

Manitoba, Canada, and the North: Places and Stories

Canada's North

GRADE
4

5
CLUSTER



Learning Experiences



4.5.1 Physical Features and Natural Resources

4-KL-028 Locate on a map and describe physical features of the northern territory studied.

4-KL-029 Identify natural resources in the northern territory studied.

4.5.2 Changes in the North

4-KL-031 Give examples of changes to place names in the northern territory studied. *Examples: Kugluktuk/Coppermine...*

4-KH-037 Identify the main reasons for the creation of Nunavut and the new Northwest Territories.

4.5.3 People of the North

4-KI-014 Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.

4-KL-030 Describe the demographic features of the northern territory studied. *Examples: population, population distribution...*

4.5.4 Ways of Life in the North

4-KL-032 Describe various purposes of inuksuit. *Examples: companionship; to mark food caches, hunting locations, direction...*

4-KH-038 Describe changes in ways of life in the last century in the northern territory studied. *Examples: food, clothing, transportation, languages, recreation, education...*

4.5.5 Northern Contributions

4-KI-013 Describe Aboriginal contributions to the northern territory studied. *Examples: visual arts, games, music, dance...*

4-KH-036 Give examples of stories and traditions of the northern territory studied.

4-VL-007 Value the contributions of the North to 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 one of Canada’s northern territories. They consider the physical and human geography of the territory studied, which includes a focus on stories, traditions, and changes in ways of life in Canada’s North. Students examine Aboriginal contributions, as well as the contribution of the North to the Canadian community.

The study of a northern territory (Yukon Territory, Northwest Territories, or Nunavut Territory) in Cluster 5 may be planned and organized in a variety of ways:

- each student may individually select a northern territory
- small groups select a northern territory to study collaboratively (e.g., Jigsaw, Co-op Co-op...)
- the entire class may study the same northern territory, based on student interests and available resources

It is suggested that teachers involve students in the selection of the northern territory to be studied, guiding them according to interests and available resources.



Engaging Students in the Cluster

- Create a “Canada’s Northern Territories” centre with magazines, brochures, postcards, maps, and images of the environment, people, and places of the North.
- Students create focused freewriting responses to the following statements:
 - The North feels like...
 - The North tastes like...
 - The North looks like...
 - The North sounds like...
 - The North smells like...
- Create a listening centre with selections representative of Canada’s North (e.g., Susan Aglukark, throat singing, recorded narratives...).
- Create a book display of northern books from various genres.
- Create a bulletin board display of northern landscapes, people of the North, the Aurora Borealis, and art and sculpture.
- Introduce and play a variety of northern games.
- Create an artifact centre of items representing Canada’s North. Encourage students to contribute additional artifacts and pictures that relate to Canada’s northern territories.
- Pack a backpack. As an Admit Slip, students submit an item to take on an imaginary trip to Canada’s North.
- Students listen to and read stories and poems set in Canada’s North.
- Create a mapping centre with various maps of the northern territories.
- View videos about Canada’s North (e.g., Klondike Quest, travel/tourist videos...).

Learning Experiences

- Physical Features and Natural Resources
- Changes in the North
- People of the North
- Ways of Life in the North
- Northern Contributions



Learning Experience: 4.5.1 Physical Features and Natural Resources

- 4-KL-028 Locate on a map and describe physical features of the northern territory studied.
 4-KL-029 Identify natural resources in the northern territory studied.

Description of the Learning Experience

Canada's northern territories are distinguished by unique physical features and natural resources. In this learning experience, students begin their study of a northern territory by researching its physical features and natural resources. They describe and locate features and resources on a map of the territory.

TIP: It is suggested that students (or groups of students) select one northern territory that they will continue to explore throughout each of the five learning experiences of this cluster. Although some strategies focus on the whole of Canada's North to provide an overview, most of the strategies in this and subsequent learning experiences are designed for students to focus on a selected territory.

Vocabulary: Yukon Territory, Northwest Territories, Nunavut Territory (See Appendix D for Vocabulary Strategies.)

