

Manitoba, Canada, and the North: Places and Stories

History of Manitoba

4

CLUSTER

GRADE

4



Learning Experiences



4.4.1 Early Life and Settlement

4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.

4-KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.

4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba. *Include: displacement of communities, disease, cultural change.*

4.4.2 People and Events That Shaped Manitoba

4-KH-033 Relate stories of people and events that shaped Manitoba. *Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...*

4-VH-008 Value oral tradition as an important way to learn history.

4.4.3 Historical Cultural Contributions

4-KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.

4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba. *Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...*

4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.

4-KI-012 Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...*



4-KI-012F Recognize that their identities are connected to the history of their francophone community.

4.4.4 Changes in Ways of Life

4-KH-035 Describe ways in which life in Manitoba has changed over time. *Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...*

4-VH-009 Appreciate the significance of Manitoba's history in their lives.

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 important events and individuals from Manitoba's past. This study includes a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.



Engaging Students in the Cluster

- Create an artifacts centre of items from Manitoba’s past (e.g., clothing, household items, historical pictures...).
- Create a display of books related to Manitoba’s past.
- Invite students to dress in costumes representing life or significant people from Manitoba’s past.
- Create a bulletin board display illustrating important events and individuals and pictures of early life in Manitoba.
- Come dressed in a period costume and assume the characteristics of a teacher from long ago (e.g., students seated in rows, strict discipline, slates...).
- Provide food samples that represent life in Manitoba’s past (e.g., foods made from old-time recipes, old-fashioned candy...).
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Learning Experiences

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|--|-------------------------------------|
| • Early Life and Settlement | • Historical Cultural Contributions |
| • People and Events That Shaped Manitoba | • Changes in Ways of Life |



Learning Experience: 4.4.1 Early Life and Settlement

- 4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.

- 4-KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.

- 4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba.
Include: displacement of communities, disease, cultural change.






Description of the Learning Experience

The natural environment and interactions with Aboriginal peoples had an impact on European settlement, and settlers in turn affected Aboriginal life. Students identify various aspects of the natural environment in Manitoba and research ways in which Aboriginal peoples and European settlers interacted with each other.








4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
Activate		
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students share what they know about early European settlement in Manitoba (i.e., who, what, where, when, why, and how), including the influence of the natural environment and the impact of European settlement on Aboriginal communities. Students organize their ideas using a W-5 web and share completed webs with peers. 4.4.1 BLM: Early Life and Settlement–Web
or		
 	4-KL-026 4-KL-027 4-KH-034	Using the KWL strategy, students record what they know and want to know about European settlement in Manitoba, the influence of the natural environment on settlement, and the impact of European settlement on Aboriginal communities. Students discuss what they have recorded in the Know column and suggest strategies to help answer what they want to know. Students record what they learned on completion of the learning experience. 4.4.1 BLM: Early Life and Settlement–First People
		<i>(continued)</i>
Teacher Reflections		







4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students examine five locations in Manitoba identified on a relief map. Students imagine they are European settlers moving to each location and discuss and record challenges and opportunities they might encounter related to the natural environment and/or interactions with Aboriginal peoples. Students share observations in a class discussion.
 4.4.1 BLM: Early Life and Settlement–Locations		
or		
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students study relief maps of Manitoba and imagine they are early European settlers about to travel here. Students discuss where in Manitoba they would choose to settle and explain why. TIP: Encourage students to consider the influence of the natural environment and interactions they may have with Aboriginal people.
 4.4.1 BLM: Early Life and Settlement–Manitoba Map		
or		
	4-KL-026 4-KL-027 4-KH-034	Student interview family members to learn stories of their ancestors who settled in Manitoba (e.g., challenges and opportunities related to the natural environment, interactions with Aboriginal people...). As an Admit Slip, students share these stories with the class.
Teacher Reflections		

