile pieces in a class "Community Book."
<i>(continued)</i>		
<b>Teacher Reflections</b>		



**Our Local Community**

**2.1.6 Contributing to Our Communities**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KC-001 VC-001 VC-002	Using a variety of media, collaborative groups of students illustrate responsibilities, rights, and contributions of individuals to their communities. Tip: Display illustrations in public areas of the school to encourage responsible behaviour and appreciation for community members.
_____ or _____		
 	KC-001 VC-001 VC-002	Collaborative groups of students dramatize examples of individuals' responsibilities, rights, and contributions to their community. Students viewing the presentations determine whether the dramatized actions are responsibilities, rights, or contributions.
_____ or _____		
 	VC-001	Students write thank-you letters to selected community members (e.g., garbage collector, police officer, teacher...), acknowledging their contributions to the community.
_____ or _____		
 	KC-001 VC-001 VC-002	Students nominate other students in the school whom they believe contribute to the well-being of the school community. They write speeches to introduce their nominees and present them with "Good Citizen" awards in a class ceremony, describing their contributions to peers.
<p><b>Teacher Reflections</b></p>		

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**Teacher Reflections**

**Our Local Community**



**Learning Experience: 2.1.7 Leadership**

- KP-033 Identify leaders in their communities.  
*Examples: mayor, reeve, chief, elders, community volunteers...*

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- KP-034 Give examples of ways in which they may demonstrate leadership.

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- VP-011 Be sensitive to others when taking on leadership roles.





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**Description of the Learning Experience**







Effective leaders help make our communities strong. Students identify community leaders, their qualities, and their contributions to the community, and describe ways in which they have personally demonstrated leadership.

**Vocabulary:** leader, leadership (See Appendix D for Vocabulary Strategies.)

**2.1.7 Leadership**






Assessment	Outcomes	Strategies
<b>Activate</b>		
	KP-033 KP-034	Using a Word Sort, collaborative groups of students sort examples of leaders according to leaders at school and leaders in the community. Students add additional examples of leaders in their communities, and discuss the characteristics of leaders and the roles each plays.   BLM: Leadership - Word Sort
	or	
	KP-034 VP-011	Students play a leadership game (e.g., “Simon Says...”). Students discuss how they felt when they were the leader, as well as the actions leaders can take to demonstrate sensitivity to others (e.g., politeness, listening skills, kindness...).
	or	
	KP-033 KP-034	Students brainstorm the names of leaders in the school and the local community. Students sort the names according to student-determined criteria, and discuss the characteristics of leaders, as well as the roles leaders play in their lives.
	<i>(continued)</i>	
<b>Teacher Reflections</b>		

**2.1.7 Leadership**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KP-034 VP-011	As an Admit Slip, students share an example of an instance when they demonstrated leadership. Students discuss how they felt when they were the leader and the actions leaders can take to demonstrate sensitivity to others.
<b>Acquire</b>		
	KP-033 KP-034 VP-011	Collaborative groups of students research leaders in their communities. Students identify leaders, describe the leaders' roles and responsibilities, give examples of their leadership, and list characteristics that demonstrate ways in which the leaders are sensitive to others while exercising their leadership. Students describe actions they would initiate if they were in the role of the researched leader. Students share information with peers.
		 BLM: Leadership - Community Leader Profile
or		
	KP-033 KP-034 VP-011	Students discuss with their parents or other adults examples of ways in which each student has demonstrated leadership, and the roles of leaders in their community. Students record examples of their own leadership as well as examples of community leadership, and identify the qualities leaders need to exercise to demonstrate sensitivity to others. Students share their examples with the class and discuss the importance of leadership in their community.
		 BLM: Leadership - Examples
or		
	KP-033 KP-034 VP-011	Students compose questions and interview community leaders to learn about their roles, ways they demonstrate leadership, and ways in which they need to be sensitive to others as they exercise leadership. Students record information in their journals and share results with peers.
<p><b>Teacher Reflections</b></p>		

**Our Local Community**

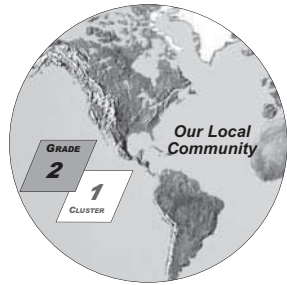
**2.1.7 Leadership**

Assessment	Outcomes	Strategies
<b>Apply</b>		
	KP-033	<p>Students create leadership trading cards profiling leaders in their communities. Students include pictures of community leaders and list their “statistics” (e.g., title, number of years in the position, examples of leadership, responsibilities...). Students share and/or trade cards with peers.</p> <p>Tip: Consider reproducing the cards and sending copies to the selected leaders.</p> <p style="text-align: center;">or</p>
	KP-033 KP-034 VP-011	<p>Students choose a leader in their community and write thank-you cards, acknowledging his or her contributions to the community. Students describe qualities the leader exhibits and share an example of when he or she personally demonstrated leadership.</p> <p style="text-align: center;">or</p>
	KP-033 KP-034 VP-011	<p>Collaborative groups of students create a list of student leadership qualities they value in their school and match each quality on the list with actions and behaviours that demonstrate that quality. Students post their lists and perform a role-play of a scenario that illustrates each quality. Peers identify the quality from the list being dramatized.</p> <p style="text-align: center;">or</p>
	KP-033 KP-034 VP-011	<p>Using a word processor, students create community leadership “Wanted Posters.” Students include qualities that make a good leader, examples of leaders in their communities who demonstrate leadership qualities, and ways in which they may personally demonstrate leadership and sensitivity. Display posters to share positive leadership ideas with other students in the school.</p> <p style="text-align: center;">or</p>
	KP-033 KP-034 VP-011	<p>Students engage in a “Random Acts of Kindness” campaign to acknowledge leaders in their class and school. Students prepare certificates celebrating leadership qualities and present them to individuals in the school community when they observe them demonstrating leadership. Students share examples of leadership they identified and discuss how acts of leadership influence their school’s culture.</p>
<b>Teacher Reflections</b>		

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**Teacher Reflections**

**Our Local Community**



**Learning Experience: 2.1.8 Remembrance Day**

- KC-003 Describe Remembrance Day as a time to think about peace and war.
- KP-035 Identify possible sources of conflict in groups and communities.
- VP-012 Value peaceful, non-violent ways of resolving conflicts.

**Description of the Learning Experience**

Remembrance Day is a time to think about peaceful ways of resolving conflict. Students learn about the importance of Remembrance Day and how it relates to conflict in groups and communities. They demonstrate their understanding of its importance by preparing peaceful messages and attending a Remembrance Day ceremony.

**Note:** Please be aware of students who may be refugee victims of war and who will require sensitivity during this learning experience.







**Vocabulary:** Remembrance Day, peace, conflict, war (See Appendix D for Vocabulary Strategies.)

**2.1.8 Remembrance Day**

Assessment	Outcomes	Strategies
<b>Activate</b>		
	KP-033 KP-035	Using a Word Splash, collaborative groups of students identify words they know that are related to Remembrance Day, and brainstorm other words not on the list.
		BLM: Remembrance Day - Word Splash _____ or _____
	KC-033 KP-035 VP-012	Students listen to or read books and poems about peace and conflict or war. They brainstorm possible sources of conflict in groups and communities, as well as peaceful ways of resolving conflict, which are discussed and recorded on a class chart.
		_____ or _____
	KC-003 KP-035 VP-012	Students discuss what Remembrance Day means to them. They brainstorm why “remembering” is important, and identify possible sources of conflict in groups and communities.
		<i>(continued)</i>
<b>Teacher Reflections</b>		














2.1.8 Remembrance Day












Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KP-035 VP-012	Collaborative groups of students identify possible sources of conflict in groups and communities, as well as peaceful, non-violent ways of resolving those conflicts. Groups present and discuss their ideas with peers, which are recorded on a class chart.
<b>Acquire</b>		
	KP-035 VP-012	Collaborative groups of students identify conflicts they have witnessed at school or in the community. They record examples of both conflicts, and peaceful, non-violent ways of resolving each conflict. They share their ideas with other groups and compile them in a class chart.   BLM: Remembrance Day - Conflict Chart
or		
	KC-003 VP-012	Students read or listen to books related to Remembrance Day. They reflect in their journals about Remembrance Day as a time to think about peace and war.
or		
	KC-003 KP-035 VP-012	Students prepare questions and invite war veterans or peacekeepers from the community to discuss Remembrance Day, as well as peaceful, non-violent ways of dealing with conflict.
or		
	KC-003 VP-012	Students prepare questions and interview family members, teachers, and others regarding their thoughts on Remembrance Day as a time to think about peace and war. They record ideas gathered in their interviews, along with personal reflections about Remembrance Day, and compile them in a class book.
<b>Teacher Reflections</b>		

**Our Local Community**

**2.1.8 Remembrance Day**

Assessment	Outcomes	Strategies
<b>Apply</b>		
 	KC-003 KP-035 VP-012	Using a variety of media (e.g., drawings, photographs, models, writing...), collaborative groups of students create Remembrance Day displays. They include images of people living together peacefully, Remembrance Day symbols (e.g., poppies, memorials, medals, veterans...), and descriptions of peaceful, non-violent ways of resolving conflicts.
or		
 	KC-003 KP-035 VP-012	Students write an acrostic poem using the words “peace,” “conflict,” or “remember.” Poems are written on green paper cut into the shape of their traced hands. The hands are mounted around the outside of a picture of the Earth to create a wreath.
or		
 	KC-003 VP-012	Students write reflections about Remembrance Day as a time to think about peace and war, and as well, about peaceful, non-violent ways of resolving conflicts. Reflections may be presented at a Remembrance Day ceremony.
or		
 	KC-003	Collaborative groups of students create a slide show about Remembrance Day and/or peaceful, non-violent ways of resolving conflict. They include images of memorials or cenotaphs and descriptions to accompany each picture. Tip: The online version of this BLM is a hot-linked list of cenotaphs in Manitoba. The linked sites provide a picture and information about each cenotaph. 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> >
 BLM: Remembrance Day - Teacher Resource: Cenotaphs		
or		
 	KP-035 VP-012	Collaborative groups of students dramatize examples of peaceful, non-violent ways of resolving conflicts, and present their dramatizations to other classes in the school.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.1.8 Remembrance Day**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
 	KC-003 KP-035 VP-012	Students compose and mail, fax, or email a peace card to someone they know. They write messages related to Remembrance Day, and/or the importance of peaceful, non-violent conflict resolution.  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 _____		
 	KC-003 KP-035 VP-012	Students reflect on and write about the various symbols of Remembrance Day (e.g., poppy, cross, dove, cenotaph...) and the importance of Remembrance Day as a time to think about peace and war.   BLM: Remembrance Day - Symbols
_____ or _____		
 	KC-003	Students write letters to Canadian veterans or peacekeepers, thanking them for their commitment to Canada, and reflecting on the importance of Remembrance Day as a time to think about peace and war.  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 _____		
 	KP-035 VP-012	Students create posters promoting peaceful, non-violent ways of resolving conflicts, which are displayed throughout the school to encourage positive behaviour.
_____ or _____		
 	KC-003 VP-012	Collaborative groups of students write and/or memorize poems, or prepare songs about Remembrance Day and/or peaceful, non-violent ways of resolving conflicts. Poems or songs may be presented at a school assembly or Remembrance Day ceremony.
_____ or _____		
<p><b>Teacher Reflections</b></p>		

**Our Local Community****Cluster 1 — Connecting and Reflecting**

Using their “Our Local Community” portfolio, students reflect on the people, places, and stories of their community, and describe how they can contribute to the community.



2.1.8 BLM: Cluster 1 - Connecting and Reflecting

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**Teacher Reflections**

*Communities in Canada*

**Communities in Canada**

**2**  
CLUSTER

**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.



## Communities in Canada

## 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 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.



**Engaging Students in the Cluster**

- Students share stories of places they have visited in Canada.
- Introduce students to a variety of maps of Canada (e.g., political, topographical, satellite, road maps...), and discuss their observations of map features.
- Students contribute items from other places in Canada (e.g., souvenirs, pictures, flags...) to create a classroom display.
- Students view videos of a variety of Canadian places, and discuss their impressions of other communities.
- Create a class Word Splash of Canadianisms (Tim Hortons, Eh!, loonie, hockey tape...).
- Create a literature centre of books by Canadian authors.
- Survey students to identify what they know and want to know about Canada.
- Students contribute pictures to a bulletin board display of famous Canadians.
- Create a listening centre of music from various Canadian communities.

**Learning Experiences Summary**

**2.2.1 Diverse Peoples**

**2.2.4 Work, Goods, and Products**

**2.2.2 Features of Canadian Communities**

**2.2.5 Diversity and Change**

**2.2.3 Natural Resources**



**Learning Experience: 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.

**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
	KH-027 KH-028	<p><b>Activate</b></p> <p>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.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>





2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	KH-027 KH-028	<p>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.</p> <p style="text-align: center;">or</p> <p> BLM: Diverse Peoples - KWL</p>
	KH-027 KH-028	<p>Using Think-Pair-Share, students discuss what Canada was like when it was inhabited 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.</p> <p style="text-align: center;">or</p>
	KH-027 KH-028	<p>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.</p>
<b>Acquire</b>		
	KH-027 KH-028	<p>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...).</p> <p>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.</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> BLM: Diverse Peoples - Locations of First Nations Communities in Manitoba</p>
		<i>(continued)</i>
<b>Teacher Reflections</b>		

2.2.1 Diverse Peoples

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 <p>Appendix A Skill 6e</p>	<p>KH-027 KH-028</p>	<p>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.</p>
or		
 <p>Appendix A Skill 6a</p>	<p>KH-027</p>	<p>Using picture cards and descriptions of Aboriginal contributions and inventions, collaborative groups of students match pictures and descriptions.</p> <p>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.</p> <p> <b>2.2.1</b> BLM: Diverse Peoples - Aboriginal Contributions and Inventions c</p>
or		
 <p>Appendix A Skill 7b</p>	<p>KH-027 KH-028</p>	<p>Students view historical maps to identify evidence of the locations of Canada’s original 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.</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		
 <p>Appendix A Skill 8</p>	<p>KH-027 KH-028</p>	<p>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.</p>
or		
 <p>Appendix A Skill 6g</p>	<p>KH-027 KH-028</p>	<p>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.</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>Teacher Reflections</b></p>		

**2.2.1 Diverse Peoples**

Assessment	Outcomes	Strategies
<b>Apply</b>		
	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		
	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		
	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		
	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.
<b>Teacher Reflections</b>		

**Communities in Canada**



**Learning Experience: 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.

**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.)

**2.2.2 Features of Canadian Communities**










Assessment	Outcomes	Strategies
	KI-012 KL-019 KL-023	<p><b>Activate</b></p> <p>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.</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 style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>









**2.2.2 Features of Canadian Communities**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KI-012 KL-019 KL-023	Display pictures of various types of communities (e.g., Aboriginal community, farming community, city, village, town, fishing community, logging community...). Pairs of students create community Spider Webs. They select a picture and record the location of the community and the natural and constructed features identified in the picture. Students share their Spider Webs with the class and discuss the common features shared by all communities.
		 BLM: Features of Canadian Communities - Spider Web
or		
	KI-012 KL-019 KL-023	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.
or		
	KI-012 KL-019	Students discuss the meaning of the terms “natural” and “constructed,” and sort a list of terms according to natural or constructed features found in communities.
		 BLM: Features of Canadian Communities - T-Chart
<b>Acquire</b>		
	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.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.2.2 Features of Canadian Communities**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 	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 and territorial tourism bureaus. 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> >  BLM: Features of Canadian Communities - Provincial and Territorial Tourism Information
or		
	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		
 	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.
<b>Apply</b>		
 	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.  BLM: Features of Canadian Communities - Map
		<i>(continued)</i>
<b>Teacher Reflections</b>		

**2.2.2 Features of Canadian Communities**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	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.   BLM: Features of Canadian Communities - Venn Diagram
or		
	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		
	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		
	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.
or		
	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.
<p><b>Teacher Reflections</b></p>		



**Learning Experience: 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.

**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
	<p><b>Activate</b></p> <p>KL-020 KL-021 KL-022 VH-009</p>	<p>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.”</p> <p style="text-align: right;"><i>(continued)</i></p>
<p><b>Teacher Reflections</b></p>		

2.2.3 Natural Resources






Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	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.
or		
	KI-020 KL-022	Collaborative groups of students brainstorm examples of natural resources (e.g., minerals, animals, plants...) and human-made items (e.g., pencils, houses, bicycles...). Students share their ideas with the class and discuss the importance of conserving or restoring natural resources.  TIP: Students were introduced to the term “natural resources” in Learning Experience 2.1.2, but may still need examples to prompt their thinking (e.g., “Natural resources are materials found in nature that are used by humans, such as wood, water, and fish.”).
or		
	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.
or		
	KL-020 KL-021 KL-022 VH-009	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.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

2.2.3 Natural Resources

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	KL-020 KL-021	Collaborative groups of students brainstorm examples of natural resources and ways in 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.   BLM: Natural Resources - Examples
or		
	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.
<b>Acquire</b>		
	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >   BLM: Natural Resources - Research
or		
	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.
<i>(continued)</i>		
<b>Teacher Reflections</b>		







2.2.3 Natural Resources

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	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.  2.2.3 c BLM: Natural Resources - Plants, Animals, Minerals
or		
	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.  2.2.3 d BLM: Natural Resources - Word Sort
or		
	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		
	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		
	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >  2.2.3 e BLM: Natural Resources - Chart
<hr/> <p><b>Teacher Reflections</b></p>		





2.2.3 Natural Resources

Assessment	Outcomes	Strategies
 	KL-020 KL-021 KL-022	<p><b>Apply</b></p> <p>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.</p> <p><b>2.2.3 f</b> BLM: Natural Resources - Community Profile</p> <hr/> or
	KL-020	<p>Using a map of Canada, students illustrate the natural resources of the communities studied (e.g., mining = shovel; farming = cow, oil = derrick...). They include a title and legend for their map.</p> <p><b>2.2.3 g</b> BLM: Natural Resources - Outline Map of Canada</p> <hr/> or
 	KL-020 KL-021	<p>Students write poems to describe the two communities studied, using the frame “If you’re not from the Prairie...” (e.g., “If you’re not from the Okanagan, you don’t know fruit...”). Students include examples of natural resources and ways in which the natural environment shapes daily life in the communities studied. Poems are compiled to make “Canadian Community” booklets.</p> <hr/> or
	KL-020 KL-021 KL-022	<p>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.</p> <p><b>2.2.3 h</b> BLM: Natural Resources - Book Pages</p>

(continued)

Teacher Reflections

**2.2.3 Natural Resources**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KL-020 KL-021	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.
_____ or _____		
	VH-009	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.
<p><b>Teacher Reflections</b></p>		

**Communities in Canada**



**Learning Experience: 2.2.4 Work, Goods, and Products**

- KE-036 Give examples of goods produced in Canadian communities.

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- KE-037 Describe different types of work in Canadian communities studied.

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- 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...*

**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
- 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.)






**2.2.4 Work, Goods, and Products**

Assessment	Outcomes	Strategies
	KE-036 KE-037 VE-013	<p><b>Activate</b></p> <p>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.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>








**2.2.4 Work, Goods, and Products**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	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		
	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.  BLM: Work, Goods, and Products - Word Sort
or		
	KE-036 KE-037 VE-013	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.  BLM: Work, Goods, and Products - Jobs
or		
	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.
<b>Teacher Reflections</b>		



**2.2.4 Work, Goods, and Products**

Assessment	Outcomes	Strategies
<b>Acquire</b>		
 	KE-036 KE-037 VE-013	Students interview parents/caregivers to learn about the work they do and what other types of workers their parents' jobs support or are supported by (e.g., the parent is a grocery store clerk, an occupation that is supported by the local farmer who provides vegetables to the store. They also determine if their parents use locally or Canadian-produced goods or services in their work. Students record information through the use of pictures or simple notes, and share with peers.  2.2.4 c BLM: Work, Goods, and Products - Interview  or
 	KE-036 KE-037 VE-013	Using print and electronic resources, students research examples of goods produced in Canadian communities, and different types of work in the two communities studied. Students record examples of goods and types of work, and identify ways in which each may influence their quality of life.  TIP: Assist students with navigating and interpreting work-related information on Internet sites. Consider using telephone or business directories to identify examples of goods produced and different types of work.  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> >  2.2.4 d BLM: Work, Goods, and Products - Work Chart  or
	KE-036 KE-037 VE-013	Students conduct a "Types of Work and Goods" scavenger hunt at home and school, and record the good/product, where it is produced, and the different types of workers who help produce/distribute it. Students share examples with peers, and discuss ways in which their quality of life is enhanced by each example.  2.2.4 e BLM: Work, Goods, and Products - Scavenger Hunt
<p><b>Teacher Reflections</b></p>		

**2.2.4 Work, Goods, and Products**

Assessment	Outcomes	Strategies
<b>Apply</b>		
 	KE-036 KE-037 VE-013	Students discuss the goods, services, and different types of work that enhance their quality of life (e.g., “What are the types of work and goods necessary for the school bus to run?” Answer: bus manufacturers, snowplow operators, school bus drivers, mechanics, police officers.... “What are the types of work and goods necessary for us to have milk for lunch?” Answer: farmers, truck drivers, milk containers, refrigerators, grocers...). Using concept mapping, students create webs illustrating the connections among work, goods, and services that they use in their daily lives. Students share their concept maps with peers.
	or	
		KE-036 KE-037 VE-013
or		
 		KE-036 KE-037 VE-013
	or	
	 	KE-036 KE-037 VE-013
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.2.4 Work, Goods, and Products**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
— or —		
	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
— or —		
	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.
<p><b>Teacher Reflections</b></p>		



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**Teacher Reflections**



**Learning 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.
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.

**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**

Assessment	Outcomes	Strategies
	KH-026 VI-006	<p><b>Activate</b></p> <p>On a community walk and using sketch-and-scan or a digital camera, students record 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 observed differently in the past.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p><b>Teacher Reflections</b></p>




**2.2.5 Diversity and Change**

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
or		
	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.
or		
	KH-026 VI-006 VI-006A	Students brainstorm examples of ways in which life in the past was different from their life today. Students group the brainstormed contributions in categories (e.g., food, transportation, recreation, homes...).
<b>Acquire</b>		
	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 < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
or		
	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.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.2.5 Diversity and Change**

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KH-026 VI-006 VI-006A	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.
or		
	KH-026 VI-006 VI-006A	Students contribute pictures and/or artifacts to a classroom artifact centre displaying ways of life in the past in Canadian communities. Students share pictures/artifacts with peers, and label each with a description of how it was used in the past and what we use as a replacement today.
or		
	KH-026 VI-006 VI-006A	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.
<b>Apply</b>		
	KH-026 VI-006 VI-006A	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.
		 BLM: Diversity and Change - Venn Diagram
or		
	KH-026 VI-006 VI-006A	Using concept mapping, students compare aspects of daily life in the past with those of today to illustrate ways in which life has changed in Canadian communities.
		 BLM: Diversity and Change - Past and Today
<i>(continued)</i>		
<b>Teacher Reflections</b>		

**2.2.5 Diversity and Change**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
or		
	KH-026 VI-006 VI-006A	Collaborative groups of students choose an aspect of life in the past (e.g., transportation, homes, clothing, food, school, recreation...), and create a timeline illustrating ways in which that aspect has changed over time. Students include illustrations and descriptions which are compiled in a class timeline.
or		
	KH-026 VI-006 VI-006A	Students plan and conduct a “Life in the Past” celebration. Students dress in costumes of the past, prepare and serve foods from the past, plan activities from the past, and display student-made pictures representing various aspects of life in Canadian communities in the past. Students invite other students and community members to join in their celebration.  TIP: Consider inviting members of a community seniors’ centre to the “Life in the Past” celebration, or holding the celebration at the seniors’ centre.
or		
	KH-026 VI-006 VI-006A	Collaborative groups of students create a mural or diorama illustrating life in the past in Canadian communities. Students include 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.
<b>Teacher Reflections</b>		

**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

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**Teacher Reflections**

*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.

## The Canadian Community

## 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.



**The Canadian Community**

**3**  
CLUSTER

**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**

**The Canadian Community**



**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
	KC-002	<p><b>Activate</b></p> <p>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.</p>
		or
	KC-002	<p>Students brainstorm examples of symbols (e.g., flags, logos, emblems...). Students identify what each symbol represents and why we use symbols.</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

The Canadian Community


2.3.1 Canadian Symbols

**Activate** *(continued)*


\_\_\_\_\_ or \_\_\_\_\_

 KC-002 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.


\_\_\_\_\_ or \_\_\_\_\_

 KC-002 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.  
TIP: The video *Glorious and Free*, 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.

\_\_\_\_\_ or \_\_\_\_\_

 KC-002 Students listen to or read stories containing images of Canadian and Manitoban symbols, buildings, and monuments. Students identify the symbols and discuss their significance.

**Acquire**






 KC-002 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.  
TIP: Clip art, calendars, picture books, magazines, and government agencies are good sources of pictures of Canadian and Manitoban symbols, buildings, and monuments.

*(continued)*

**Teacher Reflections**

The Canadian Community






2.3.1 Canadian Symbols

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	<p>KC-002</p> <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>	 <p>BLM: Canadian Symbols - Currency</p>
or		
	<p>KC-002</p> <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>		
	<p>KC-002</p> <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		
	<p>KC-002</p> <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>		
<p><b>Teacher Reflections</b></p>		



**The Canadian Community**

**2.3.1 Canadian Symbols**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
	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>		

**The Canadian Community**



**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>		






The Canadian Community

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>		




The Canadian Community

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>		

**The Canadian Community**

**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>		

**The Canadian Community**



**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>		
	<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="width: 50%; margin-left: auto; margin-right: auto;"/>
	<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="width: 50%; margin-left: auto; margin-right: auto;"/>
	<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="width: 50%; margin-left: auto; margin-right: auto;"/>
	<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="width: 50%; margin-left: auto; margin-right: auto;"/>
	<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> <hr style="width: 50%; margin-left: auto; margin-right: auto;"/>
<b>Teacher Reflections</b>		



The Canadian Community

2.3.3 Cultural Communities

Assessment	Outcomes	Strategies
<b>Apply</b>		
 Appendix A Skill 9f	KI-013 KI-014 KI-015 VC-003	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.  2.3.3 c BLM: Cultural Communities - Language Picture Chart
or		
 Appendix A Skill 9d	KI-013 KI-014 KI-015 VC-003	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.  2.3.3 d BLM: Cultural Communities - Letter
or		
 Appendix A Skill 11g	KI-013 KI-014 KI-015	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.  Tip: Use word-processing programs or Internet sites to assist with translation.
or		
 Appendix A Skill 10	KI-013 KI-014 KI-015 VC-003	Collaborative groups of students perform role-plays to demonstrate why they value Canada's cultural diversity and being a member of the Canadian community.
or		
 Appendix A Skill 10	KI-013 KI-014 KI-015 VC-003	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.  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></p>		

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








**The Canadian Community**

**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>		




The Canadian Community

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>		




**The Canadian Community**

**2.3.4 Canadian Diversity**

Assessment	Outcomes	Strategies
<b>Apply</b> <i>(continued)</i>		
_____ or _____		
	KI-011 VI-004	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.  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.
		
_____ or _____		
	KI-011 VI-004	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.  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.
<i>(continued)</i>		
<p><b>Teacher Reflections</b></p>		

The Canadian Community

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>		






The Canadian Community

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> .
<b>Acquire</b>		
	KE-038	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>
<p><b>Teacher Reflections</b></p>		




The Canadian Community

2.3.5 Canadian Needs, Choices, and Decisions

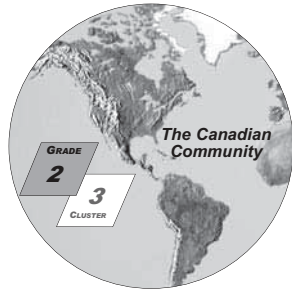
Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
	KE-038 KE-039	Students submit examples of various types of packages (e.g., cereal boxes, snack foods, novelty items...), and describe advertising they have seen promoting that particular product. Collaborative groups of students 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>		

**The Canadian Community**

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

Assessment	Outcomes	Strategies
	KE-038 KE-039	<p><b>Apply</b></p> <p>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.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KE-038 KE-039	<p>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.</p> <hr/> <p style="text-align: center;">or</p> <hr/>
	KE-038 KE-039	<p>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> <hr/>
<p><b>Teacher Reflections</b></p>		

**The Canadian Community**



**Learning Experience: 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.

**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
<b>Activate</b>		
	KG-031 VG-010	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.
or		
	KL-024 KG-031 KG-032 VG-010	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.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

The Canadian Community







2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
	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
	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.
	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>		









The Canadian Community

2.3.6 Global Connections

Assessment	Outcomes	Strategies
<b>Acquire</b> <i>(continued)</i>		
or		
 Appendix A Skill 3a	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		
 Appendix A Skill 9f	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.   <b>2.3.6 b</b> BLM: Global Connections - Scavenger Hunt
or		
 Appendix A Skill 9f	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.   <b>2.3.6 c</b> BLM: Global Connections - Countries
or		
 Appendix A Skill 3a	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>		







The Canadian Community

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>		

The Canadian Community

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>
		_____ or _____
	KG-031 KG-032 VG-010	Students write poems, songs, or stories expressing why they value the connections that link Canada to other countries.
		<b>Teacher Reflections</b>

**The Canadian Community****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**

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**Foundation for Implementation**

**GRADE**

**K-4**





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*Skills Assessment*

**Appendix A**

**GRADE**

**2**

## Skills Assessment Key

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## Appendix A – Skills Assessment

### 1 – Active Listening



#### Skills

S-102 Interact fairly and respectfully with others.

S-400 Listen actively to others.

Active listening is an integral component of all learning. Students use active listening skills in a wide variety of classroom experiences including brainstorming, discussion, collaborative group activities, listening to instructions and presentations, and viewing media. To develop active listening skills, students need opportunities to practise the physical behaviours, positive attitudes, and cognitive skills that enable them to become effective learners. Information on specific active listening strategies is found on page 8 of “Strategies That Make a Difference” (Manitoba Education and Training, 1996a).

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does an active listener look/sound like?*
- Recording focused observations to monitor student growth over time as well as determine which students need differentiation
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



#### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 54: Assessing Active Listening

*Success for All Learners*

- P. 6.11: SLANT; HASTE; SWIM



## 2 – Brainstorming



### Skills

S-100	Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Brainstorming is an individual, small-group, or large-group strategy that encourages students to focus on a topic and contribute to a free flow of ideas to explore what they know or may want to know about a topic. The teacher or students may stimulate thinking by posing questions, reading brief text excerpts, or displaying pictures or other media. All ideas that are contributed are accepted, and no efforts are made to judge or criticize their validity or appropriateness. Individual brainstorming allows the student to focus on what he or she knows about a topic and a variety of possible solutions to a problem. Similarly, group brainstorming allows students to focus on what they know about the topic, but also exposes the students to the ideas and knowledge of others. This allows individuals to piggyback on the ideas of others, and to extend, revise, and incorporate new ideas into their thinking. Essential behaviours in brainstorming include active listening, acceptance of others' contributions, temporary suspension of judgment, and openness to new ideas.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Recording focused observations to determine prior knowledge, gaps, and starting points for instruction
- Adding on to the initial brainstorm using a different-colour marker/font to show growth of knowledge, skills, and attitudes over time
- Orally guiding/facilitating reflection on *What do we/I notice about our/my thinking; Evidence of our/my thinking is...*, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 3 - ORAL COMMUNICATION

## 3a – Discussion



## Skills

S-100	Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
S-102	Interact fairly and respectfully with others.
S-104	Consider the rights and opinions of others during interactions.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

Discussion provides students with opportunities to generate and share their questions and ideas related to a concept, issue, object, or experience. Vary the setting of discussions to include both large- and small-group activities to encourage participation by all students. In the exchange of ideas that occurs in discussion, students contribute ideas, listen carefully to what others have to say, think critically, and develop positions or relevant arguments. Emphasize active listening during discussion, and model both the affective and cognitive skills students need to become active participants in discussions that reflect higher-order thinking. Discussions provide teachers with valuable information to assess student understanding, as well as the students' values and attitudes.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a discussion group member look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine affective and cognitive skills or higher-order thinking skills
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)

**3a – Discussion** *(continued)***BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 60: Group Discussion—Observation Checklist

## Appendix A – Skills Assessment

### 3b – Sharing Personal Experiences



#### Skills

S-102 Interact fairly and respectfully with others.

S-401 Use language that is respectful of others.

Opportunities to share personal experiences with the whole class or in smaller discussion groups allow students to develop confidence in communicating familiar events or experiences. This develops oral communication skills, sensitivity to diverse audiences, and awareness of protocols for being a respectful, attentive listener. It also allows students to connect experiences outside the school with learning in the classroom. Peers develop active listening skills as classmates learn to express their thoughts and ideas in an organized way. Encourage students to use W-5 questions (Who? What? Where? When? Why?) to communicate the personal experiences they are sharing.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Establishing a safe environment where students will feel comfortable sharing personal experiences
- Constructing student-generated criteria for *What does a member look/sound like?*
- Recording focused observations to determine oral communication skills, connections, or organization of thoughts and ideas
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



#### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

### 3c – Relating Events



#### Skills

S-202	Use appropriate terms or expressions to describe periods of time.
S-401	Use language that is respectful of others.
S-404	Relate events and stories in chronological order.

Students may relate events orally, graphically, or through written text. Relating events provides students with opportunities in sequencing, identifying relationships or patterns between/among details, and chronologically retelling familiar events or experiences. Model various ways of sorting and organizing information and provide frequent opportunities for students to talk about the procedures they use to organize information. Provide direct instruction in the use of signal words (i.e., first, second, third, last, at the beginning, at the end, next, then, after, finally, at the same time). Observe students' skills in identifying patterns and relationships among ideas and information.

Think about...

- Modelling and guiding *Relating Events* through literature and think-alouds
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine skills in sequencing and identifying relationships
- Offering descriptive feedback



#### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

- BLM 62: Story Map—B
- P. 211: Storyboards
- P. 212: Story Vines

## Appendix A – Skills Assessment

## 4 – Collaborative Learning

**Skills**

S-100	Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
S-101	Resolve conflicts peacefully and fairly.
S-102	Interact fairly and respectfully with others.
S-104	Consider the rights and opinions of others during interactions.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

Collaborative learning provides students with opportunities to work together to accomplish shared goals. Collaborative learning experiences help students develop greater self esteem and positive relationships with their peers, as well as skills related to problem solving, decision making, and critical/creative thinking. Frequent experience in a variety of collaborative groupings allows students to gain expertise in various roles (e.g., leader, recorder, reporter, timekeeper...) and practise interacting fairly and respectfully with one another. Emphasize that both the individual and group are accountable in collaborative learning experiences.

Think about...

- Focusing assessment on a manageable number of outcomes/students
- Constructing student-generated criteria for *What does a quality collaborative group/group member look/sound like?*
- Offering descriptive feedback
- Recording focused observations to assess group process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*, “Strategies That Make a Difference”

- BLM 56: Checklist and Learning Log
- BLM 57: Self-Assessment of a Collaborative/Co-operative Task

## 5 – Using Graphic Organizers



### Skills

S-201 Organize and record information using visual organizers.

Frames and graphic organizers are tools that assist students with thinking, organizing, comprehending, and representing texts. Frames and graphic organizers are also referred to as thinking frames, webs, thinking maps, mind maps, semantic maps, and concept organizers. Model the use of frames (e.g., webbing brainstorming contributions, using various types of frames to organize the same information...), and discuss the role of frames in helping students organize their thinking. Provide frequent opportunities for students to practise using familiar frames and introduce additional types of frames as appropriate.

Think about...

- Teaching and modelling the use of one graphic organizer at a time (Note: It takes approximately 6-8 weeks for students to internalize and apply a new strategy independently.)
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations on students' ability to organize thoughts and ideas with a graphic organizer
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *A Y-chart helps me...because ...; Evidence of this is...*)



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form



## Appendix A – Skills Assessment

## 6 - INQUIRY PROCESS

## 6a – Sorting and Classifying

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Sorting and classifying helps students make sense of new information. It also helps teachers and students identify student prior knowledge as they make connections between previous experiences and new information. Sorting is the process of identifying unique characteristics within a set and dividing the items based on their differences. Classifying involves identifying common characteristics and grouping items/ideas that share these characteristics into labelled categories. Students may sort and classify, or compare and contrast, based on student-generated or pre-determined criteria.

Think about...

- Teaching, modelling, and guiding the process of sorting and classifying
- Recording focused observations to determine sorting skills used to identify unique characteristics within a set
- Recording focused observations on students' classifying skills
- Recording focused observations on students' development to compare and contrast
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *When we/I sort and predict; We/I think about...because...*)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 64: Venn Diagram

*Success for All Learners*

- P. 6.100: Sort and Predict Frame
- P. 6.103: Compare and Contrast Frame

## 6b – Generating Questions

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-300	Formulate questions for research.

Generating their own questions provides students with opportunities to focus and plan their inquiry and identify purposes in their learning. When students search for answers to questions they believe to be important, they are better motivated to learn, and the result is deeper understanding. Framing research around an overall investigative question and then providing opportunities for groups or individuals to generate their own questions connects all stages of inquiry into a meaningful whole. Model the process of generating effective questions by using “Think-Alouds” (“Strategies That Make a Difference,” Manitoba Education and Training, 1996a, p. 288).

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What do quality questions look/sound like?*
- Recording focused observations on students’ growing competence in asking initial and guiding questions
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 6c – KWL



## Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-300	Formulate questions for research.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-403	Present information and ideas orally, visually, concretely, or electronically.