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
 A.6.6	Activate 4-KL-028 Students view landscape pictures of northern Canada and record physical features and natural resources evident in the pictures. 4-KL-029 TIP: Calendars, brochures, magazines, and books may be sources of pictures. <i>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></i>	<hr/>
 A.7.2	4-KL-028 Students locate the three northern territories on a map of Canada. Using cardinal directions, students describe the relative location of the territories to each other, to the provinces, and to other locations in the world. Based on the location of the territories, students speculate about the physical features and natural resources that might be found in the region (e.g., it is in the North; it has few trees but a lot of rock that may be used for mining...). 4-KL-029 <i>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></i>	<i>(continued)</i>

Teacher Reflections

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
Activate (continued)		
 A.3.1	4-KL-028 4-KL-029	<p>Read aloud a story about the North. Students record words that describe physical features of the North, and natural resources that might be found there. Collaborative groups of students discuss impressions they get from the story of Canada's northern territories, and share their description with the class.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 A.6.6	4-KL-029	<p>Display examples or pictures of everyday items made from natural resources (e.g., penny, jewelry, fur mittens...). Students speculate about what natural resource(s) the items are made of, and why they might be found in the northern territories. Students compare speculations with peers.</p>
Acquire		
 A.7.2	4-KL-028 4-KL-029	<p>On a map of Canada, students locate the selected northern territory. Students record the physical features of the territory and any natural resources identified. Students describe relationships between the physical features and the natural resources of the territory.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 A.11.1	4-KL-028 4-KL-029	<p>Using print and electronic resources, students research the physical features and natural resources of the selected northern territory. Students illustrate the physical features on a map of the northern territory and, using a legend, plot the location of the natural resources.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
Acquire (continued)		
or		
 A.11.1	4-KL-029	Using print and electronic resources, students define and illustrate vocabulary terms related to the physical features of the northern territory studied. Students share definitions and illustrations with peers. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
 4.5.1 BLM: Physical Features and Natural Resources—Vocabulary		
or		
 A.6.4	4-KL-028 4-KL-029	Students compose questions and interview, email, or fax a person with knowledge of and/or connections to the northern territories in order to learn about the physical features and natural resources of the selected northern territory. Students share responses with peers and record information in their journals.
Teacher Reflections		

4.5.1 Physical Features and Natural Resources

Assessment	Outcomes	Strategies
 A.10.1	4-KL-028 4-KL-029	<p>Apply</p> <p>Collaborative groups of students create a model, diorama, or three-dimensional relief map of the northern territory studied. Using a legend, students illustrate and label the physical features and natural resources. Students share completed models with peers.</p> <hr/> <p>or</p> <p> A.10.1</p>
 A.10.1	4-KL-028 4-KL-029	<p>Students create a collage of pictures illustrating the physical features and natural resources of the selected northern territory. Students label each picture with a description and its location within that territory.</p> <hr/> <p>or</p>
 A.11.7	4-KL-028 4-KL-029	<p>Students create a multimedia presentation identifying the physical features and natural resources of the selected northern territory. Using an outline map of the territory as the opening slide, students create links to additional slides describing the physical features and natural resources, and identifying their location within the northern territory. Students share presentations with peers.</p>

Teacher Reflections

*Learning Experience: 4.5.2 Changes in the North*

- 4-KL-031 Give examples of changes to place names in the northern territory studied.
Examples: Kugluktuk/Coppermine...
- 4-KH-037 Identify the main reasons for the creation of Nunavut and the new Northwest Territories.

Description of the Learning Experience

Aboriginal peoples in Canada's three northern territories (as well as in other places in Canada) are reclaiming their identities and heritage. An important part of that reclamation has been the creation of a new northern territory—Nunavut Territory—as well as changes in place names from European names back to traditional names. Students explore these changes, and reflect on the reasons for and importance of these changes to Aboriginal peoples.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

Vocabulary: traditional, reclaim (See Appendix D for Vocabulary Strategies.)