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
 <p>A.7.2</p>	<p>4-KL-026 4-KL-027 4-KH-034</p>	<p>Acquire</p> <p>Using print and electronic resources, students research the locations of European settlements in Manitoba. Students identify on a map of Manitoba the location of forts and early settlements, including the Selkirk settlement. Students discuss how the natural environment or interactions with Aboriginal peoples may have influenced the choice of the locations.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 4.4.1 BLM: Early Life and Settlement–Forts and Settlements</p> <hr/> <p style="text-align: center;">or</p>
 <p>A.11.1</p>	<p>4-KL-026</p>	<p>Using print and electronic resources, students research facts related to early European settlement in Manitoba, including where people settled and the influence of the natural environment and interactions with Aboriginal people. Students record their ideas and share them with a partner.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/> <p style="text-align: center;">or</p>
 <p>A.11.1</p> 	<p>4-KL-026 4-KL-027 4-KH-034</p>	<p>Using print and electronic resources, students read stories about the interactions between Aboriginal people and Selkirk settlers. Students identify the impact of European settlement on Aboriginal communities and record their observations.</p> <p>TIP: Encourage students to identify ways in which Aboriginal people helped new settlers survive and cope with the natural environment.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/> <p style="text-align: center;">or</p>
 <p>A.6.4</p> 	<p>4-KL-026 4-KL-027 4-KH-034</p>	<p>Students compose questions and interview an Aboriginal Elder to hear stories of interactions between Aboriginals and European settlers to learn how they helped each other, as well as the impact of European settlement on Aboriginal communities (i.e., displacement of communities, disease, cultural change). Students discuss the information presented and record ideas in their journals.</p>
<p>Teacher Reflections</p>		

4.4.1 Early Life and Settlement

Assessment	Outcomes	Strategies
Apply		
	4-KL-026 4-KL-027 4-KH-034	Students create a mural or diorama illustrating interactions between Aboriginals and Europeans. Students include images of ways in which Aboriginal people helped new settlers survive and cope with the natural environment.
or		
	4-KH-034	Using a Venn diagram, pairs of students compare and discuss Aboriginal life before and after European settlement to identify the impact of European settlement on Aboriginal communities (i.e., displacement of communities, disease, cultural change).  4.4.1 BLM: Early Life and Settlement–Venn Diagram
or		
	4-KL-026 4-KL-027 4-KH-034	Students create a comic strip or comic book, illustrating interactions between European settlers and the Aboriginal peoples. Students include individuals from the past (e.g., Lord Selkirk, Louis Riel, Cuthbert Grant) and illustrate how the exchange of ideas has helped Europeans to survive the natural environment or how European settlement affected Aboriginal communities.
or		
	4-KL-026 4-KL-027 4-KH-034	Collaborative groups of students plan and present a dramatization of interactions between Aboriginals and European settlers, illustrating how the exchange of ideas helped Europeans to survive the challenges of the natural environment or how European settlement affected Aboriginal communities.
or		
	4-KL-026 4-KL-027 4-KH-034	Using a RAFT, students assume the role of either an Aboriginal or a European settler and describe his or her daily life, influence of the natural environment, and interactions with the other community.
<p>Teacher Reflections</p>		






Learning Experience: 4.4.2 People and Events That Shaped Manitoba

- 4-KH-033 Relate stories of people and events that shaped Manitoba.
Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...
- 4-VH-008 Value oral tradition as an important way to learn history.







Description of the Learning Experience

Manitoba has a rich and diverse history. Using oral, print, and electronic resources, students research important people and events from Manitoba’s past.






4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
Activate		
	4-KH-033	Students brainstorm names and contributions of important Manitobans. Collaborative groups of students sort the list according to student-determined criteria. Students share their categories with peers and discuss other ways people may have contributed to Manitoba.
or		
	4-KH-033 4-VH-008	Students interview family members to learn stories of people who have contributed to Manitoba. As an Admit Slip, students share these stories with the class and discuss how oral tradition is an important way to learn history.
or		
	4-KH-033 4-VH-008	Students examine street maps or take a community walk to identify names of streets, buildings, or public places they speculate were named after people or events that shaped Manitoba. Students discuss who they could ask to verify their predictions and select one or two individuals to contact.
Teacher Reflections		