The acronym KWL stands for what I **K**now, what I **W**ant to know, and what I have **L**earned. There are many variations of the KWL strategy and all of them provide a systematic process for accessing prior knowledge, developing questions, reviewing, and summarizing learning. A KWL is revisited throughout the learning process and provides opportunities for students to reflect on their learning. Model each of the phases of KWL and provide guided practice in the use of the strategy before expecting independent use. Younger students may use illustrations to construct a class KWL or a KWL wall.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Recording focused observations to determine prior knowledge, gaps, curiosity, and starting points for instruction
- Adding on to the KWL chart using different-colour markers/fonts to show thinking and learning over time (Note: This is an obvious strategy for learners to observe their growth in knowledge and in questioning and reflecting skills over time.)
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Our/my thinking today is... because...*)
- Adding a KWL chart to the learners' portfolios as evidence of growth in thinking over time

(continued)

**6c – KWL (continued)****BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 65: KWL Plus
- BLM 66: KWL Plus Map

*Success for All Learners*

- P. 6.94: KWL Plus
- P. 6.95: Knowledge Chart

(continued)

## Appendix A – Skills Assessment

## 6d – Preparing and Conducting Interviews

**Skills**

S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Formulate questions for research.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Interviews provide students with opportunities to collect and record information from a primary source and create avenues to authentic world expertise and experiences. After establishing the purpose of the interview (e.g., gathering facts, opinions, or stories), students identify appropriate candidates to interview and formulate questions that will elicit needed information during the interview. Questions should be clear and open-ended, and may include follow-up questions for in-depth information. Students need to consider how they will record information from the interview (e.g., audio recording, videotape, written notes), and practise both their questioning and recording information in mock interviews. Following the interview, students reflect on the information and process, and send thank-you acknowledgments to the interview subjects.

Think about...

- Focusing assessment on a manageable number of students/outcomes—keeping the end in mind
- Constructing student-generated criteria for *What does a quality interview look/sound like?*
- Recording focused observations to monitor student growth over time and to determine which students need differentiation and/or appropriate scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 6e – Field Trips

**Skills**

S-100	Cooperate and collaborate with others.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Consider the rights and opinions of others during interactions.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.

Learning happens best in a context that gives meaning to knowledge, values, and skills learning outcomes. Learning experiences that take students outside the classroom are more motivating and have a greater impact than activities that simulate the wider world. Capitalizing on community resources promotes knowledge and understanding of the broader environment and allows students to learn from the resources and expertise that are available in the community at large. Students gain authentic experience when they are involved in planning the purpose and logistics of the field trip. Teachers gain valuable insights into their students as they observe their interactions outside the classroom.

Think about...

- Engaging students in planning a field trip based on primary inquiry questions or the “W” in a KWL strategy
- Constructing student-generated criteria for *What does a quality field trip look/sound like?*
- Guiding self-assessment, using a Met/Not-Yet-Met strategy
- Orally modelling/guiding/facilitating reflection, using a Y-chart or journals to assess the outcomes of the field trip
- Recording focused observations to facilitate student inquiry (Note: Watch for individual student curiosity, expertise, interest, and so on.)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 9.5: Teacher’s Planning Sheet for Learning Experiences Outside the Classroom

## Appendix A – Skills Assessment

### 6f – Collecting and Observing Pictures



#### Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.

Finding and observing pictures related to an idea or concept helps students acquire new information, stimulates questions, and provides opportunities for sorting and classifying. Pictures may include calendars, art, photographs, news and magazine clippings, and clip art. After establishing the criteria that the pictures are intended to represent (e.g., landforms, daily life, Canadian symbols...), students may browse a predetermined set of pictures or search for pictures matching the criteria. Encourage students to share thoughts and feelings evoked by the pictures they observe.

Think about...

- Connecting pictures to the topic/theme
- Asking new questions related to the inquiry
- Gathering information from the pictures
- Assessing the accuracy of the information in the pictures
- Using the information in acquiring and applying new learning and understandings



#### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 6.100: Sort and Predict Frame



## 6g – Viewing Video/Media

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-402	Express reasons for their ideas and opinions.

Video and media can offer students insights into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explain how the segment relates to the ideas they are exploring.

Consider the following strategies before, during, and after viewing

**Before viewing**

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story mapping”—predicting what the video might be about.
- Have students create questions about what they are wondering, or provide “focus questions” (i.e., informational questions, intuitive/interpretive questions...).

**During viewing**

- Silent viewing: Mute the volume to focus on cues (e.g., body language, setting, gestures, facial expressions...), and then review the segment with the sound. Discuss how perceptions changed with the sound.
- Sound only: Darken the screen to focus on audio cues (e.g., background noises, tone, sound effects...), and then review the segment with video. Discuss how perceptions changed with the video.
- Jigsaw: One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions, and the viewers describe what was happening in response to the listeners’ questions.
- Freeze frame: PAUSE to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.

*(continued)*

**Appendix A – Skills Assessment****6g – Viewing Video/Media** *(continued)***After viewing**

- Students may ask new questions (*e.g., Some of my questions that were answered were...; Now, I know/wonder...*).
- Discuss and evaluate what they viewed and their feelings and connections to the content.
- Discuss examples of fact and opinion from the video/media.
- Represent their new learning, or add new information to their inquiry journal or notebook.

**Think about...**

- Reflecting on the purpose for viewing the video
- Observing for new or extending understanding of concept, topic/theme
- Observing for gaps in students' understanding
- Recording focused observations to facilitate further student inquiry (Note: Watch for individuals' curiosities, new questions, expertise....)

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 73: A Viewer's Discussion Guide

*Success for All Learners*

- P. 6.102: Look It Over

## 7 - SOCIAL STUDIES

## 7a – Creating Maps



## Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-205	Construct maps that include a title, legend, and symbols.
S-206	Interpret maps that include a title, legend, and symbols.
S-207	Use cardinal directions to describe location.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read/interpret and create different types of maps. Verbalize directions or read stories aloud and have students create illustrations of described places and spaces. Have students—individually or collaboratively—create maps from these oral sources of information to practise listening skills, and following directions.

Early Years students create maps with simple pictorial representations of their surrounding environment (e.g., the classroom, school, and neighbourhood...) in a variety of media. By beginning with objects, pictures, or drawings before moving to the use of abstract symbols, younger students come to understand the idea of symbolic representation. As students grow developmentally, the maps they create become increasingly more abstract, and students become proficient in the use of various map components (e.g., title, legend, compass rose, scale, latitude and longitude...). Map-making and map reading should eventually become as natural for students as reading and writing. Encourage students to incorporate maps in their daily work (e.g., journals, stories, research...).

Map construction can be an individual, small-group, or class learning experience, and provides students with opportunities to develop, clarify, and communicate their understanding of abstract ideas in a visual and symbolic format. Through the use of symbols and drawings in the creation of maps, students demonstrate their understanding of place, distance, and relationships.

(continued)

**Appendix A – Skills Assessment****7a – Creating Maps** *(continued)*

Think about...

- Observing for students' map-reading, interpreting, and creating skills
- Constructing student-generated criteria for *What does a quality map look like?* (e.g., accuracy, appropriate symbols, readability, consistent use of scale...)
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally modelling/guiding/facilitating reflection, using a Y-chart or journals
- Adding drawn/created maps and reflections to the learners' portfolios as evidence of understanding of mapping skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 6: Daily Observation Form

## 7b – Using/Interpreting Maps



### Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-206	Interpret maps that include a title, legend, and symbols.
S-207	Use cardinal directions to describe location.

Students need to understand that maps are abstract representations of places on the Earth, and that maps illustrate real geographic information through the use of points, lines, symbols, and colours. Maps help students understand how both physical and human features are located, distributed, and arranged in relation to one another.

Students need opportunities to both read and create different types of maps. As students engage in strategies that involve map reading/interpretation, they learn that maps have particular components (e.g., title, symbols, legend, directions, scale...). Students also come to understand that maps are important sources of physical and human geographic information, and are fundamental to social studies inquiry. Maps help students think critically as they find locations and directions, determine distances, observe distributions of people and resources, and interpret and analyze patterns and relationships.

Encourage students to consult maps when they engage in individual research and when they are working in collaborative groups. As well, use and interpret maps as a whole-class learning experience. Maps, globes, and atlases are rich and engaging resources that stimulate questions, conversation, and critical thinking.

Think about...

- Teaching, modelling, and guiding map reading/interpreting skills
- Observing students' knowledge and skills in reading, interpreting, and creating a variety of maps to plan for differentiation
- Observing students' skills in connecting information from maps to other concepts
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about maps/mapping...*; *For example...*)
- Adding a drawn/created map and reflection to the learners' portfolios as evidence of understanding of mapping skills
- Using a wall map or individual maps to assess students' knowledge of geographic features



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

## Appendix A – Skills Assessment

## 7c – Interpreting Timelines

**Skills**

S-202	Use appropriate terms or expressions to describe periods of time.
S-203	Use tools and technologies to accomplish given tasks.
S-204	Use timelines to organize information chronologically.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with special events (e.g., birthday, holidays, first day of fall...).

Interpreting timelines through social studies inquiry helps students imagine and visualize events of the past, and therefore better understand abstract concepts related to history and chronology. Students need to see and interpret timelines, and understand their nature and purpose, before they are asked to create their own timelines.

Think about...

- Teaching, modelling, and guiding interpretation and creation of timelines
- Observing students' knowledge and skills in organizing events chronologically, creating timelines and using information from timelines to plan for differentiation
- Observing students' skills in connecting information from the past, present, and future, and descriptions of periods of time
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *What I am learning about timelines...*; *Evidence of my learning is...*)
- Adding a created timeline and reflection to the learners' portfolios as evidence of understanding of events or historical periods

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 6: Daily Observation Form

## 7d – Creating Timelines



## Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-202	Use appropriate terms or expressions to describe periods of time.
S-403	Present information and ideas orally, visually, concretely, or electronically.
S-404	Relate events and stories in chronological order.

Timelines generally consist of a vertical or horizontal line, with graduated marking points to indicate years, decades, centuries, or other periods of time. The points symbolically represent a chronological sequence of time, making past events more concrete in nature for students. The portrayal of significant dates, events, people, and ideas provides a visual reference for students, and helps them organize their thinking chronologically. Similar to maps, timelines require an understanding of proportion and scale, but they also use images, icons, and vocabulary that are associated with specific historical periods.

Before students create their own timelines, they need opportunities to use and understand the nature and purpose of timelines. Students first examine, discuss, and use prepared timelines. Next, they contribute to the making of a class timeline, discussing and placing events on the timeline. The timeline can be an ongoing project that is integrated into the instructional process (e.g., in Grade 4: throughout Cluster 4, History of Manitoba; in Grades 5, 6, 8, and Senior 3: throughout the entire year). Ideally, a class timeline would occupy the length of one wall of the classroom, providing room for all of the historical events that are discussed, as well as space for drawings, pictures, and illustrations. Finally, individually or in collaborative groups, students create their own timeline. Depending on developmental ability, younger students might simply label and illustrate events on a timeline that already has periods of time indicated. Older students, using mathematical skills, could determine and mark time periods before labelling and illustrating events.

Think about...

- Constructing student-generated criteria for *What does a quality timeline look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a timeline and reflection to the learners' portfolios as evidence of growth and understanding of timelines

(continued)



**7d – Creating Timelines (*continued*)****BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## 7e – Social Action



## Skills

S-100	Cooperate and collaborate with others.
S-102	Interact fairly and respectfully with others.
S-103	Make decisions that reflect care, concern, and responsibility for the environment.
S-104	Consider the rights and opinions of others during interactions.
S-203	Use tools and technologies to accomplish given tasks.
S-301	Consider advantages and disadvantages of solutions to a problem.
S-303	Revise ideas and opinions based on new information.
S-400	Listen actively to others.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.

As students are given opportunities to develop and use the skills of active responsible citizenship, they should also be encouraged—when necessary and in appropriate ways—to engage in social action.

Student social action involves students interacting with others for the purpose of change. Social action might involve just a few students, the entire class, several classrooms or grades, the entire school, or the greater community. As students develop knowledge, values, and skills related to citizenship, they need to understand that social action is not only a right, but is perhaps the most important responsibility for citizens living within a democratic society. They also need to learn that, in most cases, social action involves collaboration, cooperation, and being respectful of others.

Social action is a natural result of authentic social studies inquiry. As students learn about social issues that affect them or others, and as they become aware of problems and injustices in their communities, *and if they are truly empowered to be active and responsible citizens*, they are likely to take actions that initiate change. If and when they do take action, there is perhaps no better means of assessing student learning. As students engage in social action, their behaviours become an observable expression of the social studies knowledge, values, and skills they have been learning.

Empowered students might initiate social action on their own, or teachers may choose to encourage student social action. Student social action may be the culminating activity of a learning experience, a particular cluster, or the school year. It might take the form of a local classroom or school project, such as a recycling/anti-litter campaign, or the creation of a local nature preserve. Social action with a global focus might involve raising funds for a community well or sending school supplies to children in a developing country. Events such as UNICEF campaigns and Earth Day may trigger projects. Opportunities might also arise for students to be involved in more complex civil action, where projects involve the lobbying of policy/lawmakers and legislators.

(continued)

**Appendix A – Skills Assessment****7e – Social Action (continued)**

Social action is the ultimate application of social studies learning. It is through social action that students' altruistic attitudes are expressed within the context of the knowledge and skills of the curriculum. Social action projects not only familiarize students with specific issues, but also provide opportunities to understand processes, such as conducting issue-based research, letter-writing campaigns, media publicity, the creation of surveys and petitions, and demonstrations and other civil actions.

Think about...

- Setting classroom goals for developing action plans and becoming active responsible citizens
- Constructing student-generated criteria for *What does a democratic classroom/an active responsible citizen look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine teaching points
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding an account and/or images of evidence of social actions to the students' portfolios

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 93: Goal Setting

## 8 – Content Reading



## Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Content reading is integral to acquiring information and ideas for learning about a particular class topic or theme; and content subject areas are ideal contexts for improving, acquiring, and applying reading comprehension skills and strategies to make meaning of a variety of texts. Thus, teachers have an opportunity to extend reading instruction beyond the literacy workshop, and to offer learners another opportunity to practise and make connections to reading comprehension strategies in the content areas or inquiry workshop. Text sets are valuable resources for supporting content reading and a broad range of reading abilities. A text set consists of a variety of non-fiction and fiction texts on a theme or unit of study (e.g., picture books, visuals, short stories, historical fiction, songs, poetry, media texts, vignettes, textbooks...).

Competent readers use reading comprehension strategies independently *before*, *during*, and *after* reading. Developing readers need access to texts that they can read, and scaffolding and guided instruction to successfully access the required information and ideas from texts that they cannot yet read independently.

Think about...

- Using read-aloud, shared reading, guided reading, partner reading, and independent reading literacy contexts for assessing comprehension strategies and differentiating instruction
- Modelling *before*, *during*, and *after* reading comprehension strategies
- Monitoring students' choices of texts for seeking information
- Observing comprehension strategies (e.g., predicting, questioning, imaging, self monitoring, re-reading, re-telling, summarizing, inferring, skimming and scanning...)
- Recording focused observations to determine students' ability to get information and ideas from textual cues (titles, sub-titles, tables of content, images, captions...) and text structures/features (compare and contrast, sequential, description, cause and effect...)

(continued)

## 8 – Content Reading (*continued*)



### BLMs

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 12: How to Find the Main Idea of a Paragraph
- BLM 14: Previewing Questions
- BLM 15: Skimming
- BLM 16: Reading Strategies: Self-Check
- BLM 74: Before-During-After Map
- BLM 75: Retelling

*Success for All Learners*

- P. 6.103: Compare and Contrast Frame
- P. 6.104: Concept Relationship Frame
- P. 6.111: Concept Frame
- P. 6.112: Concept Overview
- P. 6.113: Frayer Plus Concept Builder
- P. 6.114: Fact-Based Article Analysis

## 9 - WRITING

## 9a – Journals



## Skills

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.

Journals are notebooks in which students record their personal thoughts and ideas, as well as information and questions about, and reflections on, what they hear, view, read, write, discuss, and think. Journals provide students with the opportunity to use exploratory language. The responses in personal journals are based on personal and emotional reactions. Other journals explore, clarify, and discover ways of refining and assessing thinking. Journals may include both written and representational formats. They may be a separate notebook or a section of another notebook, and may be specifically devoted to response and used across curriculum areas.

Think about...

- Guiding/facilitating reflection orally and with a Y-chart before introducing independent journal writing
- Constructing student-generated criteria for *What does quality reflective journal writing look/sound like?*
- Offering descriptive feedback
- Recording focused observations to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Adding reflections to the learners' portfolios as evidence of growth in metacognitive thinking over time
- Assessing the journal for growth over time and/or for summative purposes



## BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 9b – Exit Slip

**Skills**

- |       |   |
|-------|---|
| S-302 | Use information or observation to form opinions.    |
| S-303 | Revise ideas and opinions based on new information. |

An Exit Slip is simply a brief note or conversation with students at the end of a lesson. Exit Slips provide students with opportunities to reflect on their learning and provide teachers with feedback to inform future instruction as students summarize their understandings of a lesson. Exit Slips may be open-ended, include a reflective stem (e.g., *Today I learned...*; *I am still confused about...*; *I would like to know more about...*; *A question I have is...*), or used to set a learning goal for the next day. Exit Slips may be completed individually or in small groups. Review Exit Slip responses to guide planning for future instruction.

Think about...

- Observing students' perceived strengths and areas for further learning
- Focusing assessment on the accuracy and completeness of the information
- Observing students' opinions, assumptions, and conclusions about their learning of a topic/issue/theme

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 6: Daily Observation Form

*Success for All Learners*

- P. 6.61: Admit and Exit Slips



## 9c – RAFT



## Skills

S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

RAFT (Role, Audience, Format, Topic) is a writing strategy that provides students with opportunities to creatively analyze and synthesize information by writing from a different viewpoint. Students assume a **R**ole other than themselves (e.g., animal, historical figure, comic book character...). They choose an **A**udience (e.g., a person living in another time or place, a corporation, an inanimate object...). They select a **F**ormat (e.g., poem, letter, journal...) for their writing. They also choose a **T**opic (e.g., plea, persuasion, demand, excuse...) related to the inquiry. Because the focus of the writing is so well defined in a RAFT, students gain experience in clearly and completely explaining their point of view. A RAFT may be used as an activating strategy to help identify students' prior knowledge or as a culminating task to demonstrate understanding.

Think about...

- Sharing and reflecting on examples of point-of-view genre in literature
- Modelling, guiding, and offering time to practise RAFT
- Constructing student-generated criteria for *What does a quality written point of view (RAFT strategy) look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality written point of view (RAFT strategy) to the learners' portfolios as evidence of learning

(continued)

**9c – RAFT (continued)****BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- BLM 71: Point of View

## 9d – Persuasive Writing

**Skills**

S-301	Consider advantages and disadvantages of solutions to a problem.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Persuasive writing provides opportunities for students to present ideas and information and express their opinions and viewpoints on an issue. Students need to be aware of their intended audience as they state their view and present evidence and examples to support their position. Composing persuasive writing allows students to practise organizational skills and make connections between prior knowledge and new understandings. Persuasive writing can provide evidence of attitudinal changes as students evaluate and synthesize new knowledge and information.

Think about...

- Sharing and reflecting on examples of persuasive writing
- Modelling, guiding, and offering time to practise persuasive writing
- Constructing student-generated criteria for *What does quality persuasive writing look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals
- Adding a quality piece of persuasive writing to the learners' portfolios as evidence of understanding and organizational skills

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 9e – Creating Plans/Outlines

**Skills**

S-201	Organize and record information using visual organizers.
S-300	Formulate questions for research.

Creating a written plan provides opportunities for students to establish a process for achieving their learning goals. This strategy should be modelled in the Early Years classroom. Students identify their goals, outline the steps they will use to achieve them, and determine how they will know their goals have been attained. As students engage in planning, they come to understand that the plan is a means to achieving an end, and not the end itself. Written plans may be developed collaboratively or individually in Grades 1 and 2.

Think about...

- Focusing assessment on a manageable number of learning outcomes/students
- Teaching, modelling, and guiding the creation of plans/outlines
- Constructing student-generated criteria for *What does a quality plan look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students' revisions to the plan throughout the inquiry
- Orally guiding/facilitating reflection on planning, using a Y-chart or journals

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 7: Our/My Learning Plan

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, "Strategies That Make a Difference"*

- BLM 33: Set Your Goal
- BLM 34: We Reached Our Goal!
- BLM 46: Personal Goal Setting
- BLM 94: Goal Setting
- BLM 96: Project Outline

## 9f – Recording Information

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-303	Revise ideas and opinions based on new information.

As students are engaged in inquiry and research, they need to experience various strategies for recording and organizing acquired information. Strategies may include drawing, simple note-making skills, process notes, Slim Jims, concept maps, or graphic representations. Additional information on information processing strategies may be found in *Success for All Learners* (Manitoba Education and Training, 1996b, p. 6.49) and “Strategies That Make a Difference” (Manitoba Education and Training, 1996a, pp. 59–64 and 114–117). As students develop a repertoire of strategies, they become able to choose the most appropriate method related to the purpose and the type of information.

Think about...

- Teaching and modelling one strategy at a time for recording information (Note: It takes learners approximately six to eight weeks to internalize a strategy and to apply it independently.)
- Constructing student-generated criteria for *What does a quality Slim Jim look like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine which students need differentiation and scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Observing students’ choices of strategies for recording information
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publications are available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form
- BLM 8: Evidence of Learning

(continued)

**Appendix A – Skills Assessment****9f – Recording Information** *(continued)*

*Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation, “Strategies That Make a Difference”*

- P. 59: Pyramid Diagram
- BLM 64: Venn Diagram
- BLM 67: W-5 Chart

*Success for All Learners*

- P. 6.97: Listen–Draw–Pair–Share
- P. 6.101: Three-Point Approach for Words and Concepts
- P. 6.102: Look It Over
- P. 6.108: Do Your LAPS

## 10 – Presentations/Representations



### Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Presentations provide opportunities for students to synthesize new knowledge and share their understandings. Presentations allow students to creatively express their understandings through a variety of intelligences (Multiple Intelligences), and may include visual displays, art, drama, music, video, re-enactment, or simulations. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will effectively communicate new information to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality presentation/representation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the process
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 11 - INFORMATION AND COMMUNICATION TECHNOLOGIES

## 11a – Print and Electronic Research



## Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Formulate questions for research.
S-301	Consider advantages and disadvantages of solutions to a problem.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Print and electronic research facilitates the inquiry process as students acquire new information, knowledge, and understandings. The focus of the inquiry is often guided by knowledge learning outcomes in social studies. As they plan their research, guide students through the following stages in the inquiry process: choose a theme or topic; identify and record prior knowledge; ask initial questions; explore and select primary and secondary sources; and plan for inquiry. As students are engaged in research, observe and offer guidance as they gather, process, and record information and focus their inquiry. To help students experience success in their research, guide them to continually assess how they will express their learning (i.e., keep the end in mind).

## Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality inquiry look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Conferencing with students throughout the inquiry process
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

(continued)



**11a – Print and Electronic Research** *(continued)***BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

*Independent Together: Supporting the Multilevel Learning Community*

- BLM 1: Reflection—Metacognition
- BLM 2: Constructing Student-Generated Criteria for Quality Work
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 11b – Using Graphics Software

**Skills**

S-203	Use tools and technologies to accomplish given tasks.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Students may use graphics software to illustrate and label the concepts and ideas they explore. Images created with graphics software may be imported into other applications (e.g., word processor, presentation software...) and more fully explained. Students may change and adapt previously created images to reflect new understanding as additional information is acquired.

Think about...

- Focusing assessment on the communication of concepts and ideas in the images created
- Constructing student-generated criteria for *What do quality illustrations/diagrams look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

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## 11c – Email

**Skills**

S-102	Interact fairly and respectfully with others.
S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-300	Formulate questions for research.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.
S-401	Use language that is respectful of others.

Email offers authentic opportunities for students to communicate with others, near and far. Students articulate ideas and information and analyze responses for relevancy and accuracy. Students may use email to conduct interviews, request information, state a position, or share understandings on a topic or issue. Help students identify the purpose of their email communications and model compositions to achieve each purpose, ensuring that students use language that is respectful of others. Teach students about safety on the Internet and the importance of not including personal information in email communication with people they don't know.

Think about...

- Modelling appropriate Internet behaviours
- Focusing assessment on the clarity of student communication and the match of style and tone with purpose
- Constructing student-generated criteria for *What does a quality Internet communication look/sound like?*
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

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## Appendix A – Skills Assessment

## 11d – Desktop Publishing

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Desktop publishing includes text, images, maps, and charts to communicate information and concepts. It provides opportunities for students to synthesize new knowledge and represent their understandings creatively. Examples of desktop-published products include brochures, posters, and newsletters. They may be produced collaboratively or individually. Encourage students to identify the purpose of the final product and to plan accordingly to ensure it communicates the purpose effectively to their intended audience.

Think about...

- Focusing assessment on the structure, organization, content choices, and whether the final product communicates the purpose effectively
- Constructing student-generated criteria for *What does a quality brochure look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

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## 11e – Word Processing

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-303	Revise ideas and opinions based on new information.

Word processing supports students through the writing process and encourages them to revise initial drafts and organize their writing to best represent current understandings. Students may take advantage of standard word-processing features to improve their writing (e.g., spell and grammar check, thesaurus, formatting options...). Encourage students to save copies of their files as they work through the editing and revision process as evidence of their growth and improvement in the writing process.

Think about...

- Modelling and guiding the development of word-processing skills and strategies
- Recording focused observations to determine skills in organizing information and ideas, revising and editing, and saving copies of files
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.

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- BLM 1: Reflection—Metacognition
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## Appendix A – Skills Assessment

### 11f – Concept Mapping



#### Skills

S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.

Concept mapping involves the visual organization of ideas and information. This helps students identify patterns and relationships, build upon prior knowledge, and stimulate creative thinking. As students acquire new information, they can organize additional ideas and information graphically to integrate new knowledge and reinforce their understandings. This helps students identify misconceptions and clarify their thinking. The use of colours, symbols, and images reinforces written text. The ease with which changes in relationships can be represented makes concept mapping particularly helpful for some students. Concept mapping examples include facilitating brainstorming (activating), gathering information (acquiring), or displaying new understanding (applying).

Think about...

- Teaching and modelling concept mapping
- Constructing student-generated criteria for *What does a quality concept map look like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



#### BLMs

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## 11g – Multimedia Presentations



### Skills

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Multimedia presentations provide opportunities for students to synthesize new knowledge and share their understandings. Multimedia presentations allow students to represent their understandings creatively by including text, images, sound clips, and links to further information supporting their ideas and information. Presentations are often collaborative in nature and intended to be shared with a broader audience. In planning their presentations, students consider how the structure of the presentation will communicate new information effectively to their intended audience.

Think about...

- Focusing assessment on a manageable number of outcomes/students—keeping the end in mind
- Constructing student-generated criteria for *What does a quality multimedia presentation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
- Offering descriptive feedback throughout the process
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals



### BLMs

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## Appendix A – Skills Assessment

## 11h – Creating Animations

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-201	Organize and record information using visual organizers.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-401	Use language that is respectful of others.
S-402	Express reasons for their ideas and opinions.
S-403	Present information and ideas orally, visually, concretely, or electronically.

Creating animations provides students with opportunities to apply new knowledge and graphically represent concepts and ideas. Students may create animations to illustrate patterns, cycles, changes over time, or cause-and-effect relationships. In creating animations, students develop skills in sequencing, timing, and duration of scenes/screens to communicate the concepts and ideas they are illustrating. The interactive and graphic nature of animations provides alternative ways for some students to demonstrate their learning.

Think about...

- Focusing assessment on how the animation creatively communicates the concept or idea
- Constructing student-generated criteria for *What does quality animation look/sound like?*
- Focusing assessment on the accuracy and completeness of the information
  - Offering descriptive feedback
- Recording focused observations to monitor student growth over time and to determine which students need differentiation
- Guiding self- and peer assessment, using a Met/Not-Yet-Met strategy
- Orally guiding/facilitating reflection, using a Y-chart or journals

**BLMs**

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- BLM 5: Focused Observation Form



## 11i – Using Software

**Skills**


---

S-200 Select information from oral, visual, material, print, or electronic sources.

---

S-203 Use tools and technologies to accomplish given tasks.

---

S-302 Use information or observation to form opinions.

---

S-303 Evaluate personal assumptions based on new information and ideas.

---

Using software allows students to access new information and interact with simulations and/or animations to explore new concepts and ideas. Simulations provide an environment where students can explore, experiment, question, and hypothesize about real-life situations that would otherwise be inaccessible. Students can explore “what-if” scenarios as they predict the results of various actions, modify parameters accordingly, and evaluate the resulting outcomes. Simulations and animations allow students to visualize complex and dynamic interactions and develop deeper understandings than may be achieved through a text description. By exploring a simulated environment, students can “learn by doing.”

Think about...

- Focusing assessment on students’ skills in exploring concepts and ideas with simulations and/or animations
- Offering descriptive feedback on students’ explorations, deepening understandings and testing of hypotheses
- Recording focused observations to monitor student growth over time and to determine which students need scaffolding
- Orally guiding/facilitating reflection, using a Y-chart or journals (e.g., *Using software helps me...*)

**BLMs**

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- BLM 1: Reflection—Metacognition
- BLM 5: Focused Observation Form

## Appendix A – Skills Assessment

## 11j – Using Spreadsheets/Databases

**Skills**

S-200	Select information from oral, visual, material, print, or electronic sources.
S-203	Use tools and technologies to accomplish given tasks.
S-302	Use information or observation to form opinions.
S-303	Revise ideas and opinions based on new information.

Spreadsheets and databases allow students to record and graphically represent data, analyze relationships and patterns, and manipulate data to solve problems. There are several opportunities to integrate the acquisition of spreadsheet and database skills with social studies. With spreadsheets, students can enter formulas to calculate values (e.g., population density equals population divided by area). Additionally, students can chart their data by creating graphs to facilitate data analysis. Databases are particularly useful for students to make comparisons in their recorded research (e.g., characteristics of daily life in communities studied, location and characteristics of geographic regions...). Students may then query the data to identify patterns and relationships. As students develop the skills to use spreadsheets and databases, they are able to apply these skills in the context of analyzing issues and concepts related to their social studies investigations.

Think about...

- Modelling and guiding the use of spreadsheets/databases
- Focusing assessment on the analysis of patterns and relationships rather than isolated technology skills
- Focusing assessment on the accuracy and completeness of the information
- Recording focused observations to determine prior knowledge, gaps, points for instruction, and/or growth over time
- Offering descriptive feedback to improve understanding of relationships between various factors in data analysis and/or research

**BLMs**

Note: The following departmental publication is available at the Manitoba Text Book Bureau.  
*Independent Together: Supporting the Multilevel Learning Community*

- BLM 5: Focused Observation Form



*Blackline Masters*

**Appendix B**

**GRADE**

**2**

## *Blackline Masters*

- 2.1.1a** Characteristics of Communities - Community Walk
- 2.1.1b** Characteristics of Communities - Research
- 2.1.2a** Natural Resources - Scavenger Hunt
- 2.1.2b** Natural Resources - Definition
- 2.1.2c** Natural Resources - In and Around Our Community
- 2.1.2d** Natural Resources - W-5 Chart
- 2.1.3a** Stories of the Past - Retelling
- 2.1.4a** Culture and Heritage - T-Chart
- 2.1.7a** Leadership - Word Sort
- 2.1.7b** Leadership - Community Leader Profile
- 2.1.7c** Leadership - Examples
- 2.1.8a** Remembrance Day - Word Splash
- 2.1.8b** Remembrance Day - Conflict Chart
- 2.1.8c** Remembrance Day - Teacher Resource: Cenotaphs
- 2.1.8d** Remembrance Day - Symbols
- 2.1.8e** Our Local Community: Connecting and Reflecting
- 2.2.1a** Diverse Peoples - KWL
- 2.2.1b** Diverse Peoples - Locations of First Nations Communities in Manitoba
- 2.2.1c** Diverse Peoples - Aboriginal Contributions and Inventions
- 2.2.2a** Features of Canadian Communities - Spider Web
- 2.2.2b** Features of Canadian Communities - T-chart
- 2.2.2c** Features of Canadian Communities - Provincial and Territorial Tourism Information
- 2.2.2d** Features of Canadian Communities - Map
- 2.2.2e** Features of Canadian Communities - Venn Diagram
- 2.2.3a** Natural Resources - Examples
- 2.2.3b** Natural Resources - Research
- 2.2.3c** Natural Resources - Plants, Animals, Minerals
- 2.2.3d** Natural Resources - Word Sort
- 2.2.3e** Natural Resources - Chart
- 2.2.3f** Natural Resources - Community Profile
- 2.2.3g** Natural Resources - Outline Map of Canada
- 2.2.3h** Natural Resources - Book Pages
- 2.2.4a** Work, Goods, and Products - Word Sort
- 2.2.4b** Work, Goods, and Products - Jobs
- 2.2.4c** Work, Goods, and Products - Interview
- 2.2.4d** Work, Goods, and Products - Work Chart
- 2.2.4e** Work, Goods, and Products - Scavenger Hunt
- 2.2.5a** Diversity and Change - Venn Diagram
- 2.2.5b** Diversity and Change - Past and Today
- 2.2.5c** Communities in Canada: Connecting and Reflecting
- 2.3.1a** Canadian Symbols - Currency
- 2.3.2a** Historical Influences - Scavenger Hunt
- 2.3.2b** Mapping - Outline Map of Canada
- 2.3.3a** Cultural Communities - Culture and Language Survey
- 2.3.3b** Cultural Communities - Language Chart
- 2.3.3c** Cultural Communities - Language Picture Chart
- 2.3.3d** Cultural Communities - Letter
- 2.3.4a** Diversity - Culture
- 2.3.5a** Canadian Needs, Choices, and Decisions - T-Chart
- 2.3.5b** Canadian Needs, Choices, and Decisions - Wheel
- 2.3.5c** Canadian Needs, Choices, and Decisions - Meeting Needs
- 2.3.5d** Canadian Needs, Choices, and Decisions - Media Tally
- 2.3.5e** Canadian Needs, Choices, and Decisions - Commercial Tally
- 2.3.6a** Global Connections - Word Cards
- 2.3.6b** Global Connections - Scavenger Hunt
- 2.3.6c** Global Connections - Countries
- 2.3.6d** Global Connections - Food
- 2.3.6e** Global Connections - World Map
- 2.3.6f** Global Connections - Chart
- 2.3.6g** The Canadian Community: Connecting and Reflecting



Name of Learning Experience	Portfolio Selections
2.1.1 Characteristics of Communities	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.2 Natural Resources	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.3 Stories of the Past	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.4 Culture and Heritage	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.5 Personal Identity	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.6 Contributing to Our Communities	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.7 Leadership	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
2.1.8 Remembrance Day	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



Name of Learning Experience	Portfolio Selections
2.2.1 Diverse Peoples	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.2.2 Features of Canadian Communities	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.2.3 Natural Resources	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.2.4 Work, Goods, and Products	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.2.5 Diversity and Change	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



Name of Learning Experience	Portfolio Selections
2.3.1 Canadian Symbols	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
2.3.2 Historical Influences	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.3.3 Cultural Communities	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.3.4 Canadian Diversity	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.3.5 Canadian Needs, Choices, and Decisions	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
2.3.6 Global Connections	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



*Charts and Checklists*

**Appendix C**

**GRADE**

**2**



*Vocabulary Strategies*

**Appendix D**

**GRADE**

**2**



## Vocabulary

Vocabulary development is integrated within each learning experience, introducing or reinforcing understanding of specific words and concepts within the context of the learning experiences and the cluster.

A variety of vocabulary strategies may be used to assist students in activating, acquiring, and applying the appropriate vocabulary. Strategies may be modified to suit different grades.

### Activate

Using a word processor, students type new vocabulary into a word bank. Students may change the colour and/or font of the words they recognize and explain the meaning to a peer, or highlight related words and explain their relationship to a peer.

**Grades 1–4**

Students come to class dressed in a costume that represents a new vocabulary word or dramatizes the meaning of new vocabulary. Students guess the meaning of the word/concept that is illustrated.

**Grades K–4**

### Acquire

Using a word processor, students type new vocabulary into a word bank. Individually or in collaborative groups, students create a picture dictionary, inserting digital images or clip art representing the new vocabulary. Alternately, they create a talking dictionary, recording and inserting sound clips explaining the word, or using it correctly in a sentence.

TIP: A volunteer may help students record and insert sound clips with the appropriate pictures.

**Grades 1–4**

Enter vocabulary words in an electronic spelling program so that students may complete pre-programmed spelling activities.

**Grades 1–4**

Using graphics software, students create mini-posters that include the vocabulary word, an illustration, and/or a definition. Print and display mini-posters, or set as desktop wallpaper.

**Grades 1–4**

Students use sandpaper letters and crayons to do word rubbings for new vocabulary. Alternatively, students cover pre-printed word cards with string, beads, or sparkles. Students recite the words aloud while tracing the outline of the word.

**Grades K–2**

Students physically create new vocabulary words in various media (e.g., with modelling clay or magnetic letters, in sand or with paint).

TIP: Create your own “Etch-a-Sketch®.” Mix tempera paint, cornstarch, and water to a fairly thick consistency, and place the mixture in self-sealing plastic bags. Students use their fingers to trace words in the plastic.

**Grades K–2**

Students create songs or classroom chants to illustrate the meaning of new vocabulary words.

**Grades K–2**

Students use “Pocket Definitions” to reinforce new vocabulary. Students write new vocabulary on slips of paper and put them in their pockets. Several times throughout the day, call out “Pocket Definitions!” Students take the slips of paper out of their pockets and practise the words and definitions.

**Grades 2–4**

Use self-stick notes to label items displayed in an artifact centre (e.g., globe, map...). Students find other items in the classroom that match the new vocabulary and label those items.

**Grades K–2**

Students create desktop vocabulary placemats. Students illustrate their placemats with new vocabulary, definitions, and pictures representing the new vocabulary. Students may refer to their placemats throughout the cluster.

**Grades 1–4**

Students match new vocabulary to magazine pictures or clip art illustrating the new word.

**Grades K–4**

**Vocabulary**

Students practise new vocabulary using flash cards.

TIP: Have students create a personal set of flash cards.

**Grades 2–4**

Using print and electronic resources, students research new vocabulary, recording definitions, explanations, and images that illustrate or clarify the meaning of the word.