4.5.2 Changes in the North

Assessment Outcomes	Strategies
 A.4.1	<p>Activate</p> <p>4-KL-031 4-KH-037</p> <p>Using maps, atlases, and globes, collaborative groups of students identify place names of communities in the northern territory studied. Students sort the place names according to whether they are traditional or contemporary names. Students discuss why communities may want to reclaim their original names, speculate about why they were changed, and who changed them.</p> <p>TIP: With the creation of Nunavut Territory, many of its communities are reclaiming the place names originally used by the Inuit people. Many communities in the Northwest Territories and Yukon Territory are also reclaiming their original names.</p> <hr/> <p>or</p>
 A.3.2	<p>4-KL-031 4-KH-037</p> <p>Students share examples of names their families have given places that are different from their official name (e.g., a family calls a point of land “marshmallow point” because they have marshmallow roasts there...). Students discuss why people may choose to give places names that are personally significant, and reflect on reasons why people in Canada's North are reclaiming traditional place names.</p>
Teacher Reflections	

4.5.2 Changes in the North

Assessment	Outcomes	Strategies
		Acquire
 A.11.1	4-KL-031	<p>Using print and electronic resources, students research place names in the northern territory studied. Students record the traditional name, when it was changed, and the origins of different names for the same place.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/>
		or
 A.11.1	4-KL-031 4-KH-037	<p>Using print and electronic resources, students research the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students record the main reasons for the creation of Nunavut Territory, and identify changes to place names that occurred as a result.</p> <p>TIP: The population of Canada's northern territories is mainly Aboriginal. Nunavut Territory, primarily Inuit, was created in 1999 as part of the land claim settlement filed by the Inuit people.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/>
		or
 A.6.4	4-KL-031 4-KH-037	<p>Students compose questions and interview, email, or fax an Aboriginal Elder or other Aboriginal community member to learn about the main reasons for the creation of Nunavut Territory, and for changes to place names in the northern territory studied. Students compose thank-you letters identifying new information they learned.</p> <hr/>
		or
 A.11.3	4-KL-031 4-KH-037	<p>Using email, students contact schools in Nunavut Territory and/or the northern territory studied to learn about the reasons for the creation of Nunavut Territory, as well as changes to place names in the northern territory studied. Students discuss responses and record information in their journals.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/>
Teacher Reflections		

4.5.2 Changes in the North

Assessment	Outcomes	Strategies
		Apply
	4-KL-031 4-KH-037	On a map of northern Canada, students outline the old and new boundaries of the Northwest Territories, and the boundaries of Nunavut Territory. They also identify place names that have changed in the northern territory studied. Students share maps with peers.
		or
	4-KL-031 4-KH-037	Using a word processor, students create a brochure profiling the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students include the main reasons for the creation of Nunavut Territory, as well as maps identifying the new and old political boundaries and examples of changes to place names.
		or
	4-KL-031 4-KH-037	Students compose a newspaper article announcing the creation of Nunavut Territory and the new political boundaries of the Northwest Territories. Students include quotes from fictional residents of Nunavut Territory identifying the main reasons for the creation of the new territory, and give examples of changes to place names.
		or
	4-KL-031 4-KH-037	Using animation software or animation features of presentation software, students create an animation illustrating the change in boundaries leading to the creation of Nunavut Territory. Students include examples of places that have changed their names.
		
Teacher Reflections		

Teacher Reflections

*Learning Experience: 4.5.3 People of the North*

4-KI-014 Give examples of Aboriginal languages, cultures, and communities in the northern territory studied.

4-KL-030 Describe the demographic features of the northern territory studied.
Examples: population, population distribution...

Description of the Learning Experience

Canada's three northern territories have unique languages, cultures, and communities. Students research a northern territory to identify its demographic features.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

Vocabulary: demographics (See Appendix D for Vocabulary Strategies.)

4.5.3 People of the North

Assessment Outcomes	Strategies
Activate  4-KI-014 4-KL-030	<p>Students view maps of Manitoba and the northern territories and identify the location of Aboriginal languages, cultures, and communities. Students discuss why Aboriginal cultures are located in different places in Manitoba and the northern territories.</p> <p>TIP: There are seven Aboriginal cultures found in Manitoba: Cree, Ojibway, Oji-Cree, Dakota, Dene, Inuit, and Métis. The northern territories consist mainly of Inuit and Dene people.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>

