

Lesson Plan:	Connecting with Canadians
Grade/Subject	Grade 3 Social Studies
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Curriculum Learning Outcomes	3-KC-001: 3-KC-002: 3-KC-007:
Objectives:	<p>Students will know that:</p> <ul style="list-style-type: none"> - The natural environment helps shape the community - Various reasons determine the differences and similarities between communities - Becoming a good citizen requires participating and contributing to a democratic society such as the one in which they live (Canada)
Resources	<ul style="list-style-type: none"> - Display library books, brochures, etc. of each province and territory in Canada - Locate stories about famous personalities in Canada (Shania Twain, Terry Fox, Paul Martin, etc.) - www.theweathernetwork.com - Map of Canada - Whiteboard or similar - Flat Stanley Book(s) by Jeff Brown

Activating

Teach students the following song to the tune of “You are my Sunshine”

I am a citizen
 A Canadian citizen
 I obey all the rules and laws
 I work hard and I help others
 Because this is my home

I am a citizen
 A (Manitoban) citizen
 I obey all the rules and laws
 When I turn 18
 I will be voting
 Because this is my home

I am a citizen
 A (Tyndall) citizen
 I obey all the rules and laws
 I help others
 I respect the environment
 Because this is my home

Chorus:

I am a good global citizen I have right and responsibilities

I think of others as well as myself

I respect rules and laws

And those all around me

Because this is my home

Prompt: “If I was riding my bicycle across Canada, this is what I might experience” and describe the geography of the country going from east to west in terms of riding over different types of terrain, describing distinguishing features of communities along the way, including pit stops for meals, etc. Ask students to guess where you might be in Canada as they hear the description. Have a map of Canada on display for them to refer to.

- “I was riding my bike along an ocean highway when I stopped at a local diner to have a seafood dinner which included crab, mussels, and shrimp (Maritimes). As I continued, I went up and down hills. It started to rain pour buckets! To avoid getting soaked, I decided to stop at “La patisserie” for a cinnamon bun and coffee where I found everyone spoke French (Quebec)” etc.

Acquiring – Choose one or more of the following and adapt as necessary

- Compare the local community with one that is quite different but that the students are familiar with. For example, a class in an urban community might compare their community with a nearby rural community. Brainstorm for similarities and differences using Venn diagrams. The teacher may choose to have students chart the information under the headings of: Location, land, water, weather, people, attraction, resources, industries, and governance. Brainstorm how individuals within these communities contribute to its society (town hall meetings, local government, sporting activities, local businesses, etc.).
- Students will write in their journals finishing the following sentences: *I live in _____, so I _____*. OR *I like my community because _____*.
- Read stories over time about different communities in Canada, such as an Inuit or Aboriginal community, French speaking community, prairie or coastal communities, etc.
- Compare the climates of two communities. Make connections between the climate and lifestyles of the people living there. Research online can complement this activity. Draw a graph comparing the two climates over a specified period of time.
- Compare the landforms and environments of two communities. Make connections with how the physical environment affects the constructed environment as well as the peoples’ lives.
- If the community under study has a well-known distinguishing personality, structure, or feature, read stories to the students about these and have them recreate it in pictures, collages, or paintings. For example, Terry Fox in Ontario, the Golden Boy in Manitoba, etc.
- Study a map of the local community as well as maps of the communities under study. Display the maps along with pictures of the community
- Read the book *Flat Stanley* by Jeff Brown to the class and work on a class project where groups of students work together to send a letter to people they know that live in other parts of Canada. Flat Stanley, a fictional paper character, is sent to different parts of Canada where the person on the receiving end writes about their day with Flat Stanley and sends him back to the class with their letter and artifacts (postcards, calendar, brochure, etc.) from the region. A bulletin board is dedicated to Flat Stanley’s travels and the articles are put on display. Students can map out his

travels on a map of Canada. Students will regularly reflect on the areas they learn about in their writing journals, writing about where Flat Stanley went and what it was like there.

- In studying maps of various cities from above, compare where different areas (downtown, industrial, parks) are located. Identify various natural features and how the city is built on or around them. Compare where certain buildings (museum, city hall) are located and discuss reasons why they may be in similar or different locations in each city.

Applying

Students will make up their own ideal town of tomorrow where Flat Stanley will visit. They will draw a map, including pictures where distinguishing features of the town are marked. They will also make a mini-pamphlet about the town which describes the town in terms of why a person would want to visit or live there, the climate and how people living there have adapted to it, and local attractions. They will write fictitiously about themselves as an active, participating citizen in the community.

Assessment

Formative assessments such as observation and particular writing strategies that the class is already working on are included in the journal writing activities such as the use of punctuation and capitalization. The students are asked to present their stories to their classmates small groups and peer assessments ion aspects of the presentation are included in such as eye contact, clarity, and content in the form of two stars and a wish.

A summative assessment will be given for the activity in the applying strategy in the form of a checklist and commentary, for example:

Does the map and/or mini-pamphlet include:

- Title
- Picture or cut-out of Flat Stanley
- Minimum of 5 pictures
- Minimum of 5 town locations or features
- The climate of the town
- How citizens have adapted to the climate