Introduction to Canada (Lesson 1)

Big Question: What makes Canada a unique place to live?

Objectives: -The students will describe and analyze the ways in which people in different regions in the world interact with their physical environments and with each other.
- The students will describe the movement of people, ideas, and products throughout the world.

Goals: -The students will be able to write down 5 new things they have learned about Canada in their social studies notebooks.
- The students will be able to demonstrate to me where Canada is, where the people come from, and what it is like in terms of geography, resources, and recreation.

Materials: - social studies notebooks
- pencil
- About Canada classroom video (Nate Schilling)
- Canada fact sheet

Procedure: I will first begin the lesson/unit on telling the students that this week we will be learning about Canada. We will be doing lessons that lead us to answering the big question which is: What makes Canada a unique place to live? I will start by asking the students to tell me what they already know about Canada and if any of them have ever been to Canada. If they have, I will ask them what they did there and what they saw. I will write the ideas on the board. Then, I will have them get into pairs and pass out the Canada fact sheet. In pairs, I will have them pick 3 facts that they find most interesting to them. Then, as a class, we will discuss the facts that they found to be most interesting to them. (15-20 minutes)

Next, I will put in the ‘About Canada’ video that has been provided by my classroom teacher, Nate Schilling. The video discusses culture, history, recreation, geography, and wildlife. This will give students some firm background knowledge on Canada and will be used as springboard into our unit. During the film, I will have the students write 1 fact about each of the topics presented in the video. (30 minutes)

To wrap the lesson up, I will bring the class back together to discuss the movie and the facts that they had written down. I will separate the topics into categories on the whiteboard and write the facts underneath the topics. The students will copy the facts that they don’t have down into their notebook giving them good reference for lessons for the rest of the week. (15 minutes)
Inuit Culture (Lesson 2) (Lesson Adaptation)

Big Question: What makes Canada a unique place to live?

Grade: 6

Objectives:
- The student will be able to discuss concepts and items of Inuit culture.
- The students will be able to create their own personal notch to belong to our class totem pole.
- Students will demonstrate understanding of Inuit culture by participating in class wide discussion and project construction.
- Students will be able to demonstrate knowledge based on previous studies of cultures whom live in cold areas (Eskimos, Vikings, etc…).
- Students will be able to explain where they’ve seen totem poles before and what kind of culture that they believe they originated from.

Goals:
- The students will describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
- The students will describe the movement of people, ideas, diseases, and products throughout the world.

Materials:
- 25 Inuit Culture fact sheets
- Inuit Culture fact sheet on tape for learners with visual or reading problems
- paper lunch bags
- markers
- totem symbols sheet
- totem symbols sheet enlarged for those who have visual problems
- old used newspaper

Procedure:

Step 1 - I will begin the lesson by having the students review the Inuit fact sheet (see attached) in pairs. Those with visual and reading difficulties will be allowed to listen to the fact sheet on tape which I have recorded earlier in the week. Then, in their social studies notebooks, I will have them write down 3 facts that they found to be very interesting. (15 minutes)

Step 2 - Then, I will bring the class together to discuss the facts. We will talk about how Inuit culture differs from our own and write the differences down on the board. We will also talk about other cultures that live in cold climates that they have heard about before such as the Eskimos and Vikings and discuss how the Inuit culture differs from them. Then, we will start to talk about how the Inuit uses the totem pole in the culture. I will
pass totem pole sheets for the students to look over and pass out larger print outs for those with visual problems. I will also put it up on the projector screen to enlarge the sheet even more. The meaning of a totem pole is that it is made up from figures that portray a dream, a special event or a death. The poles weren’t worshiped but were considered to be guardian spirits. They were carved using western cedar logs with few knots in them. After the tree was cut to the desired length, it would be split in two and each half would be hollowed out. Then the bark was removed and the carver would begin. They were painted with fresh salmon eggs mixed with saliva and special minerals to add color. Totem poles were used to tell the stories when no written language was known. Only the greatest and wealthiest Indian chiefs had totem poles. The tallest totem pole in the world is eighty feet six inches tall. [10 minutes]

**Step 3.** Then, in their pairs, I will have the students do their totem pole project. I will pass out brown paper bags, markers, and newspaper. The students will be instructed to create a design which represents him or her, or a significant life experience they have had. They are to use the totem pole symbol chart as a guide, not as something to copy. I will encourage the students to be creative with their ideas and drawings. When the students are finished drawing and coloring their bags, I will have them stuff them with newspaper. Then, I will have the students come to the front and present their totem and explain its meaning. Finally, we will display the totems around the room for the remainder of our unit to have a classroom Inuit totem display. [20-25 minutes]

**Step 4.** To wrap the lesson up, I will have the students discuss, as a class, the totems that they saw and how they felt that totems relate to their own life. I will write these ideas on the board and have them copy them down in their notebooks. After that, I will take any questions or comments students have on the Inuit culture. [5-10 minutes]

**Big Idea**

*Conspicuous Strategies*

*Mediated Scaffolding*

*Strategic Integration*

*Primed Background Knowledge*

*Judicious Review*
Royal Canadian Mounted Police (Lesson 3)

**Big Question:** What makes Canada a unique place to live?

**Objectives:**
- The student will be able to describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.
- The student will be able to describe the movement of people and ideas throughout the world.