Teacher Reflections

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4.5.3 People of the North

Assessment	Outcomes	Strategies
Activate (continued)		
 A.3.1	4-KI-014 4-KL-030	Students read picture books or stories set in one of the northern territories. Students record information and discuss characteristics of Aboriginal populations in the North, as illustrated by the stories. or
 A.3.1	4-KI-014	Students view or listen to examples of Aboriginal culture in the northern territory studied (e.g., art, musical recordings by Susan Aglukark, throat singing, drumming...), and discuss how they reflect the culture(s) of the people in the North. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Acquire		
 A.7.2	4-KI-014 4-KL-030	Using maps, atlases, and globes, students identify the three northern territories (i.e., Yukon Territory, Northwest Territories, and Nunavut Territory), as well as communities located in the selected northern territory. Students compare the communities in the northern territory with a map of their own region of Manitoba (e.g., number of communities, size, distance between communities...). Students discuss observations and record demographic features of the northern territory studied. or
 A.11.10	4-KI-014 4-KL-030	Students compare the Aboriginal populations of the three northern territories. Students select communities in the northern territory studied and review their demographic features. Using a spreadsheet, students graph and compare the Aboriginal population to the total population of the community. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

4.5.3 People of the North

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	4-KI-014 4-KL-030	Using print and electronic resources, students research the population distribution and demographic features of the selected northern territory. Students record the population of the territory, its major communities, and the languages spoken. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	or	
	4-KI-014 4-KL-030	Students explore words and phrases in an Aboriginal language spoken (e.g., Inuit, Dene...) in the northern territory studied. They practise writing or speaking a few phrases. TIP: Invite a community resource person who can speak Inuit or Dene to teach students how to pronounce words correctly. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
	Apply	
	4-KI-014 4-KL-030	Using an outline map of Canada, students locate communities and create a legend to identify demographic features, cultural groups, and languages in the northern territory studied.
	<i>(continued)</i>	
Teacher Reflections		

4.5.3 People of the North

Assessment Outcomes	Strategies
Apply <i>(continued)</i>	
 A.11.4	<p>4-KI-014 4-KL-030</p> <p>Using a word processor, students create a brochure highlighting the demographic features of the northern territory studied. Students include a map identifying the location of communities within the territory, as well as details related to cultural groups and languages.</p>
 	or
 A.11.7	<p>4-KI-014 4-KL-030</p> <p>Collaborative groups of students create a multimedia presentation or web page highlighting the demographic features of the northern territory studied. Students include the location of communities within the territory, a description of the cultures, and sound clips with words and phrases in one of the Aboriginal languages spoken in the northern territory.</p>
Teacher Reflections	



Learning Experience: 4.5.4 Ways of Life in the North

- 4-KL-032 Describe various purposes of inuksuit.

Examples: companionship; to mark food caches, hunting locations, direction...

- 4-KH-038 Describe changes in ways of life in the last century in the northern territory studied.

Examples: food, clothing, transportation, languages, recreation, education...

Description of the Learning Experience

Northern ways of life have changed significantly in the last century. Students explore the many changes in daily life that have taken place.

TIP: It is suggested that students (or groups of students) continue to study the same territory that was selected in the first learning experience.

Vocabulary: inuksuit (See Appendix D for Vocabulary Strategies.)

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
 A.9.6	Activate 4-KL-032 Students view pictures or models of inuksuit and compose W-5 responses about inuksuit. Students share responses with peers and discuss their speculations regarding the purpose and use of inuksuit. TIP: The word inuksuit is plural for inuksuk, which may be translated as “replicas of people.” Inuksuit are structures built from various types of rocks and are intended for specific purposes, such as indicating navigational routes, good hunting areas, migration routes, or sacred places. Inuksuk is often spelled incorrectly as “inukshuk.” Inuktitut, the language of the Inuit, is phonetic and does not have a “sh” combination sound.	4.5.4 BLM: Ways of Life in the North—Inuksuit

(continued)

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment Outcomes	Strategies
Activate (continued)	
or	
 A.3.1	<p>4-KL-038 Students view pictures of the North and discuss how the northern environment may affect ways of life (e.g., food, clothing, transportation...). Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or	
 A.9.6	<p>4-KH-038 Using a list of Inuit words, students illustrate how various items may be used in daily life, past or present, in the North. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 4.5.4 BLM: Ways of Life in the North—Vocabulary	
or	
 A.6.6	<p>4-KH-038 Students view pictures or examples of items used in the northern territory studied (e.g., awls, ulus, kamiks...). They describe and illustrate each item, and speculate about how the items might be used in daily life in the North. Students share speculations with peers and suggest contemporary items that may have replaced items used in the past. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 4.5.4 BLM: Ways of Life in the North—Artifacts	
or	
 A.4.1	<p>4-KL-032 Collaborative groups of students build a “human inuksuk.” Peers speculate about the purpose of the human inuksuk. Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections	