4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
Acquire		
	4-KH-033 4-VH-008	Students invite Aboriginal Elders or community members to share stories of Manitoba’s history with the class. Students record information related to people and events that shaped Manitoba.
	or	
 	4-KH-033 4-VH-008	Using oral, print, and electronic resources, students research people and events (e.g. voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...) that shaped Manitoba. Using a W-5 chart, students record who, what, where, when, why, and how each person or event shaped Manitoba. Students choose an interesting person or event to share with peers. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	 4.4.2 BLM: People and Events That Shaped Manitoba–W-5	
Apply		
 	4-KH-033	Collaborative groups of students create sections of a historical timeline, illustrating people and an event that shaped Manitoba. Students include images of the people and events and a description of their significance. Compile group sections in a class timeline.
	<i>(continued)</i>	
Teacher Reflections		

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	4-KH-033 4-VH-008	Collaborative groups of students create an historical multimedia presentation, illustrating people and an event that shaped Manitoba. Students list significant dates on the title slide and link to additional slides. Each linked slide includes an image of the person or event and a sound clip describing the significance. Compile group presentations in a class historical timeline.
		
or		
	4-KH-033 4-VH-008	Using a RAFT, students assume the role of a person who shaped Manitoba. Students brainstorm roles, audiences, formats, and topics or events from Manitoba's history and share completed RAFTs with peers.
or		
	4-KH-033 4-VH-008	Students create a museum or art gallery display commemorating Manitoba's history. Students artistically represent a person or event that shaped Manitoba (e.g., painting, statue, dramatized voice/video clip, plaque, model...). Students invite other classes and community members to tour the gallery.
		
		<i>(continued)</i>
Teacher Reflections		

4.4.2 People and Events That Shaped Manitoba

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
or		
 	4-KH-033 4-VH-008	In pairs, students plan and assume the roles of a reporter and an important person from Manitoba’s past. The interviewer asks questions to determine how the person from the past helped shape Manitoba. Students present their role-play to the class.
or		
 	4-KH-033 4-VH-008	Students host a “Famous Manitobans” tea or lunch during which each student assumes the role of a person who shaped Manitoba’s history. Students invite parents, administrators, and community members, and dress and act in character during the event.
or		
 	4-KH-033 4-VH-008	Students create postage stamps or coins that represent a person or event that shaped Manitoba. Students represent the person or event on an oversize stamp or coin and prepare a fact sheet to accompany it. TIP: Students may submit their stamp or coin ideas to Canada Post or the Royal Canadian Mint.
Teacher Reflections		



Learning Experience: 4.4.3 Historical Cultural Contributions

- 4-KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.

- 4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba.
Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...

- 4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.

- 4-KI-012 Give examples of francophone contributions to the history of Manitoba.
Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...


- 4-KI-012F Recognize that their identities are connected to the history of their francophone community.

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







Description of the Learning Experience

Diverse cultural communities contributed to the building of Manitoba. Students research the contributions of various communities, including Aboriginal, francophone, and other ethnic and cultural communities. Aboriginal students make connections between their identities and the history of their community.







4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
	<p>4-KI-010 4-KI-011 4-KI-011A 4-KI-012</p>	<p style="text-align: center; font-weight: bold;">Activate</p> <p>Students interview family members to learn of contributions of their ethnic community to Manitoba (e.g., food, customs, place names, clothing...). As an Admit Slip, students share these contributions with the class and discuss how their cultural group has enhanced the diverse culture of Manitoba.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		







4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students brainstorm evidence in their daily lives of ethnic and cultural diversity in Manitoba (e.g., language, celebrations, businesses, music, art, buildings...). Students discuss the various cultural and ethnic communities represented.
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students contribute articles from home to a cultural communities artifact centre. Students describe items to the class, identifying the cultural community, and display items in the artifact centre.
or		
	4-KI-010 4-KI-011 4-KI-012	Students browse the restaurant section of the Yellow Pages or newspapers and other media, and discuss various cultural communities represented. Post the names of communities identified on a wall map of Manitoba.
Acquire		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students research ethnic and cultural communities in Manitoba, including Aboriginal and francophone, to identify their contributions to the history of Manitoba. Students record the name of the community, and time period, contributions, significance, and evidence in today's society. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 4.4.3 BLM: Historical Cultural Contributions–Research
		<i>(continued)</i>
Teacher Reflections		