**Goals:**
- The student will use writing skills to create an adventure for the Royal Canadian Mounted Police.

**Materials:**
- Royal Canadian Mounted Police fact sheet
- Social studies notebooks
- Pencil
- Computer lab

**Procedure:**
I will begin the lesson by asking the students if they have ever heard of the Royal Canadian Mounted Police. Then, we will start a short discussion on what they’ve heard about the RCMP or what they think they know about them. I will write ideas on the board and then pass out the RCMP fact sheet. Then, I will have the students read the fact sheet. When they are done reading the fact sheet, I will have the students discuss with me the differences between the RCMP and the police we have here in Minnesota. I will make a comparison chart on the whiteboard and take down the students’ ideas. Also, I will have the students copy this comparison chart down in their notebooks. (15 minutes)

Next, I will explain to the students that we will be going to the computer lab. Their task will be to write a one page adventure that they create for an officer of RCMP. I will tell them to be creative and the story can be on kind of topic they want. It is up to them how exciting they make their story. I will encourage them to refer to the RCMP fact sheet they received to give their story realness and credibility. (30-40 minutes)

Finally, to wrap the lesson up, I will bring the students back to the classroom to have a final discussion on the RCMP. I will have them write down one thing they found most interesting about the RCMP. Then, we will have a short discussion on some of things that they found to be interesting. Finally, I will field questions or comments regarding the RCMP. (10 minutes)
Canada PowerPoint Assignment (Lesson 4, Culminating Activity)

Big Question: What makes Canada a unique place to live?

Objectives: -The students will be able to understand the movement and culture of people, ideas, and products throughout the world.

Goals: -The student will be able to research a topic on Canada through the use of Google.
- The student will be able to create a PowerPoint presentation on a topic on Canada.
- The student will be able to present their topic to the class using PowerPoint being projected onto the whiteboard.

Materials: -computer lab
- PowerPoint software
- media projector

Procedure: I will first begin the lesson by telling the students that there many things that we have learned about that make Canada unique. I will have them tell me about some things that they have learned so far this week that they find unique about Canada. I will write these ideas on the whiteboard. (5-10 minutes)

Next, I’m will talk to the students about some topics that we haven’t covered in depth very much. The topics I will talk about are wildlife, sports, leisure, tourism, major historical sites, and government. These are some things that make Canada a very unique place to live. Then, instead of lecturing the students on these topics, I will explain to them that they will be researching these topics over the internet and creating a PowerPoint presentation to present to the class. I will then put the students into groups of four and have each group pick their topic out of a hat. I will explain to the students that that each person in the group will have a slightly different role. All group members will be researchers of content. One member will be a presenter. Another will be an image finder. Another will make decisions on background, special effects, and slide transitions. And, another member will be in charge creating a website bibliography page. I will have the students copy and paste interesting information they find into Microsoft Word and then print out their findings so they can put it into PowerPoint in their own words. All the images they find will be saved into the (R) drive (public drive) so they can be on everyone’s computer. Then, they will collaborate and create their PowerPoint as a group. A rubric (see attached) will be provided for guidelines on the PowerPoint. If the students run out of time, they will be able to have time in the lab the following morning. I will encourage them to work efficiently, however, as plenty of lab time is allowed on Thursdays. (2 hours)

They will be presenting this the next day during our unit wrap up (Holidays and Celebrations). (15-20 minutes)
Holidays and Celebrations (Canadian Thanksgiving) (Lesson 5)

**Big Question:** What makes Canada a unique place to live?

**Objectives:** - The student will describe the movement of people, ideas, cultures, and products throughout the world.

**Goals:** - The students will be able to demonstrate the origin of the Canadian Thanksgiving and how it is celebrated.
- The students will participate in a traditional Canadian Thanksgiving meal.

