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Communities in Canada

Grade 2 Alberta Social Studies Curriculum Map

These lessons help students gain an understanding and appreciation of Canada's Dynamic Communities as well as A Community in the Past.

Extensions and notes in the lessons may be used as opportunities to engage in current affairs or local concerns.

The lessons involve tactile participation and knowledge application while providing opportunities to connect ideas between topics and school subjects.

The goal of social studies is to provide learning opportunities for students to gain understanding, validation, respect and dignity through the investigation of the many different perspectives that create and participate in the Canadian identity.

Students will explore the experiences and needs of a plurality of groups, demonstrating the diversity, cohesion, issues and opportunities that come with our histories, current affairs, local and regional geography, economic pursuits, resource management efforts, politics and cultures.

Parts of each unit of study are designed on the *inquiry process*. One of the main benefits of student inquiry is that the students take ownership of their own learning, which should increase engagement and interest. As well, it sets a solid basis for developing progressive research skills for all future education adventures.

The lessons focus on the big ideas in the Social Studies curriculum and has a mix of concrete and open-ended lessons so that the teacher has flexibility in planning. The inquiry process has been scaffolded for teachers and / or students new to the process. There are also suggestions for extensions and cross-curricular activities.

Teacher Notes Include:

- Unit Introduction
- Teacher Assessment Rubric
- Student Assessment Rubric
- Letter for Parents/Guardians
- List of Resources, including books and websites

- Vocabulary List

Lesson Plans and Worksheets:

Each lesson includes teaching tips and notes under these headings:

1. Learning Intentions:
 1. Values, Attitudes, Knowledge and Understanding
 2. Skills and Processes
2. Success Criteria
3. Questions for Inquiry
4. Materials Needed
5. Procedure

Unit 1: Canada's Dynamic Communities

Lesson One: Local Geography, Local Identity

Lesson Two: An Inuit Community

Lesson Three: An Acadian Community

Lesson Four: A Prairie Community

Lesson Five: Canadian Identity – When Regions Connect

Lesson Six: Canadian Identity – Going Exploring

Unit 2: A Community in the Past

Lesson One: Stories in the Past and Living in the Present

Lesson Two: Sharing Canadian Identities – Fort Calgary

Lesson Three: Exploring a Local Community – Starting the Inquiry Process

Lesson Four: Exploring a Local Community – Exploring and Researching

Lesson Five: Exploring a Local Community – Analyzing and Thinking

Lesson Six: Sharing Canadian Identities - Communicating by Talking and Listening

AN INUIT COMMUNITY

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting questions.

Skills and Processes

- Students will develop skills of critical thinking and creative thinking.
- Students will develop skills of geographic thinking.
- Students will demonstrate skills of oral, written and visual literacy.
- Students will apply the research process.

SUCCESS CRITERIA:

- use a simple map to locate communities studied in Canada
- use cardinal directions to locate communities studied in relation to one's own community
- draw conclusions from organized information
- make predictions based on organized information

QUESTIONS FOR INQUIRY:

- Where are the Inuit communities located in Canada?
- How are the geographic regions different from where we live?
- How does the physical geography of each community shape its identity?
- What is daily life like for children in Inuit communities?

MATERIALS NEEDED:

- a copy of *An Inuit Community* Worksheets 1, 2, 3 and 4 for each student
- map of Canada, or a globe or an atlas, optional

- pencils, crayons, paper
- video or visual display equipment
- “North”, “South”, “West” and “East” direction posters to put up in the classroom
- compass, optional
- photos of communities in Northern Canada – use internet sites or books as listed in the Resources page at the end of this book.