**Grades 2–4**

Using a word processor, students create a clip-art collage of images representing new vocabulary. Students record a sound clip of the vocabulary word and insert it next to the related image. Peers predict the vocabulary word each image represents, and check their answer by playing the sound clip.

**Grades 2–4**

**Apply**

Using a word processor, students play “Vocabulary Bingo.” Students enter new vocabulary to fill the bingo squares. The teacher provides a definition, explanation, synonym, antonym, or cloze sentence for vocabulary words. Students match words on their bingo card to the given clue, highlighting the word or changing the font or colour. The first student to fill in the card or a designated row or column calls “Bingo!”

TIP: In classrooms with one computer, students may create individual bingo cards and print them.

**Grades 2–4**

Using word-processing or graphics software, students create word graphics that represent the meaning of new vocabulary words. Students share word graphics in an electronic gallery walk.

**Grades 2–4**

Collaborative groups of students create “The Answer is...” puzzles using new vocabulary and quiz peers (e.g., “The answer is ‘north, south, east, and west.’ What is the question? The question is ‘What are the four cardinal directions?’”).

**Grades 2–4**

Students play new vocabulary “Password.” Four students are divided into two teams of two. One student on each team is given a “secret” vocabulary word on a slip of paper. Taking turns, the first team member provides a one-word clue to her or his partner, who attempts to guess the “secret” word. The second team member provides an additional clue to his or her partner. Students continue until the vocabulary word is guessed.

**Grades 2–4**

Students compose poems (e.g., Cinquain, Haiku...) to illustrate the meaning of new vocabulary.

**Grades 2–4**

Students play “Vocabulary Beach Ball.” Label a beach ball with vocabulary words. Students sit in a circle and toss the beach ball to a peer. The student who catches the ball reads the word closest to his or her right thumb, defines the word, and/or uses it in a sentence. The student tosses the ball to another peer.

TIP: Students may ask peers for help/clues if they cannot remember the word.

**Grades 2–4**

Students play “I Spy,” providing clues to match something in the classroom that represents new vocabulary (e.g., I spy something round; I spy something with tiny bit of blue on it; I spy something that spins. Answer: the globe). Peers guess the vocabulary word.

**Grades K–4**

Reinforce understanding of new vocabulary with exit or permission slips (e.g., students must respond with the correct vocabulary word when given a definition in order to leave for recess).

TIP: Show students a picture illustrating the vocabulary word or provide the word and have students respond with its meaning.

**Grades K–4**



**Vocabulary**

Students play “Spelling in Motion” to practise new vocabulary. Taking turns, one student calls out a new vocabulary word, then spells the word out loud, repeats the word, and finally states an action word. Peers perform the action, spelling the word out loud (e.g., One student says “Citizen, c-i-t-i-z-e-n, Citizen, jumping jacks.” Peers do jumping jacks as they spell the word, performing one jumping jack for each letter.).

**Grades K–4**

Using “Hot Potatoes,” students demonstrate understanding of new vocabulary by completing a teacher-created activity (e.g., cloze passage, crossword puzzle, multiple choice, or matching quiz), using new vocabulary in context.

**Grades 1–4**

Using animation software or animation features of presentation software, students create an animation illustrating the meaning of cluster vocabulary.

**Grades 2–4**

Using presentation software, students create an interactive four-slide riddle for new vocabulary words. Students create three clues for each new vocabulary word, entering one clue for each of the first three slides. The fourth slide contains the vocabulary word that answers the riddle. Students share their riddles with peers who use the clues to guess the vocabulary word.

**Grades 1–4**



*Cumulative Skills Chart*

**Appendix E**

**GRADES**

**K<sup>to</sup>4**

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-100</b>	<b>0-S-100</b> Cooperate and collaborate with others. <i>Examples: take turns, share space and resources...</i>	<b>1-S-100</b> Cooperate and collaborate with others. <i>Examples: share space and resources, assume responsibilities, seek agreement...</i>	<b>2-S-100</b> Cooperate and collaborate with others. <i>Examples: make collective decisions, share responsibilities, seek agreement...</i>
<b>S-101</b>	<b>0-S-101</b> Consider others' needs when working and playing together.	<b>1-S-101</b> Consider others' needs when working and playing together.	<b>2-S-101</b> Resolve conflicts peacefully and fairly.
<b>S-102</b>	<b>0-S-102</b> Interact fairly and respectfully with others.	<b>1-S-102</b> Interact fairly and respectfully with others.	<b>2-S-102</b> Interact fairly and respectfully with others.
<b>S-103</b>	<b>0-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>1-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.	<b>2-S-103</b> Make decisions that reflect care, concern, and responsibility for the environment.
<b>S-104</b>			<b>2-S-104</b> Consider the rights and opinions of others during interactions.

**Appendix E**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will...	Students will...	
3-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.	<b>S-100</b>
3-S-101 Resolve conflicts peacefully and fairly.	4-S-101 Resolve conflicts peacefully and fairly.	<b>S-101</b>
3-S-102 Interact fairly and respectfully with others.	4-S-102 Interact fairly and respectfully with others.	<b>S-102</b>
3-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.	<b>S-103</b>
3-S-104 Consider the rights and opinions of others during interactions.	4-S-104 Negotiate constructively with others to build consensus.	<b>S-104</b>

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-200</b>	<b>0-S-200</b> Gather information from oral, visual, material, or print sources.	<b>1-S-200</b> Gather information from oral, visual, material, print, or electronic sources.	<b>2-S-200</b> Select information from oral, visual, material, print, or electronic sources.
<b>S-201</b>	<b>0-S-201</b> Sort information using selected criteria.	<b>1-S-201</b> Categorize information using selected criteria.	<b>2-S-201</b> Organize and record information using visual organizers.
<b>S-202</b>	<b>0-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>1-S-202</b> Use appropriate terms or expressions to describe periods of time.	<b>2-S-202</b> Use appropriate terms or expressions to describe periods of time.
<b>S-203</b>	<b>0-S-203</b> Use tools and technologies to accomplish given tasks.	<b>1-S-203</b> Use tools and technologies to accomplish given tasks.	<b>2-S-203</b> Use tools and technologies to accomplish given tasks.
<b>S-204</b>		<b>1-S-204</b> Use simple timelines to organize information chronologically.	<b>2-S-204</b> Use simple timelines to organize information chronologically.
<b>S-205</b>		<b>1-S-205</b> Construct simple maps to represent familiar places and locations.	<b>2-S-205</b> Construct maps that include a title, legend, and symbols.
<b>S-206</b>		<b>1-S-206</b> Interpret simple maps as representations of familiar places and locations.	<b>2-S-206</b> Interpret maps that include a title, legend, and symbols.
<b>S-207</b>		<b>1-S-207</b> Use relative terms to describe familiar locations.	<b>2-S-207</b> Use cardinal directions to describe location.
<b>S-208</b>			

**Appendix E**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will...	Students will...	
3-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	4-S-200 Select information from oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases...</i>	<b>S-200</b>
3-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	4-S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>	<b>S-201</b>
3-S-202 Use appropriate terms or expressions to describe periods of time.	4-S-202 Use appropriate terms or expressions to describe periods of time. <i>Examples: decade, generation, century, when the Earth was new, in the time of our ancestors...</i>	<b>S-202</b>
3-S-203 Select and use appropriate tools and technologies to accomplish tasks.	4-S-203 Select and use appropriate tools and technologies to accomplish tasks.	<b>S-203</b>
3-S-204 Use timelines to organize information chronologically.	4-S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.	<b>S-204</b>
3-S-205 Construct maps that include a title, legend, and compass rose.	4-S-205 Construct maps that include a title, legend, compass rose, and grid.	<b>S-205</b>
3-S-206 Interpret maps that include a title, legend, and compass rose.	4-S-206 Interpret maps that include a title, legend, compass rose, and grid.	<b>S-206</b>
3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.	4-S-207 Use cardinal and intermediate directions and simple grids to locate and describe places on maps and globes.	<b>S-207</b>
	4-S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies. <i>Examples: sun, moon, or stars, inuksuit, Global Positioning Systems (GPS)...</i>	<b>S-208</b>

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-300</b>	<b>0-S-300</b> Use comparison in investigations.	<b>1-S-300</b> Use comparison in investigations.	<b>2-S-300</b> Formulate questions for research.
<b>S-301</b>	<b>0-S-301</b> Identify consequences of their decisions and actions.	<b>1-S-301</b> Identify consequences of their decisions and actions.	<b>2-S-301</b> Consider advantages and disadvantages of solutions to a problem.
<b>S-302</b>		<b>1-S-302</b> Use information or observation to form opinions.	<b>2-S-302</b> Use information or observation to form opinions.
<b>S-303</b>		<b>1-S-303</b> Revise ideas and opinions based on new information.	<b>2-S-303</b> Revise ideas and opinions based on new information.
<b>S-304</b>			
<b>S-305</b>			



**Appendix E**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will... 3-S-300 Formulate questions for research.	Students will... 4-S-300 Formulate questions for research.	<b>S-300</b>
3-S-301 Consider advantages and disadvantages of solutions to a problem.	4-S-301 Consider advantages and disadvantages of solutions to a problem.	<b>S-301</b>
3-S-302 Draw conclusions based on information and evidence.	4-S-302 Draw conclusions based on information and evidence.	<b>S-302</b>
3-S-303 Revise ideas and opinions based on new information.	4-S-303 Evaluate personal assumptions based on new information and ideas.	<b>S-303</b>
3-S-304 Distinguish fact from opinion.	4-S-304 Distinguish fact from opinion.	<b>S-304</b>
	4-S-305 Observe and analyze material or visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>	<b>S-305</b>

**Appendix E**

<b>Code</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
	Students will...	Students will...	Students will...
<b>S-400</b>	0-S-400 Listen actively to others.	1-S-400 Listen actively to others.	2-S-400 Listen actively to others.
<b>S-401</b>	0-S-401 Use language that is respectful of others.	1-S-401 Use language that is respectful of others.	2-S-401 Use language that is respectful of others.
<b>S-402</b>	0-S-402 Express reasons for their ideas and opinions.	1-S-402 Express reasons for their ideas and opinions.	2-S-402 Express reasons for their ideas and opinions.
<b>S-403</b>	0-S-403 Present information and ideas orally, visually, or concretely.	1-S-403 Present information and ideas orally, visually, concretely, or electronically.	2-S-403 Present information and ideas orally, visually, concretely, or electronically.
<b>S-404</b>	0-S-404 Relate events and stories in chronological order.	1-S-404 Relate events and stories in chronological order.	2-S-404 Relate events and stories in chronological order.

**Appendix E**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Code</b>
Students will... <b>3-S-400</b> Listen actively to others to understand their perspectives.	Students will... <b>4-S-400</b> Listen actively to others to understand their perspectives.	<b>S-400</b>
<b>3-S-401</b> Use language that is respectful of human diversity.	<b>4-S-401</b> Use language that is respectful of human diversity.	<b>S-401</b>
<b>3-S-402</b> Support their ideas and opinions with information or observations.	<b>4-S-402</b> Support their ideas and opinions with information or observations.	<b>S-402</b>
<b>3-S-403</b> Present information and ideas orally, visually, concretely, or electronically.	<b>4-S-403</b> Present information and ideas orally, visually, concretely, or electronically.	<b>S-403</b>
		<b>S-404</b>



*Recommended Learning Resources*

**Appendix F**

**GRADE**

**2**

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This is an alphabetical list of resources for Grade 2. The annotations are either in paragraph form or by topic. This list combines Integrated Resources, Series, Atlases, and Stand-Alone Resources.

These resources were evaluated and recommended in 2003 by a group of Manitoba teachers who were nominated by their school divisions. As additional materials are evaluated this resource list will be updated. Please check for updates online at <[www.edu.gov.mb.ca/ks4/cur/socstud/index.html](http://www.edu.gov.mb.ca/ks4/cur/socstud/index.html)>.

A complete K-8 annotated bibliography of recommended learning resources is available online at <[www.edu.gov.mb.ca/ks4/learnres/bibliographies.html](http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html)>.

For information regarding the purchase of learning resources listed, please contact:

The Manitoba Text Book Bureau  
Box 910  
Souris, MB R0K 2C0  
Toll free (in Manitoba and Saskatchewan): 1-866-771-6822  
Telephone (outside Manitoba and Saskatchewan): (204) 483-5040  
Fax: (204) 483-5041  
Email: [mtbb@merlin.mb.ca](mailto:mtbb@merlin.mb.ca)  
Search and order online at <[www.mtbb.mb.ca](http://www.mtbb.mb.ca)>.

Many of the resources listed are available for loan by contacting:

Instructional Resources Unit (IRU)  
Manitoba Education, Citizenship and Youth  
1181 Portage Avenue  
Winnipeg, MB R3G 0T3  
Telephone: (204) 945-7830/7851 (in Winnipeg)  
1-800-282-8069, ext. 7830/7851 (Manitoba only)  
Fax: (204) 945-8756  
Email: [iruref@gov.mb.ca](mailto:iruref@gov.mb.ca)  
Internet: <<http://library.edu.gov.mb.ca:4100>>

**Recommended Learning Resources****Grade-Level Resources**

(Resources organized by cluster follow this section.)

**All About Canadian Communities**

(Series). (The All About Series).  
Nelson (NEL), 2003.

This resource contains a detailed Teacher's Guide, plus a series of nine 31-page softcover books comprising the following titles:

- Farming Communities
- Fishing Communities
- Forestry Communities
- Large Cities
- Mining Communities
- Northern Communities
- Rural Communities
- Suburban Communities
- Towns

It is based on the specific learning outcomes of the Manitoba Grade 2 social studies curriculum, and particularly supports Cluster 2.

This resource is well organized, user friendly, and includes effective and appropriate graphics, diagrams, and illustrations, as well as a detailed glossary and index. It is appropriate for Grade 2. It supports integration with the other content areas.

The information is current, accurate, and contains Canadian and Manitoba content. It includes diverse perspectives and promotes respect for diversity and inclusion.

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Farming Communities**

(Series). O'Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626700-X.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Fishing Communities**

(Series). O'Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626716-6.

Suggested Use: Grade 2; - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Forestry Communities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626717-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Large Cities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626713-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Mining Communities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626718-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Northern Communities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626719-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Rural Communities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626715-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student -  
Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****All About Canadian Communities: Suburban Communities**

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-626714-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Teacher’s Guide**

(Series). (The All About Series).  
Nelson (NEL), 2003. 64 p. ISBN 0-17-620203-X.

The teacher resource book is designed to complement the student text series All About Canadian Communities. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to the other content areas.

The Teacher’s Guide is well organized and user friendly, and makes good use of headings. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate and contains Canadian content.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2 ; Grade 2- Cluster 3;  
Teacher Reference

Date Recommended: 2004-Mar-31

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**All About Canadian Communities: Teacher’s Guide**

(Series). (The All About Series).  
Nelson (NEL), 2003. 64 p. ISBN 0-17-620203-X.

This teacher resource book is designed to complement the student text series All About Canadian Communities. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to the other content areas.

The Teacher’s Guide is well organized and user friendly, and makes good use of headings. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites, but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate, and contains Canadian content.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Teacher Reference

Date Recommended: 2004-Mar-31

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### All About Canadian Communities: Towns

(Series). O’Neill, Maryrose. (The All About Series).  
Nelson (NEL), 2003. 30 p. ISBN 0-17-620376-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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### All About Canadian Symbols

(Series). McDermott, Barb. (The All About Series).  
Reidmore Books (NEL), 2001. ISBN 0-17-620172-6.

This resource is a series of thirteen 28-page softcover books comprised of the following topics: The Arms of Canada, The Beaver, Currency, The Bluenose, The Maple Leaf, Official Birds, Official Flags, Official Flowers, Official Trees, The Peace Tower, The RCMP, and Symbols of the Arctic. It is based on the specific learning outcomes of the Manitoba Grade 2 social studies curriculum, and particularly supports Clusters 1 and 3. It also supports aspects of the Kindergarten, Grade 1, Grade 3 (Cluster 1), Grade 4 (Clusters 2 and 3), and Grade 5 (Clusters 1-4) curricula.

This resource is well organized, user friendly, and includes effective and appropriate graphics, diagrams, and illustrations, as well as a detailed glossary and index. It is appropriate for Grade 2, but could be used from Kindergarten to Grade 5, and is therefore valuable in a multi-age classroom. It supports integration with English language arts and art.

The information is current, accurate, and contains Canadian and Manitoba content. It includes diverse perspectives and promotes respect for diversity and inclusion.

Note: Teacher Background Information/Reference

Suggested Use:

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3;

Student - Breadth; Teacher Reference

Date Recommended: 2003-Mar-10

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## Recommended Learning Resources

### All About Canadian Symbols Teacher Resource Package

(Series). McDermott, Barb. (The All About Series).  
Reidmore Books (NEL), 2001.

This teacher resource package is designed to complement the student text series All About Canadian Symbols. This softcover resource supports a number of specific learning outcomes of the Manitoba Grade 2 social studies curriculum. It includes blackline masters that also provide some support for the specific learning outcomes. It makes curricular connections to English language arts, science, art, technology, and social studies.

The resource is well organized, user friendly, and makes good use of headings and graphics. It also includes learning activities that are relevant and meaningful to students, and a number of assessment strategies. It provides relevant links to websites and videos, but these resources have not been reviewed. It also includes an unannotated bibliography of suggested materials.

This resource is current, accurate, and contains Canadian content, although it lacks Aboriginal perspectives.

Suggested Use:

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Student - Breadth; Teacher Reference  
Date Recommended: 2003-Mar-10

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### At Grandpa's Sugar Bush

(Picture Book). Carney, Margaret.  
Kids Can Press (KCP), 1997. ISBN 1-55074-341-4.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Beginner's Classroom Atlas of Canada and the World

(Atlas). Book, Rick.  
Rand McNally Canada (RNC), 2002. 48 p. ISBN 0-88640-921-7.

This is a well-organized, user-friendly resource that meets specific learning outcomes from Grades 1, 2, and 3 of the Manitoba social studies curriculum.

This is a comprehensive resource with age-appropriate, clearly labelled maps that make effective use of colour. It also includes mapping skills, geographical terms, symbols, legends, compass rose, bar scale, longitude and latitude, cultural links, regional links, timelines for development of countries, and a complete glossary with page references.

Suggested Use:

Grade 1; Grade 1 - Cluster 2;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 3; Grade 3 - Cluster 2; Grade 3 - Cluster 3; Atlas - Systems International Metric Standards

Student - Breadth and Depth

Date Recommended: 2003-Mar-10

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**Buffalo Dreams**

(Fiction). Doner, Kim.

Graphic Arts Center Publishing Company (WHI), 2003. 40 p. ISBN 1-55868-476-X.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The following two books are part of the Canada at Work Series:**

- Fishing
- Mining

**Canada at Work: Fishing**

(Fiction). Love, Ann. (Canada at Work Series).

Kids Can Press (KCP), 1997. 32 p. ISBN 1-55074-919-6.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Canada at Work: Mining**

(Fiction). Love, Ann. (Canada at Work Series).

Kids Can Press (KCP), 1997. 32 p. ISBN 1-55074-920-X.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Canada from A-Z**

(Non-Fiction). Kalman, Bobbie.

Crabtree Publishing Company (CRA), 1999. 32 p. ISBN 0-86505-411-8.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

The following four books are part of the In My Neighbourhood Series:

- Canadian Fire Fighters
- Canadian Police Officers
- Canadian Postal Workers
- Garbage Collectors

### Canadian Fire Fighters

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).

Kids Can Press (KCP), 1991. ISBN 1-55074-137-3.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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### Canadian Police Officers

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).

Kids Can Press (KCP), 1992. ISBN 1-55074-133-0.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Note: Deals with personal safety issues regarding strangers.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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### Canadian Postal Workers

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series).

Kids Can Press (KCP), 1992. ISBN 1-55074-135-7.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Canadian Holidays: Christmas**

(Print-Non-Fiction). Foran, Jill. (Canadian Holidays).  
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-96-3.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community
- Important people, events, and places

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic...)

Note: Teacher Read-Aloud. It provides detailed information on Christmas, and is well organized and up-to-date.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

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**Canadian Holidays: Easter**

(Print-Non-Fiction). Foran, Jill. (Canadian Holidays).  
Weigl Educational Publishers (WEI), 2003. 24 p. ISBN 1-894705-99-8.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community
- Important people, events, and places

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic...)

Note: Teacher Read-Aloud. It provides detailed information on Easter, and is well organized and up-to-date.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Aug-23

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**Changes: From Mud to House: A Photo Essay**

(Non-Fiction). Knight, Bertram T.  
Scholastic Canada Ltd. (SCH), 1997. 32 p.

ISBN 0-516-20365-7.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Claire's Gift**

(Picture Book). Trottier, Maxine.  
Scholastic Canada Ltd. (SCH), 1999. 30 p. ISBN 0-439-98860-8.

Grade 2 - Cluster 3 - Communities in Canada

- Diversity (cultural, linguistic, geographic, artistic...)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Duncan's Way**

(Fiction). Wallace, Ian.  
Groundwood Books (DGL), 2000. 29 p. ISBN 0-88899-388-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Elders are Watching**

(Fiction). Bouchard, David.  
Raincoast Books (RAI), 1998. 56 p. ISBN 1-55192-110-3.

Grade 2 - Cluster 1 - Our Local Community

- Important people

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**A Fiddle for Angus**

(Fiction). Wilson, Budge.  
Tundra Books Inc. (RAN), 2001. ISBN 0-88776-500-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**The First Red Maple Leaf**

(Fiction). Zeman, Ludmila.  
Tundra Books Inc. (RAN), 1997. ISBN 0-88776-419-3.

Grade 2 - Cluster 3 - The Canadian Community

- National and provincial symbols

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Garbage Collectors

(Picture Book). Bourgeois, Paulette. (In My Neighbourhood Series). Kids Can Press (KCP), 2004. ISBN 1-55337-739-7.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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### A Happy New Year's Day

(Fiction). Carrier, Roch. Tundra Books Inc. (RAN), 1991. ISBN 0-88776-267-0.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Hands-on Social Studies Grade Two

(Stand-Alone). Lawson, Jennifer, *et al.* Portage & Main Press (PEG), 2003. 209 p. ISBN 1-55379-005-7.

This made-in-Manitoba resource is based on the specific learning outcomes in the Manitoba Grade 2 social studies curriculum, and supports teaching in all three clusters (Our Local Community, Communities in Canada, The Canadian Community). It provides a variety of student activities, background information for teachers, theme vocabulary, learning extensions, Canadian Literature Links, and blackline masters.

This is a well-organized resource that includes creative, interactive, and meaningful student learning activities that connect to social studies, English language arts, art, and science. Assessment strategies are provided and include teacher, student, and group forms.

The resource contains both Canadian and Manitoba content. When learning about languages, cultures, and celebrations, specific references are made to Aboriginal and Francophone communities. When sensitive issues are addressed in learning experiences, teacher notes provide suggestions for approaching the experience with sensitivity to individual, family, and cultural differences. The resource focuses on respecting cultural differences, and reinforces pride in one's own culture.

The resource is coil-bound. It includes a detailed table of contents, and a consistent format for learning experiences including background information for teachers, materials needed, activities, extensions, and activity centres.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****In the Global Classroom 1**

(Stand-Alone). Pike, Graham.

Pippin Publishing Corporation (UTP), 1998. 255 p. ISBN 0-88751-081-7.

This is a softcover Kindergarten to Grade 8 teacher reference resource. This resource emphasizes a teaching and learning strategy that combines child-centred and world-minded educational thinking. It builds frameworks for cross-curricular delivery, and offers a wealth of practical and engaging activities for students.

Themes within the text include: interconnections (perceptions, local and global communities); environment and sustainability (natural, built, social, and inner); health (physical, mental, emotional, spiritual, social, societal, and environmental); perception (perceptions and cross-cultural encounters); technology (benefits, tools, problem solving, technological change, social values, and consequences in the future); and futures (alternative, probable, and preferred).

The resource includes materials related to citizenship, diverse perspectives, global, identity, and economic learning outcome experiences.

Comment: Charts are included at the beginning of each chapter to indicate activities within the chapter and the index. The grade level for which the activities are suggested is not included.

Suggested Use:

Kindergarten; Kindergarten - Cluster 1; Kindergarten - Cluster 2; Kindergarten - Cluster 3;

Grade 1; Grade 1 - Cluster 2; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 4;

Grade 6; Grade 6 - Cluster 2; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 1; Grade 7 - Cluster 2; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 2; Grade 8 - Cluster 3; Grade 8 - Cluster 4; Grade 8 - Cluster 5;

Teacher Reference

Date Recommended: 2003-Mar-10

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The following five books are part of the In Touch Series:

- Internet and E-mail
- Newspapers
- Radio
- Telephone and Fax
- Television

### **In Touch: Internet and E-Mail**

(Picture Book). Royston, Angela. (In Touch Series).  
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-063-4.  
Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### **In Touch: Newspapers**

(Picture Book). Oxlade, Chris. (In Touch Series).  
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-065-0.  
Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### **In Touch: Radio**

(Picture Book). Oxlade, Chris. (In Touch series).  
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-066-9.  
Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### **In Touch: Telephone and Fax**

(Picture Book). Royston, Angela. (In Touch Series).  
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-067-7.  
Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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## Recommended Learning Resources

### In Touch: Television

(Picture Book). Oxlade, Chris. (In Touch Series).  
Reed Educational & Professional Publishing (KRS), 2001. 32 p. ISBN 1-58810-068-5.

Grade 2 - Cluster 3 - The Canadian Community

- Media influences on choices and decisions

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Is That Right? Critical Thinking and the Social World of the Young Learner

(Stand-Alone). Wright, Ian.  
Pippin Publishing Corporation (UTP), 2002. 139 p. ISBN 0-88751-094-9.

This teacher resource emphasizes the value and rewards of critical thinking. It defines critical thinking as the ability to make reasoned judgments in problematic situations. It also demonstrates how critical thinking can be applied to social studies and other subject areas. It includes practical activities and assessment approaches (including rubrics). Chapters focus on critical thinking, teaching critical thinking, and assessing critical thinking.

This resource is based on current research. It is suitable for a wide range of learning styles, promotes active learning and creativity, and is well organized.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 3;

Grade 3; Grade 3 - Cluster 1; Grade 3 - Cluster 3;

Grade 4; Grade 4 - Cluster 2;

Grade 5; Grade 5 - Cluster 1;

Grade 6; Grade 6 - Cluster 4;

Grade 7; Grade 7 - Cluster 3; Grade 7 - Cluster 4;

Grade 8; Grade 8 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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### Jingle Dancer

(Fiction). Leitch Smith, Cynthia.  
HarperCollins Pubs., Inc. (HCP), 2000. 32 p. ISBN 0-688-16241-X.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

(Stand-Alone). Jones, Guy W.  
(MON), 2002. 175 p. ISBN 1-929610-25-4.

This 175-page softcover professional resource contains valuable information on stereotypes and misconceptions about Aboriginal peoples in America. It has a U.S. focus, and is a general introduction to Aboriginal culture. Inuit or Canadian First Nations cultures are not featured.

It provides a detailed bibliography on Aboriginal culture, values, and heritage, including children's literature, with suggested activities that support integration across subject areas. It partially supports the Manitoba social studies curriculum outcomes for Kindergarten, Grades 1, 2, 4, and 5. It also provides age-appropriate learning activities.

Suggested Use:

Kindergarten; Kindergarten - Cluster 2;

Grade 1; Grade 1 - Cluster 3;

Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2;

Grade 4; Grade 4 - Cluster 3;

Grade 5; Grade 5 - Cluster 1;

Teacher Reference

Date Recommended: 2003-Mar-10

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### Let's Call it Canada: Amazing Stories of Canadian Place Names

(Non-Fiction). Hughes, Susan. (A Wow Canada! Book Series).  
Maple Tree Press (FIR), 2003. 96 p. ISBN 1-894379-49-7.

Grade 2 - Cluster 3 - The Canadian Community

- Origins of place names

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Life in a Plains Camp

(Non-Fiction). Kalman, Bobbie.  
Crabtree Publishing Company (CRA), 2001. 32 p. ISBN 0-7787-0461-0.

Grade 2 - Cluster 1 - Our Local Community

- Individual and community heritage and culture

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****The Little House**

(Fiction). Burton, Virginia Lee.  
Houghton Mifflin Company (ALL), 1942. 40 p. ISBN 0-395-25938-X.

Grade 2 - Cluster 2 - Communities in Canada

- Communities change over time

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**The Lonely Inukshuk**

(Fiction). Inuglak School (Whale Cove, Nunavut).  
Scholastic Canada Ltd. (SCH), 1999. 24 p. ISBN 0-590-51650-7.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Maple Moon**

(Picture Book). Crook, Connie Brummel.  
Fitzhenry & Whiteside Limited. (FHW), 2000. ISBN 0-7737-6098-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**The Milk Makers**

(Non-Fiction). Gibbons, Gail.  
Scholastic Canada Ltd. (SCH), 1985. ISBN 0-590-45964-3.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities
- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### The Missing Sun

(Fiction). Eyvindson, Peter.  
Pemmican Publications Inc. (PEM), 1997. 48 p. ISBN 0-921827-29-6.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### The Mummer's Song

(Picture Book). Davidge, Bud.  
Groundwood Books (GROUND), 1993. ISBN 0-88899-178-9.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic...)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### Music from the Sky

(Picture Book). Gillard, Denise.  
Groundwood Books (GROUND), 2001. ISBN 0-88899-311-0.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic...)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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### My Kokum Called Today

(Fiction). Loewen, Iris.  
Pemmican Publications Inc. (PEM), 1993. ISBN 0-921827-36-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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### Nana's Cold Days

(Picture Book). Badoe, Adwoa.  
Groundwood Books (GROUND), 2002. ISBN 0-88899-479-6.

Grade 2 - Cluster 3 - The Canadian Community

- Global connections (food, immigration, media...)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Nanabosho Grants a Wish**

(Fiction). McLellan, Joseph. (Nanabosho Series).  
Pemmican Publications Inc. (PEM), 1999. ISBN 0-921827-66-0.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Native Homes**

(Non-Fiction). Kalman, Bobbie.  
Crabtree Publishing Company (CRA), 2001. 32 p. ISBN 0-7787-0463-7.

Grade 2 - Cluster 1 - Our Local Community

- Individual and community heritage and culture

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Nelson InfoRead Social Studies Grade 2**

(Series). (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004.

**This series of twenty-four guided reading books is organized into seven topic areas with a teacher guide for each topic.**

**Being Part of a Community**

- A Community Cares
- Dreamacres
- Saving the Park
- Welcome to the Community

**Community Diversity**

- Around the World in a Day
- Our Canada

**Community Events**

- Bread and Cheese
- Celebrating Across Canada
- The Elmira Maple Syrup Festival
- The Quebec Winter Carnival

**Environments and Climate**

- A Hat for Me
- Jambo, Joshua

**Family Heritage**

- Canada Day
- Family Night
- My Dad Is a Drummer
- When I Was Seven

**Kinds of Communities**

- Apples, Apples, Everywhere
- Chan-Ho Visits Canada
- City Places, Country Places
- Many People, Many Places

**Map and Globe Skills**

- Animals on the Move
- Have You Seen Lucy?
- Hello, Neighbour!
- The Treasure Map

The guided reading books can be used as a supplemental resource for ELA. Curricular connections can be made with art, math, music, drama, and science activities. The guided reading books are printed with a clear font and are appropriately sized for Grade 2. These resources promote parental and family involvement and address citizenship issues. The teacher guides include extension activities with some blackline masters for art, math, music, drama, and science.

Note: The following topic, Map and Globe Skills, includes four guided reading books that also support Grade 3 Cluster 2 outcomes. A Hat for Me also supports Grade 1 Cluster 2.

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community**

(Series). Barber, Karen, et al. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-627562-2.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 2: A Community Cares**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627630-0.

This guided reading book is part of "Being Part of a Community."

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Dreamacres**

(Series). MacKenzie, Margaret. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627633-5.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Saving the Park**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627631-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Welcome to the Community**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627632-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity**

(Series). Burgess, Chris, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. ISBN 0-17-627560-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Around the World in a Day**

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies).

Nelson (NEL), 2004. 24 p. ISBN 0-17-627628-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Our Canada**

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies).

Nelson (NEL), 2004. 24 p. ISBN 0-17-627629-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events**

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).

Nelson (NEL), 2004. ISBN 0-17-626664-X.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Bread and Cheese**

(Series). Gallant, Lorrie L. (Nelson InfoRead Social Studies).

Nelson (NEL), 2004. 24 p. ISBN 0-17-627636-X.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-3

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**Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).

Nelson (NEL), 2004. 24 p. ISBN 0-17-627637-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627635-1.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival**

(Series). MacKenzie, Margaret, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627634-3.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate**

(Series). McGrail, Carol. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. ISBN 0-17-627563-0.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: A Hat for Me**

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627638-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Jambo, Joshua**

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627640-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage**

(Series). McGrail, Carol, et al. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. ISBN 0-17-626666-6.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Canada Day**

(Series). Siamon, Sharon, et al. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-627644-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Family Night**

(Series). Wishinsky, Frieda. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-627646-7.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer**

(Series). Gaudet, Marie. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-627645-9.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: When I Was Seven**

(Series). Siamon, Sharon. (Nelson InfoRead Social Studies). Nelson (NEL), 2004. 24 p. ISBN 0-17-627643-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities**

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. ISBN 0-17-627561-4.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere**

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627625-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada**

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627627-0.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: City Places, Country Places**

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627624-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Many People, Many Places**

(Series). Pearson, Debora. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627626-2.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3;  
Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills**

(Series). Farr, Carolyn, et al. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. ISBN 0-17-626665-8.

This book is divided into three categories: overview of the specific concept, extension and reinforcement activities for the concept that use the guided reading books, and a number of blackline masters.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Teacher Reference

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Animals on the Move**

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627639-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?**

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627640-8.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!**

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627642-4.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Nelson InfoRead Social Studies Grade 2: The Treasure Map**

(Series). Hughes, Susan. (Nelson InfoRead Social Studies).  
Nelson (NEL), 2004. 24 p. ISBN 0-17-627641-6.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Grade 2 - Cluster 2; Grade 2 - Cluster 3; Student - Breadth and Depth

Date Recommended: 2004-Mar-31

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**Recommended Learning Resources****A Northern Alphabet**

(Fiction). Harrison, Ted.

Tundra Books Inc. (RAN), 1989. 32 p. ISBN 0-88776-233-6.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Oma's Quilt**

(Fiction). Bourgeois, Paulette.

Kids Can Press (KCP), 2001. ISBN 1-5507-777-0.

Grade 2 - Cluster 1 - Out Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**The Peaceful School: Models That Work**

(Print-Non-Fiction). Van Gorp, Hetty.

Portage & Main Press (PEG), 2002. 115 p. ISBN 1-55379-000-6.

This teacher's reference fits the K-4 Manitoba social studies curriculum for the topics of conflict/bullying and Remembrance Day. The resource describes activities that would be useful to help K-4 students understand and promote a peaceful world.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Teacher Reference

Date Recommended: 2004-Aug-23

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**People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5**

(Print-Non-Fiction). Shay, Thomas, C.

St. Paul's College (SPT), 2004. 149 p.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

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**People at Work**

(Fiction). Jose, Isabella.

Scholastic Canada Ltd. (SCH), 2001. 12 p. ISBN 0-7791-1816-2.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**A Pioneers Thanksgiving: A Story of Harvest Celebrations in 1841**

(Picture Book). Greenwood, Barbara.

Kids Can Press (KCP), 2002. 48 p. ISBN 1-55074-744-4.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Note: High reading level.

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**A Prairie Alphabet**

(Fiction). Bannatyne-Cugnet, Jo.

Tundra Books Inc. (RAN), 1992. 32 p. ISBN 0-88776-323-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Prairie: A Natural History**

(Print-Non-Fiction). Savage, Candace.  
Greystone Books (HCP), 2004. 308 p. ISBN 1-55054-985-5.

This teacher resource is recommended for Grades 2, 4, and 5. The clusters include:

Grade 2: Cluster 2: natural resources

Grade 4: Cluster 1: physical geography

Cluster 3: physical features

Grade 5: Cluster 1: mapping

Cluster 3: daily life (as background for the Fur Trade)

As a teacher reference, it discusses the Prairies in terms of a place in which to live with all the plants, insects, animals, and birds that co-exist there. The pictures/maps are colourful and the detailed content is well organized and easy to find. Black-and-white line drawings that illustrate the diversity of the Prairies are also included. The background information helps in dealing with environmental citizenship (restoring and conserving the prairie ecosystems). Integration with science is supported.

Note: Teacher Background Information/Reference.

Suggested Use: Grade 2; Grade 2 - Cluster 2; Teacher Reference

Date Recommended: 2004-Aug-23

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**The Prairie Fire**

(Fiction). Reynolds, Marilyn.  
Orca Book Publishers Ltd. (ORC), 1999. ISBN 1-55143-175-0.

Grade 2 - Cluster 2 - Communities in Canada

- Communities change over time

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Prairie Summer**

(Fiction). Hundal, Nancy.  
Fitzhenry & Whiteside Limited. (FHW), 1999. ISBN 1-55041-403-8.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Red Parka Mary**

(Fiction). Eyvindson, Peter.  
Pemmican Publications Inc. (PRN), 1996. ISBN 0-921827-50-4.

Cluster 1 - Our Local Community

- Important people, events, and places

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**A Road Goes By**

(Non-Fiction). Sloan, Peter.  
Scholastic Canada Ltd. (SCH), 2001. 12 p. ISBN 0-7791-1818-9.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Rookie Read-About Science: North, South, East and West**

(Non-Fiction). Fowler, Allan. (Rookie Read-About Science Series).  
Scholastic Canada Ltd. (SCH), 2000. 32 p. ISBN 0-516-06011-2.

Grade 2 - Cluster 2 - Communities in Canada

- Mapping

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**The Royal Canadian Mounted Police**

(Fiction). Tétro, Marc.  
Scholastic Canada Ltd. (SCH), 1995. 24 p. ISBN 0-590-24544-9.