4.5.4 Ways of Life in the North

Assessment	Outcomes	Strategies
		Acquire
 A.11.1	4-KH-038 4-KL-032	Using print and electronic resources, students research ways of life in the northern territory studied (e.g., food, shelter, clothing, transportation, recreation, education...). Students record past and present ways of life, including the use and purpose of the inuksuit. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		 4.5.4 BLM: Ways of Life in the North—Past and Present
		or
 A.11.1	4-KL-032	Using print and electronic resources, students research the different uses of inuksuit. Students record how inuksuit were traditionally used in daily life, and how inuksuit are used today. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
		or
 A.6.4	4-KL-032 4-KH-038	Students compose questions and interview, email, or fax a community person who has knowledge of the selected northern territory to learn about current and traditional ways of life, how ways of life have changed, and various purposes of the inuksuit. Students share responses with peers, and record information in their journals.
		or
 A.8.1	4-KL-038	Students read picture, fiction, and non-fiction books depicting life in the North. Students record examples of current and traditional ways of life and discuss how ways of life in the North have changed.

(continued)

Teacher Reflections

4.5.4 Ways of Life in the North

Assessment Outcomes	Strategies
Acquire <i>(continued)</i>	
or	
 A.11.1	<p>4-KH-038 4-KL-032</p> <p>Using print and electronic resources, students research ways in which technology has changed ways of life (e.g., food, shelter, clothing, transportation...) in the northern territory studied. Students identify current and traditional practices, and describe advantages and disadvantages related to technology.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 4.5.4 BLM: Ways of Life in the North—Technology	
Apply	
 A.6.1	<p>4-KH-038</p> <p>Using a Venn diagram, students compare traditional and contemporary ways of life in the northern territory studied. Students share completed Venn diagrams with peers, and describe how daily life in the North has changed over time.</p>
or	
 A.10.1	<p>4-KL-032</p> <p>Students build models of inuksuit for specific purposes. Students label their models with their purpose and explain how and why they are/were used in the North. Students share their inuksuit in a gallery walk.</p>
or	
 A.9.1	<p>4-KH-038</p> <p>Students choose a northern individual (e.g., doctor, hunter, artist...) and compose a “Day in the life of ...” journal entry. Students describe changes in ways of life (e.g., food, shelter, clothing, transportation, recreation, education...) in the northern territory studied, include examples of both contemporary and traditional ways of life, and share their stories with peers.</p>
<i>(continued)</i>	
Teacher Reflections	

4.5.4 Ways of Life in the North

Assessment Outcomes	Strategies
	<p>Apply <i>(continued)</i></p> <p>or</p> <p> A.9.4 4-KH-038 Students create comic strips to illustrate changes in one aspect of daily life in the northern territory studied (e.g., transportation—dogsled, snowmobile, bush plane, jet). Students add speech bubbles that describe advantages and disadvantages of the changes.</p> <p></p> <p>or</p> <p> A.11.7 4-KH-038 Collaborative groups of students create a multimedia presentation illustrating changes in ways of life in the northern territory studied. Students include pictures and descriptions of contemporary and traditional ways of life. Compile group presentations in a class presentation.</p> <p></p> <p>or</p> <p> A.9.4 4-KL-038 Students compose a news report highlighting changes in ways of life in the northern territory studied. Students describe the impact of the changes, including advantages and disadvantages.</p> <p></p>
Teacher Reflections	

Teacher Reflections

**Learning Experience: 4.5.5 Northern Contributions**

- 4-KI-013 Describe Aboriginal contributions to the northern territory studied.
Examples: visual arts, games, music, dance...
- 4-KH-036 Give examples of stories and traditions of the northern territory studied.
- 4-VL-007 Value the contributions of the North to the Canadian community.

Description of the Learning Experience

The Yukon Territory, Northwest Territories, and Nunavut Territory are a large and important part of Canada. Canadians depend on the northern land for its valuable natural resources, and they are also enriched by the cultural contributions of northern Aboriginal peoples. Students explore the stories, traditions, and contributions of the North to Canada.