4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students compose questions and interview, email, or fax members of various ethnic and cultural communities, including Aboriginal and francophone, to identify contributions of that ethnic group to the history of Manitoba. Students record the name of the community, and time period, contributions, significance, and evidence in today's society. Students share information with the class.
		 4.4.3 BLM: Historical Cultural Contributions–Research
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students visit cultural centres to learn of the contributions of diverse communities, including Aboriginal and francophone, to the history of Manitoba. Students compose questions to identify the significance of the contributions.
		
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students listen to or observe artistic contributions of diverse cultural communities, including Aboriginal and francophone. Students reflect on the significance of the artistic contributions and share their observations with peers.
		<i>(continued)</i>
Teacher Reflections		





4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Students read stories or historical novels to identify contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students reflect on the significance of contributions identified in the stories or novels and share their observations with peers.
or		
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Using print and electronic resources, students identify various heritage sites in Manitoba. Collaborative groups of students select three heritage sites (i.e., Aboriginal, francophone, and one other) and research location and historical significance. Students share information with peers. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	4-KI-011A	Students identify significant people, events, or places related to their Aboriginal community, past or present. Students reflect on how their identities are connected to the history of their Aboriginal community.
<p>Teacher Reflections</p>		

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	<p>Apply</p> <p>Using a word processor, students create a brochure to identify contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students include a map identifying the location of each cultural community, a description and/or images highlighting the contributions, and an explanation of their significance.</p>
	or	
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	<p>Collaborative groups of students create a mural or collage of contributions made by diverse ethnic and cultural communities, including Aboriginal and francophone, to the history of Manitoba. Students include representations of various contributions (e.g., art, buildings, celebrations/events, clothing...) and explain their significance.</p>
	or	
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	<p>Using a RAFT, students assume the role of a person, place, or event related to a cultural community in Manitoba and describe its significance to the history of Manitoba.</p>
	or	
 	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	<p>Collaborative groups of students plan and prepare an audio or video depicting a “Manitoba Cultural Minute” to identify and highlight a contribution made by a cultural community to the history of Manitoba. Present the “Manitoba Cultural Minutes” to other classes and community members.</p>
	<i>(continued)</i>	
<p>Teacher Reflections</p>		

4.4.3 Historical Cultural Contributions

Assessment	Outcomes	Strategies
<i>Apply (continued)</i>		
or		
	4-KI-010 4-KI-011 4-KI-011A 4-KI-012	Collaborative groups of students create a print or electronic “Historical Cultural Contributions” picture book. Students illustrate contributions made by a cultural community and explain their significance to the history of Manitoba. Compile group presentations in a class picture book.
	or	
	4-KI-011A	Students compose a letter to an Aboriginal Elder expressing their appreciation for a significant person, event, or place related to their Aboriginal community. Students describe how their identities are connected to the history of their Aboriginal community.
		
Teacher Reflections		







Learning Experience: 4.4.4 Changes in Ways of Life

- 4-KH-035 Describe ways in which life in Manitoba has changed over time.
Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...
- 4-VH-009 Appreciate the significance of Manitoba’s history in their lives.







Description of the Learning Experience

Life in Manitoba has changed significantly over time. Knowing and understanding the past contributes to understanding oneself. Students compare contemporary life in Manitoba with that of long ago.