Grade 2 - Cluster 2 - Communities in Canada

- Work

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Recommended Learning Resources****Sarah, Plain and Tall**

(Fiction). MacLachlan, Patricia.  
HarperCollins Pubs., Inc. (HCP), n.d. ISBN 0-06-447126-8.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Shira's Hanukkah Gift**

(Picture Book). Stuchner, Joan Betty.  
Scholastic Canada Ltd. (SCH), 1998. 30 p. ISBN 0-439-98898-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural, linguistic, geographic, artistic)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**Solomon's Tree**

(Picture Book). Spalding, Andrea.  
Orca Book Publishers Ltd. (ORC), 2002. ISBN 1-55143-217-X.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Storm at Batoche**

(Fiction). Trottier, Maxine.  
Fitzhenry & Whiteside Limited. (FHW), 2001. ISBN 0-7737-3248-9.

Grade 2 - Cluster 2 - Communities in Canada

- Aboriginal communities in Canada

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**The Strongest Man This Side of Cremona**

(Picture Book). Graham, Georgia.  
Fitzhenry & Whiteside Limited. (FHW), 1998. ISBN 0-88995-182-9.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Tales of a Gambling Grandma**

(Fiction). Khalsa, Dayal Kaur.  
Tundra Books Inc. (RAN), 2002. 32 p. ISBN 0-88776-335-9.

Grade 2 - Cluster 1 - Our Local Community

- Important people, events, and places

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Tiger's New Cowboy Boots**

(Picture Book). Morck, Irene.  
Fitzhenry & Whiteside Limited. (FHW), 1996. ISBN 0-88995-153-5.

Grade 2 - Cluster 2 - Communities in Canada

- Canadian communities

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Where Did You Get Your Moccasins**

(Fiction). Wheeler, Bernelda.  
Portage & Main Press (PEG), 1992. 24 p. ISBN 1-895411-50-5.

Grade 2 - Cluster 3 - The Canadian Community

- Diversity (cultural)

Suggested Use: Grade 2; Grade 2 - Cluster 3; Student - Depth

Date Recommended: 2003-Aug-25

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**The following two books recommended for Grade 2 are part of the Yellow Umbrella Books for Early Readers Series:**

- About 100 Years Ago
- On the Go

**Recommended Learning Resources****Yellow Umbrella Books for Early Readers: About 100 Years Ago**

(Picture Book). Trumbauer, Lisa. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7015-6.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of their local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: On the Go**

(Picture Book). Weidenman, Lauren. (Yellow Umbrella Books for Early Readers Series). Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-7014-8.

Grade 2 - Cluster 1 - Our Local Community

- Community: resources, physical characteristics, interactions

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Grade 2: Alphabetical List of Resources by Cluster****Grade 2 Cluster 1**

All About Canadian Communities: Farming Communities  
All About Canadian Communities: Fishing Communities  
All About Canadian Communities: Forestry Communities  
All About Canadian Communities: Large Cities  
All About Canadian Communities: Mining Communities  
All About Canadian Communities: Northern Communities  
All About Canadian Communities: Rural Communities  
All About Canadian Communities: Suburban Communities  
All About Canadian Communities: Teacher's Guide  
All About Canadian Communities: Towns  
All About Canadian Symbols  
All About Canadian Symbols Teacher Resource Package  
Beginner's Classroom Atlas of Canada and the World  
Buffalo Dreams  
Canadian Fire Fighters  
Canadian Police Officers  
Canadian Postal Workers  
Canadian Holidays: Christmas  
Canadian Holidays: Easter  
Elders are Watching  
Garbage Collectors  
Hands-on Social Studies Grade Two  
Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms  
Life in a Plains Camp  
Nanabosho Grants a Wish  
Native Homes  
Nelson InfoRead Social Studies Grade 2: A Community Cares  
Nelson InfoRead Social Studies Grade 2: A Hat for Me  
Nelson InfoRead Social Studies Grade 2: Animals on the Move  
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere  
Nelson InfoRead Social Studies Grade 2: Around the World in a Day  
Nelson InfoRead Social Studies Grade 2: Bread and Cheese  
Nelson InfoRead Social Studies Grade 2: Canada Day  
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada  
Nelson InfoRead Social Studies Grade 2: City Places, Country Places  
Nelson InfoRead Social Studies Grade 2: Dreamacres  
Nelson InfoRead Social Studies Grade 2: Family Night  
Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?  
Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!  
Nelson InfoRead Social Studies Grade 2: Jambo, Joshua  
Nelson InfoRead Social Studies Grade 2: Many People, Many Places  
Nelson InfoRead Social Studies Grade 2: Our Canada  
Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer  
Nelson InfoRead Social Studies Grade 2: Saving the Park  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Being Part of a Community  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Community Diversity  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Community Events  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Environments and Climate  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Family Heritage  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Kinds of Communities  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Map and Globe Skills  
Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival  
Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival  
Nelson InfoRead Social Studies Grade 2: The Treasure Map  
Nelson InfoRead Social Studies Grade 2: Welcome to the Community  
Nelson InfoRead Social Studies Grade 2: When I Was Seven  
Oma’s Quilt  
A Pioneers Thanksgiving: A Story of Harvest Celebrations in 1841  
The Peaceful School: Models That Work  
Red Parka Mary  
Tales of a Gambling Grandma  
Yellow Umbrella Books for Early Readers: About 100 Years Ago

**Grade 2 Cluster 2**

All About Canadian Communities: Farming Communities  
All About Canadian Communities: Fishing Communities  
All About Canadian Communities: Forestry Communities  
All About Canadian Communities: Large Cities  
All About Canadian Communities: Mining Communities  
All About Canadian Communities: Northern Communities  
All About Canadian Communities: Rural Communities  
All About Canadian Communities: Suburban Communities  
All About Canadian Communities: Teacher's Guide  
All About Canadian Communities: Towns  
Beginner's Classroom Atlas of Canada and the World  
Canada at Work: Fishing  
Canada at Work: Mining  
Changes: From Mud to House: A Photo Essay  
Duncan's Way  
A Fiddle for Angus  
Hands-on Social Studies Grade Two  
Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms  
The Little House  
The Lonely Inukshuk  
Maple Moon  
The Milk Makers  
The Missing Sun  
My Kokum Called Today  
Nelson InfoRead Social Studies Grade 2: A Community Cares  
Nelson InfoRead Social Studies Grade 2: A Hat for Me  
Nelson InfoRead Social Studies Grade 2: Animals on the Move  
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere  
Nelson InfoRead Social Studies Grade 2: Around the World in a Day  
Nelson InfoRead Social Studies Grade 2: Bread and Cheese  
Nelson InfoRead Social Studies Grade 2: Canada Day  
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada  
Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada  
Nelson InfoRead Social Studies Grade 2: City Places, Country Places  
Nelson InfoRead Social Studies Grade 2: Dreamacres  
Nelson InfoRead Social Studies Grade 2: Family Night



**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?  
Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!  
Nelson InfoRead Social Studies Grade 2: Jambo, Joshua  
Nelson InfoRead Social Studies Grade 2: Many People, Many Places  
Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer  
Nelson InfoRead Social Studies Grade 2: Our Canada  
Nelson InfoRead Social Studies Grade 2: Saving the Park  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community)  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities  
Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills  
Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival  
Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival  
Nelson InfoRead Social Studies Grade 2: The Treasure Map  
Nelson InfoRead Social Studies Grade 2: Welcome to the Community  
Nelson InfoRead Social Studies Grade 2: When I Was Seven  
People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2 to 5  
People at Work  
Prairie: A Natural History  
The Prairie Fire  
Prairie Summer  
A Road Goes By  
Rookie Read-About Science: North, South, East and West  
The Royal Canadian Mounted Police  
Sarah Plain and Tall  
Solomon's Tree  
Storm at Batoche  
The Strongest Man This Side of Cremona  
Tiger's New Cowboy Boots  
Yellow Umbrella Books for Early Readers: On the Go

**Grade 2 Cluster 3**

All About Canadian Communities: Farming Communities  
All About Canadian Communities: Fishing Communities  
All About Canadian Communities: Forestry Communities  
All About Canadian Communities: Large Cities  
All About Canadian Communities: Mining Communities  
All About Canadian Communities: Northern Communities  
All About Canadian Communities: Rural Communities  
All About Canadian Communities: Suburban Communities  
All About Canadian Communities: Teacher's Guide  
All About Canadian Communities: Towns  
All About Canadian Symbols  
All About Canadian Symbols Teacher Resource Package  
At Grandpa's Sugar Bush  
Canada from A-Z  
Canadian Holidays: Christmas  
Canadian Holidays: Easter  
Claire's Gift  
The First Red Maple Leaf  
A Happy New Year's Day  
Hands-on Social Studies Grade Two  
In the Global Classroom 1  
In Touch: Internet and E-Mail  
In Touch: Newspapers  
In Touch: Radio  
In Touch: Telephone and Fax  
In Touch: Television  
Is That Right? Critical Thinking and the Social World of the Young Learner  
Jingle Dancer  
Let's Call it Canada: Amazing Stories of Canadian Place Names  
The Mummer's Song  
Music from the Sky  
Nana's Cold Days  
Nelson InfoRead Social Studies Grade 2: A Community Cares  
Nelson InfoRead Social Studies Grade 2: A Hat for Me  
Nelson InfoRead Social Studies Grade 2: Animals on the Move  
Nelson InfoRead Social Studies Grade 2: Apples, Apples, Everywhere

**Recommended Learning Resources**

Nelson InfoRead Social Studies Grade 2: Around the World in a Day  
Nelson InfoRead Social Studies Grade 2: Bread and Cheese  
Nelson InfoRead Social Studies Grade 2: Canada Day  
Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada  
Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada  
Nelson InfoRead Social Studies Grade 2: City Places, Country Places  
Nelson InfoRead Social Studies Grade 2: Dreamacres  
Nelson InfoRead Social Studies Grade 2: Family Night  
Nelson InfoRead Social Studies Grade 2: Have You Seen Lucy?  
Nelson InfoRead Social Studies Grade 2: Hello, Neighbour!  
Nelson InfoRead Social Studies Grade 2: Jambo, Joshua  
Nelson InfoRead Social Studies Grade 2: Many People, Many Places  
Nelson InfoRead Social Studies Grade 2: My Dad Is a Drummer  
Nelson InfoRead Social Studies Grade 2: Our Canada  
Nelson InfoRead Social Studies Grade 2: Saving the Park  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Being Part of a Community  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Community Diversity  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Community Events  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Environments and Climate  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Family Heritage  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Kinds of Communities  
Nelson InfoRead Social Studies Grade 2: Teacher’s Resource for Map and Globe Skills  
Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival  
Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival  
Nelson InfoRead Social Studies Grade 2: The Treasure Map  
Nelson InfoRead Social Studies Grade 2: Welcome to the Community  
Nelson InfoRead Social Studies Grade 2: When I Was Seven  
A Northern Alphabet  
A Prairie Alphabet  
Shira’s Hanukkah Gift  
Where Did You Get Your Moccasins

### Additional Aboriginal Resources Available from The Manitoba Text Book Bureau

<b>MTBB Number</b>	<b>Document Title</b>	<b>Cost</b>
84408	Native Studies: Early Years Framework & Teachers Resource Book	\$7.85
80388	Common Curriculum Framework: Aboriginal Language and Culture Programs (Kindergarten to Senior 4)	\$9.95
60022	The Way We Speak: An Annotated Bibliography of Aboriginal Language Resources in Manitoba (Kindergarten to Senior 4)	\$8.55
60021	Aboriginal Peoples: Resources Pertaining to First Nations, Inuit and Metis (Kindergarten to Senior 4)	\$8.50
9680	Seeking A Balance: A Parent's Guide to Helping Children Succeed (Kindergarten to Grade 4)	\$2.95
80420	Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators (2003)	\$7.75

Prices are subject to change without notice and may be subject to applicable taxes and shipping.

**Recommended Learning Resources****Out-of-Print Titles**

The following books were approved but are now out of print. This list has been included for those schools that may still have these out-of-print books in their libraries.

**Canada at Work: Farming**

(Out of Print)

(Fiction). Love, Ann. (Canada at Work Series).

Kids Can Press (KCP), 2000. 32 p. ISBN 1-55074-821-1.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Canada at Work: Forestry**

(Out of Print)

(Fiction). Drake, Jane. (Canada at Work Series).

Kids Can Press (KCP), 2000. 32 p. ISBN 1-55074-819-X.

Grade 2 - Cluster 2 - Communities in Canada

- Natural resources, work, goods and services

Suggested Use: Grade 2; Grade 2 - Cluster 2; Student - Depth

Date Recommended: 2003-Aug-25

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**Yellow Umbrella Books for Early Readers: Toys Long Ago**

(Out of Print)

(Picture Book). Cipriano, Jeri S. (Yellow Umbrella Books for Early Readers Series).

Capstone Press, Inc. (KRS), 2000. 16 p. ISBN 0-7368-1721-2.

Grade 2 - Cluster 1 - Our Local Community

- Past and present stories of local community

Suggested Use: Grade 2; Grade 2 - Cluster 1; Student - Depth

Date Recommended: 2003-Aug-25

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*Resources Organized by Learning Experiences*

**Appendix G**

**GRADE**

**2**

## Grade 2 Resources Organized by Learning Experiences

### Sensitive Content and Local Selection of Learning Resources

Although each resource listed in this bibliography has been reviewed by a team of Manitoba social studies teachers, school divisions/districts are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms. Although a statement of **caution** appears at the end of those annotations with potentially sensitive content, as identified by teacher/evaluators, **all books/videos need to be reviewed for local sensitivities.**

### Definitions of Terms Used in the Learning Experiences

The following terms and definitions are used to describe how the resources should be used.

- **Student Breadth:** identifies student learning resources that address a wide range of topics for a particular grade.
- **Student Depth:** identifies student learning resources that provide especially effective learning experiences for students for a particular grouping of learning outcomes.
- **Student Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for a particular grouping of learning outcomes.
- **Teacher Reference:** identifies classroom strategies to assist teachers in implementing the learning outcomes identified for Social Studies.

### How To Access Learning Resources

The resources listed here are available from the Instructional Resources Unit (IRU), Manitoba Education, Citizenship and Youth, and accessible by Manitoba educators and registered patrons of the IRU.

#### To register as a patron, renew resources and inquire about loans, contact:

Instructional Resources Unit	Telephone	(204) 945-5371
Manitoba Education, Citizenship and Youth	Toll Free	(800) 282-8069 ext. 5371
1181 Portage Avenue		
Winnipeg, MB R3G 0T3	Email	irucirc@gov.mb.ca

### Online Catalogue

To conduct your own searches of the Library's collections, visit the online catalogue at: <<http://libcat.merlin.mb.ca>>.

### Videos and DVDs

The videos listed in this document were available from the IRU at the time of printing. However, in some cases there may be limited availability, and videos will not always be available as needed. Please consult the IRU for a list of DVD resources to support the learning experiences. At time of publication that list was not available.

### Free Materials and Websites

Please note that the free materials and websites listed in this document were available at time of publication. However, if some of the items or web addresses are not accessible, please contact the host organization for alternatives.



**Resources Organized by Learning Experiences****Cluster 1: Our Local Community****2.1.1 Characteristics of Communities**

Specific Learning Outcomes: KL 018; KI 004; KI 005

*Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Events
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Kinds of Communities
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

*Student Breadth*

- All About Canadian Symbols

*Student Depth*

- Garbage Collectors
- Yellow Umbrella Books for Early Readers: On the Go

*Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Canadian Fire Fighters
- Canadian Police Officers
- Canadian Postal Workers
- Nelson InfoRead Social Studies Grade 2: Welcome to the Community
- Nelson InfoRead Social Studies Grade 2: Bread and Cheese
- Nelson InfoRead Social Studies Grade 2: City Places, Country Places
- Nelson InfoRead Social Studies Grade 2: Many People, Many Places
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

*Free Materials*

- Destination Winnipeg  
<[www.destinationwinnipeg.ca](http://www.destinationwinnipeg.ca)>  
for brochures and pamphlets about Winnipeg

- CBC Archives  
<[cbc.ca/archives](http://cbc.ca/archives)> (videos, clips, etc)
- Free Atlas of Canada/CCGE lesson plans are now on-line.  
<[atlas.gc.ca](http://atlas.gc.ca)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.2 Natural Resources

Specific Learning Outcomes: KL 016; KL 017

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Breadth*

- All About Canadian Symbols

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

#### *Free Materials*

- Statistics Canada  
<[www.statcan.ca/english/edu](http://www.statcan.ca/english/edu)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.3 Stories of the Past

Specific Learning Outcomes: KH 025; VH 008

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package

## Resources Organized by Learning Experiences

- Canadian Holidays: Christmas
- Canadian Holidays: Easter
- Hands-On Social Studies Grade Two

### *Student Breadth*

- All About Canadian Symbols

### *Student Depth*

- Buffalo Dreams
- Nanabosho Grants a Wish
- Oma's Quilt
- A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
- Yellow Umbrella Books for Early Readers: About 100 Years Ago (Out of Print)

### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

## 2.1.4 Culture and Heritage

Specific Learning Outcomes: KI 006; KI 010

### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Community Diversity
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Family Heritage
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

### *Student Breadth*

- All About Canadian Symbols

*Student Depth*

- Life in a Plains Camp
- Native Homes

*Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

*Free Materials*

- Learning Circle-Department of Indian and Northern Affairs Canada  
<[www.ainc-inac.gc.ca/ks/12000\\_e.html](http://www.ainc-inac.gc.ca/ks/12000_e.html)>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <[www.ainc-inac.gc.ca/ks/index\\_e.html](http://www.ainc-inac.gc.ca/ks/index_e.html)>
  - The book Claire and Her Grandfather is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials:
    - a) QS 6120-008-EE-A1 Travel in the NWT and Nunavut
    - b) QS 6120-009-EE-A1 Inuit Art
    - c) QS 6120-010-EE-A1 Far North Food
    - d) QS 6120-011-EE-A1 My Summer on the POW-WOW Trail
    - e) QS 6120-012-EE-A1 Stories the Totems Tell
    - f) QS 6120-013-EE-A1 Aboriginal Veterans
    - g) QS 6120-014-EE-A1 Aboriginal Names
    - h) QS 6155-000-BB-A1 Crunchers
    - i) QS 6120-001-EE-A1 Nunavut, Third Territory
    - j) QS 6120-005-EE-A1 Life in an Aboriginal Community
    - k) QS 6120-006-EE-A1 Aboriginal Sports
    - l) QS 6120-007-EE-A1 First Nations Music
    - m) QS 6154-000-EE-A1 Share in the Celebration Learning and Activity Guide
    - n) QS 6152-000-BB-A1 Claire and her Grandfather
    - o) QS 6120-003-EE-A1 Chances Are, It's Aboriginal! A Conversation about Aboriginal Foods
    - p) QS 6115-010-BB-A1 Pow-Wow
    - q) QS 6142-005-BB-A1 The Colourful Share in the Celebration! Bookmark
    - r) QS 6142-000-BB-A1 The Share in the Celebration! pamphlet

## Resources Organized by Learning Experiences

- s) QS 7044-000-BB-A1 June 21 National Aboriginal Day Calendar
- t) QS 6127-001-EE-A1 The Learning Circle Ages 8-11
- u) QS 6153-000-BB-A1 An Aboriginal Booklist for Children
- Virtual Museum of Metis History and Culture  
<[www.metismuseum.ca](http://www.metismuseum.ca)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.5 Personal Identity

Specific Learning Outcomes: KI 007; KI 008; KI 009; VI 005

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two

#### *Student Breadth*

- All About Canadian Symbols

#### *Student Depth*

- Elders are Watching
- Red Parka Mary
- Tales of a Gambling Grandma
- Roses Sing on New Snow

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Family Night
- Nelson InfoRead Social Studies Grade 2: My Dad is a Drummer
- Nelson InfoRead Social Studies Grade 2: When I Was Seven

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.6 Contributing to our Communities

Specific Learning Outcomes: KC 001; VC 001; VC 002

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Being Part of a Community

#### *Student Breadth*

- All About Canadian Symbols

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: A Community Cares
- Nelson InfoRead Social Studies Grade 2: Dreamacres
- Nelson InfoRead Social Studies Grade 2: Saving the Park
- Nelson InfoRead Social Studies Grade 2: Welcome to the Community

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.7 Leadership

Specific Learning Outcomes: KP 033; KP 034; VP 011

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Contributing to Community and Family
- Hands-On Social Studies Grade Two

#### *Student Breadth*

- All About Canadian Symbols

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities

## Resources Organized by Learning Experiences

- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.1.8 Remembrance Day

Specific Learning Outcomes: KC 003; KP 035; VP 012

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- The Peaceful School: Models That Work
- A Poppy Is to Remember (Read-Aloud)

#### *Student Breadth*

- All About Canadian Symbols

#### *Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

#### *Free Materials*

- The Memory Project-Peace and War  
<[www.TheMemoryProject.com](http://www.TheMemoryProject.com)>

To arrange for a local veteran to visit your students, or to request materials, contact the Dominion Institute toll-free at 1-866-701-1867 or by Email at: <[memory@dominion.ca](mailto:memory@dominion.ca)>

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.



## Cluster 2: Communities in Canada

Learning Experiences in Cluster 2 are intended for the study of both a Canadian Community and an Aboriginal Community. The resources listed below are for one or both of these studies.

### 2.2.1 Diverse Peoples

Specific Learning Outcomes: KH 027; KH 028

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Depth*

- Nations of the Plains
- Nations of the Western Great Lakes
- Powwow

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

#### *Free Materials*

- Learning Circle-Department of Indian and Northern Affairs Canada  
<[www.ainc-inac.gc.ca/ks/12000\\_e.html](http://www.ainc-inac.gc.ca/ks/12000_e.html)>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <[www.ainc-inac.gc.ca/ks/index\\_e.html](http://www.ainc-inac.gc.ca/ks/index_e.html)>
  - The book *Claire and Her Grandfather* is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)



## Resources Organized by Learning Experiences

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.2.2 Features of Canadian Communities

Specific Learning Outcomes: KI 012; KL 019; KL 023

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Environments and Climate
- Nelson InfoRead Social Studies Grade 2: Teacher's Resource for Map and Globe Skills
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Depth*

- Duncan's Way
- The Lonely Inukshuk (reprinted as Inuksuk)
- Maple Moon
- The Milk Makers
- The Missing Sun
- Prairie Summer
- A Road Goes By
- Rookie Read-About Science: North, South, East, and West
- Sarah, Plain and Tall
- Storm at Batoche
- The Strongest Man This Side of Cremona
- Tiger's New Boots
- Nations of the Plains
- Nations of the Western Great Lakes
- Powwow

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Our Canada
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

**2.2.3 Natural Resources**

Specific Learning Outcomes: KL 020; KL 021; KL 022; VH 009

*Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource
- People and Plants: The Story of Corn: An Integrated Curriculum Unit for Grades 2-5
- Prairie: A Natural History

*Student Depth*

- Canada at Work: Fishing
- Canada at Work: Mining
- Changes: From Mud to House: A Photo Essay
- The Milk Makers
- People at Work
- Prairie Summer
- A Road Goes By

*Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

*Free Materials*

- Statistics Canada  
<[www.statcan.ca/english/edu](http://www.statcan.ca/english/edu)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

## Resources Organized by Learning Experiences

### 2.2.4 Work, Goods, and Products

Specific Learning Outcomes: KE 036; KE 037; VE 013

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Depth*

- Canada at Work: Fishing
- Canada at Work: Mining
- The Royal Canadian Mounted Police

#### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.2.5 Diversity and Change

Specific Learning Outcomes: KH 026; VI 006

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Depth*

- A Fiddle for Angus (Out of Print)
- The Little House
- The Prairie Fire

*Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner’s Classroom Atlas of Canada and the World
- Nations of the Plains
- Nations of the Western Great Lakes
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)
- Powwow

*Free Materials*

- Learning Circle-Department of Indian and Northern Affairs Canada  
<[www.ainc-inac.gc.ca/ks/12000\\_e.html](http://www.ainc-inac.gc.ca/ks/12000_e.html)>
  - ‘Word Wiz’ is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the “What’s New” or “Cool Stuff” sections of the Kids’ Stop website at <[www.ainc-inac.gc.ca/ks/index\\_e.html](http://www.ainc-inac.gc.ca/ks/index_e.html)>
  - The book *Claire and Her Grandfather* is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

*Videos*

- Sheena Azak of Canada.  
Media Booking #5153  
See Annotation on page G22

**Cluster 3: The Canadian Community****2.3.1 Canadian Symbols**

Specific Learning Outcomes: KC 002

*Teacher Reference*

- All About Canadian Communities: Teacher’s Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two

## Resources Organized by Learning Experiences

- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

### *Student Breadth*

- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

### *Student Depth*

- At Grandpa's Sugar Bush
- Canada from A-Z
- The First Red Maple Leaf
- The Royal Canadian Mounted Police

### *Student Breadth & Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: The Elmira Maple Syrup Festival
- Nelson InfoRead Social Studies Grade 2: The Quebec Winter Carnival
- Nelson InfoRead Social Studies Grade 2: Canada Day

### *Free Materials*

- Canadian Heritage  
Telephone: (204) 983-3601  
<[www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm)>  
The following free materials are available on-line:
  - Flag Etiquette in Canada
  - The Canadian Coat of Arms
  - The National Flag of Canada
  - The National Anthem of Canada
  - Calendar of Events for the year  
<[www.canadianheritage.gc.ca/pc-ch/calen/2005/10\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm)>
  - Celebrate Canada (National Aboriginal Day)  
<[www.canadianheritage.gc.ca/special/canada/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/index_e.cfm)>
  - Fun Zone  
<[www.canadianheritage.gc.ca/special/canada/zone/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm)>  
Includes images of Coat of Arms; Flags; a Mountie; Snowbird;  
Celebrate Canada 1,2,3,4; and the National Anthem.
- The Monuments of Canada  
<[www.bigthings.ca](http://www.bigthings.ca)>
- The Big Things of Manitoba  
<[www.bigthings.ca/bigmb.html](http://www.bigthings.ca/bigmb.html)>  
The “big things” at this website are images of monuments and statues in Manitoba.

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.
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### 2.3.2 Historical Influences

Specific Learning Outcomes: KH 029; KH 030

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

#### *Student Breadth*

- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

#### *Student Depth*

- Let's Call it Canada: Amazing Stories of Canadian Place Names

#### *Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World

#### *Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.
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### 2.3.3 Cultural Communities

Specific Learning Outcomes: KI 013; KI 014; KI 015; VC 003

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms

## Resources Organized by Learning Experiences

- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

### *Student Breadth*

- All About Canadian Symbols

### *Student Depth*

- Life in a Plains Camp
- My Kokum Called Today

### *Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)

### *Free Materials*

- Learning Circle-Department of Indian and Northern Affairs Canada  
<[www.ainc-inac.gc.ca/ks/12000\\_e.html](http://www.ainc-inac.gc.ca/ks/12000_e.html)>
  - 'Word Wiz' is a multi-level interactive on-line trivia game on Aboriginal issues, created for children. Look for the game under the "What's New" or "Cool Stuff" sections of the Kids' Stop website at <[www.ainc-inac.gc.ca/ks/index\\_e.html](http://www.ainc-inac.gc.ca/ks/index_e.html)>
  - The book *Claire and Her Grandfather* is also posted on the Web, including interactive activities for young children.
  - Order Forms for Indian and Northern Affairs materials (See 2.1.4 on p. G6 Culture and Heritage for a list of items and codes for ordering.)
- Virtual Museum of Metis History and Culture  
<[www.metismuseum.ca](http://www.metismuseum.ca)>
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### *Videos*

- Passport to Canada. Volume 1: From Coast to Coast  
Media Booking #6566  
See Annotation on page G22



### 2.3.4 Canadian Diversity

Specific Learning Outcomes: KI 011; VI 004; VL 007

#### *Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package
- Canadian Holidays: Christmas
- Canadian Holidays: Easter
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities Teaching Resource

#### *Student Breadth*

- All About Canadian Symbols
- All About Canadian Symbols Teacher Resource Package

#### *Student Depth*

- Claire's Gift
- A Happy New Year's Day
- Jingle Dancer
- The Mummer's Song
- Music from the Sky
- A Northern Alphabet
- A Prairie Alphabet
- Shira's Hanukkah Gift
- Where Did You Get Your Moccasins

#### *Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Celebrating Across Canada
- Our World: Canadian Communities (Big Book)
- Our World: Canadian Communities (Student Book)



## Resources Organized by Learning Experiences

### *Free Materials*

- Canadian Heritage  
Telephone: (204) 983-3601  
<[www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/pubs/cpsc-ccsp_e.cfm)>  
The following free materials are available on-line:
  - Flag Etiquette in Canada
  - The Canadian Coat of Arms
  - The National Flag of Canada
  - The National Anthem of Canada
  - Calendar of Events for the year  
<[www.canadianheritage.gc.ca/pc-ch/calen/2005/10\\_e.cfm](http://www.canadianheritage.gc.ca/pc-ch/calen/2005/10_e.cfm)>
  - Celebrate Canada (National Aboriginal Day)  
<[www.canadianheritage.gc.ca/special/canada/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/index_e.cfm)>
  - Fun Zone  
<[www.canadianheritage.gc.ca/special/canada/zone/index\\_e.cfm](http://www.canadianheritage.gc.ca/special/canada/zone/index_e.cfm)>Includes images of Coat of Arms; Flags; a Mountie; Snowbird; Celebrate Canada 1,2,3,4; and the National Anthem.
- Canada’s Citizenship Week materials Citizenship Education and Activities  
<[www.cic.gc.ca/english/citizen/menu-promotion.html](http://www.cic.gc.ca/english/citizen/menu-promotion.html)>
- Canada’s Citizenship Week materials Celebrate Citizenship Year Round  
<[www.cic.gc.ca/english/citizen/celebrate.html](http://www.cic.gc.ca/english/citizen/celebrate.html)>
- Canada’s Citizenship Week materials Look at Canada – citizenship booklet  
<[www.cic.gc.ca/english/citizen/look/look-00e.html](http://www.cic.gc.ca/english/citizen/look/look-00e.html)>
- National Library of Canada  
<[www.nlc-bnc.ca](http://www.nlc-bnc.ca)>  
The National Library of Canada showcases Canadian Music, Literature and History at this site. There are links to Sheet Music from Canada’s Past, Images in the News: Canadian Illustrated News 1869-1883, and a wealth of other Canadian content. In addition, the following can be obtained: Read Up On It-kits and order forms; Canadian Information By Subject bookmarks; Kids’ Page bookmarks.
- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### *Videos*

- A Feast for One’s Eyes.  
Media Booking #3544  
See Annotation on page G22

## 2.3.5 Canadian Needs, Choices, and Decisions

Specific Learning Outcomes: KE 038; KE 039

### *Teacher Reference*

- All About Canadian Communities: Teacher’s Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: Critical Challenges for Primary Students
- Critical Challenges Across the Curriculum: I Can Make a Difference

- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

*Student Breadth*

- All About Canadian Symbols

*Student Depth*

- In Touch: Internet and E-Mail (Out of Print)
- In Touch: Newspaper (Out of Print)
- In Touch: Radio (Out of Print)
- In Touch: Telephone and Fax (Out of Print)
- In Touch: Television (Out of Print)

*Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities
- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: A Hat for Me

*Free Materials*

- Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>

This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.

### 2.3.6 Global Connections

Specific Learning Outcomes: KL 024; KG 031; KG 032; VG 010

*Teacher Reference*

- All About Canadian Communities: Teacher's Guide
- All About Canadian Symbols Teacher Resource Package
- Critical Challenges Across the Curriculum: I Can Make a Difference
- Hands-On Social Studies Grade Two
- In the Global Classroom 1
- Is That Right? Critical Thinking and the Social World of the Young Learner

*Student Breadth*

- All About Canadian Symbols

*Student Depth*

- Nana's Cold Days

*Student Breadth and Depth*

- All About Canadian Communities: Farming Communities
- All About Canadian Communities: Fishing Communities
- All About Canadian Communities: Forestry Communities

**Resources Organized by Learning Experiences**

- All About Canadian Communities: Large Cities
- All About Canadian Communities: Mining Communities
- All About Canadian Communities: Northern Communities
- All About Canadian Communities: Rural Communities
- All About Canadian Communities: Suburban Communities
- All About Canadian Communities: Towns
- Beginner's Classroom Atlas of Canada and the World
- Nelson InfoRead Social Studies Grade 2: Around the World in a Day
- Nelson InfoRead Social Studies Grade 2: Chang-Ho Visits Canada

*Free Materials*

- Statistics Canada  
<[www.statcan.ca/english/edu](http://www.statcan.ca/english/edu)>
  - Atlas of Canada  
<[atlas.gc.ca](http://atlas.gc.ca)>  
Free Atlas of Canada/CCGE lesson plans are now on-line.
  - Free Stuff for Canadian Teachers  
<[www.thecanadianteacher.com](http://www.thecanadianteacher.com)>  
This site offers free materials in over 12 categories and visitors to the site can sign up for the free newsletter that informs subscribers weekly about new free additions.
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### Grade 1 Video Annotations (Alphabetical Order by Title)

**A Feast for One's Eyes.** (2004). [videocassette]. Series: My Brand New Life. [Canada]: Productions La Fete (Trading) Inc. & National Film Board of Canada. Media Booking #3544

This video is useful for Grade 2 Cluster 3 when discussing diversity and connections.

It profiles two young people from different cultures who share food served at special occasions. They both help to prepare and then participate in tasting the dishes unique to each other's culture.

**Passport to Canada. Volume 1: From Coast to Coast.** (2002). [videocassette]. Series: Passport to Canada. Montreal: National Film Board of Canada. Media Booking #6566

This video is useful for Grade 2 Cluster 3 when learning about the Canadian Community. The first three segments are suitable for grade 2.

Volume 1 depicts the scenery, history, and many cultures of Canada. The first segment, without words, promotes tolerance, respect, and sense of community amongst diverse peoples. It also celebrates citizenship. Segment two uses contemporary and archival footage to present our national anthem without words. Segment three presents a musical montage of images of Canada and Canadians without words. Ranging from diverse landscapes to the faces of our people, the segment emphasizes the creativity and innovation which makes us unique. The first 3 segments come to an end when a section entitled 'Postcards from Canada' begins (approximately the first 10 minutes of the video).

**Sheena Azak of Canada.** (1995). [videocassette]. Series: Children of Other Lands. [United States]: Warren Colman. Media Booking #5153

This video is useful for Grade 2 Cluster 2.

The video profiles nine-year-old Sheena Azak, a Native Canadian Nisga'a girl who lives with her family in Canyon City, British Columbia. The video depicts their involvement with the social customs and traditions of the Nisga'a people as well as their participation in the more modern ways of Canadian society.

*Learning Resources: Aboriginal Communities in Canada*

Suggested Learning Resources to Support the Study of a Canadian Aboriginal Community

**Appendix H**

**GRADE**

**2**



## **Section 1: Grade 2, Cluster 2 Learning Resources and Sources of Information to Support Student Research for Contemporary Aboriginal Communities in Canada**

### **Introduction to Section 1**

*Grade 2 Learning Resources: Aboriginal Communities in Canada* was developed to accompany *Grade 2 Social Studies: Canadian Communities: A Foundation for Implementation*. This document lists learning resources that support the study of a contemporary Canadian Aboriginal community and are suggested for use in Cluster 2 (Canadian Communities) of the Grade 2 Social Studies curriculum.

Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

The selected Aboriginal community is best studied after the local community and one other Canadian community have been studied. Activities dealing with the local community and the other Canadian community will have introduced students to the idea of community and to the following key concepts that communities have in common:

- Community leaders
- Cultural groups
- Elders' stories
- Family
- History
- Jobs
- Location
- Local weather
- Natural environment
- Responsibilities and Rights
- Rural or urban setting

*List of Contents for Section 1*

- Websites: Manitoba Education Recommended Learning Resources
- Google Website
- Websites for First Nations Resources and Information in Canada
- Websites for First Nations and Métis Organizations in Saskatchewan
- Websites for Canadian Aboriginal Communities Different From the Seven Communities Identified and Detailed
- Websites/Emails/Addresses for Provincial/Territorial Organizations
- Additional Websites Organized by Learning Experiences (originally listed in Cluster 2)
  - 2.2.1 Diverse Peoples
  - 2.2.2 Features of Canadian Communities
  - 2.2.3 Natural Resources
  - 2.2.4 Work, Goods, and Products
  - 2.2.5 Diversity and Change
- Resources Available from the Instructional Resources Unit
  1. Print Resources Available from the Instructional Resources Unit
  2. Print Resources: Background Information Available from the Instructional Resources Unit
  3. Print Resources: Types of Homes Available from the Instructional Resources Unit
  4. Print Resources: First Nations Communities of Alberta Available from the Instructional Resources Unit
  5. Print Resources: First Nations Communities in Manitoba Available from the Instructional Resources Unit
  6. DVD/Videos Resources Available from the Instructional Resources Unit
  7. Kits Available from the Instructional Resources Unit
- Print Resources: British Columbia
- Print Resources: Manitoba-Designed Resources
- Print Resources: Winnipeg School Division
- Sources for Additional Print Resources
- Winnipeg Sources for Further Information and Resources



## Recommended Resources

The following three websites list resources that have been reviewed and recommended. (All other suggested resources in this document should be reviewed for local use.)

### Websites:

#### *Manitoba Education, Citizenship and Youth*

- <[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr2/appendixg.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr2/appendixg.pdf)>

The document posted at this site is Appendix G of *Grade 2 Social Studies: Canadian Communities: A Foundation for Implementation*. It was developed after the document was published and does not appear in the print document.

Scroll down to Cluster 2 to locate the materials related to Aboriginal perspectives. The resources listed in Appendix G have been reviewed by Manitoba teachers and are organized according to the learning experiences in the curriculum. Any free materials that would assist in teaching these learning experiences are noted, as well as any videos that have been reviewed as useful by the Department.