**Materials:** - 1 cooked turkey
- stuffing (stove top)
- 2 jars of gravy
- cranberries
- 2 pumpkin pies
- garlic mashed potatoes (Savory’s)
- maple syrup
- media projector

**Procedure:** I will first begin my lesson by asking the students if there are any holidays or celebrations they know about that are celebrated in Canada (they can be some of the same celebrations that we have here in the United States). I will then make a chart on the board of their replies and write which celebrations are the same as ours and which ones are different. Chances are that they won’t know too many Canadian holidays that are not celebrated here. Then, I will explain to them that Canada has traditions and celebrates unique holidays just like the United States does. I will then explain to them the holidays of: **The Feast of Assumption of the Blessed Virgin Mary** (Acadians celebrate this day. Acadians are a religious group and this national Acadian holiday is very important to them. Acadian arrived in Nova Scotia in 1604. In 1704, the Acadians were forced to live somewhere else by the order of the British Government. The noisiest part of the day starts at 6:00 PM. The Acadians blow whistles, bang pot and pans together, and beat drums. This celebration is called "tintmarre."), **Boxing Day – Dec. 26** (Boxing Day gets its name from the 19th century English custom of giving boxes or money to servants and family. It used to be called St. Stephen's Day), **Canada Day – July 1** (Canada Day is Canada's national birthday. The first Canada Day was on July 1st, 1867. It used to be called Dominion Day. O’Canada is Canada's national anthem. It officially became the national on Canada's 100th birthday (July 1st, 1967), **Coptic New Year – Sept. 11** (This new year is calculated when the constellation Canis Major, or the dog star, Sirius, disappeared from the fall night sky. The day when Sirius appears back into the sky is Coptic New Year. About 4,000 years ago in Egypt, the Coptic New Year meant that the Nile River would flood the farms. Coptic New Year is also known as Egyptian New Year), **Icelandic Festival – August long weekend** (The Icelandic Festival is also known as "Islendingadagurinn." It has been celebrated since 1890. The weekend is special for
families reunions. Delicious food, tug-of-war, fireworks, a concert, and a parade in which a
copy of a Viking boat is used. The most special event is the Viking Challenge. The
challenge is actually a pillow fight between two people on a pole sitting just above the
water. The loser gets wet! Polar Bear Swim Day  – Dec. 26 (This holiday is celebrated
in Nanaimo, British Columbia on the eastern shore of Vancouver Island. This holiday is
celebrated on Boxing Day. On this day people jump into the frigid waters of Canada and
swim with the Polar Bears!), Thanksgiving – 2nd Monday in October (Close friends
and family get together for Thanksgiving. Thanksgiving dinner includes turkey, mashed
potatoes, cranberry sauce, pumpkin pie, maple syrup, and wild rice), and Remembrance
Day – Nov. 11 (Thousands of soldiers that died in World War I were mostly buried in
Belgium’s Flanders Fields. World War I ended on exactly 11:00 AM on November 11th,
1918- the 11th hour of the 11th day of the 11th month of 1918. Remembrance Day is also
known as Armistice Day. Remembrance Day is a remembrance day for the soldiers the
died in World War I and II). I will have the students write each one of these holidays in
their notebooks and give a brief description of each as I am telling them about the
holidays. (15-25 minutes)

Then, I will explain to the students that today we will be celebrating a Canadian
thanksgiving with a traditional Canadian thanksgiving meal. I will deep fry and turkey
the night before the celebration and make the stuffing. The rest of the food (cranberries,
garlic mashed potatoes, gravy, pumpkin pie, and maple syrup) will be provided by
Savory’s in Duluth (I have a good friend who manages there). Then, we will look deeper
into the holiday and discuss the similarities and difference of our thanksgiving and
Canada’s thanksgiving. I will also pass out the Canadian Thanksgiving information sheet
(see attached) and have the students read it over. After that, I will have them write down
one thing they found interesting about the Canadian thanksgiving that they didn’t know
about before and share it with the class. Then, we will talk about how this holiday makes
Canada a unique place to live. (20-30 minutes). *Note – this will take place and
replace the students regular lunch room period.

Finally, as part of our meal and celebration of Canada, the students will give their
PowerPoint presentations that they had created earlier on their individual topic of
Canada. The students are to present their topic professionally. Also, each group is
required to ask the presenters at least 1 question about their topic and is write down 1
thing they found interesting about the presentation about the presentation on to a blank
piece of paper. This will be used to give the presenters feedback on their project.
Finally, when all the presentations are finished, I will field any questions or comments.
We will wrap up the unit by talking about what we learned this week that makes Canada
a unique place to live. Then, to turn in, I will have the students write down the big
question on a blank piece of paper and write their answer to the big question. These will
be turned into the social studies bin and will be reviewed by myself to gauge their
knowledge of the big question. (45 minutes)
Teacher Name: **Mr. Fideldy**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
<tr>
<td>Images</td>
<td>There is at least 2 image on all slides.</td>
<td>There is at least 1 image on all slides.</td>
<td>There is at least 1 image on most or some slides.</td>
<td>There is no images on any slides.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes good use of font, color, graphics, effects, etc. to enhance the presentation.</td>
<td>Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.</td>
<td>Use of font, color, graphics, effects etc. but these often distract from the presentation content.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td>Slides</td>
<td>There are at least 10 slides with a slide transition between each slide.</td>
<td>There are at least 10 slides with a slide transition between most slides.</td>
<td>There are at least 10 slides with no slide transitions.</td>
<td>There are not 10 slides and have minimal or no slide transitions.</td>
</tr>
</tbody>
</table>