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
	4-KH-035 4-VH-009	<p>Activate</p> <p>Students contribute articles or photographs to a “Life in the Past” artifact centre. Students describe items to the class, identifying their purpose. Students label and display items in the artifact centre.</p> <p>— or —</p>
	4-KH-035 4-VH-009	<p>Students select images of items used in their daily lives (e.g., vacuum cleaner, flashlight, refrigerator, television...), and identify their task or purpose. Students suggest how similar tasks may have been accomplished in the past.</p> <p>TIP: Clip art, magazines, and catalogues may be sources of images.</p> <p>— or —</p>
	4-KH-035 4-VH-009	<p>Students sort a list of items used in daily life according to past, present, or both. Students discuss how items used in daily life may have changed over time.</p> <p> 4.4.4 BLM: Changes in Ways of Life–Word List</p>
Teacher Reflections		






4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
	4-KH-035 4-VH-009	<p>Acquire</p> <p>Student interview family members to learn about how they lived in the past. Students record aspects of daily life in the past (e.g., housing, food, transportation, education, clothing...) in a chart. Using each of the categories in the chart, collaborative groups identify ways in which life in Manitoba has changed over time. Students share observations with the class and discuss how life in the past was different, and how hearing stories of their family’s past enriches their understanding of themselves.</p> <p> 4.4.4 BLM: Changes in Ways of Life–Chart</p>
or		
	4-KH-035 4-VH-009	<p>Using print and electronic resources, students identify ways in which aspects of daily life have changed over time. Students record examples of technological changes over time, describe how these changes affect daily life, and discuss positive and negative implications of these changes.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 4.4.4 BLM: Changes in Ways of Life–Technology</p>
or		
 	4-KH-035 4-VH-009	<p>Students read stories or historical novels about life in Manitoba’s past to identify ways in which aspects of daily life have changed over time. Students reflect on ways in which life in Manitoba has changed over time and share their observations with peers.</p>







(continued)

Teacher Reflections

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	4-KH-035 4-VH-009	Students visit a museum or historical site (e.g., Lower Fort Garry, Dugald Museum, Heritage North Museum, The Forks, local heritage site...) to learn of ways in which life in Manitoba has changed over time. During the field trip, students record observations (i.e., ideas, digital pictures, and sketches), and reflect on the challenges faced by people of the past and the significance of Manitoba's history in their lives. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
	4-KH-035 4-VH-009	Students view video clips illustrating life in the past. Students record observations related to ways in which life in Manitoba has changed over time, and discuss the challenges faced by people of the past. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Apply		
	4-KH-035 4-VH-009	Using a Venn diagram, students categorize present and past aspects of daily life (e.g., housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...) from long ago and today. Students explain why some things have changed while others remain the same, and discuss the impact on their lives.
or		
	4-KH-035 4-VH-009	Students create a historical timeline illustrating life in Manitoba's past. Students include images and/or photographs of artifacts and a description of ways in which life in Manitoba has changed over time.
or		
	4-KH-035 4-VH-009	Using a RAFT, students assume the role of a person, place, or event from Manitoba's past, describing ways in which life in Manitoba has changed over time. Students share their RAFTs and discuss the significance of Manitoba's history in their lives.
<i>(continued)</i>		
Teacher Reflections		

4.4.4 Changes in Ways of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	4-KH-035 4-VH-009	Collaborative groups of students plan and present a dramatization illustrating ways in which life in Manitoba has changed over time. Students might assume the role of a historical figure from long ago who meets a character from today or time travellers who have travelled from the past to the present or from the present to the past.
		
or		
	4-KH-035 4-VH-009	Students compose articles for a period newspaper (e.g., news items, advertisements, editorials, sports, classifieds...). Students include details to illustrate how life in Manitoba has changed over time. TIP: Provide old newspapers as models.
		
or		
	4-KH-035 4-VH-009	Collaborative groups of students plan and present two scenes from daily life, one from the past and one from the present, illustrating ways in which life in Manitoba has changed over time (e.g., preparing food, recreation, education, agriculture, transportation...).
		
Teacher Reflections		

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

Using your “History of Manitoba” portfolio, reflect on how Manitoba has changed over time, and describe ways in which your actions may positively influence Manitoba’s future.



4.4 BLM: Cluster 4–Connecting and Reflecting

Teacher Reflections