- An electronic version of the 2000 Manitoba Education, Citizenship and Youth document *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* is available from the Instructional Resources Unit (IRU) website at <[www.edu.gov.mb.ca/k12/iru/library\\_publications/aboriginal/ae-all.pdf](http://www.edu.gov.mb.ca/k12/iru/library_publications/aboriginal/ae-all.pdf)>. The 2004 (May) supplement to this document can be found at <[www.edu.gov.mb.ca/k12/iru/library\\_publications/bibliographies/aboriginal2004.pdf](http://www.edu.gov.mb.ca/k12/iru/library_publications/bibliographies/aboriginal2004.pdf)>.
- Manitoba Kindergarten to Grade 4 Aboriginal Languages and Cultures: <[www.edu.gov.mb.ca/k12/learnres/aboriginal/alc\\_k-4\\_2005\\_bib.pdf](http://www.edu.gov.mb.ca/k12/learnres/aboriginal/alc_k-4_2005_bib.pdf)>. The site includes a bibliography of recommended picture books/novels with suggested uses that was developed in December 2005. Some of these resources are included in the list below.

### *Google*

Visit **Aboriginal Communities in Google Earth**. You will need the Google Earth program installed on your computer. It can be downloaded at <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.

*Websites for First Nations Resources and Information in Canada*

Oyate (Books and reviews)

**Website:** [www.oyate.org/main.html](http://www.oyate.org/main.html)

Library

Highlights selected books and provides reviews of these materials published by or about Aboriginal peoples.

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**Aboriginal Canada Portal**

**Website:** [www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html](http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html)

Lists Canadian Aboriginal online resources, contacts, and information on government programs and services, Aboriginal associations, businesses, organizations, bands, and communities.

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**Congress of Aboriginal Peoples**

**Website:** [www.abo-peoples.org](http://www.abo-peoples.org)

Provides links to hundreds of sites by or about Aboriginal peoples, including a variety of communities.

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**First Nations History Theme Page Index**

**Website:** [www.cln.org/themes/fn\\_history.html](http://www.cln.org/themes/fn_history.html)

Provides links to curricular resources to assist students and teachers in learning about the history of First Nations in Canada.

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**First Nation's Traditional Teaching Units**

**Website:** [Aboriginalcollections.ic.gc.ca/e/listssubject.htm](http://Aboriginalcollections.ic.gc.ca/e/listssubject.htm)

Provides teaching units developed as part of the Aboriginal Digital Collections project.

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**First Peoples on SchoolNet**

**Website:** [www.schoolnet.ca/Aboriginal/](http://www.schoolnet.ca/Aboriginal/)

Provides links related to schools, teachings, languages, and other relevant topics.

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**Maracle, Dawn T., Queen's University at Kingston – Iroquois Creation Story**

**Website:** [collections.ic.gc.ca/curriculum/iroquois/iroquois.htm](http://collections.ic.gc.ca/curriculum/iroquois/iroquois.htm)

Provides students and teachers with background information and teaching ideas related to the history of the Iroquois nation.

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**Métis Resource Centre**

**Website:** [www.metisresourcecentre.mb.ca](http://www.metisresourcecentre.mb.ca)

Describes the centre's mandate and services, which include the collection and distribution of information on Métis rights, culture, and governance.

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**Native American Authors – Teacher Resources**

**Website:** [falcon.jmu.edu/~ramseyil/natauth.htm](http://falcon.jmu.edu/~ramseyil/natauth.htm)

Provides biographies, bibliographies, and book reviews of selected works, as well as lesson plans and other information for use in the classroom.

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**Queen's University at Kingston – Teaching Units**

**Website:** [collections.ic.gc.ca/curriculum/index.htm](http://collections.ic.gc.ca/curriculum/index.htm)

Provides samples of teaching units with an array of ideas and activities.

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**Storytellers and Native American Authors Online**

**Website:** [www.hanksville.org/storytellers/alfa.html](http://www.hanksville.org/storytellers/alfa.html)

Indexes a list of storytellers and authors in the United States and Canada.

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***Websites for First Nations and Métis Organizations in Saskatchewan***

**Website:** [www.sasked.gov.sk.ca/branches/fn-me/docs/abreslist2003.pdf](http://www.sasked.gov.sk.ca/branches/fn-me/docs/abreslist2003.pdf)

Pages 34–39: Addresses of First Nations and Métis Organizations in Saskatchewan

Pages 41–48: Addresses of Métis Nations in Saskatchewan

***Websites for Canadian Aboriginal Communities Different From the Seven Communities Already Identified and Detailed***

A sample of different communities could be chosen from across Canada from the following websites:

**First Nations in British Columbia**

**Website:** [www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp\\_e.pdf](http://www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp_e.pdf)

Map of British Columbia First Nations

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**Moose Creek, Ontario**

**Website:** [www.moosecree.com/community-profile/index.html](http://www.moosecree.com/community-profile/index.html)

Provides community information and addresses for further information.

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**Wemindji, Northern Quebec****Website:** [www.wemindji-nation.qc.ca/](http://www.wemindji-nation.qc.ca/)

Provides community information and addresses for further information.

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**Quebec Indian and Inuit Communities Guide****Website:** [www.ainc-inac.gc.ca/qc/gui/index\\_e.html](http://www.ainc-inac.gc.ca/qc/gui/index_e.html)

The Abenakis, Algonquins, Atikamekw, Crees, Hurons-Wendat, Maliseet, Micmacs, Mohawks, Innus, Naskapis, and Inuit communities are listed.

Note: The names of particular Aboriginal communities often have various spellings (e.g., Micmacs and Mi'kmaq).

Information is provided for each community under these headings:

- Map
  - Aboriginal peoples in Quebec
  - News release: current events
  - Community guide
  - Website: link with a particular community for more information
  - Aboriginal portal in Canada:
    - Community Homepage: community weather
    - Geography Map: Google Map
    - Geography Map: Atlas of Canada
    - Profile: Connectivity: Aboriginal Canada Portal Profile
    - Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.
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**Membertou, Nova Scotia****Website:** [www.membertou.ca/about\\_us.asp](http://www.membertou.ca/about_us.asp)

Provides community information and addresses for further information.

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## Learning Resources: Aboriginal Communities in Canada

### Inuit Communities in Nunavut

**Website:** [www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html)

For each of the 28 communities listed and described, information is provided under the following headings:

- Community Homepage: community weather
- Geography Map: Google Map
- Geography Map: Atlas of Canada
- Profile: Connectivity: Aboriginal Canada Portal Profile
- Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.

\*A community other than Iqaluit could be chosen from this list.

### *Websites/Emails/Addresses for Provincial/Territorial Organizations*

The following is a list of addresses for First Nations information across Canada from the following website:

**<[www.johnco.com/firstnat/dirfnorg.html](http://www.johnco.com/firstnat/dirfnorg.html)>**

Check the websites for links for community information as well as for further resources that are available from the sites. The websites were functional as of February 2008. Emails and addresses were up-to-date as of February 2008:

- The Chiefs of Ontario  
22 College Street, 2nd floor  
Toronto, Ontario M5G 1K2  
Tel: 416-972-0212  
Email: [jamie@chiefs-of-ontario.org](mailto:jamie@chiefs-of-ontario.org)  
**Website:** [www.chiefs-of-ontario.org/](http://www.chiefs-of-ontario.org/)
- Union of British Columbia Indian Chiefs  
440 West Hastings Street  
Vancouver, British Columbia V6B 1L1  
Tel: 604-684-0231  
**Website:** [www.ubcic.bc.ca](http://www.ubcic.bc.ca)
- Prairie Treaty Nations Alliance  
(Prairie Regional Council)  
11630 Kinssway Avenue  
Edmonton, Alberta T5G 0X5  
Tel: 403-452-4330  
**Website:** [www.sicc.sk.ca/saskindian/a85jul05.htm](http://www.sicc.sk.ca/saskindian/a85jul05.htm)
- Federation of Saskatchewan Indian Nations  
1100 1st Avenue East  
Prince Albert, Saskatchewan S6V 2A7  
Tel: 306-764-3411  
**Website:** [www.fsin.com](http://www.fsin.com)

- Association of Iroquois and Allied Indians  
920 Commissioners Road East  
London, Ontario N5Z 3J1  
Tel: 519-681-3551  
**Website: [www.aiai.on.ca/](http://www.aiai.on.ca/)**
- Grand Council Treaty No. 3  
P.O. Box 1720  
Kenora, Ontario P9N 3X7  
Tel: 807-548-4215  
**Website: [www.aiai.on.ca](http://www.aiai.on.ca)**
- Union of Ontario Indians  
2nd Floor  
27 Queen Street East  
Toronto, Ontario M5C 1R2  
Tel: 416-366-3527  
**Website: [www.anishinabek.ca](http://www.anishinabek.ca)**
- Indian Association of Alberta  
11630 Kingsway Avenue  
Edmonton, Alberta T5G 0X5  
Tel: 403-452-4330  
**Website: [www.abheritage.ca/abpolitics/people/influ\\_indian.html](http://www.abheritage.ca/abpolitics/people/influ_indian.html)**
- Conseil Attikamek-Montagnais  
80 Boulevard Bastien  
Village des Hurons  
Lorette, Quebec G0A 4V0  
Tel: 418-842-0277  
**Website: [www.connexions.org/Groups/Subscribers/CxG3067.htm](http://www.connexions.org/Groups/Subscribers/CxG3067.htm)**
- Grand Council of the Crees  
1500 Sullivan Road  
Val d'Or, Quebec J9P 1M1  
Tel: 819-825-3402  
**Website: [www.gcc.ca](http://www.gcc.ca)**
- Union of New Brunswick Indians  
35 Dedam Street  
Fredericton, New Brunswick E3A 2V2  
Tel: 506-472-6281  
**Website: [www.unbi.org](http://www.unbi.org)**
- Union of Nova Scotia Indians  
P.O. Box 961  
Sydney, Nova Scotia B1P 6J4  
Tel: 902-539-4107  
**Website: [www.unsi.ns.ca](http://www.unsi.ns.ca)**

**Learning Resources: Aboriginal Communities in Canada**

- Dene Nation  
P.O. Box 2338  
Yellowknife, Northwest Territories X1A 2P7  
Tel: 403-873-4081  
**Website: [www.denenation.com](http://www.denenation.com)**
- Council of Yukon First Nations  
22 Nisutlin Drive  
Whitehorse, Yukon Territory Y1A 2S5  
Tel: 403-667-7631  
**Website: [www.cyfn.ca/abdbz.cfm](http://www.cyfn.ca/abdbz.cfm)**
- Aboriginal Centre of Winnipeg  
181 Higgins Avenue  
Winnipeg, MB  
R3G 3G1  
Tel: 204-989-7110  
Email: [abcentre@cyberspc.mb.ca](mailto:abcentre@cyberspc.mb.ca)  
**Website: [www.abcentre.org/](http://www.abcentre.org/)**
- First Nations Confederacy of Cultural Education Centres  
666 Kirkwood Ave. - Unit 302  
Ottawa, ON  
K1Z 5X9  
Tel: 613-728-5999  
**Website: [www.fnccecc.com/index.html](http://www.fnccecc.com/index.html)**
- Centre for Indigenous Environmental Resources (C.I.E.R.)  
P.O. Box 41028, RPO Markham  
Winnipeg, MB R3T 5T1  
Tel: 204-775-0867  
Email: [earth@cier.mb.ca](mailto:earth@cier.mb.ca)  
**Website: [www.cier.ca/](http://www.cier.ca/)**
- National Aboriginal Forestry Association  
396 Cooper Street Suite 300  
Ottawa, Ontario  
K2P 2H7  
Tel: 613-233-5563  
**Website: [www.nafaforestry.org/](http://www.nafaforestry.org/)**
- Aboriginal Organizations in Manitoba: A Directory of Groups and Programs Organized by or for First Nations, Inuit, and Métis People, 2005/2007  
**Website: [www.gov.mb.ca/ana/publications/aboriginal\\_orgs\\_in\\_manitoba.pdf](http://www.gov.mb.ca/ana/publications/aboriginal_orgs_in_manitoba.pdf)**

## Additional Websites Organized by Learning Experience (originally listed in Cluster 2)

### 2.2.1 Diverse Peoples

1. A History of Native People of Canada  
<[www.civilization.ca/archeo/hnpc/npint01e.html](http://www.civilization.ca/archeo/hnpc/npint01e.html)>  
Includes Volume 1 (10,000 to 1000 B.C.E.) and Volume 11 (1000 B.C.E. to C.E. 500)  
What was Canada like when it was only inhabited by Aboriginal peoples?
2. Historical maps:
  - a) <[www.canadiangeographic.ca/mapping/mappingcanada/](http://www.canadiangeographic.ca/mapping/mappingcanada/)>  
Historical Maps of Canada 1700–1999
  - b) <<http://atlas.nrcan.gc.ca/site/english/maps/historical/exploration>>  
Discover Canada through National Maps and Facts  
Exploration 1497–1760
3. Homes of the Past: The Archaeology of an Iroquoian Longhouse  
<[www.rom.on.ca/digs/longhouse/](http://www.rom.on.ca/digs/longhouse/)>  
About the Longhouse; Explore the Site; Explore the Village;  
Conclusion
4. Scenes from the Eastern Woodlands  
<<http://nativetech.org/scenes/>>  
13 links for more information about Scenes from the Eastern Woodlands
5. Canadian Heritage Gallery: Groups of People  
<[www.canadianheritage.com/galleries/groupsofpeople.htm](http://www.canadianheritage.com/galleries/groupsofpeople.htm)>  
Acadians; Canadiens; Children; Doctors and Nurses; Explorers; Habitants; Immigrants;  
Loyalists; Missionaries; Police; Refugees; Settlers; Voyageurs; Workers
6. Canadian Heritage Gallery: First Nations  
<[www.canadianheritage.com/galleries/firstnations.htm](http://www.canadianheritage.com/galleries/firstnations.htm)>  
Activities; Artifacts; People of First Nations; Reserves, Camps, and Dwellings
7. National Atlas of Canada: Aboriginal People 1630  
<<http://atlas.gc.ca/site/english/maps/historical/aboriginalpeoples/circa1630>>  
Maps of Aboriginal People 1630



**Learning Resources: Aboriginal Communities in Canada****2.2.2 Features of Canadian Communities**

1. Build a Community:  
<[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>
  - Requires free Shockwave software to be accessed.
2. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>
  - Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas

**2.2.3 Natural Resources**

1. Atlas of Canada:  
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
  - Explore Our Maps: Learning Resources; Data and Services
2. Weather (National Climate Data)  
<[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>
  - Climate Data Online; Canadian Climate Normals
3. Natural Resources of Canada:  
<[www.nrca.gc.ca/mms/video/vhp\\_e.htm](http://www.nrca.gc.ca/mms/video/vhp_e.htm)>
  - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

**2.2.4 Work, Goods, and Products**

1. Statistics Canada: Community Profiles:  
<[www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm](http://www12.statcan.ca/english/profil01/PlaceSearchForm1.cfm)>  
Type name of community into space provided to find more information.

**2.2.5 Diversity and Change**

1. Images Canada  
<[www.imagescanada.ca/index-e.html](http://www.imagescanada.ca/index-e.html)>
  - Search the collections of participating archives, libraries, museums, and universities from across Canada.
2. Civilizations.ca: History  
<[www.civilization.ca/hist/histe.asp](http://www.civilization.ca/hist/histe.asp)>
  - Links include First Peoples, then choose A History of the Native People of Canada; Canadian Inuit History, A Thousand-Year Odyssey
3. Upper Canada Village  
<[www.parks.on.ca/village/tourvil.htm](http://www.parks.on.ca/village/tourvil.htm)>
  - Take a tour of the village and its major buildings on the site.
4. Municipal Heritage Sites  
<[www.gov.mb.ca/chc/hrb/mun.html](http://www.gov.mb.ca/chc/hrb/mun.html)>
  - People, Places, and Events: a list of Manitoba Municipal Heritage Sites is given.

## Resources Available from the Instructional Resources Unit (IRU)

The following resources are available from the Manitoba Education, Citizenship and Youth Instructional Resources Unit (IRU) in Winnipeg. The resources are catalogued under call numbers for print resources, or media booking numbers for videos, DVDs, and kits. To register as a patron or to inquire about loans, contact:

Manitoba Education, Citizenship and Youth  
Instructional Resources Unit  
1181 Portage Avenue  
Winnipeg, MB R3G 0T3  
Telephone: 204-945-5371  
Toll-Free: 1-800-282-8069, ext. 5371  
Email: [irucirc@gov.mb.ca](mailto:irucirc@gov.mb.ca)

### 1) *Print Resources Available from the Instructional Resources Unit*

#### **The Bear's Long Tail: A Tale Retold**

(Picture Book-Fiction). Chartrand, Jane.

Pemmican Publications (PEM), 2005. unpaginated. ISBN: 978-1-894717-31-1.

IRU Call # 398.208997 C43B

Nakomis reads the story about bear's long tail and how he lost it to the crafty fox.

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#### **The Bulrush Helps the Pond**

(Teacher Reference-Non-Fiction). Carriere, Ken.

Gabriel Dumont Institute of Native Studies and Applied Research (GM), 2002. 33 p.

ISBN: 978-0-920915-65-3.

IRU Call # 577.68 C37

This is a nature book about wetland ecology.

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#### **Caribou song**

(Picture Book-Fiction).

HarperCollins (HCP), 2001. 32 p.

ISBN: 978-0-00-225522-6 (*Out-of-Print*)

IRU Call # E Hig

Searching for the atek (caribou) in their home in northern Manitoba, two boys become part of a great adventure.

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#### **Carry Me, Mama**

(Picture Book-Fiction). Devine, Monica.

Fitzhenry & Whiteside Publishing (FHW), 2003. 22 p. ISBN: 978-1-55005-150-6.

IRU Call # E Dev

Katie views life from the hood of her mother's parka.

- A recommended Manitoba resource (Manitoba Review)
-

**Changes**

(Picture Book-Fiction). Condon, Penny.  
Gabriel Dumont Institute of Native Studies (GM), 2000. 22 p. ISBN: 978-0-920915-43-1.  
(*Out-of-Print*)

IRU Call # E Con

This is a story about a Métis child who undergoes a personal journey by learning that the changing seasons closely interact with her emotions.

- A recommended Manitoba resource (Manitoba Review)
- 

**Chuck in the City**

(Picture Book-Fiction). Wheeler, Jordan.  
Theytus Books Ltd. (THY), 2000. 16 p. ISBN: 978-0-919441-63-7. (*Out-of-Print*)

IRU Call # E Whe

Chuck gets lost on his first trip to the big city as he encounters many new things that an urban setting has to offer.

- A recommended Manitoba resource (Manitoba Review)
- 

**Circle of Thanks**

(Picture Book-Fiction). Fowler, Susi Gregg, et al.  
Scholastic Inc. (SCH), 2001. 32 p. ISBN: 978-0-590-10069-4. (*Out-of-Print*)

IRU Call # E Fow

The book shows the beauty and power of the Alaskan tundra and the animals and the people who live there.

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**Dragonfly Kites**

(Picture Book-Fiction). Highway, Tomson.  
HarperCollins (HCP), 2002. 32 p. ISBN: 978-0-00-225527-1.

IRU Call # E Hig

Joe and Cody may live far from other people, but the surrounding wildlife make wonderful friends. The dragonflies are their favourites.

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**The Dream Catcher Pool**

(Picture Book-Fiction). Chartrand, Jane.  
Pemmican Publications (PEM), 2004. 22 p. ISBN: 978-1-894717-26-7.

IRU Call # 398.208997 C43

This story is an Algonquin story.

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**Friendship Bay**

(Picture Book-Fiction). Delaronde, Deborah.  
Pemmican Publications (PEM), 2004. 48 p. ISBN: 978-1-894717-24-3.

IRU Call # E Del

Discover how Quackyshim overcomes being different and realizes he is not so different after all.

---

**Fancy Dance**

(Fiction). Johnson, Leslie.  
Bebop Books, 2003. 16 p. ISBN: 1-584307-293.

IRU Call # E Joh

The story is about a first big pow wow for Joe.

**Note:** To obtain this print resource for your school, telephone 1-212-779-4400. It is only available in a six-pack.

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**Flour Sack Friends**

(Picture Book-Fiction). Delaronde, Deborah L.  
Pemmican Publications Inc. (PEM), 2003. 48 p. ISBN: 978-1-894717-18-2.

IRU Call # E Del

Flora wanted to see what towns looked like and was curious about the people who lived there.

- A recommended Manitoba resource (Manitoba Review)
- 

**Frog Girl**

(Picture Book-Fiction). Lewis, Paul Owen.  
Whitecap Books Limited (GM), 1997. 32 p. ISBN: 978-1-55110-658-8.

IRU Call # 398.209711 L49

The story is folklore from the Pacific Northwest Coast.

- A recommended Manitoba resource (Manitoba Review)
- 

**Fox on the Ice**

(Picture Book-Fiction). Highway, Tomson.  
HarperCollins Publishers (HCP), 2003. 30 p. ISBN: 978-0-00-225532-5. (*Out-of-Print*)

IRU Call # E. Hig

Two brothers are spending a winter afternoon ice fishing with their mama and papa and their sled dogs. A fox appears across the lake and the chase is on.

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**Granny Shoongish and The Giant Oak Tree**

(Picture Book-Fiction). Ducharme, Char.  
Pemmican Publications (PEM), 2005. unpaginated. ISBN: 978-1-894717-33-5.

IRU Call # E Duc

This is a wonderful story about a Métis girl who dislikes being small.

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**How the Eagle Got His White Head**

(Picture Book-Fiction). Chartrand, Jane.  
Pemmican Publications (PEM), 2003. 32 p. ISBN: 978-1-894717-08-3.

IRU Call # 398.2089973 C43

A legend from the Ottawa River Valley relates how the eagle got his white head.

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**Learning Resources: Aboriginal Communities in Canada****Isaac's Dreamcatcher**

(Picture Book-Fiction). Farmer, Bonnie.

Lobster Press Limited (UTP), 2001. 32 p. ISBN: 978-1-894222-46-4. *(Out-of-Print)*

IRU Call # E Far

Isaac dreads naptime because of bad dreams, until his Kindergarten teacher makes him his very own dreamcatcher.

- A recommended Manitoba resource (Manitoba Review)
- 

**Kumak's Fish: A Tall Tale From the Far North**

(Picture Book-Fiction). Bania, Michael.

Graphic Arts Center Publishing Company (WHI), 2004. 32 p. ISBN: 978-0-88240-584-1.

IRU Call # E Ban

On a beautiful Arctic morning when Kumak and his family go ice fishing, Kumak hooks what seems like an enormous fish. The entire village gets involved.

- A recommended Manitoba resource (Manitoba Review)
- 

**The Little Duck**

(Fiction). Cuthand, Beth.

Theytus Books, Limited, 2003. 28 p. ISBN: 978-1-894778-10-7.

IRU Call # E Cut

Text in English and Cree.

Duck wants to be a Plains Cree dancer.

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**Loon Lake**

(Picture Book-Fiction). London, Jonathan.

Chronicle Books (GM), 2002. 36 p. ISBN: 978-0-8118-2003-5. *(Out-of-Print)*

IRU Call # E Lon

A girl and her father encounter loons and other lake creatures during a nighttime canoe ride.

- A recommended Manitoba resource (Manitoba Review)
- 

**Mwakwa Talks to the Loon: A Cree Story for Children**

(Picture Book-Fiction). Auger, Dale. Heritage House Publications (HRT), 2006. 32 p.

ISBN: 978-1-894974-04-2.

IRU Call # E Aug

Kayas was given a gift that made him a talented hunter: he knew the ways of the beings he hunted. But he became proud and lost his gift. The people grew hungry. This is his story.

---

**A Man Named Raven**

(Picture Book-Fiction). Van Camp, Richard.

Children's Book Press (FHW), 1997. 32 p. ISBN: 978-0-89239-144-8.

IRU Call # 398.208897 V34

A mysterious man tells two First Nations brothers why they must not hurt the ravens that pester them.

---

**Meshom and the Little One**

(Fiction). Wagner, Elaine.

Theytus Books, Limited, 2006. 58 p. ISBN: 978-1-894778-35-0.

IRU Call # E Wag

A young girl moves from Manitoba to the West Coast and she misses everything from home, especially her Meshom (grandfather).

---

**My Family**

(Picture Book-Fiction). Condon, Penny.

Gabriel Dumont Institute of Native Studies (GM), 2001. 40 p. ISBN: 978-0-920915-61-5.

*(Out-of-Print)*

IRU Call # E Con

*My Family* tells about the roles of different family members while they prepare to have the feast.

- A recommended Manitoba resource (Manitoba Review)
- 

**The Red Sash**

(Fiction). Pendziwol, Jean.

Groundwood Books/House of Anasi Press, 2005. unpaginated. ISBN: 978-0-88899-589-6.

IRU Call # E Pen

A young Métis boy and his family living near Fort William are helping to prepare for a feast in the Great Hall.

---

**Secret of the Dance**

(Non-Fiction). Spalding, Andrea.

Orca Book Publishers, 2006. 32 p. ISBN: 978-1-55143-396-7.

IRU Call # E Spa

In 1935, a family held a Potlatch in faraway Kingcome Inlet.

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**The Slapshot Star**

(Picture Book-Fiction). Miller, Gloria.

Pemmican Publications Inc. (PEM), 2003. 40 p. ISBN: 978-1-894717-07-6. *(Out-of-Print)*

IRU Call # E Mil

Derek dreads spending two weeks up north at his grandfather's fish camp until his grandfather carves him a bow and arrow.

- A recommended Manitoba resource (Manitoba Review)
-

**Learning Resources: Aboriginal Communities in Canada****The Song Within My Heart**

(Picture Book-Fiction). Bouchard, David.  
Raincoast Books (RAI), 2002. 32 p. ISBN: 978-1-55192-559-2.

IRU Call # E Bou

A young First Nations boy is preparing for his first powwow. With Nokum (grandmother) by his side, the boy learns that he must find his own song, the song within his heart.

- A recommended Manitoba resource (Manitoba Review)
- 

**Taking Care of Mother Earth**

(Fiction). Flett Kruger, Leanne.  
Theytus Books (THY), 2005. 20 p. ISBN: 978-1-894778-30-5.

IRU Call # E Car

Grandma shares a story of taking care of mother earth.

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**Thomas and the Métis Sash**

(Fiction). Murray, Bonnie.  
Pemmican Publications, 2004. Unpaged. ISBN: 978-1-894717-23-6.

IRU Call # E Mur

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**What's the Most Beautiful Thing You Know About Horses?**

(Picture Book-Fiction). Van Camp, Richard.  
Children's Book Press, 1998. 32 p. ISBN: 978-0-89239-154-7.

IRU Call # E Van

On the coldest day of the year in a small community in the Northwest Territories, a stranger to horses searches for answers to an important question.

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**Wisahkecahk Flies to the Moon**

(Picture Book-Fiction). Ahenakew, Freda.  
Pemmican Publications (PEM), 2003. 32 p. ISBN: 978-0-921827-57-3.

IRU Call # 398.209701 A55

This is a Cree story.

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**Yetsa's sweater**

(Fiction). Olsen, Sylvia.  
Sono Nis Press, 2006. 38 p. ISBN: 978-1-55039-155-8.

IRU Call # E Ols

This is a West Coast Salish story about a favourite sweater and the stories it tells.

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**2) *Print Resources: Background Information Available from the Instructional Resources Unit***

**Aboriginal Food**

(Non-Fiction). Conway, Sharon.  
Winnipeg School Division, 2003. 90 p. ISBN: 0-921759-576.  
IRU Call # 372.83044 A26

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**Frybread**

(Non-Fiction). Plain, Ferguson.  
Ningwakwe Learning Press, 2003. 28 p. ISBN: 978-1-896832-39-5.  
IRU Call # E Pla  
This story is about food in the Ojibwe nation (for Adult Early Literates).

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**Igloos**

(Non-Fiction). Preszler, June.  
Capstone Press, Inc., 2005. 24 p. ISBN: 978-0-7368-3723-1.  
IRU Call # 728.08997 N38i

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**Inuit**

(Non-Fiction). Gray-Kanatiiosh, Barbara.  
Abdo Publishers, 2002. 32 p. ISBN: 978-1-57765-599-2.  
IRU Call # 970.1 N36i

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**The Métis in Canada**

(Non-Fiction). Hudak, Heather.  
Weigl Educational Publishers, 2006. ISBN: 978-1-55388-112-4.  
IRU Call # 971.00497 H83

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**3) *Print Resources: Types of Homes Available from the Instructional Resources Unit***

**Plank houses**

(Non-Fiction). Gibson, Karen Bush.  
Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3725-5.  
IRU Call # 728.08997 N38p

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**Tepees**

(Non-Fiction).  
Preszler, June. Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3727-9.  
IRU Call # 728.08997 N38te

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**Learning Resources: Aboriginal Communities in Canada****Longhouses**

(Non-Fiction). Gibson, Karen Bush.  
Capstone Press, 2005. 24 p. ISBN: 978-0-7368-3724-8.  
IRU Call # 728.08997 N38\_1

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**4) *Print Resources: First Nations Communities of Alberta Available from the Instructional Resources Unit*****My community in the present/Treaty 8 First Nations of Alberta**

(Non-Fiction). Treaty 8 First Nations of Alberta.  
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-601-0.  
IRU Call # 372.83 V58 v.1

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**My community long ago/Treaty 8 First Nations of Alberta**

(Non-Fiction). Treaty 8 First Nations of Alberta.  
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-600-3.  
IRU Call # 372.83 V58 v.2

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**My family/Treaty 8 First Nations of Alberta**

(Non-Fiction). Treaty 8 First Nations of Alberta.  
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-598-3.  
IRU Call # 372.83 V58 v.3

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**My school/Treaty 8 First Nations of Alberta**

(Non-Fiction). Treaty 8 First Nations of Alberta.  
Duval House Publishing, 2004. 17 p. ISBN: 978-1-55220-599-0.  
IRU Call # 372.83 V58 v.4

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**5) *Print Resources: First Nations Communities in Manitoba Available from the Instructional Resources Unit*****Fisher River: The study of a Cree community**

(Non-Fiction). Winnipeg School Division. 2003. Winnipeg: Author.  
IRU Call # 372.830044 F58

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**Fisher River: The study of a Cree community**

(Non-Fiction). [Transparencies] Winnipeg School Division. 2003. Winnipeg: Author.  
IRU Call # 372.830044 F58tr

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**Roseau River: The study of an Ojibwe community**

(Non-Fiction). Winnipeg School Division. 2003. Winnipeg: Author.  
IRU Call # 372.83044 R67

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**Roseau River: The study of an Ojibwe community**

(Non-Fiction). Winnipeg School Division. 2003. [Transparencies] Winnipeg: Author.  
IRU Call #: 372.83044 R67tr

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**6) DVD/Videos Resources Available from the Instructional Resources Unit**

- a) The DVD/VHS series *Ojibwe Four Seasons* is an American resource; however, it focuses on Aboriginal culture and is general enough to support the Manitoba curriculum.

**Ojibwe Four Seasons series**

Bloomington, IN: Agency for Instructional Technology, 2004. 4 videocassettes (10 min. each)

*Summary:* This series celebrates the seasonal cycle of hunting, fishing, and gathering. It focuses on how the Ojibwe learned about their heritage, gathered food, created crafts, and entertained themselves before and after European contact.

**Biboon = Winter**

*Summary:* Learn about the winter activities of ice fishing, trapping wild game, beadwork and other crafts, and storytelling.

Media Booking # 10285

**Dagwaagin = Fall**

*Summary:* Learn about harvesting wild rice, trapping, and preserving fish for the winter, and playing organized games such as lacrosse.

Media Booking # 10250

**Niibin = Summer**

*Summary:* Learn about the summer activities of birch bark gathering, basket making, birch bark biting, and powwows.

Media Booking # 10286

**Ziigwan = Spring**

*Summary:* Learn about the springtime activities of spear fishing and making maple sugar.

Media Booking # 10249

This series is also available in DVD format: Media Booking # D-10287

This series could be used to study an Ojibwe community in Canada, such as Sault Ste. Marie in Ontario, Sagkeeng First Nation in Manitoba, or Nipissing First Nation in Ontario around Lake Nipissing.

- b) **My Indian House**

Marathon, 1999

Media Booking # 10181

A ten-year-old Cree girl, who lives in Ouje-Bougoumou, Quebec, shows her modern house and tepee.

The video is also available in DVD format.

## Learning Resources: Aboriginal Communities in Canada

### 7) Kits Available from the Instructional Resources Unit

#### Living with the Buffalo

Kakwa, n.d.

Media Booking # 0259

The kit includes a number of artifacts that students can handle to learn about the bison and its role in the lives of the First Nations people.

### Print Resources: British Columbia

To assist with the study of a West Coast First Nations Community in Duncan, British Columbia, check the following:

Eaglecrest Books # 209B-5462

Trans Canada Highway

Duncan, BC, Canada V9L 6W4

Phone: 250-748-3744

Fax: 250-748-3777

Email: [info@eaglecrestbooks.com](mailto:info@eaglecrestbooks.com) for General Information

Lorraine Amams: [lorraine@eaglecrestbooks.com](mailto:lorraine@eaglecrestbooks.com)

Lynn Bruvold: [lynn@eaglecrestbooks.com](mailto:lynn@eaglecrestbooks.com)

#### *The Eaglecrest Series of First Nations Books from British Columbia*

Eaglecrest books are a set of Grade 1 level books that represent First Nations children. Stories reflect experiences of First Nations children involved in cultural activities and in everyday life at home and school.

All the books have been carefully levelled according to specific factors including: number of words per book, number of lines per page, size of print, relationship between print and picture, introduction of high-frequency words, number of repetitions of phrases and new words, and sentence structure.

Eaglecrest Books were written and produced by Lorraine Adams and Lynn Bruvold, who teach (2007) in the Cowichan Valley School District #79. The school district is located on the east coast of central Vancouver Island in the Cowichan Valley in British Columbia. The writers have worked extensively with First Nations children.

To view sample pages from the 50 books in this series, use the following website and follow the directions: [www.eaglecrestbooks.com/aboutthebooks\\_english.htm](http://www.eaglecrestbooks.com/aboutthebooks_english.htm).

#### *Cost of Series*

Sets of 50 titles: \$325.00

Sets of six titles: \$39.00

Individual titles: \$6.50

\*Add 10 % shipping and handling

\*Add 6 % GST

\*On orders of \$300.00 or more shipping and handling reduced to 5%

## Print Resources: Manitoba-Designed Resources

### Hands-On Social Studies Grade 2\*\*.

Lawson, Jennifer, et al. Portage and Main Press, 2003. 209 p. ISBN: 1-55379-005-7.

The resource is available at:

Manitoba Text Book Bureau  
Box 910, 130-1st Avenue West  
Souris, Manitoba R0K 2C0  
866-771-6822

**Website:** [www.mtbb.mb.ca](http://www.mtbb.mb.ca)

**\*\* Note:** Another resource with a similar title was developed for Ontario. The Ontario resource does not fully address the Manitoba curriculum.

Lunenburg, Nova Scotia is described in Unit 2 of *Hands On Social Studies*. The history section of this study focuses on the first inhabitants—the Mi'kmaq—and would allow Lunenburg to be the focus as an Aboriginal community. There are reference books, with pictures and websites included, to help teachers find more information about the community.

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A **catalogue** of resources to be used in the study of an Aboriginal community can be obtained from the Frontier School Division at

Frontier School Division  
Library Services  
1402 Notre Dame Avenue  
Winnipeg, Manitoba R3E 3G5  
Phone: 204-775-9741  
Email: [library.frontiersd.mb.ca](mailto:library.frontiersd.mb.ca) (select 'Publications')  
To order: [sbutts@frontiersd.mb.ca](mailto:sbutts@frontiersd.mb.ca)

Two videos produced by the Frontier School Division:

- *Brochet: Photographs and Memories* (1999)
- *Brochet: Conversations with Elders* (2000)

One Frontier School Division print publication:

- *Berens River: A Community Study* (1992)

To help update the information about Berens River, refer to this site:

**Website:** [www.seed.mb.ca/communities/berens-river](http://www.seed.mb.ca/communities/berens-river)

There are many other resources included in the catalogue.

### **Print Resources: Winnipeg School Division**

Winnipeg School Division  
Aboriginal Education  
1075 Wellington Avenue  
Winnipeg, Manitoba R3E 0J7  
Phone: 204-788-0203 Fax: 204-772-3911  
Attention: Robert Chartrand (as of February 2008)  
Director of Aboriginal Education

#### **1. Aboriginal Food**

This teacher resource of 11 outcome-based lessons includes:

- focusing questions
- background information
- resources
- suggested activities (activating, acquiring, applying)
- assessment tips

Also included are:

- teacher references
- guided reading lessons
- additional resources
- bibliography

*Cost:* \$50

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#### **2. Fisher River: The Study of a Cree Community (Revised 2003)**

This Teacher Resource Package includes:

- full-colour overheads in a 3-inch binder
- a coil-bound Teacher Resource Book
- maps
- bibliography

The lessons feature:

- Cree culture and language activities
- community concepts
- reproducible Student Activity Sheets

This unit has been revised to support the Grade 2 Social Studies curriculum that explores life in Canada with the study of different communities.

*Cost:* \$150 (includes overheads)

\$50 (revised Teacher Resource book)

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**3. North American Indigenous Games: An Integrated Unit for Nursery to S4**

(Revised 2004: available September 2004)

This Teacher Resource Package includes:

- Aboriginal culture
- North American Indigenous Games
- Aboriginal athletes

Each section contains:

- information for teachers
- outcome-based lessons
- reproducible Student Activity Sheets

*Cost:* \$50

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**4. Roseau River: The Study of an Ojibwe Community**

This Teacher Resource Package includes:

- full-colour overheads in a 3-inch binder
- a coil-bound Teacher Resource Book
- maps
- bibliography

The lessons feature:

- Ojibwe culture and language activities
- community concepts
- reproducible Student Activity Sheets

This unit supports the Grade 2 Social Studies curriculum that explores life in Canada with the study of different communities.

*Cost:* \$150

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**5. Using Aboriginal Books in the Elementary Classroom: Volume 1: The Mulvey School Project: A Collection of Lessons for Nursery to Grade 6** (coil-bound Teacher Resource Book)

This Teacher Resource Book contains lessons for 34 current Aboriginal books (that are not included with this resource).