PROCEDURE

1. Activate prior knowledge by using vocabulary words and displays from the last lesson. Here is a sample starter:

*Last time, we talked about the words **Geography** and **Identity**. What are some of the **Geography** words we talked about? (Review words like hill, valley, urban, rural, etc, as appropriate to students and last lesson.)*

2. Either put up direction posters before class begins or create an activity with students in order to put up each poster on the appropriate wall or corner. Tell students the class will be exploring a Canadian community that is far away in the North. It is an Inuit community. Review with students the four basic directions of North, South, East and West. Discuss what students know about the North or what they associate with the North already (snow, tundra, cold, polar bears, Arctic Ocean, etc.)

Option – Read a story to students as an introduction, such as *Alego* (Ningeokuluk Teevee), *Proud to be Inuvialuit* (Mindy Willett and James Pokiak), *The Old Ways*, (Margaret Chapman and John Mantha) or similar.

3. Prepare students with asking inquiry questions like “What do we want to know?” or “How do we learn new information?” Take students through a day in their own life to get a sense of food they eat and habits their families might have. Prime students with a word web highlighting things to think about when exploring another community - Food, Shelter, Home, Transportation, Weather, Work, play.

4. Give students An Inuit Community Worksheets 1, 2, 3 and 4. Read through the material with the students. Check for understanding. Assign work and monitor student progress. Review material after work is complete. Students may either display their work or present their work as directed by the teacher.
5. Discuss with the class how families in the booklet and outside of the booklet might change, and what they might not change. Review key details and vocabulary as needed. Here is a sample starter:

I am glad that the child in the Inuit community was still able to enjoy his favourite traditions. He was also able to have fun with new things in his community. For example, he mentioned an indoor pool. Have you ever gone swimming in an indoor community pool in the winter time? What do you think you would do if your family moved to the Inuit community?

An Inuit Community

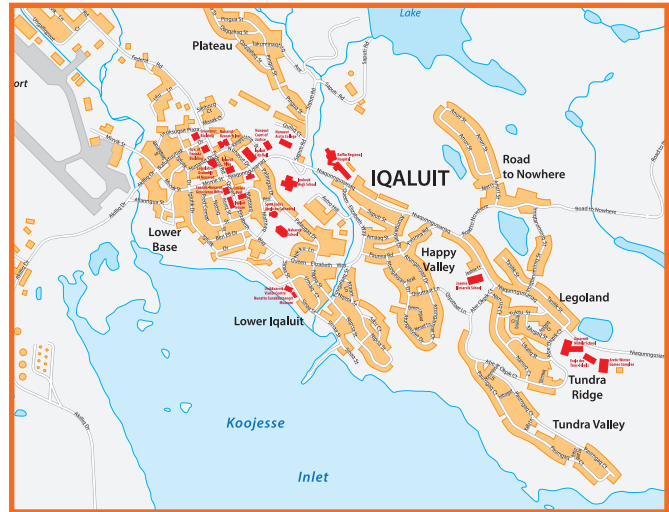


Let's Meet Amarok

Hi. My name is Amarok and I am 8 years old. Amarok means Grey Wolf.

I live in a small city in Canada's Arctic called Iqaluit. Iqaluit means the place of many fish. Iqaluit is at the mouth of the Sylvia Grinnell River and next to a big bay. Iqaluit is on Baffin Island. That means if you come for a visit you might not want to drive! It would be better to take a plane or a boat!

Winter lasts from October until May. In the winter, the water in the river and the bay freeze. In the winter, we only get a few hours of daylight each day. The sun stays very close to the horizon. Winter days and nights can be very dark and very windy. Sometimes the Northern Lights, also called the dancing lights, come out at night. They can fill the sky with colours like green and blue.



The summer here is only two months long – July and August. And sometimes it snows in the summer. In the middle of summer, the sun is out for nearly 24 hours each day. Can you imagine all that sunshine?

An Inuit Community

Food

Did you know that the Inuit people have been living in the Arctic for thousands of years? It can be very cold in the North, but the land and water provided us with a lot of chances to gather food and hunt for animals like seals.

Today, we still like to go fishing for Arctic Char and dig for clams. The very short summer and cold weather means we cannot do a lot of farming or grow many vegetables. We can eat plants that grow here, like some small berries and even dandelions. But we buy a lot of our fruits and vegetables from the grocery store.