4.5.5 Northern Contributions

Assessment Outcomes	Strategies
	Activate <hr/>  A.2.1 4-KI-013 4-KH-036 4-VL-007 Students brainstorm examples of northern and Aboriginal contributions to the Canadian community (e.g., arts, games, music, dance, stories, traditions, food, clothing, medicine, transportation...), and discuss their significance.
	<hr/>  A.6.6 4-KI-013 4-VL-007 Students view examples of northern and Aboriginal art. Using Think-Pair-Share, students discuss what the artist is trying to communicate, and why the art is an important contribution to the Canadian community. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
Teacher Reflections	<i>(continued)</i>

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
Activate (continued)		
 A.1.1	4-KI-013 4-KH-036 4-VL-007	<p>Prepare a “Storytelling Bag.” Place in a basket or bag objects representing both the selected northern territory and Aboriginal traditions (e.g., feathers, stones, shells, miniature dogsleds, animals, dolls...). In a sharing circle, students take turns telling stories about Aboriginal contributions and the northern territory, using objects from the storytelling bag.</p>
Acquire		
 A.9.1	4-KI-013 4-VL-007	<p>Students research examples of northern art, music, and dance (e.g., Inuit art, drum music, throat singing...). In their journals, students record the names of the artists, the art form, describe their emotional reaction to the example, and explain the significance of its contribution to the Canadian community.</p> <p>TIP: The Winnipeg Art Gallery has a permanent display of Inuit art.</p>
or		
 A.11.1	4-KI-013 4-VL-007	<p>Using print and electronic resources, students research Aboriginal contributions to the northern territory studied, as well as northern traditions (e.g., art, games, music, dance, stories, traditions, clothing, technology...). Students name the contribution/tradition, describe and illustrate it, and explain its significance.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 4.5.5 BLM: Northern Contributions—Research		
or		
 A.8.1	4-KI-013 4-KH-036 4-VL-007	<p>Students read or listen to stories describing northern and/or Aboriginal contributions. Students retell a selected story, describe what the story reminds them of, and reflect on how the story relates to the contributions and traditions of the people of the northern territory. Students share their retellings and reflections with peers, and describe how the story represents northern contributions to the Canadian community.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
 4.5.5 BLM: Northern Contributions—Story Reflection		
<i>(continued)</i>		
Teacher Reflections		

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	4-KI-013 4-KH-036 4-VL-007	Students compose questions and interview, email, or fax an Aboriginal Elder to learn about contributions, stories, and traditions of the northern territory studied. Students share responses with peers and record information in their journals.
Apply		
	4-KI-013 4-KH-036 4-VL-007	Collaborative groups of students create a display representing contributions, stories, and traditions of the selected northern territory. Students reproduce works of art or sculpture, perform music or dance, demonstrate games, illustrate traditions, and create models of northern ideas and innovations. Students view peers' displays in a gallery walk.
or		
	4-KI-013 4-KH-036 4-VL-007	Using a word processor, students create a brochure highlighting contributions, stories, and traditions of the northern territory studied. Students include illustrations and descriptions of the contributions, stories, and traditions, and write testimonials explaining the value of northern contributions to the Canadian community.
<i>(continued)</i>		
Teacher Reflections		

4.5.5 Northern Contributions

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 A.9.1	4-KI-013 4-KH-036 4-VL-007	<p>Students compose biographies of Aboriginal Elders from the northern territory studied. Students include retellings of their stories, descriptions of their traditions, and illustrations of their contributions to the northern territory studied. Students share completed biographies with peers.</p>
 		or
 A.11.7	4-KI-013 4-KH-036 4-VL-007	<p>Collaborative groups of students create a multimedia presentation of a story describing Aboriginal contributions and traditions of the northern territory. On each slide, students include illustrations representing the contributions and traditions, the text of the story, and sound clips of the text. Compile group presentations in a class presentation.</p>
Teacher Reflections		

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

Using your “Canada’s North” portfolio, reflect on the people and places of Canada’s North, and describe how northern contributions to the Canadian community enrich your life.



4.5 BLM: Cluster 5—Connecting and Reflecting

Teacher Reflections