Each lesson contains:

- book descriptions, suggested reading levels, and vocabulary lists
- strategies for the six language arts strands (reading, writing, listening, speaking, viewing, and representing)
- thematic integration ideas and assessment tips

The lessons are supported by reproducible Student Activity Sheets and a Teacher Reference Section that includes definitions, strategy explanations, and a bibliography.

*Cost:* \$50

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Add Shipping Costs: 10% of total order

Add 7% GST to order

### Sources for Additional Print Resources

The titles below have been selected for their suitability to the Grade 2 curriculum. Other materials are available from the sources.

The Instructional Resources Unit (IRU) numbers have been included as well so that teachers can borrow the items in addition to purchasing the resources from the following distributors/publishers.

1. Goodminds (Distributors)

Tel: 877-862-8482

Fax: 519-751-3136

**Website: [www.goodminds.com](http://www.goodminds.com)**

**Ancient Thunder**

(Non-Fiction). Yerxa, Leo.

Groundwood Books, 2006. 33 p. ISBN: 978-088899-746-3.

IRU Call # 599.6655 Y47

*Ancient Thunder*, written and illustrated by an Ojibwe, celebrates wild horses and the natural world in which they lived in harmony.

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2. Fitzhenry and Whiteside Publishing

195 Allstate Pkwy

Markham ON L3R 4T8

Telephone: 1-800-387-9776

905-477-9700

Fax: 905-477-9179

Email: [godwit@fitzhenry.ca](mailto:godwit@fitzhenry.ca)

**Website: [www.fitzhenry.ca](http://www.fitzhenry.ca)**

Manitoba Representative as of May 2009:

Kerry Kuran

Telephone: 204-253-4941

Email: [kkuran@mts.net](mailto:kkuran@mts.net)

**Christmas at Wapos Bay**

(Fiction). Wheeler, Jordan, and Dennis Jackson. 2005.

176 p. ISBN: 978-1-55050-324-1.

IRU Call # F Whe

This is a story about Christmas time in a Cree community in northern Saskatchewan.

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**Hidden Buffalo**

(Fiction). Wiebe, Rudy.

Red Deer Press, 2003. 32 p. ISBN: 978-0-88995-285-0.

IRU Call # E Wie

This is a story about a boy who must speak his dreams if they are to survive. (No reference to a specific Aboriginal community.)

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**Maple Moon**

(Fiction). Crook, Connie Brummel and Scott Cameron.  
Stoddart Kids, 1999. 30 p. ISBN: 978-0-7737-6098-1.

IRU Call # E Cro

This is a story of an Aboriginal boy who is able to help his people through a harsh winter. (No reference to a specific Aboriginal community.)

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**Mi'kmaq of the East Coast.**

(Non-Fiction). Leavitt, Robert.  
Fitzhenry and Whiteside, Limited, 2000. 64 p. ISBN: 978-1-55041-469-1.

IRU Call # 372. 83045 M35 v.18 2000

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**Nokum is My Teacher (Cree)**

(Non-Fiction). Bouchard, David.  
Red Deer Press, 2006. 32 p. ISBN: 978-0-88995-367-3.

IRU Call # K 819.16 B69

Bilingual Cree and English text with audio recording.

A read-aloud. This resource is also available in French.

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*The following is a series of Northwest Coast children's stories that demonstrate family values and the lessons of nature.*

**Eagle's Reflection and Other Northwest Coast Stories**

(Fiction). Challenger, Robert James.  
Heritage House Publishing Company, Limited, 1996. 48 p. ISBN: 978-1-895811-07-0.

IRU Call # 398. 20971 C43e

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**Orca's Family and More Northwest Coast Stories**

(Fiction). Challenger, Robert James.  
Heritage House Publishing Company, Limited, 1997. 48 p. ISBN: 978-1-895811-39-1.

IRU Call # 398. 20971 C43o

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**Raven's Call And More Northwest Stories**

(Fiction). Challenger, Robert James.  
Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-895811-91-9.

IRU Call # 398. 20971 C43r

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**Salmon's Journey And More Northwest Stories**

(Fiction). Challenger, Robert James.  
Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-894384-34-6.

IRU Call # 398. 20971 C43s

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**Nature's Circle And Other Northwest Coast Children's Stories**

(Fiction). Challenger, Robert James.

Heritage House Publishing Company, Limited, 2004. 48 p. ISBN: 978-1-894384-77-3.

IRU Call # 398. 20971 C43n

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**Grizzly's Home: And Other Northwest Coast Children's Stories**

(Fiction). Challenger, Robert James.

Heritage House Publishing Company, Limited, 2005. 48 p. ISBN: 978-1-894384-94-0.

IRU Call # Not available

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3. Pearson Education Canada  
26 Prince Andrew Place  
Don Mills, Ontario M3C 2T8  
Toll Free Telephone: 1-800-361-6128  
Toll Free Fax: 1-800-563-9196

Manitoba Representative as of May 2009

Ron Westcott

Telephone: 1-204-889-7900

Email: ron.westcott@pearsoned.com

The most recent Pearson catalogue lists a resource called *Many Voices*. The publisher states that it is useful for K-3. Although it was produced for the Alberta social studies curriculum, there is some appropriate information that could be used for the study of an Aboriginal community. This resource has not been formally reviewed by Manitoba Education, Citizenship and Youth.

**Winnipeg Sources for Further Information and Resources**

Biindigen Books  
273 Selkirk Ave.  
Winnipeg MB R2W 2L5  
Tel.: 204-989-4040

Centre for Indigenous Environmental Resources Library  
3rd floor  
245 McDermot Ave.  
Winnipeg, MB R3B 0S6  
Tel: 204-956-1942

Manitoba First Nation Education Resources Centre  
6th floor, 338 Broadway  
Winnipeg, MB R3C 0T2  
Tel: 204-940-7038

Manitoba Indian Cultural Education Centre  
People's Library 119 Sutherland Ave.  
Winnipeg, MB R2W 3C9  
Tel: 204-942-0228

Métis Resource Centre Inc. Reference Library  
506-63 Albert St.  
Winnipeg, MB  
Tel: 204-956-7767

Neil John Maclean Health Sciences Library  
Aboriginal Health Library  
770 Bannatyne Ave.  
Winnipeg, MB R3W 0W3  
Tel: 204-789-3878

Prairie Sky Books  
871 Westminster Avenue  
Winnipeg, MB R3G 1B3  
Tel: 204-774-6152

## Section 2: Grade 2 Resources Organized by Contemporary Aboriginal Communities

### Introduction to Section 2

Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

Section 1 presented information on many different Aboriginal communities. Seven communities have been selected and developed in Section 2:

- one is in British Columbia
- one is in Saskatchewan
- three are from Manitoba
- one is in Nunavut
- one is in New Brunswick.

The format in this section could be used to plan a study of other Aboriginal communities in different areas of Canada.

#### *List of Communities*

**a) Duncan, British Columbia: Cowichan Valley School District: Cowichan First Nation or Coast Salish**

This community has 50 small books, written by authors from this area. A list of suggested print and website resources used in the community study are included.

**b) Buffalo Narrows, Saskatchewan: Métis Community**

This community has a community chart prepared specifically for this study. A list of suggested print and website resources used in the community study are included.

**c) Berens River, Manitoba: Saulteaux (Ojibwe)**

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

**d) Fisher River, Manitoba: Cree**

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

**e) Roseau River, Manitoba: Ojibwe**

This community has a resource booklet already prepared for this study. A list of suggested print and website resources used in the community study are included.

**f) Iqaluit, Nunavut: Inuit**

This community has significant print information for Grade 2 students to study about the community in both integrated resources called “Our World” and “Many Voices.” A list of suggested print and website resources used in the community study are included.

**g) Tjipogtotjg-Bouctouche, New Brunswick: Mi’kmaq**

This community is described in the “Our World” series and there is significant information for Grade 2 students to study. The Mi’kmaq peoples were also introduced in the study of Lunenburg, Nova Scotia in the Grade 2 Hands-On Social Studies series. A list of suggested print and website resources used in the community study are included.

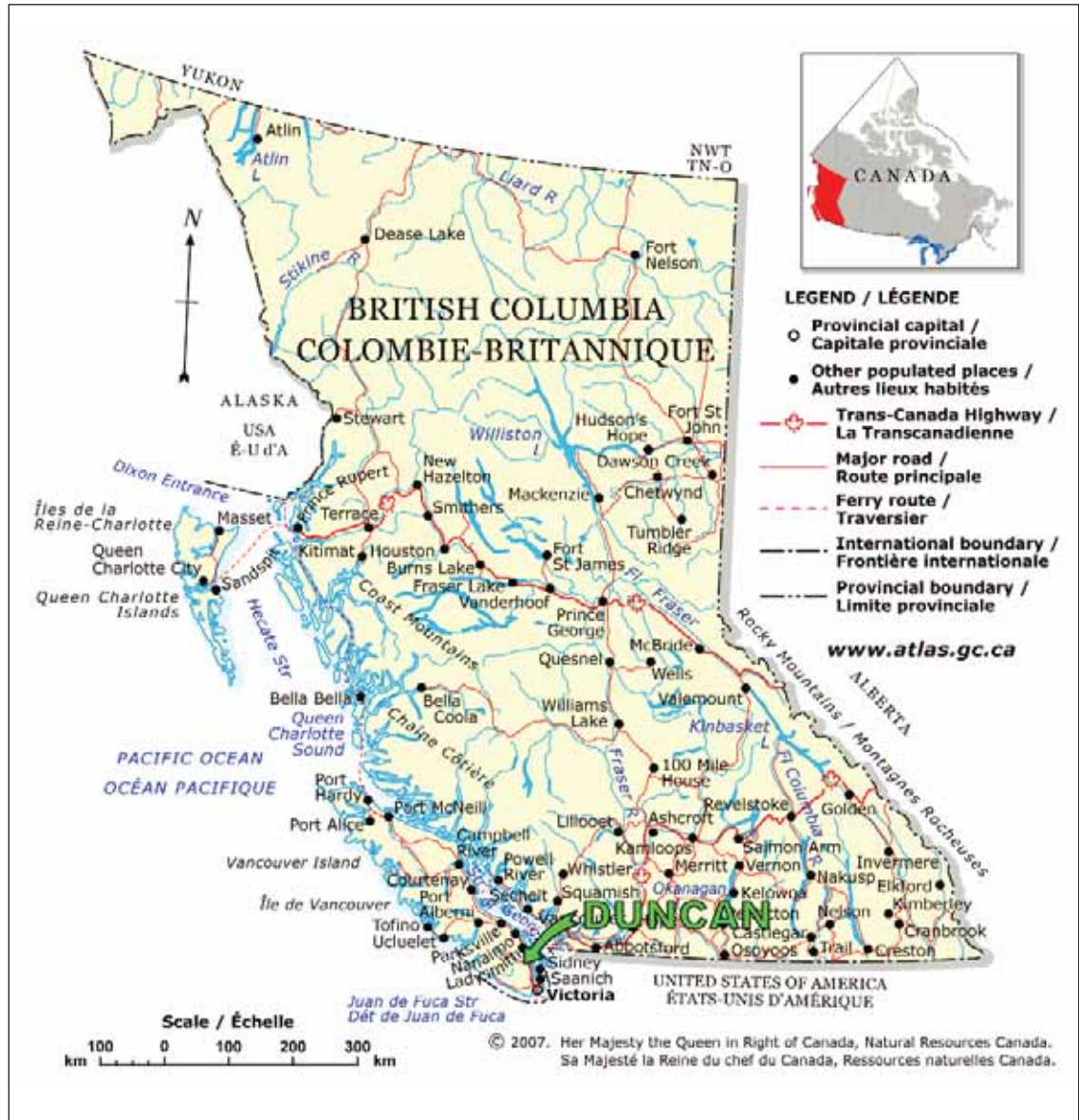
**Mapping - Outline Map of Canada**

1. Duncan	2. Buffalo Narrows	3. Berens River	
4. Fisher River	5. Roseau River	6. Iqaluit	7. Tjipogtotjg-Bouctouche



CANADA

**Community Chart for Duncan, British Columbia**  
**Grade 2, Cluster 2: Aboriginal Community**  
**Duncan, British Columbia**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***First Nations in British Columbia*****Map of British Columbia First Nations**

<[www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp\\_e.pdf](http://www.ainc-inac.gc.ca/bc/fnbc/mps/inacmp_e.pdf)>

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**Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley**

<[www.cowichantribes.com/about](http://www.cowichantribes.com/about)>

Search “2001 Community Profiles” and type in “Cowichan” beside Place Name. Then choose “Cowichan 1.” and “Duncan.”

<<http://www12.statcan.ca/english/profil01/CP01/Index.cfm?Lang=E>>

Choose Duncan, BC (Census Agglomeration) for Community Statistics.

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**How Duncan Was Named**

<<http://www.gov.bc.ca/bcgn-bin/bcgn10?name=15595>>

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***British Columbia***

Tourism British Columbia  
510 Burrard St., 12th Floor  
Vancouver, BC V6C 3A8  
Toll-free: 1-800-HELLO BC  
Phone: 604-660-2861  
Fax: 604-660-3383  
**Website: [www.HelloBC.com](http://www.HelloBC.com)**

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***Local Newspaper*****The Cowichan Valley Citizen**

<[www.canada.com/vancouverisland/cowichanvalleycitizen/index.html](http://www.canada.com/vancouverisland/cowichanvalleycitizen/index.html)>

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**Duncan, BC: The City of Totems**

<[www.britishcolumbia.com/regions/towns/?townID=35](http://www.britishcolumbia.com/regions/towns/?townID=35)>

Duncan is home to the Cowichan Tribe of the Coast Salish Nation.

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**Duncan and Cowichan Valley**

<[www.ourbc.com/travel\\_bc/bc\\_cities/the\\_islands/vancouver\\_island/duncan.htm](http://www.ourbc.com/travel_bc/bc_cities/the_islands/vancouver_island/duncan.htm)>

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**Totem Pole Basics**

<<http://users.imag.net/~sry.jkramer/nativetotems/basics.htm>>

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## Learning Resources: Aboriginal Communities in Canada

### 2.2.1 Diverse Peoples

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

#### **Learning Outcomes**

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

1. First Nations People of Canada information pamphlet: <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
2. <[www.cowichantribes.com/about/History](http://www.cowichantribes.com/about/History)>  
The headings include: Origins; Pre-European Contact; Colonization; Modern Society; and Facts and References.

### 2.2.2 Features of Canadian Communities

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram



**Learning Outcomes**

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features*

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Alysha’s Flat Tire
  - Going to the Store
  - School is Fun
  - Lost and Found

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - At the Park
3. Build a Community:  
<[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>  
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
4. National Climate Data:  
<[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>  
Climate Data Online; Canadian Climate Normals

KL-023 Locate communities studied on a map of Canada.

1. Google the community by name-Duncan.
2. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>  
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.



## Learning Resources: Aboriginal Communities in Canada

### 2.2.3 Natural Resources

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

#### **Learning Outcomes**

KL-020 Give examples of natural resources in communities studied.

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Atlas of Canada:  
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
  - Explore Our Maps: Learning Resources; Data and Services
3. Natural Resources of Canada:  
<[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
  - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
4. Print Resources
  - Crabs for Dinner
  - Hot Moose Stew
  - The Best Bread

**Learning Outcomes**

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Going Camping
  - Tree Fort Adventure
  - Picking Blueberries
  - The Tree Fort
  - Hungry Red Fox
  - The Picnic
  - The Fishing Trip
  - Daffodils For You
  - The Frog
  - The Eagle
  - The Hungry Pony
  - In the Forest
  - Going Outside
  - Picking Flowers
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the Land:  
<[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>  
For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies: Connecting and Belonging: A Foundation for Implementation*, which is available online at the above website.

KL-022 Explain the importance of conserving or restoring natural resources.

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Taking Care of Mother Earth
3. Ways of conserving and restoring nature
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com](http://www.greenteacher.com)>  
*Green Teacher: Education for Planet Earth* magazine

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

VH-009 Value oral history as a way to learn about the land.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <[www.cowichantribes.com/about/History/Origins](http://www.cowichantribes.com/about/History/Origins)>
2. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley

## 2.2.4 Work, Goods, and Products

### *Description of 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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

### Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Louie's Hat
  - The Raven
  - The Raven's Necklace
  - The Dream Catcher
  - New Slippers
  - The Hawk Drum

**Learning Outcomes**

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

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...*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Fluffy's Accident
  - Anthony's New Glasses
  - Dean's Fish
  - Spear Fishing with Dad
3. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Crabs for Dinner
  - Hot Moose Stew
  - The Best Bread
  - Information pamphlet: *Chances are, It's Aboriginal! A Conversation about Aboriginal Foods* from the following website: <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>

**2.2.5 Diversity and Change*****Description of 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.

***Grade 2 Foundation Document***

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

VI-006 Appreciate the diversity of ways of life in Canadian communities.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Plank Houses
3. North American Indigenous Games 2002

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. Print Resources
  - Fun on the Sled
  - The Dog Sled Ride
  - The Powwow
3. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>  
Choose the following pamphlets:
  - Information pamphlet: Powwow
  - Information pamphlet: My Summer on the Powwow Trail
  - Information pamphlet: First Nations Music in Canada
  - Information pamphlet: Life in an Aboriginal Community
  - Information pamphlet: Aboriginal Sports: Timeless Play
  - Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life
4. Many Voices: A Song of Canada
5. Using Aboriginal Books in the Elementary Classroom

**Learning Outcomes**

VI-006A  
Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <[www.cowichantribes.com](http://www.cowichantribes.com)>  
About Cowichan Tribes; Governance; Member Services; Presence in the Cowichan Valley
2. <[www.cowichantribes.com/about/History/Origins](http://www.cowichantribes.com/about/History/Origins)>
3. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>  
Choose the Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life.
4. Print Resources
  - My Grandma
  - My Grandpa
  - My Buddy
  - My Family
  - The Water Toys
  - Where is Fluffy?
  - Helping with Baby
  - Helping Grandma
  - Bonkers is Hungry
  - Best Friends
  - Holly's Surprise
  - The Sleepover Party
  - A Bunny to Love
  - The Lost Necklace
  - Big and Little
  - Nature's Circle and Other Northwest Coast Children's Stories
  - Salmon's Journey and More Northwest Coast Stories
  - Grizzly's Home and Other Northwest Coast Children's Stories
  - Eagle's Reflection and Other Northwest Coast Stories
  - Raven's Call and More Northwest Coast Stories
  - Orca's Family and More Northwest Coast Stories
  - Yetsa's Sweater
  - Solomon's Tree
  - The Elders Are Watching
  - Frog Girl
  - Secret of the Dance
  - Using Aboriginal Books in the Elementary Classroom

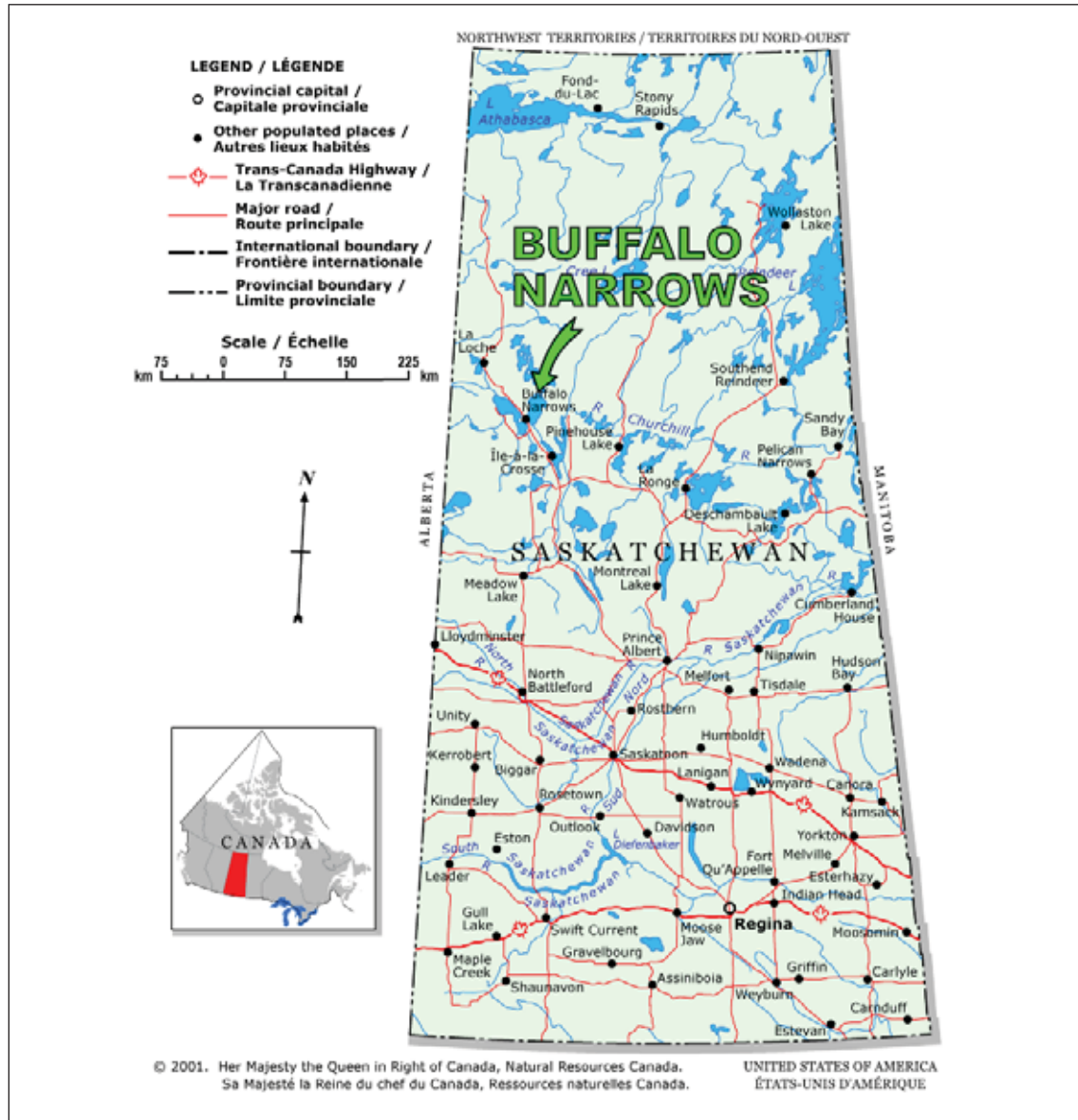
**Resources Suggested for the Study of Duncan, British Columbia**

1. Eaglecrest Books (50 books)
  - My Grandma Level 1
  - Picking Flowers Level 1
  - Going Outside Level 1
  - School is Fun Level 1
  - My Grandpa Level 2
  - In the Forest Level 2
  - The Raven Level 2
  - Big and Little Level 2
  - My Buddy Level 2
  - My Family Level 2
  - Louie's Hat Level 3
  - The Hungry Pony Level 3
  - Water Toys Level 3
  - Holly's Surprise Level 3
  - The Eagle Level 4
  - The Frog Level 4
  - The Hawk Drum Level 4
  - Daffodils for You Level 5
  - The Raven Necklace Level 5
  - Where is Fluffy? Level 5
  - The Fishing Trip Level 6
  - The Picnic Level 6
  - New Slippers Level 6
  - Alysha's Flat Tire Level 6
  - The Lost Necklace Level 7
  - Helping with Baby Level 7
  - Helping Grandma Level 8
  - Bonkers is Hungry Level 8
  - Going to the Store Level 8
  - Fluffy's Accident Level 8
  - Hungry Red Fox Level 8
  - The Tree Fort Level 9
  - Picking Blackberries Level 9
  - The Best Bread Level 10
  - Fun on the Sled Level 10
  - Crabs for Dinner Level 11

- Anthony's New Glasses Level 11
  - Tree Fort Adventure Level 11
  - Hot Moose Stew Level 12
  - The Dream Catcher Level 12
  - Best Friends Level 13
  - Lost and Found Level 13
  - Going Camping Level 14
  - At the Park Level 14
  - The Sleepover Level 15
  - Spear Fishing Level 15
  - Dean's Fish Level 15
  - The Powwow Level 16
  - A Bunny to Love Level 16
  - The Dog Sled Ride Level 16
2. Plank Houses (2-2-98)
  3. Nature's Circle and Other Northwest Coast Children's Stories
  4. Salmon's Journey and More Northwest Coast Stories
  5. Grizzly's Home and Other Northwest Coast Children's Stories
  6. Eagle's Reflection and Other Northwest Coast Stories
  7. Raven's Call and More Northwest Coast Stories
  8. Orca's Family and More Northwest Coast Stories
  9. Yetsa's Sweater
  10. Solomon's Tree
  11. The Elders Are Watching
  12. Frog Girl
  13. Secret of the Dance
  14. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>  
Choose the following pamphlets:
    - Information pamphlet: Powwow
    - Information pamphlet: My Summer on the Powwow Trail
    - Information pamphlet: First Nations Music in Canada
    - Information pamphlet: Life in an Aboriginal Community
    - Information pamphlet: Aboriginal Sports: Timeless Play
    - Information pamphlet: Stories the Totems Tell: Bringing Aboriginal Poles to Life
  15. Many Voices: A Song of Canada
  16. Using Aboriginal Books in the Elementary Classroom
  17. North American Indigenous Games 2002



**Community Chart for Buffalo Narrows, Saskatchewan  
Grade 2, Cluster 2: Aboriginal Community  
Buffalo Narrows, Saskatchewan**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Buffalo Narrows, Saskatchewan: Métis Community***

For an introduction to Buffalo Narrows:

<[http://esask.uregina.ca/entry/metis\\_communities.html](http://esask.uregina.ca/entry/metis_communities.html)>

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For Travel and Tourism information about Buffalo Narrows:

<<http://saskatchewan.worldweb.com/NorthernRegion/>>

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Learn how Buffalo Narrows was named at

<[www.saskschools.ca/~gregory/sask/sknames.html](http://www.saskschools.ca/~gregory/sask/sknames.html)>.

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***Saskatchewan***

Tourism Saskatchewan

1922 Park Street, Regina, SK S4P 3V7

Toll-free: 1-877-2ESCAPE

Phone: 306-787-9600

Fax: 306-787-5744

Email: [travel.info@sasktourism.com](mailto:travel.info@sasktourism.com)

**Website:** <[www.sasktourism.com](http://www.sasktourism.com)> (spelled incorrectly on BLM 2.2.2c)

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Search the Glenbow Collection for artifacts and information at

<[www.glenbow.org/collections/search/](http://www.glenbow.org/collections/search/)>.

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**2.2.1 Diverse Peoples*****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.

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***Grade 2 Foundation Document:***

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

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## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Buffalo Narrows: historical background:  
<[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>
2. The Métis in Canada, pages 4–5
3. Pamphlet #5: The Métis: An Introduction
4. Pamphlet #6: The Métis: Early Origins
5. Pamphlet #7: Birth of the Nation, 1780–1821  
Contact: [fred\\_shore@umanitoba.ca](mailto:fred_shore@umanitoba.ca) (Phone: 204-474-6084) for the above three pamphlets #5, 6, 7, or contact  
<<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.

## 2.2.2 Features of Canadian Communities

### *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.

### *Grade 2 Foundation Document:*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

**Learning Outcomes**

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Buffalo Narrows: Services; Businesses; Schools: <[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>
  2. Transportation, Schools: <<http://career.kcdc.ca/comm/Bufalo%20Narrows.php>>
  3. Schools: <[www.nlsd113.com/schlcom/north/buffalo/](http://www.nlsd113.com/schlcom/north/buffalo/)>
- 
1. Weather: <[www.wunderground.com/global/stations/71077.html](http://www.wunderground.com/global/stations/71077.html)>
  2. Build a Community: <<http://www.hud.gov/kids/thing.html>>  
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
  3. National Climate Data: <[www.climate.weatheroffice.ec.gc.ca/](http://www.climate.weatheroffice.ec.gc.ca/)>, and view “Climate Data Online” and “Canadian Climate Normals.”

## Learning Resources: Aboriginal Communities in Canada

KL-023 Locate communities studied on a map of Canada.

1. Google map of Buffalo Narrows, Saskatchewan. Visit Aboriginal Communities in Google Earth at [www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html).
2. Map of Buffalo Narrows: [www.becquet.com/director/maps/Buffalo\\_Narrows.htm](http://www.becquet.com/director/maps/Buffalo_Narrows.htm)
3. <http://scaa.usask.ca/gallery/mainstreet/buffalonarrows.html>
4. Canadian Atlas Online: [www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)  
Explore the maps; explore by themes, view the gazetteer and discussion forum, as well as a glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

### 2.2.3 Natural Resources

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

**Learning Outcomes**

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.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

KL-022 Explain the importance of conserving or restoring natural resources

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Natural Resources: <[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>
  2. Resources: <<http://career.kcdc.ca/comm/Bufalo%20Narrows.php>>
  3. Atlas of Canada: <<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
    - Explore Our Maps: Learning Resources; Data and Services
  4. Natural Resources of Canada: <[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
    - Animated video of Canada's minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
  5. Prairie: A Natural History (Plants, Animals, Birds)
- 
1. Click on Buffalo Narrows at <<http://saskatchewan.worldweb.com/NorthernRegion/>>.
  2. North American Indigenous Games 2002
  3. Aboriginal Food: An Early Years Unit
  4. Jobs on the Land: <[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>  
Refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is outlined at the above website) for the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series.
- 
1. Nature Saskatchewan: <[www.naturesask.ca/](http://www.naturesask.ca/)>
  2. Prairie Saskatchewan: <[www.swa.ca/Stewardship/PrairieStewardship/Default.asp](http://www.swa.ca/Stewardship/PrairieStewardship/Default.asp)>
  3. Ways of conserving and restoring nature:
    - Recycle, reduce, reuse
    - Walk, ride bikes, use hybrid cars
    - Conserve trees by banding them
    - Plant trees
    - Learn to compost
    - <[www.greenteacher.com](http://www.greenteacher.com)>  
Green Teacher: Education for Planet Earth magazine

## Learning Resources: Aboriginal Communities in Canada

- VH-009 Value oral history as a way to learn about the land.
1. Métis Storytellers:  
<<http://metisstudies.dev.kcdc.ca/identity/readings/reading13.html>>
  2. Lists of stories: <[www.kayas.ca/stories.html](http://www.kayas.ca/stories.html)>

### 2.2.4 Work, Goods, and Products

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

#### **Learning Outcomes**

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Find the topics: Mining; Forestry; Fishing; Wild Rice:  
<[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>.

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

1. Types of work: <[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>
2. Work: <<http://career.kcdc.ca/comm/Buffalo%20Narrows.php>>
3. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

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...*

1. Types of work: <[http://esask.uregina.ca/entry/buffalo\\_narrows.html](http://esask.uregina.ca/entry/buffalo_narrows.html)>
2. Work: <<http://career.kcdc.ca/comm/Buffalo%20Narrows.php>>
3. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

## 2.2.5 Diversity and Change

### *Description of 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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today



## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. History: <[www.link.ca/kyhd/land/buffalo.html](http://www.link.ca/kyhd/land/buffalo.html)> and <[www.jkcc.com/history.html](http://www.jkcc.com/history.html)>
2. The Métis in Canada, pages 8–9
3. Links to Representatives of the Métis Nation and Other Interesting Things Métis: <<http://umanitoba.ca/student/asc/tpac/protocol.html>>
4. Pamphlet # 5: The Métis: An Introduction
5. Pamphlet # 6: The Métis: Early Origins
6. Pamphlet # 7: The Métis: Birth of the Nation, 1780–1821
7. Pamphlet # 8: The Métis: Political Maturity and Dispossession
8. Pamphlet # 9: The Métis: Losing the Land
9. Pamphlet # 10: The Métis: Removal, Resistance and Dispersal
10. Pamphlet # 11: The Métis: The Forgotten Years, 1885–1960  
Contact: fred\_shore@umanitoba.ca (Phone: 204-474-6084) for the above seven pamphlets # 5-11, or contact <<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.
11. People and Plants: The Story of Corn
12. North American Indigenous Games 2002

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. The Métis in Canada, pages 10–17
2. Links to Representatives of the Métis Nation and Other Interesting Things Métis: <<http://umanitoba.ca/student/asc/tpac/protocol.html>>
3. Using Aboriginal Books in the Elementary Classroom

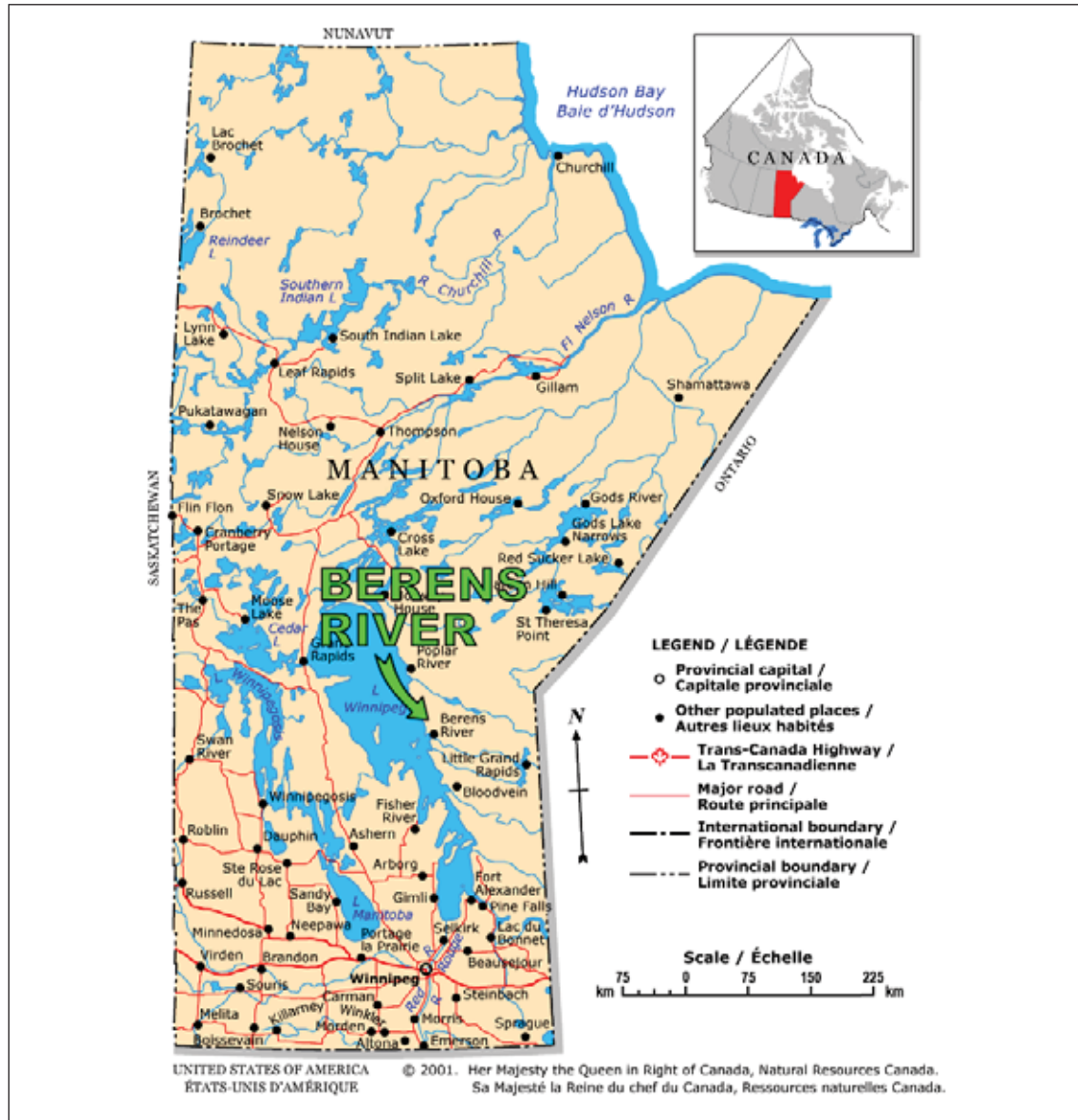
VI-006A  
Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Friendship Bay
2. How the Eagle Got His White Head
3. The Bear's Long Tail: A Tale Retold
4. Flour Sack Friends
5. Granny Shoongish and the Giant Oak Tree
6. The Dream Catcher Pool (Read-Aloud)
7. Storm at Batoche
8. Many Voices: A Song of Canada
9. A Man Called Raven
10. The Red Sash
11. Thomas and the Métis Sash
12. Lists of Stories: <[www.kayas.ca/stories.html](http://www.kayas.ca/stories.html)>
13. Many Voices: Sharing Songs and Stories, pages 15–16
14. Many Voices: Photo Card: Activities and Clothes
15. Using Aboriginal Books in the Elementary Classroom

**Resources Suggested for the Study of Buffalo Narrows, Saskatchewan**

1. The Métis in Canada
2. Contact: fred\_shore@umanitoba.ca (Phone: 474-6084) for the above seven pamphlets #5–11, or contact <<http://umanitoba.ca/student/asc/pamphlets.html>> for pamphlets.
  - Pamphlet #5: The Métis: An Introduction
  - Pamphlet #6: The Métis: Early Origins
  - Pamphlet #7: Birth of the Nation, 1780–1821
  - Pamphlet # 5: The Métis: An Introduction
  - Pamphlet # 6: The Métis: Early Origins
  - Pamphlet # 7: The Métis: Birth of the Nation, 1780–1821
  - Pamphlet # 8: The Métis: Political Maturity and Dispossession
  - Pamphlet # 9: The Métis: Losing the Land
  - Pamphlet # 10: The Métis: Removal, Resistance and Dispersal
  - Pamphlet # 11: The Métis: The Forgotten Years, 1885–1960
3. Friendship Bay
4. How the Eagle Got His White Head
5. The Bear’s Long Tail: A Tale Retold
6. Flour Sack Friends
7. Granny Shoongish and the Giant Oak Tree
8. The Dream Catcher Pool (Read-Aloud)
9. Storm at Batoche
10. Many Voices
11. A Man Called Raven
12. The Red Sash
13. Thomas and the Métis Sash
14. The Bulrush Helps the Pond
15. Many Voices: A Song of Canada
16. People and Plants: The Story of Corn
17. North American Indigenous Games 2002
18. Using Aboriginal Books in the Elementary Classroom

**Community Chart for Berens River, Manitoba  
Grade 2, Cluster 2: Aboriginal Community  
Berens River, Manitoba**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Berens River: A Community Study, Manitoba***

This is described as a Saulteaux community by the Frontier School Division. The residents speak Anishinaabeg, a language often used by the Ojibwe peoples. Health Canada describes the community as an Ojibway community.