Clothing

In the winter we wear warm parkas with hoods. We also wear heavy boots, thick mitts and snow pants.

In the summer we might still wear mitts and hoods or hats, but we take off the parka and use a jacket and sweater instead.

Other Activities

There is an indoor pool in Iqaluit. This means we can now swim all year long. My family also enjoys hiking and camping at Sylvia Grinnell Park.

In school, we use our language of Inuktitut until Grade 3. For the rest of school, we use English, French and Inuktitut together.

Some people in Iqaluit keep dog teams. The dogs pull a *qamutik*, which is a wooden sled. Other people use snowmobiles.



An Inuit Community

Family Traditions

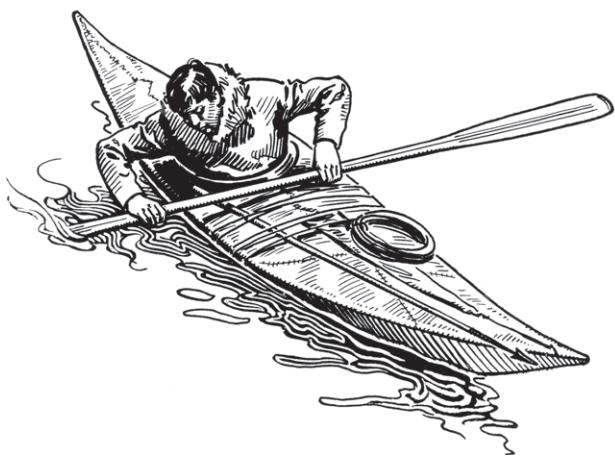
When I was little, my father put me on his snowmobile and said he wanted to show me something from our past. We drove through the winter snow to the edge of a lake. We then came up to a huge pile of white snow. It was taller than my dad!

Amarok, I want to show you an inuksuk, he said. He pushed all the snow away and showed what was underneath. My eyes grew big with surprise. It looked like a person made out of stones!

In the old days, he said, some of our people found this was a great place for fishing. They wanted to remember this place so they could come back and fish again. They decided to build the inuksuk so that when they came back, they could find this exact same spot.

People in my family have made inuksuks to mark all kinds of places. They used an inuksuk when hunting caribou. They would drive a herd of caribou towards the inuksuk, forcing the caribou into water where they would have to slow down. That made it easier to hunt them.

The Inuit people made different kinds of boats for the water. They would make a frame from wood or bone and then use animal skin to cover the frame. One boat was called a kayak, and it was often used by one person. An umiaq might be big enough for more than one person.



If a group of people went out on the water in kayaks or in an umiaq, they might use inuksuks on the shore to know where to come back on land.

Sometimes my people would make an inuksuk just to tell others that they had been in a place. In the north of Canada, the land can be flat and there are not many tall trees. Father told me that in some places you can stand beside one inuksuk and see another one in the

distance. The inuksuks stretch out in a long line. You can walk from one inuksuk to the next and you won't get lost on trips.



An Inuit Community

Questions



1. What does *Iqaluit* mean? _____

2. Winter lasts from what month to what month in Iqaluit?

3. How many months is that? _____
4. What is an animal the Inuit might hunt? _____
5. What is an animal the Inuit might fish? _____
6. What would Amarok wear in the winter time to stay warm?

7. Would you rather take a trip on a snowmobile or on a qamutik with a team of dogs? Why?

Possible Activities for Going Further:

1. Make a poster about the clothing you would need to pack for winter in Iqaluit. Draw and label each piece of clothing.
2. Draw a picture of an inuksuk. If you could build an inuksuk, where would you like to build it and why would you put it there?
3. How long do you think would it take to fly to Iqaluit? Imagine you are in a plane going to Iqaluit. Write a journal entry of all the things you would like to see or do when you visit Iqaluit.