The resource was published in 1992.

The resource includes:

1. a resource file with 12 large-scale maps; a story called How Summer Came to Canada; Birch Bark Containers; Paper Making by Hand; Bush Cabin; Make a Canoe with Paddles; Family Tree; Shadow Show; Sutherland's Map Large Scale; Pattern Model of York Boat; York Boats by Willy Frog Ross; Trapper's Sled; Treaty #5; A Trip with the Treaty People, 1919; The Berens River Mission Hospital 1937–1974; and Camping: The State of the Art.
  2. a student book that is organized according to the previous social studies curriculum, as evidenced by the following headings: Introduction; Our Community; The Growth and Development of Berens River; Needs and Wants in Berens River; Conflict and Cooperation in the Community; and Berens River in Pictures (a valuable part of the resource to help acquire a feel for the area).
  3. a teacher's guide that has the same information as the student book except that it has questions and suggestions for activities.
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***Manitoba***

Travel Manitoba

155 Carlton Street, 7th Floor

Winnipeg, MB R3C 3H8

Toll-free: 1-800-665-0040

Phone: 204-945-3777

Fax: 204-948-2517

**Website:** <[www.travelmanitoba.com](http://www.travelmanitoba.com)>

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***Newspapers***

*The Winnipeg Free Press, The Winnipeg Sun, The Interlake Spectator, Grassroots News, and The Drum*

**Grassroots News**

24–1635 Burrows Ave.

Tel: 204-589-7495

Winnipeg, MB R2X 3B5

Fax: 204-589-7540

Email: [publisher@grassrootsnews.mb.ca](mailto:publisher@grassrootsnews.mb.ca)

**Website:** <[www.grassrootsnews.mb.ca](http://www.grassrootsnews.mb.ca)>

## Learning Resources: Aboriginal Communities in Canada

*Grassroots News* reaches 63 First Nations, most Métis communities, and major cities and towns in Manitoba. Within the City of Winnipeg it has over 200 distribution points, as well as door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, *Grassroots News* is read by the "grassroots" people who make up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic. Its national edition reaches Aboriginal people and decision makers throughout Canada.

### **The Drum** ("Manitoba's Aboriginal News Source")

Head Office: Brokenhead Ojibway Nation      Tel: 204-766-2686

Box 3, Scantebury, MB R0E 1W0      Fax: 204-766-2884

Mailing Address: 209–65 Dewdney Ave.      Tel: 204-943-1500

Winnipeg, MB R3B 0E1      Fax: 204-943-1160

Email: [staff@taiga-communications.com](mailto:staff@taiga-communications.com)

Publisher: James Wastasecoot

*The Drum* is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

### ***Berens River Community***

For update:

<[www.gov.mb.ca/ana/community\\_profiles/pdf/berens\\_river.pdf](http://www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf)>

Berens River Community adjoins the independent Berens River Reserve.

### **Berens River Reserve**

<[www.seed.mb.ca/communities/berens-river/](http://www.seed.mb.ca/communities/berens-river/)>

### **Berens River Programs and Services**

<[www.seed.mb.ca/programs-and-services/](http://www.seed.mb.ca/programs-and-services/)>

### **Naming of Berens River:**

1) <[www.ourroots.ca/e/page.aspx?id=917896](http://www.ourroots.ca/e/page.aspx?id=917896)> (page 11)

2) **The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names**

(Teacher Reference–Non-Fiction) Ted Stone

Red Deer Press (RED), 2006. 264 p. ISBN: 978-0-88995-341-3 (see page 30)

IRU Call #: 917.127 S76

There are five websites that help explain the similarities and differences in languages in the various communities:

1. <[www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html](http://www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html)>

2. <[www.languagegeek.com/algon/ojibway/anishinaabemowin.html](http://www.languagegeek.com/algon/ojibway/anishinaabemowin.html)>

3. <[www.native-languages.org/ojibwe.htm](http://www.native-languages.org/ojibwe.htm)>

4. <[www.britannica.com/eb/article-9056892/Ojibwa#75669.hook](http://www.britannica.com/eb/article-9056892/Ojibwa#75669.hook)>

5. <<http://en.wikipedia.org/wiki/Anishinaabe>>

### 2.2.1 Diverse Peoples

#### *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.

#### *Grade 2 Foundation Document:*

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

<b>Learning Outcomes</b>	<b>Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)</b>
KH-027 Recognize that First Nations and Inuit people are Canada’s original peoples.	<ol style="list-style-type: none"> <li>1. Berens River: A Community Study, pages 25–29</li> <li>2. Berens River: A Community Study Teacher’s Guide, pages 25–29</li> <li>3. Nations of the Plains, pages 4–5</li> <li>4. Library and Archives Canada An Overview of Aboriginal History in Canada: &lt;<a href="http://www.collectionscanada.ca/archivianet/0201200110_e.html">www.collectionscanada.ca/archivianet/0201200110_e.html</a>&gt;. Scroll down to Contact and Early Relations and choose Origins; First Meetings and Fisheries. If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2: An Overview of Aboriginal History in Canada, and follow the links.</li> </ol>

### 2.2.2 Features of Canadian Communities

#### *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.

## Learning Resources: Aboriginal Communities in Canada

### *Grade 2 Foundation Document*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

#### **Learning Outcomes**

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- *Animals*
- *Goods*
- *Homes*
- *Natural phenomenon*
- *People*
- *Special places*

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Berens River: A Community Study
  - Schools, pages 49–51; 65
  - Transportation, pages 51–54; 66
  - Travel, pages 20; 125–128; 143
  - Services, pages 135–142
2. Berens River: A Community Study Teacher's Guide
  - Schools, pages 49–5; 65
  - Transportation, pages 51–54; 66
  - Travel, pages 20; 125–128; 143
  - Services, pages 135–142
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. Services, pages 1–2; Transportation, page 3; Schools, page 2:  
<[www.gov.mb.ca/ana/community\\_profiles/pdf/berens\\_river.pdf](http://www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf)>
6. Businesses and Services:  
<[www.seed.mb.ca/communities/berens-river/](http://www.seed.mb.ca/communities/berens-river/)>
7. Berens River Programs and Services  
<[www.seed.mb.ca/programs-and-services/](http://www.seed.mb.ca/programs-and-services/)>



KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

1. Berens River: A Community Study
  - Location, pages 1–2
  - Physical Features/Soils, page 10
  - Geology, pages 11–12
  - Drainage, page 13
  - Climate, pages 13–14
  - Natural Vegetation, page 14
2. Berens River: A Community Study Teacher’s Guide
  - Location, pages 1–2
  - Physical Features/Soils, page 10
  - Geology, pages 11–12
  - Drainage, page 13
  - Climate, pages 13–14
  - Natural Vegetation, page 14
3. Location:
  - a) <[www.gov.mb.ca/ana/community\\_profiles/pdf/berens\\_river.pdf](http://www.gov.mb.ca/ana/community_profiles/pdf/berens_river.pdf)>
  - b) <[www.seed.mb.ca/communities/berens-river/](http://www.seed.mb.ca/communities/berens-river/)>
4. Build a Community: <[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>  
Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>  
Climate Data Online; Canadian Climate Normals

KL-023 Locate communities studied on a map of Canada.

1. Berens River: A Community Study Maps, pages 1; 3–5; 8–9; 12; 16
2. Berens River: A Community Study Teacher’s Guide Maps, pages 1; 3–5; 8–9; 12; 16
3. Berens River Resource File Maps 1–12
4. Visit Aboriginal Communities in Google Earth. You need the Google Earth program installed in your computer. It can be downloaded at this site: <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.
5. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>  
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.



### **2.2.3 Natural Resources**

#### *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.

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#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

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**Learning Outcomes**

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.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Berens River: A Community Study
    - Fishing, pages 64–65
    - Gold Mine, pages 73–74
    - Logging, pages 76–79
    - Trapping, page 81
  2. Berens River: A Community Study Teacher’s Guide
    - Fishing, pages 64–65
    - Gold Mine, pages 73–74
    - Logging, pages 76–79
    - Trapping, page 81
  3. Natural Resources
    - a) <[www.gov.mb.ca/stem/mrd/busdev/guideline](http://www.gov.mb.ca/stem/mrd/busdev/guideline)> Manitoba’s Aboriginal Peoples/Manitoba’s Mining Industry information
    - b) <[www.gov.mb.ca/conservation/firstnations](http://www.gov.mb.ca/conservation/firstnations)> First Nations Rights and Responsibilities: Fishing, Hunting, and Trapping for teacher information
    - c) <[www.gov.mb.ca/trade/globaltrade/agrifood/commodity/wild\\_rice.html](http://www.gov.mb.ca/trade/globaltrade/agrifood/commodity/wild_rice.html)> Wild rice production in Manitoba
  4. Atlas of Canada  
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
    - Explore Our Maps: Learning Resources; Data and Services
  5. Natural Resources of Canada  
<[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
    - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
  6. Prairie: A Natural History (Plants, Animals, Birds)
- 
1. Berens River: A Community Study, pages 17–20; 35–36
  2. Berens River: A Community Study Teacher’s Guide, pages 17–20; 35–36
  3. North American Indigenous Games 2002
  4. Aboriginal Food: An Early Years Unit
  5. Jobs on the land  
<[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>  
Refer to Appendix F: Recommended Learning Resources for the Nelson InfoRead Social Studies *Grade 1 Series and Hard Work Series in Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation*, which is available at the above website.

## Learning Resources: Aboriginal Communities in Canada

KL-022 Explain the importance of conserving or restoring natural resources.

1. Berens River: A Community Study, pages 17–20
2. Berens River: A Community Study Teacher’s Guide, pages 17–20
3. Taking Care of Mother Earth
4. Ways of conserving and restoring nature:
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com/](http://www.greenteacher.com/) Green Teacher: Education for Planet Earth magazine
  - Educational resources for teachers and students <[www.greenmanitoba.ca/cim/dbf/educational\\_resources.pdf?im\\_id=198&si\\_id=1001](http://www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001)>

VH-009 Value oral history as a way to learn about the land.

1. Berens River: A Community Study, pages 117–118
2. Berens River: A Community Study Teacher’s Guide, pages 117–118
3. Elder Protocols for having Elders as guest speakers and storytellers <[www.naho.ca/english/documents/InterviewingElders--FINAL.pdf](http://www.naho.ca/english/documents/InterviewingElders--FINAL.pdf)>
4. For more information about Elders visiting classrooms, refer to Pamphlet #23 entitled Elders Protocol from Kali Storm at: <[kali\\_storm@umanitoba.ca](mailto:kali_storm@umanitoba.ca)> or by phoning 204-474-8850. To access other pamphlets: <<http://umanitoba.ca/student/asc/pamphlets.html>>

### 2.2.4 Work, Goods, and Products

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

**Learning Outcomes**

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

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...*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Berens River: A Community Study, pages 38–44
2. Berens River: A Community Study Teacher's Guide, pages 38–44

- 
1. Berens River: A Community Study, pages 38–44; 76–81
  2. Berens River: A Community Study Teacher's Guide, pages 38–44; 76–81
  3. Sources of information for the community:
    - Telephone directories and advertisements
    - Business directories
    - Local newspapers

- 
1. Berens River: A Community Study, pages 73–74; 76–81
  2. Berens River: A Community Study Teacher's Guide, pages 73–74; 76–81

## Learning Resources: Aboriginal Communities in Canada

### 2.2.5 Diversity and Change

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

#### **Learning Outcomes**

KH-026 Identify ways in which life in Canadian communities has changed over time.

Ways in which life has changed include:

- *Clothing*
- *Families*
- *Food*
- *Homes*
- *Jobs*
- *Recreation*
- *Transportation*

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Berens River: A Community Study, pages 20–21; 49–54; 64–70; 82; 118–128
2. Berens River: A Community Study Teacher’s Guide, pages 20–21; 49–54; 64–70; 82; 118–128
3. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
4. Native Homes, pages 4–5
5. My Community Long Ago (Treaty 8)
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg  
Phone: 204-477-7905 or contact  
<[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>.

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Berens River: A Community Study, pages 117–152
2. Berens River: A Community Study Teacher’s Guide, pages 117–152
3. Powwow
4. My Family (Treaty 8)
5. <[www.ainc-inac.gc.ca/ach/lr/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ach/lr/ks/12050_e.html)>
  - Information pamphlet: First Nations Music in Canada
  - Aboriginal Veterans: Stories of Honour and Heroism
  - Chances are, it’s Aboriginal! A Conversation about Aboriginal Foods
  - It’s a Pow-wow!
  - My Summer on the Pow-wow Trail
  - Learn About Aboriginal Names
  - Aboriginal Sports: Timeless Play
  - Life in an Aboriginal Community
  - First Nations People of Canada
6. Jingle Dancer
7. Many Voices: A Song of Canada
8. Using Aboriginal Books in the Elementary Classroom

VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Berens River: A Community Study, pages 117–152
2. Berens River: A Community Study Teacher’s Guide, pages 117–152
3. Elders are Watching
4. Red Parka Mary
5. My Family (Treaty 8)
6. Buffalo Dreams
7. Nanabosho Grants a Wish
8. My Kokum Called Today
9. Where Did You Get Your Moccasins?
10. Ancient Thunder
11. The Song Within My Heart
12. Frybread
13. The Dream Catcher Pool
14. The Bear’s Long Tail
15. How the Eagle Got His White Head
16. Using Aboriginal Books in the Elementary Classroom

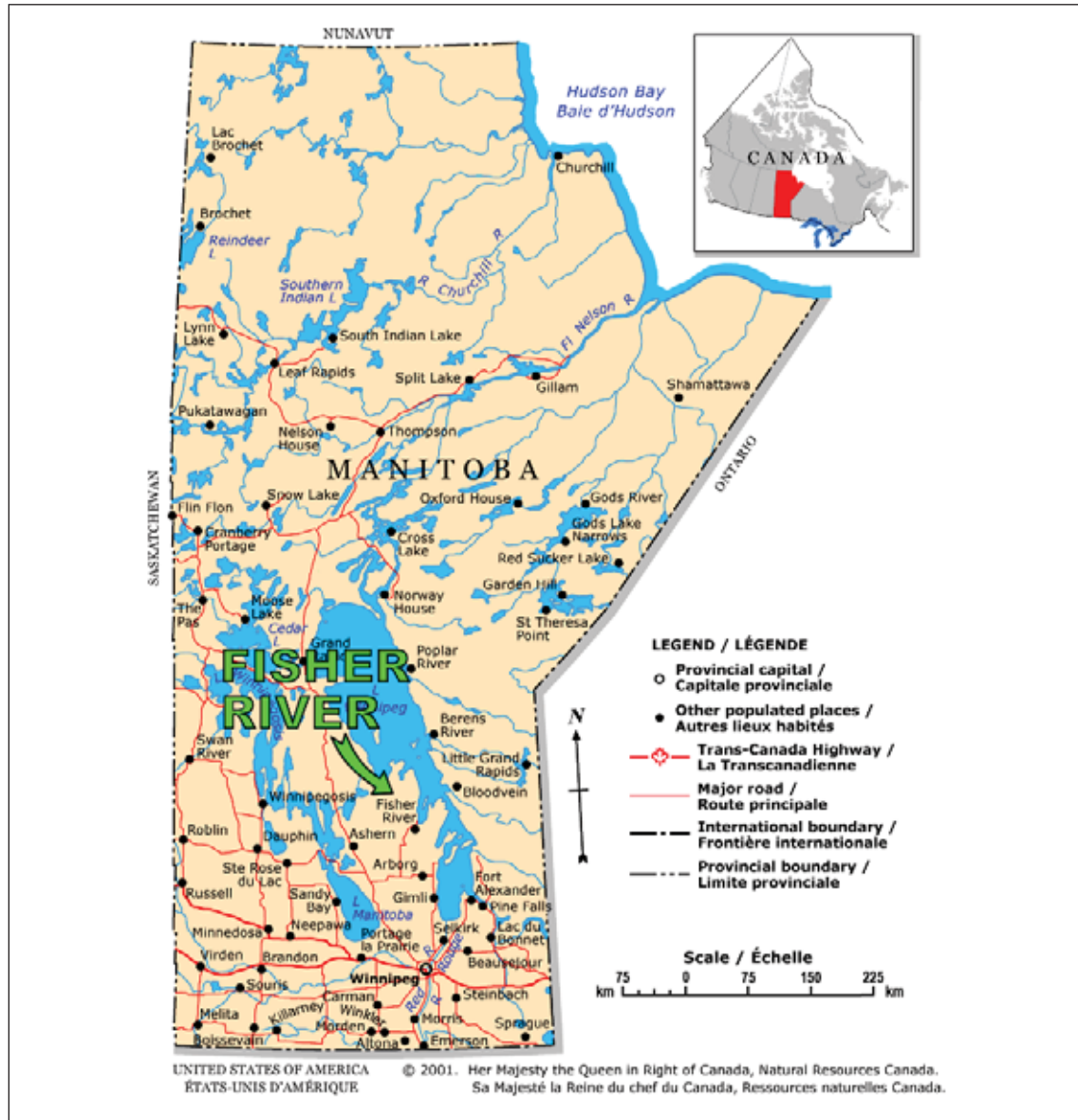
**Learning Resources: Aboriginal Communities in Canada****Resources Suggested for the Study of Berens River, Manitoba**

1. Berens River: A Community Study, pages 25–29
2. Berens River: A Community Study Teacher’s Guide, pages 25–29
3. Berens River Resource File
4. Nations of the Plains
5. My Community in the Present (Treaty 8)
6. My School (Treaty 8)
7. Taking Care of Mother Earth
8. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
9. Native Homes
10. My Community Long Ago (Treaty 8)
11. Powwow
12. My Family (Treaty 8)
13. <[www.ainc-inac.gc.ca/ach/lr/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ach/lr/ks/12050_e.html)>  
Choose the following pamphlets:
  - Information pamphlet: First Nations Music in Canada
  - Aboriginal Veterans: Stories of Honour and Heroism
  - Chances are, it’s Aboriginal! A Conversation about Aboriginal Foods
  - It’s a Pow-wow!
  - My Summer on the Pow-wow Trail
  - Learn About Aboriginal Names
  - Aboriginal Sports: Timeless Play
  - Life in an Aboriginal Community
  - First Nations People of Canada
14. Elders are Watching
15. Red Parka Mary
16. My Family (Treaty 8)
17. Buffalo Dreams
18. Nanabosho Grants a Wish
19. My Kokum Called Today
20. Where Did You Get Your Moccasins?
21. Ancient Thunder
22. The Song Within My Heart
23. Frybread
24. Meshom and the Little One
25. The Dream Catcher Pool
26. The Bear’s Long Tail

27. How the Eagle Got His White Head
28. Jingle Dancer
29. Many Voices: A Song of Canada
30. Fancy Dance
31. Jingle Dancers Information: <[www.powwows.com/info/?p=40](http://www.powwows.com/info/?p=40)>
32. Using Aboriginal Books in the Elementary Classroom
33. People and Plants: The Story of Corn
34. North American Indigenous Games 2002
35. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)  
680 Harrow Street, Winnipeg  
Phone: 204-477-7905  
or contact <[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>



**Community Chart for Fisher River, Manitoba  
Grade 2, Cluster 2: Aboriginal Community  
Fisher River, Manitoba**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Fisher River: The Study of a Cree Community, Manitoba***

The resource was **revised in 2003** to follow the organization of the new curriculum (Activate, Acquire, and Apply strategies). It includes a booklet of learning activities and three appendices for Teacher Reference. The binder has 55 overheads of the community.

The kit description mentions that it includes the following: 10 student books, eight pamphlets/maps/etc., one cassette, seven teacher references; and four artifacts (fur samples, wood samples, snowshoes, and animal parts). These are not included for \$150.00 and teachers must, therefore, find and develop their own materials to be used with the student book and overheads.

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***Manitoba***

Travel Manitoba  
155 Carlton Street, 7th Floor  
Winnipeg, MB R3C 3H8  
Toll-free: 1-800-665-0040  
Phone: 204-945-3777  
Fax: 204-948-2517  
**Website:** <[www.travelmanitoba.com](http://www.travelmanitoba.com)>

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***Newspapers***

*The Winnipeg Free Press, The Winnipeg Sun, The Interlake Spectator, Grassroots News, and The Drum*

**Grassroots News**  
24-1635 Burrows Ave.  
Tel: 204-589-7495  
Winnipeg, MB R2X 3B5  
Fax: 204-589-7540  
Email: [publisher@grassrootsnews.mb.ca](mailto:publisher@grassrootsnews.mb.ca)  
**Website:** <[www.grassrootsnews.mb.ca](http://www.grassrootsnews.mb.ca)>

*Grassroots News* reaches 63 First Nations, most Métis communities, and major cities and towns in Manitoba. Within the City of Winnipeg, it has over 200 strategically placed distribution points, as well as door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, it is read by the "grassroots" people making up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic. Its national edition reaches Aboriginal people and decision makers throughout Canada.

## Learning Resources: Aboriginal Communities in Canada

### **The Drum** ("Manitoba's Aboriginal News Source")

Head Office: Brokenhead Ojibway Nation      Tel: 204-766-2686  
 Box 3, Scantebury, MB R0E 1W0              Fax: 204-766-2884  
 Mailing Address: 209–65 Dewdney Ave.      Tel: 204-943-1500  
 Winnipeg, MB R3B 0E1                      Fax: 204-943-1160  
 Email: [staff@taiga-communications.com](mailto:staff@taiga-communications.com)  
 Publisher: James Wastasecoot

*The Drum* is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

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### ***Fisher River***

For update:

1. <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)>  
 If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
2. <[www.fisherriver.com/profile.htm](http://www.fisherriver.com/profile.htm)> (includes phone directory)

**The Naming of Fisher River: The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names**  
 (Teacher Reference–Non-Fiction) Ted Stone  
 Red Deer Press (RED), 2006. 264 p. ISBN: 978-0-88995-341-3 (see page 80)  
 IRU Call #: 917.127 S76

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## **2.2.1 Diverse Peoples**

### ***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.

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### ***Grade 2 Foundation Document:***

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

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Learning Outcomes	Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)
KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.	<ol style="list-style-type: none"> <li>1. Nations of the Plains, pages 4–5</li> <li>2. Library and Archives Canada An Overview of Aboriginal History in Canada: &lt;<a href="http://www.collectionscanada.ca/archivianet/0201200110_e.html">www.collectionscanada.ca/archivianet/0201200110_e.html</a>&gt;. Scroll down to “Contact and Early Relations,” and choose “Origins; First Meetings and Fisheries.” If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2, “An Overview of Aboriginal History in Canada,” and follow the links.</li> </ol>

## 2.2.2 Features of Canadian Communities

### *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.

### *Grade 2 Foundation Document:*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
  - General Information, page 75
  - Services, page 25, 76
  - School, pages 49–50
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Services #15–26
  - School #51–55
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. From the following website choose Services, page 12; Education, page 13; Transportation, page 16 <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

1. Fisher River: The Study of a Cree Community
  - General Information, page 75
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Buildings, #7–14, 15–26, 27–31
3. From the following website, choose Community Overview, page 2: <[www.eastinterlake.com/assets/community%20profiles/ fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)> > If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Build a Community: <[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)> Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>

KL-023 Locate communities studied on a map of Canada.

1. Fisher River: The Study of a Cree Community, pages 21–23
2. Map of location of Fisher River:  
<[www.becquet.ca/director/maps/Manitoba/Fisher\\_River.htm](http://www.becquet.ca/director/maps/Manitoba/Fisher_River.htm)>
3. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed in your computer. It can be downloaded at <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.
4. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>  
Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas.

### 2.2.3 Natural Resources

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
  - Fish, pages 29, 31
  - Animals, page 37
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Resources: Fishing; Farming; Animals #32–39
3. From the following website choose Agriculture, page 17; Fishing, page 18: <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Atlas of Canada:
  - <<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
  - Explore Our Maps: Learning Resources; Data and Services
5. Natural Resources of Canada:
  - <[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
  - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only
6. Prairie: A Natural History (Plants, Animals, Birds)



KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Fisher River: The Study of a Cree Community
  - Current Profile, page 74
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - How people live in Fisher River, #7–14
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the land  
<[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>  
For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is online at the above website).

KL-022 Explain the importance of conserving or restoring natural resources.

1. Taking Care of Mother Earth
2. Ways of conserving and restoring nature:
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com](http://www.greenteacher.com)> Green Teacher: Education for Planet Earth magazine
  - Educational resources for teachers and students  
<[www.greenmanitoba.ca/cim/dbf/educational\\_resources.pdf?im\\_id=198&si\\_id=1001](http://www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001)>

VH-009 Value oral history as a way to learn about the land

1. Elder Protocols for having Elders as guest speakers and storytellers:  
<[www.naho.ca/english/documents/InterviewingElders--FINAL.pdf](http://www.naho.ca/english/documents/InterviewingElders--FINAL.pdf)>
2. For more information about Elders visiting classrooms, refer to pamphlet #23 entitled “Elders Protocol from Kali Storm” at <[kali\\_storm@umanitoba.ca](mailto:kali_storm@umanitoba.ca)> or at 204-474-8850.  
To access other pamphlets,  
<<http://umanitoba.ca/student/asc/pamphlets.html>>



## Learning Resources: Aboriginal Communities in Canada

### 2.2.4 Work, Goods, and Products

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

#### **Learning Outcomes**

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, dollar store, grocery store, video store)*

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Fisher River: The Study of a Cree Community
  - Fish, page 29
  - Food, page 33
  - Beadwork, page 53
  - Natural Materials in Art, page 55
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Fishing, Farming and Agriculture, #32–40
  - Artwork, #41–48
3. From the following website choose Agriculture, page 17; Fishing, page 18  
 <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)>. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

1. Fisher River: The Study of a Cree Community
  - Occupations, pages 27, 76–77
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Businesses, #27–31
  - Fishing, Farming and Agriculture, #32–40
  - Artists, #41–50
3. <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)> Choose “Places of work,” page 19; “Labour force,” page 20, If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
4. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

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...*

1. Fisher River: The Study of a Cree Community
  - Fishing, page 29
2. Fisher River: The Study of a Cree Community Binder of Overheads
  - Fishing, Farming and Agriculture, #32–40
  - Artwork, #41–48
3. <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)> Choose Fish, page 18. If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.

## 2.2.5 Diversity and Change

### *Description of 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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Fisher River: The Study of a Cree Community
  - Background Information, pages 72–73
2. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841
3. Native Homes, pages 4–5
4. My Community Long Ago (Treaty 8)
5. <[www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf](http://www.eastinterlake.com/assets/community%20profiles/fisher%20river%20first%20nation%20community%20profile.pdf)> Choose History, page 3; Present, pages 8–9.  
If there is difficulty finding the site, type in “Fisher River, Manitoba” and choose the first title, “PDF Fisher River, Manitoba.” There are 20 pages of information that can be accessed here.
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg  
Phone: 204-477-7905 or contact  
<[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Fisher River: The Study of a Cree Community
    - First Nations Community, page 17
    - Fisher River, page 21
  2. Fisher River: The Study of a Cree Community Binder of Overheads
    - How people live in Fisher River, #7–14
  3. Powwow
  4. My Family (Treaty 8)
  5. <[www.ainc-inac.gc.ca/](http://www.ainc-inac.gc.ca/)>
    - Information pamphlet: First Nations Music in Canada
    - Aboriginal Veterans: Stories of Honour and Heroism
    - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
    - It's a Pow-wow!
    - My Summer on the Pow-wow Trail
    - Learn About Aboriginal Names
    - Aboriginal Sports: Timeless Play
    - Life in an Aboriginal Community
    - First Nations People of Canada
  6. Jingle Dancer
  7. Many Voices: A Song of Canada
  8. Using Aboriginal Books in the Elementary Classroom
-

**Learning Resources: Aboriginal Communities in Canada**

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Fisher River: The Study of a Cree Community
    - Community Activities, page 57
    - Celebrations, page 65
  2. Fisher River: The Study of a Cree Community Binder of Overheads (55)
    - How people live in Fisher River, #7–14
  3. Elders are Watching
  4. Red Parka Mary
  5. My Family (Treaty 8)
  6. Buffalo Dreams
  7. Nanabosho Grants a Wish
  8. My Kokum Called Today
  9. Where Did You Get Your Moccasins?
  10. Nokum is My Teacher
  11. The Little Duck–Sikihpsis
  12. Hidden Buffalo
  13. Christmas at Wapos Bay (Read-Aloud)
  14. The Song Within My Heart
  15. Mwakwa Talks to the Loon
  16. Wisahkecahk Flies to the Moon
  17. The Bulrush Helps the Pond
  18. Dragonfly Kites
  19. Using Aboriginal Books in the Elementary Classroom
-

**Resources Suggested for the Study of Fisher River, Manitoba**

1. Nations of the Plains
2. Fisher River: The Study of a Cree Community
3. Fisher River: The Study of a Cree Community Binder of Overheads
4. My Community in the Present (Treaty 8)
5. My School (Treaty 8)
6. Taking Care of Mother Earth
7. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
8. Native Homes
9. My Community Long Ago (Treaty 8)
10. Powwow
11. My Family (Treaty 8)
12. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>  
Choose the following pamphlets:
  - Information pamphlet: First Nations Music in Canada
  - Aboriginal Veterans: Stories of Honour and Heroism
  - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
  - It's a Pow-wow!
  - My Summer on the Pow-wow Trail
  - Learn About Aboriginal Names
  - Aboriginal Sports: Timeless Play
  - Life in an Aboriginal Community
  - First Nations People of Canada
13. Elders are Watching
14. Red Parka Mary
15. My Family (Treaty 8)
16. Buffalo Dreams
17. Nanabosho Grants a Wish
18. My Kokum Called Today
19. Where Did You Get Your Moccasins?
20. Nokum is My Teacher
21. The Little Duck–Sikihpsis
22. Hidden Buffalo
23. Christmas at Wapos Bay (Read-Aloud)
24. The Song Within My Heart
25. Mwakwa Talks to the Loon
26. Wisahkecahk Flies to the Moon

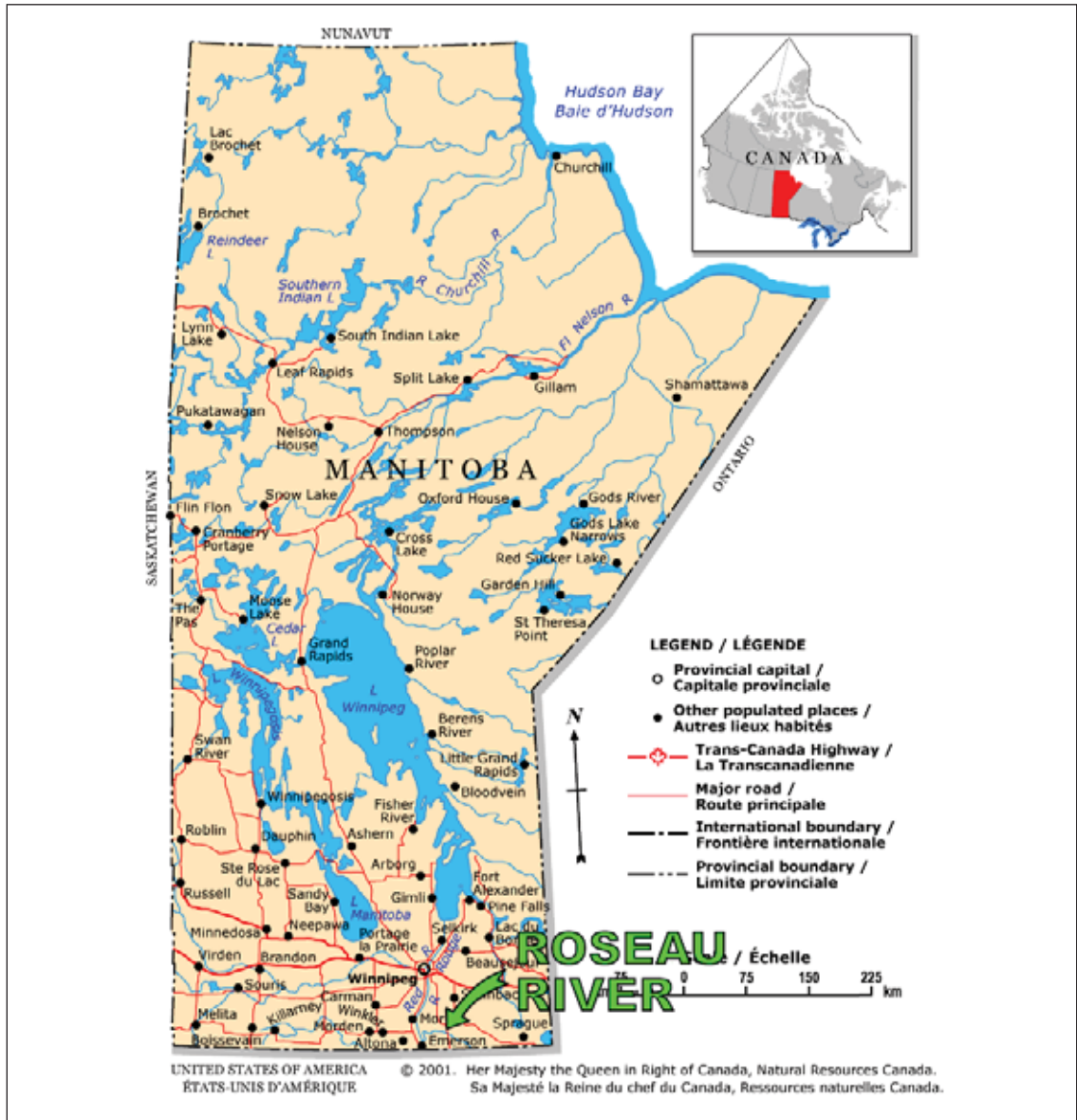
**Learning Resources: Aboriginal Communities in Canada**

27. The Bulrush Helps the Pond
28. Dragonfly Kites
29. Jingle Dancer
30. Many Voices: A Song of Canada
31. Fancy Dance
32. Jingle Dancers Information: <[www.powwows.com/info/?p=40](http://www.powwows.com/info/?p=40)>
33. Using Aboriginal Books in the Elementary Classroom
34. People and Plants: The Story of Corn
35. North American Indigenous Games 2002
36. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)  
680 Harrow Street, Winnipeg, MB  
Phone: 204-477-7905  
or contact <[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>





**Community Chart for Roseau River, Manitoba  
Grade 2, Cluster 2: Aboriginal Community  
Roseau River, Manitoba**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Roseau River: The Study of an Anishinaabe Community, Manitoba***

(It is also called an Ojibwe community.)

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***Manitoba***

Travel Manitoba  
 155 Carlton Street, 7th Floor  
 Winnipeg, MB R3C 3H8  
 Toll-free: 1-800-665-0040  
 Phone: 204-945-3777  
 Fax: 204-948-2517  
**Website:** <[www.travelmanitoba.com](http://www.travelmanitoba.com)>

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***Newspapers***

*The Winnipeg Free Press, The Winnipeg Sun, Grassroots News, and The Drum*

**Grassroots News**

24-1635 Burrows Ave.  
 Tel: 204-589-7495  
 Winnipeg, MB R2X 3B5  
 Fax: 204-589-7540  
 Email: [publisher@grassrootsnews.mb.ca](mailto:publisher@grassrootsnews.mb.ca)  
**Website:** <[www.grassrootsnews.mb.ca](http://www.grassrootsnews.mb.ca)>

*Grassroots News* reaches 63 First Nations, most Métis communities, as well as major cities and towns in Manitoba. Within the City of Winnipeg, it has over 200 strategically placed distribution points. It also does door-to-door distribution in many neighbourhoods where Aboriginal people live. Papers are also distributed through Aboriginal Tribal Councils, libraries, government offices, colleges, and Aboriginal and Métis community centres. As its name implies, it is read by the "grassroots" people making up the Aboriginal and Métis population of Manitoba, as well as the decision makers within that Aboriginal demographic.

Its national edition reaches Aboriginal people and decision makers throughout Canada.

**The Drum ("Manitoba's Aboriginal News Source")**

Head Office: Brokenhead Ojibway Nation	Tel: 204-766-2686
Box 3, Scantebury, MB R0E 1W0	Fax: 204-766-2884
Mailing Address: 209-65 Dewdney Ave.	Tel: 204-943-1500
Winnipeg, MB R3B 0E1	Fax: 204-943-1160
Email: <a href="mailto:staff@taiga-communications.com">staff@taiga-communications.com</a>	
Publisher: James Wastasecoot	

*The Drum* is politically independent and is Aboriginal owned and operated. It is published by Taiga Communications.

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**Naming of Roseau River**

- 1) <[www.ourroots.ca/e/page.aspx?id=918006](http://www.ourroots.ca/e/page.aspx?id=918006)>, page 111
- 2) **The Story Behind Manitoba Names: How Cities, Towns, Villages and Whistle Stops Got Their Names**  
(Teacher Reference-Non-Fiction) Ted Stone  
Red Deer Press (RED), 2006. 264p. ISBN: 978-0-88995-341-3 (See page 193)  
IRU Call #: 917.127 S76

There are five websites that help explain the similarities and differences in languages in the various communities:

1. <[www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html](http://www.sicc.sk.ca/heritage/sils/ourlanguages/saulteaux/history/index.html)>
  2. <[www.languagegeek.com/algon/ojibway/anishinaabemowin.html](http://www.languagegeek.com/algon/ojibway/anishinaabemowin.html)>
  3. <[www.native-languages.org/ojibwe.htm](http://www.native-languages.org/ojibwe.htm)>
  4. <[www.britannica.com/eb/article-9056892/Ojibwa#75669.hook](http://www.britannica.com/eb/article-9056892/Ojibwa#75669.hook)>
  5. <<http://en.wikipedia.org/wiki/Anishinaabe>>
- 

**2.2.1 Diverse Peoples*****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.

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***Grade 2 Foundation Document***

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

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Learning Outcomes	Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)
KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.	<ol style="list-style-type: none"> <li>1. Nations of the Plains, pages 4–5</li> <li>2. Library and Archives Canada An Overview of Aboriginal History in Canada: &lt;<a href="http://www.collectionscanada.ca/archivianet/0201200110_e.html">www.collectionscanada.ca/archivianet/0201200110_e.html</a>&gt;. Scroll down to “Contact and Early Relations,” and choose “Origins; First Meetings and Fisheries.” If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2 “An Overview of Aboriginal History in Canada,” and follow the links.</li> </ol>

## 2.2.2 Features of Canadian Communities

### *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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of a Ojibwe Community
  - The Community (Services), pages 21–25
2. Roseau River: The Study of a Ojibwe Community Binder of Overheads
  - Services #15–20: 21–25
  - School #30–38
3. My Community in the Present (Treaty 8)
4. My School (Treaty 8)
5. Roseau River: Government <[www.rrafn.com/government.html](http://www.rrafn.com/government.html)>.
6. Roseau River: School <[www.ginewschool.ca](http://www.ginewschool.ca)>

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

1. Roseau River: The Study of an Ojibwe Community
  - The Community, pages 21–25
  - Natural and Constructed Features, pages 27–30
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
  - Buildings #6–14; 21–25
  - Bridges #2
3. Climate: <[www.rrafn.com/history.html](http://www.rrafn.com/history.html)>
4. Build a Community: <[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
5. National Climate Data: <[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>
  - Climate Data Online; Canadian Climate Normals

KL-023 Locate communities studied on a map of Canada.

1. Roseau River: The Study of an Ojibwe Community
  - Location, pages 15–20
2. Map of location of Roseau River:  
<[www.becquet.com/director/maps/Manitoba/Roseau\\_River.htm](http://www.becquet.com/director/maps/Manitoba/Roseau_River.htm)>
3. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed in your computer. It can be downloaded at <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.
4. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>
  - Explore the maps; Explore by themes; Gazetteer; Discussion Forum; Glossary of terms; Learning Centre; Games and Quizzes; CG Kids Atlas

### 2.2.3 Natural Resources

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KL-020 Give examples of natural resources in communities studied.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of an Ojibwe Community
  - Work, pages 31–36
2. Manitoba Conservation, Wildlife and Ecosystem Protection Branch: <[www.gov.mb.ca/conservation/wildlife](http://www.gov.mb.ca/conservation/wildlife)> Click on “Hunting” on the left side of the screen, and then choose “First Nations.” Click on “Trapping” on the left side of the screen, and then choose “First Nations.”
3. Atlas of Canada: <<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
  - Explore Our Maps: Learning Resources; Data and Services
4. Natural Resources of Canada: <[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
  - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.
5. Prairie: A Natural History (Plants, Animals, Birds)

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Roseau River: The Study of an Ojibwe Community
  - The Community, pages 21–30
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
  - Roseau River surrounding environment #1–5
3. North American Indigenous Games 2002
4. Aboriginal Food: An Early Years Unit
5. Jobs on the Land: <[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)> For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies: Connecting and Belonging: A Foundation for Implementation*, which is online at the above website.



KL-022 Explain the importance of conserving or restoring natural resources.

1. Taking Care of Mother Earth
2. Ways of conserving and restoring nature:
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com](http://www.greenteacher.com)>. Green Teacher: Education for Planet Earth magazine
  - Educational resources for teachers and students: <[www.greenmanitoba.ca/cim/dbf/educational\\_resources.pdf?im\\_id=198&si\\_id=1001](http://www.greenmanitoba.ca/cim/dbf/educational_resources.pdf?im_id=198&si_id=1001)>

VH-009 Value oral history as a way to learn about the land.

1. Elder Protocols for having Elders as guest speakers and storytellers: <[www.naho.ca/english/documents/InterviewingElders--FINAL.pdf](http://www.naho.ca/english/documents/InterviewingElders--FINAL.pdf)>
2. For more information about Elders visiting classrooms, refer to Pamphlet #23 entitled “Elders Protocol from Kali Storm” at <[kali\\_storm@umanitoba.ca](mailto:kali_storm@umanitoba.ca)>, or by phoning 204-474-8850. To access other pamphlets, see <<http://umanitoba.ca/student/asc/pamphlets.html>>.
3. Roseau River: The Study of an Ojibwe Community, pages 67; 71

## 2.2.4 Work, Goods, and Products

### *Description of 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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart



## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Roseau River: The Study of an Ojibwe Community
  - Needs and Wants, pages 43–46
  - Food, page 70
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
  - Artwork, #44–46

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

1. Roseau River: The Study of an Ojibwe Community
  - Occupations, pages 31–37
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
  - Adults at work, #6–11; 13–25
3. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

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...*

1. Roseau River: The Study of an Ojibwe Community, pages 31–36; 43–46
2. Roseau River: The Study of an Ojibwe Community Binder of Overheads, #39–46

## 2.2.5 Diversity and Change

### *Description of 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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

#### **Learning Outcomes**

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Roseau River: The Study of an Ojibwe Community
  - Then and Now, pages 57–62
2. A Pioneer’s Thanksgiving: A Story of Harvest Celebrations in 1841, pages 25–29
3. Native Homes, pages 4–5; 12
4. My Community Long Ago (Treaty 8)
5. History of Roseau River: [www.rrafn.com/history.html](http://www.rrafn.com/history.html)
6. People and Plants: The Story of Corn
7. North American Indigenous Games 2002
8. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg) 680 Harrow Street, Winnipeg  
Phone: 204-477-7905 or contact  
<[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>.

**Learning Resources: Aboriginal Communities in Canada**

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Roseau River: The Study of an Ojibwe Community
    - Customs and Traditions, pages 49–56
    - Plants, page 67
    - Appendix 8: Customs and Traditions, pages 72–73
    - Appendix 9: The Pow Wow, pages 74–75
  2. Roseau River: The Study of an Ojibwe Community Binder of Overheads
    - Ojibwe Culture, #39–46
  3. Powwow
  4. My Family (Treaty 8)
  5. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
    - Information pamphlet: First Nations Music in Canada
    - Aboriginal Veterans: Stories of Honour and Heroism
    - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
    - It's a Pow-wow!
    - My Summer on the Pow-wow Trail
    - Learn About Aboriginal Names
    - Aboriginal Sports: Timeless Play
    - Life in an Aboriginal Community
    - First Nations People of Canada
  6. Jingle Dancer
  7. Many Voices: A Song of Canada
  8. Using Aboriginal Books in the Elementary Classroom
-

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. Roseau River: The Study of an Ojibwe Community
    - Appendix 14: Books, pages 85–86
  2. Elders are Watching
  3. Red Parka Mary
  4. My Family (Treaty 8)
  5. Buffalo Dreams
  6. Nanabosho Grants a Wish
  7. My Kokum Called Today
  8. Where Did You Get Your Moccasins?
  9. Ancient Thunder
  10. The Song Within My Heart
  11. Frybread
  12. Meshom and the Little One
  13. The Dream Catcher Pool
  14. The Bear's Long Tail
  15. How the Eagle Got His White Head
  16. Using Aboriginal Books in the Elementary Classroom
-

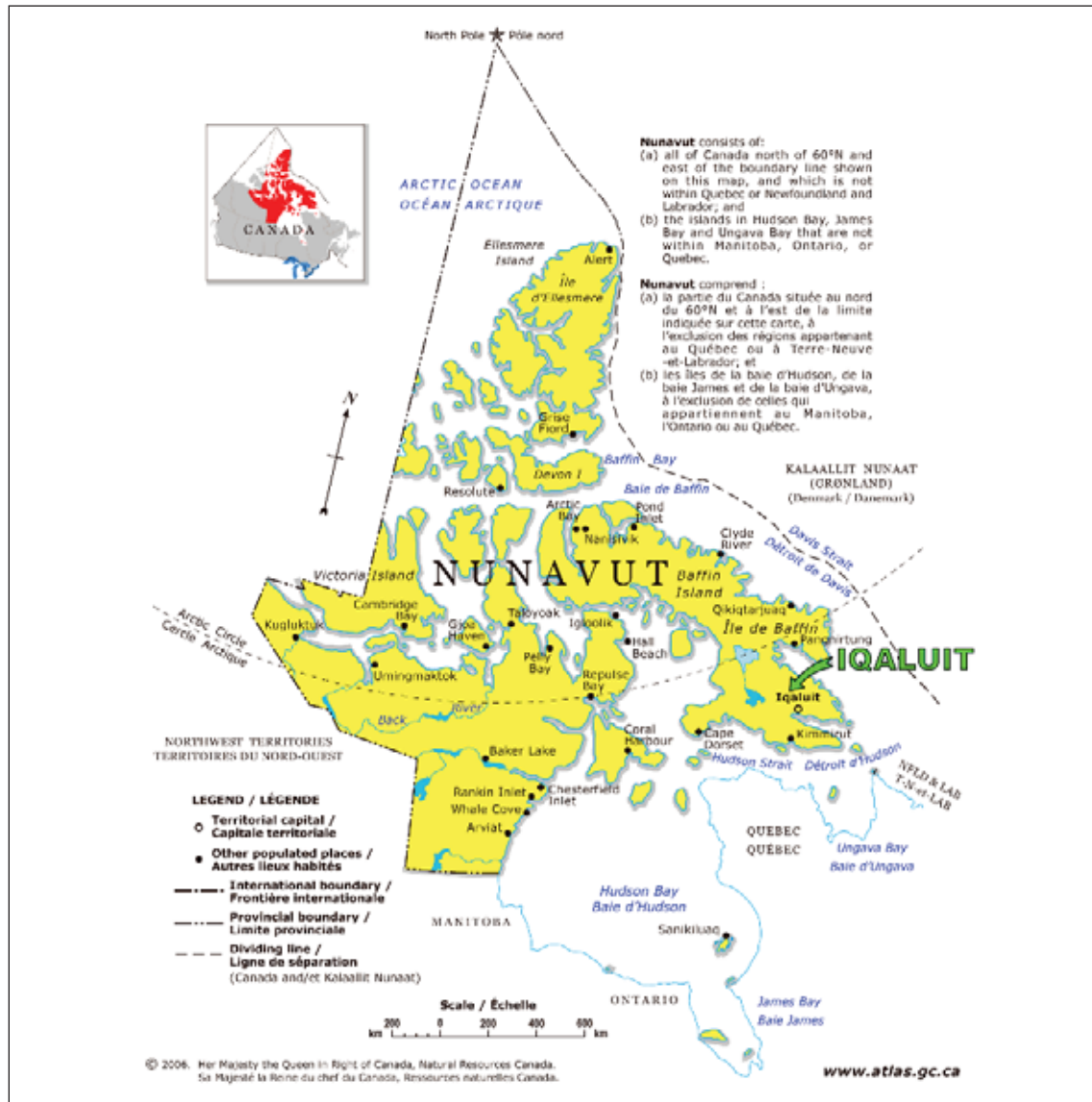
**Learning Resources: Aboriginal Communities in Canada****Resources Suggested for the Study of Roseau River, Manitoba**

1. Nations of the Plains
2. Roseau River: The Study of an Ojibwe Community
3. Roseau River: The Study of an Ojibwe Community Binder of Overheads
4. My Community in the Present (Treaty 8)
5. My School (Treaty 8)
6. Taking Care of Mother Earth
7. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
8. Native Homes
9. My Community Long Ago (Treaty 8)
10. Powwow
11. My Family (Treaty 8)
12. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>  
Choose the following pamphlets:
  - Information pamphlet: First Nations Music in Canada
  - Aboriginal Veterans: Stories of Honour and Heroism
  - Chances are, it's Aboriginal! A Conversation about Aboriginal Foods
  - It's a Pow-wow!
  - My Summer on the Pow-wow Trail
  - Learn About Aboriginal Names
  - Aboriginal Sports: Timeless Play
  - Life in an Aboriginal Community
  - First Nations People of Canada
13. Elders are Watching
14. Red Parka Mary
15. My Family (Treaty 8)
16. Buffalo Dreams
17. Nanabosho Grants a Wish
18. My Kokum Called Today
19. Where Did You Get Your Moccasins?
20. Ancient Thunder
21. The Song Within My Heart
22. Frybread
23. Meshom and the Little One
24. The Dream Catcher Pool
25. The Bear's Long Tail
26. How the Eagle Got His White Head

27. Jingle Dancer
28. Many Voices: A Song of Canada
29. Fancy Dance
30. Jingle Dancers Information: <[www.powwows.com/info/?p=40](http://www.powwows.com/info/?p=40)>
31. Using Aboriginal Books in the Elementary Classroom
32. People and Plants: The Story of Corn
33. North American Indigenous Games 2002
34. Manitoba Electrical Museum and Education Centre (field trip in Winnipeg)  
680 Harrow Street, Winnipeg  
Phone: 204-477-7905  
or contact <[www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)>

**Community Chart for Iqaluit, Nunavut  
Grade 2, Cluster 2: Aboriginal Community  
An Inuit Community: Iqaluit, Nunavut**

Pronunciation of Iqaluit: (can be pronounced both ways)  
Iqaluit (*eeek-KAH-loo-eet*) or (*eeek-KAH-loo-it*)



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Inuit Communities in Nunavut: includes Iqaluit:***

<[www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/en/nu-in-b.html)>

For each of the 28 communities listed and described, information is provided under the following headings:

- Community Homepage: community weather
  - Geography Map: Google Map
  - Geography Map: Atlas of Canada
  - Profile: Connectivity: Aboriginal Canada Portal Profile
  - Profile: Statistics Canada: More information is provided than students would use. Teachers can link to Teachers' Resources and lesson plans that would be useful for the community study.
- 

***Nunavut***

Nunavut Tourism

P.O. Box 1450, Iqaluit, NU X0A 0H0

Toll-free: 1-866-NUNAVUT

Phone: 867-979-6551

Fax: 867-979-1261

Email: [info@nunavuttourism.com](mailto:info@nunavuttourism.com)

Website: <[www.nunavuttourism.com](http://www.nunavuttourism.com)>

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**City of Iqaluit (includes weather)**

<[www.city.iqaluit.nu.ca/apps/fusebox/index.php?fa=c.displayHome](http://www.city.iqaluit.nu.ca/apps/fusebox/index.php?fa=c.displayHome)>

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**Nunatsiaq News (Iqaluit)**

<[www.nunatsiaq.com/news/iqaluit.html](http://www.nunatsiaq.com/news/iqaluit.html)>

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**Inuit Games**

<[www.opi.state.mt.us/pdf/schoolfood/L&CFitness/L&CFitness.pdf](http://www.opi.state.mt.us/pdf/schoolfood/L&CFitness/L&CFitness.pdf)>

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**History of Iqaluit (formerly known as Frobisher Bay)**

<[www.nunanet.com/~jtagak/history](http://www.nunanet.com/~jtagak/history)>

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## Learning Resources: Aboriginal Communities in Canada

### 2.2.1 Diverse Peoples

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

#### **Learning Outcomes**

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Our World: Canadian Communities 2, pages 13, 28, 44
2. Our World: Canadian Communities 2 Teaching Resource, pages 28–31
3. Nations of the Plains, pages 4–5
4. Library and Archives Canada  
An Overview of Aboriginal History in Canada:  
<[www.collectionscanada.ca/archivianet/0201200110\\_e.html](http://www.collectionscanada.ca/archivianet/0201200110_e.html)>. Scroll down to Contact and Early Relations and choose Origins; First Meetings and Fisheries.  
If there is difficulty finding this site, google "Library and Archives Canada." Go to Search. Type in "An Overview of Aboriginal History in Canada." Scroll down to #2: "An Overview of Aboriginal History in Canada," and follow the links.
5. Inuit, pages 24–25
6. All About Canadian Communities: Northern Communities, page 14
7. Many Voices: Looking at People: The Inuit of Iqaluit, pages 8–9
8. Many Voices: Teaching Resource and CD-ROM, pages 39–76
9. Many Voices: Looking at Places, pages 20–23
10. Many Voices: Teaching Resource and CD-ROM, pages 1–38

## 2.2.2 Features of Canadian Communities

### *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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

### **Learning Outcomes**

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- *Animals*
- *Goods*
- *Homes*
- *Natural phenomenon*
- *People*
- *Special places*

### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Our World: Canadian Communities 2
  - Schools, pages 17, 19
  - Services, pages 36–37
2. Our World: Canadian Communities 2 Teaching Resource
  - Daily life, pages 37–43
  - Goods and services, pages 90–96
3. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
  - Information pamphlet: Travel in the Northwest Territories and Nunavut
4. Many Voices: Looking at Places, pages 42–43
5. Many Voices: Teaching Resource and CD-ROM, pages 1–38

## Learning Resources: Aboriginal Communities in Canada

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

1. Our World: Canadian Communities 2
    - Physical Geography, pages 6
    - Climate, page 10
    - Waterways, page 8
  2. Our World: Canadian Communities 2 Teaching Resource
    - Physical Geography, pages 16–22
    - Climate, pages 23–27
    - Waterways, pages 16–22
  3. Inuit, pages 4–5
  4. All About Canadian Communities: Northern Communities, pages 6, 10
  5. Many Voices: Looking at Places, page 14, 17, 36–37
  6. Many Voices: Photo Card: Look at the Sea
  7. Many Voices: Photo Card: St. Jude’s Anglican Church
  8. Many Voices: Teaching Resource and CD-ROM, pages 1–38
  9. To build a community, <[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
  10. National Climate Data:
    - <[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)>
    - Climate Data Online; Canadian Climate Normals
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KL-023 Locate communities studied on a map of Canada.

1. Our World: Canadian Communities 2, pages 2–3; 9
2. Our World: Canadian Communities 2 Teaching Resource, pages 5–10
  - Map of Nunavut, page 161
3. Inuit, page 5
4. Visit **Aboriginal Communities in Google Earth**. You need the Google Earth program installed on your computer. It can be downloaded at the following site: <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.
5. Many Voices: Looking for People: Hello Again, page 5 (map)
6. Many Voices: Teaching Resource and CD-ROM, pages 39–76
7. Many Voices: Maps and More (Big Book), pages 12–13; 18–19; 22–23
8. Many Voices: Looking at Places, pages 8–10; 12
9. Many Voices: Teaching Resource and CD-ROM, pages 1–38
10. Interactive map of Iqaluit:  
<<http://maps.nrcan.gc.ca/iqaluit/Iqaluit-interactive.html>>
11. Canadian Atlas Online:  
<[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>  
Explore the maps, explore by themes, review the gazetteer and discussion forum, as well as the glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

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## 2.2.3 Natural Resources

### *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.

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## Learning Resources: Aboriginal Communities in Canada

### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Pages

### **Learning Outcomes**

KL-020 Give examples of natural resources in communities studied.

### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Our World: Canadian Communities 2, page 32
2. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
3. Natural Resources:  
<[www.canadianheritage.com/galleries/naturalresources.htm](http://www.canadianheritage.com/galleries/naturalresources.htm)>
4. All About Canadian Communities: Northern Communities, page 8
5. Many Voices: Land and Sea
  - Hunting in Nunavut, pages 4–5
  - Fishing, pages 6–7
6. Many Voices: Looking at Work, pages 8–9
7. Many Voices: Teaching Resource and CD-ROM, pages 77–104
8. Atlas of Canada:  
<<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>
  - Explore Our Maps: Learning Resources; Data and Services
9. Natural Resources of Canada:  
<[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>
  - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

1. Our World: Canadian Communities 2, pages 14, 17, 25
2. Our World: Canadian Communities 2 Teaching Resource
  - Identity and Geography, pages 32–36
  - Daily Life, pages 37–43
  - About Our Cultures, pages 59–65
3. Inuit, pages 8–9, 12–19
4. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
  - Information pamphlet: Discover Inuit Art
5. North American Indigenous Games 2002
6. Aboriginal Food: An Early Years Unit
7. Jobs on the land:
  - <[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>

For the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series, refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation*, which is available online at the above website.

KL-022 Explain the importance of conserving or restoring natural resources.

1. Our World: Canadian Communities 2, pages 32, 38–39
2. Our World: Canadian Communities 2 Teaching Resource
  - Natural Resources, pages 79–84
  - How Industry Can Affect Our Communities, pages 97–104
3. Many Voices: Looking at Work, pages 24–25
4. Many Voices: Teaching Resource and CD-ROM, pages 77–104
5. Ways of conserving and restoring nature:
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com](http://www.greenteacher.com)>

Green Teacher: Education for Planet Earth magazine

VH-009 Value oral history as a way to learn about the land.

1. Inuit, pages 20–21

## Learning Resources: Aboriginal Communities in Canada

### 2.2.4 Work, Goods, and Products

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

#### **Learning Outcomes**

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

1. Our World: Canadian Communities 2, pages 36–37
2. Our World: Canadian Communities 2 Teaching Resource, pages 90–96
3. Inuit, pages 12–15
4. Many Voices: Looking at Work, pages 18–19
5. Many Voices: Teaching Resource and CD-ROM, pages 77–104

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

1. Our World: Canadian Communities 2, page 34
2. Our World: Canadian Communities 2 Teaching Resource, pages 85–89
3. Inuit, pages 6, 8–9, 12–19
4. All About Canadian Communities: Northern Communities, page 16
5. Many Voices: Making a Difference, pages 4–7
6. Many Voices: Looking at Work, pages 14, 32–33, 38–39
7. Many Voices: Teaching Resource and CD-ROM, pages 77–104
8. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

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...*

1. Our World: Canadian Communities 2, pages 34–35, 38–39
2. Our World: Canadian Communities 2 Teaching Resource
  - Work, pages 85–89
  - How Industry Can Affect Our Communities, pages 97–104

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## 2.2.5 Diversity and Change

### *Description of 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.

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### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

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## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource
  - Changes, pages 132–141, 149–153
3. Native Homes, pages 4, 30
4. Inuit, pages 28–29
5. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
  - Information pamphlet: Far North Food: From Arctic Char to Processed Snacks
6. <[http://maps.nrcan.gc.ca/iqaluit/hist\\_res\\_e.html](http://maps.nrcan.gc.ca/iqaluit/hist_res_e.html)>
  - Chronological History of Iqaluit
7. Many Voices: Looking at People, pages 20–21
8. Many Voices: Teaching Resource and CD-ROM, pages 39–76
9. Many Voices: Looking at You, pages 8–30
10. Many Voices: Teaching Resource and CD-ROM, pages 105–133
11. Many Voices: Teaching Poster: How Can I Find Out?
12. North American Indigenous Games 2002

VI-006 Appreciate the diversity of ways of life in Canadian communities.

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource
  - Changes, pages 132–141, 149–153
3. All About Canadian Communities: Northern Communities, pages 4, 6, 8, 12, 16, 18
4. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
  - Information pamphlet: Nunavut, Canada’s Third Territory “North of 60”
5. Many Voices: A Song of Canada
6. Many Voices: Looking at People, pages 14, 32–33, 38–39
7. Many Voices: Teaching Resource and CD-ROM, pages 39–76
8. Many Voices: Photo Card: The Enchanted Owl
9. Many Voices: Photo Card: Inuit Beadwork
10. Many Voices: Photo Card: Languages in Canada
11. Many Voices: Teaching Poster: My Community, My Identity
12. Many Voices: Teaching Poster: Growing To Be Good Citizens
13. Inuit Throat Singing:
  - <[www.stuff.co.uk/media/polar-relay/inuit.html](http://www.stuff.co.uk/media/polar-relay/inuit.html)>
14. Using Aboriginal Books in the Elementary Classroom

VI-006A

Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

1. The Lonely Inuksuk
  2. The Missing Sun
  3. Carry Me Mama
  4. A Man Called Raven
  5. What's the Most Beautiful Thing You Know About Horses?
  6. Kumak's Fish
  7. Inuit, pages 20–21
  8. <[www.ainc-inac.gc.ca/ks/inuks\\_e.html](http://www.ainc-inac.gc.ca/ks/inuks_e.html)>
    - A story about the inuksuk
  9. Many Voices: We Are All Connected, pages 2–5
  10. Many Voices: Tell Me a Story, pages 2–6
  11. Many Voices: Sharing Songs and Stories, pages 3–7
  12. Using Aboriginal Books in the Elementary Classroom
-

**Learning Resources: Aboriginal Communities in Canada****Resources Suggested for the Study of Iqaluit, Nunavut**

1. Our World: Canadian Communities 2
2. Our World: Canadian Communities 2 Teaching Resource
3. Nations of the Plains
4. Inuit
5. All About Canadian Communities: Northern Communities
6. Many Voices Program:
  - Maps and More (Big Book)
  - Teacher's Resource and CD-ROM
  - Communities in Canada: Looking at Places
    - a) Photo Card: Look at the Sea
    - b) Photo Card: St. Jude's Anglican Church
  - Communities in Canada: Looking at People
    - a) Photo Card: The Enchanted Owl
    - b) Photo Card: Inuit Beadwork
  - Communities in Canada: Looking at Work
  - Communities in Canada: Looking at You
    - a) Photo Card: Languages in Canada
  - A Song of Canada
  - We Are All Connected
  - Tell Me a Story
  - Making a Difference
  - Sharing Songs and Stories
  - Land and Sea
7. <[www.ainc-inac.gc.ca/ks/12050\\_e.html](http://www.ainc-inac.gc.ca/ks/12050_e.html)>
  - Information pamphlet: Discover Inuit Art
  - Information pamphlet: Far North Food-From Arctic Char to Processed Snacks
  - Information pamphlet: Nunavut, Canada's Third Territory "North of 60"
  - Travel in the Northwest Territories and Nunavut
8. Native Homes
9. The Lonely Inuksuk
10. The Missing Sun
11. Carry Me Mama
12. A Man Called Raven
13. What's the Most Beautiful Thing You Know about Horses?
14. Kumak's Fish
15. Igloos
16. Using Aboriginal Books in the Elementary Classroom
17. North American Indigenous Games 2002



**Community Chart for Tjipogtotjg-Boucrouche, New Brunswick  
Grade 2, Cluster 2: Aboriginal Community  
Tjipogtotjg-Boucrouche, New Brunswick**



Please note that not all resources included here have been reviewed by Manitoba Education, Citizenship and Youth. Teachers and/or school divisions are advised to review all learning resources locally before they are used with students. This will ensure that local sensitivities are considered and that appropriate resources are selected for use in social studies classrooms.

***Tjipogtotjg-Bouctouche, New Brunswick Mi'kmaq First Nation***

Pronunciation of Tjipogtotjg: say it like *djee-BOHK-tohtchk*

Pronunciation of Bouctouche: *book-TOOSH*

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***New Brunswick***

New Brunswick Department of Tourism and Parks

P.O. Box 12345, Campbellton, NB E3N 3H4

Toll-free: 1-800-561-0123

Fax: 506-789-2044

Website: <[www.TourismNewBrunswick.ca](http://www.TourismNewBrunswick.ca)> <[www.canadaeastcost.com](http://www.canadaeastcost.com)>

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The naming of Bouctouche:

<[www.new-brunswick.net/newbrunswick/names/names.html](http://www.new-brunswick.net/newbrunswick/names/names.html)>

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**2.2.1 Diverse Peoples*****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.

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***Grade 2 Foundation Document***

Blackline Master 2.2.1 a: Diverse Peoples: KWL

Blackline Master 2.2.1 b: Diverse Peoples: Location of First Nations Communities in Manitoba

Blackline Master 2.2.1 c: Diverse Peoples: Contributions and Inventions

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## Learning Resources: Aboriginal Communities in Canada

### Learning Outcomes

KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.

### Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)

1. <<http://ca.epodunk.com/profiles/new-brunswick/bouctouche/2000276.html>>. Scroll down, and click on “History (Archives in New Brunswick; Library and Archives Canada; Heritage Canada).”
2. Our World: Canadian Communities 2, page 13
3. Our World: Canadian Communities 2 Teaching Resource, pages 28–31
4. Mi'kmaq of the East Coast  
What was it like before the Europeans came?, pages 13–36
5. Hands-On Social Studies 2 (Unit 2)  
History of Lunenburg: The Mi'kmaq People, pages 122–133
6. Library and Archives Canada  
An Overview of Aboriginal History in Canada  
<[www.collectionscanada.ca/archivianet/0201200110\\_e.html](http://www.collectionscanada.ca/archivianet/0201200110_e.html)>. Scroll down to “Contact and Early Relations” and choose “Origins; First Meetings and Fisheries.”  
  
If there is difficulty finding this site, google “Library and Archives Canada.” Go to Search. Type in “An Overview of Aboriginal History in Canada.” Scroll down to #2, “An Overview of Aboriginal History in Canada,” and follow the links.

## 2.2.2 Features of Canadian Communities

### *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.

### *Grade 2 Foundation Document*

Blackline Master 2.2.2 a: Features of Canadian Communities: Spider Web

Blackline Master 2.2.2 b: Features of Canadian Communities: T-Chart

Blackline Master 2.2.2 c: Features of Canadian Communities: Provincial and Territorial Tourism Information

Blackline Master 2.2.2 d: Features of Canadian Communities: Map of Canada

Blackline Master 2.2.2 e: Features of Canadian Communities: Venn Diagram

**Learning Outcomes**

KI-012 Identify common features of Canadian communities.

*Examples: transportation, services, schools...*

*Other common features:*

- Animals
- Goods
- Homes
- Natural phenomenon
- People
- Special places

KL-019 Describe natural and constructed features of communities studied.

*Examples: landforms, climate, waterways; buildings, bridges...*

*Other natural and constructed features:*

- Forests
- Grasslands
- Parks
- Roadways

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <<http://bouctouche.localintheknow.com/Bouctouche.asp>>.
  2. Our World: Canadian Communities 2
    - Schools, page 19
    - Services, page 37
  3. Our World: Canadian Communities 2 Teaching Resource, pages 37–43, 90–96
- 
1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>. Scroll down and click on “Weather.”
  2. Our World: Canadian Communities 2
    - Physical Geography, page 7, 15
    - Climate, page 11
    - Waterways, page 9
  3. Our World: Canadian Communities 2 Teaching Resource, pages 16–22
  4. Visit “Build a Community” at <[www.hud.gov/kids/thing.html](http://www.hud.gov/kids/thing.html)>. Requires a special program called “Shockwave” for it to be accessed. Directions for free download are given at this site.
  5. National Climate Data: <[www.climate.weatheroffice.ec.gc.ca](http://www.climate.weatheroffice.ec.gc.ca)> and review “Climate Data Online” and “Canadian Climate Normals.”



## Learning Resources: Aboriginal Communities in Canada

KL-023 Locate communities studied on a map of Canada.

1. Visit <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Google map of Bouctouche, NB. **Google Website.** Visit **Aboriginal Communities in Google Earth.** You will need to install the Google Earth program on your computer at <[www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE\\_landingpage\\_en.html](http://www.aboriginalcanada.gc.ca/acp/community/site.nsf/GE_landingpage_en.html)>.
3. Our World: Canadian Communities 2, pages 2–3, 9
4. Our World: Canadian Communities 2 Teaching Resource, pages 16–22
5. Mi'kmaq of the East Coast, page 55
6. See the Canadian Atlas Online at <[www.canadiangeographic.ca/atlas/intro.aspx?lang=En](http://www.canadiangeographic.ca/atlas/intro.aspx?lang=En)>. Explore the maps, explore by themes, review the gazetteer and discussion forum, as well as the glossary of terms, learning centre, games and quizzes, and CG Kids Atlas.

### 2.2.3 Natural Resources

#### *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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.3 a: Natural Resources: Examples

Blackline Master 2.2.3 b: Natural Resources: Research

Blackline Master 2.2.3 c: Natural Resources: Plants, Animals, Minerals

Blackline Master 2.2.3 d: Natural Resources: Word Sort

Blackline Master 2.2.3 e: Natural Resources: Chart

Blackline Master 2.2.3 f: Natural Resources: Community Profile

Blackline Master 2.2.3 g: Natural Resources: Outline Map of Canada

Blackline Master 2.2.3 h: Natural Resources: Book Page

**Learning Outcomes**

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.

*Examples include:*

- *What they wear*
- *Games they play in winter*
- *Foods they eat from the family garden*
- *Jobs on the land*
- *Activities on the land for fun and recreation*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 33
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
4. Natural Resources: <[www.gnb.ca/0078/Hey\\_Kids/index-e.asp](http://www.gnb.ca/0078/Hey_Kids/index-e.asp)>, and click on “Natural Resources: Links to Discover, At Risk, Fish, Rocks, and Go Wild.”
5. Atlas of Canada: <<http://atlas.gc.ca/site/english/maps/environment/land/landcover>>.
  - Explore Our Maps: Learning Resources; Data and Services
6. Natural Resources of Canada: <[www.nrcan.gc.ca/mms/video/vhp\\_e.htm](http://www.nrcan.gc.ca/mms/video/vhp_e.htm)>.
  - Animated video of Canada’s minerals and metals plus links for more information on Aboriginal people, students, and teachers, as well as other links for teacher use only.

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 33
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
4. North American Indigenous Games 2002
5. Aboriginal Food: An Early Years Unit
6. Jobs on the Land <[www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/appendixf.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/appendixf.pdf)>  
Refer to Appendix F: Recommended Learning Resources in *Grade 1 Social Studies Connecting and Belonging: A Foundation for Implementation* (which is online at the above website) for the Nelson InfoRead Social Studies Grade 1 Series and Hard Work Series.

## Learning Resources: Aboriginal Communities in Canada

KL-022 Explain the importance of conserving or restoring natural resources.

1. Our World: Canadian Communities 2, page 33
2. Our World: Canadian Communities 2 Teaching Resource, pages 79–84
3. Taking Care of Mother Earth
4. Ways of conserving and restoring nature:
  - Recycle, reduce, reuse
  - Walk, ride bikes, use hybrid cars
  - Conserve trees by banding them
  - Plant trees
  - Learn to compost
  - <[www.greenteacher.com](http://www.greenteacher.com)> for the Green Teacher: Education for Planet Earth magazine

VH-009 Value oral history as a way to learn about the land.

1. Our World: Canadian Communities 2, pages 44–45, 48–51
2. Our World Canadian Communities 2 Teaching Resource, pages 114–127, 132–140

### 2.2.4 Work, Goods, and Products

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.4 a: Work, Goods, and Products: Word Sort

Blackline Master 2.2.4 b: Work, Goods, and Products: Jobs

Blackline Master 2.2.4 d: Work, Goods, and Products: Work Chart

**Learning Outcomes**

KE-036 Give examples of goods produced in Canadian communities.

*Types of work that provide goods (clothing store, grocery store, video store)*

KE-037 Describe different types of work in Canadian communities studied.

*Types of work that produce services (city or town or First Nations community hall, dentist's office, hospital, police department, tourist information office, vet's office)*

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...*

**Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 37
3. Our World: Canadian Communities 2 Teaching Resource, pages 90–96

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, page 35
3. Our World: Canadian Communities 2 Teaching Resource, pages 85–89
4. Sources of information for the community:
  - Telephone directories and advertisements
  - Business directories
  - Local newspapers

1. <<http://ca.epodunk.com/profiles/newbrunswick/bouctouche/2000276.html>>
2. Our World: Canadian Communities 2, pages 33, 35
3. Our World: Canadian Communities 2 Teaching Resource, pages 79–84, 85–89

## Learning Resources: Aboriginal Communities in Canada

### 2.2.5 Diversity and Change

#### *Description of 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.

#### *Grade 2 Foundation Document*

Blackline Master 2.2.5 a: Diversity and Change: Venn Diagram

Blackline Master 2.2.5 b: Diversity and Change: Past and Today

#### **Learning Outcomes**

KH-026 Identify ways in which life in Canadian communities has changed over time.

*Ways in which life has changed include:*

- Clothing
- Families
- Food
- Homes
- Jobs
- Recreation
- Transportation

VI-006 Appreciate the diversity of ways of life in Canadian communities.

#### **Resources Useful to Support Learning Outcomes (Print, Websites, Audiovisual)**

1. Our World: Canadian Communities, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource, pages 132–154
3. Mi'kmaq of the East Coast, pages 62–68
4. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
5. Native Homes
6. North American Indigenous Games 2002

1. Our World: Canadian Communities 2, pages 50–63
2. Our World: Canadian Communities 2 Teaching Resource, pages 132–154
3. Mi'kmaq of the East Coast, pages 62–68
4. Powwow
5. Jingle Dancer
6. Many Voices: A Song of Canada
7. Using Aboriginal Books in the Elementary Classroom

VI-006A	1. Mi'kmaq of the East Coast, pages 30–36
Demonstrate interest	2. Elders are Watching
in the shared	3. For Mi'kmaq stories, < <a href="http://mrc.uccb.ns.ca/storyone.html">http://mrc.uccb.ns.ca/storyone.html</a> >.
experiences and	4. For a Mi'kmaq fact sheet,
stories of members of	< <a href="http://www.geocities.com/bigorrin/mikmaq_kids.htm">www.geocities.com/bigorrin/mikmaq_kids.htm</a> >.
Aboriginal	5. Using Aboriginal Books in the Elementary Classroom
communities in	
Canada.	

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### Resources Suggested for the Study of Tjipogtotjg-Bouctouche, New Brunswick

1. Our World: Canadian Communities 2
2. Our World: Canadian Communities 2 Teaching Resource
3. Mi'kmaq of the East Coast
4. Hands-On Social Studies 2 (Unit 2)
5. A Pioneer's Thanksgiving: A Story of Harvest Celebrations in 1841
6. Native Homes
7. Powwow
8. Elders are Watching
9. Jingle Dancer
10. Many Voices: A Song of Canada
11. Fancy Dance
12. Jingle Dancers Information: <[www.powwows.com/info/?p=40](http://www.powwows.com/info/?p=40)>
13. Using Aboriginal Books in the Elementary Classroom
14. North American Indigenous Games 2002



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