

Communities in Canada

Aligned to Alberta Curriculum

Grade 2 Social Studies

Written by Laurie Brownlee, Leigh Anne Belanger and Andrew Gilchrist

This teacher resource has been designed to give students an understanding and appreciation of the topics in the Grade 2 Social Studies Alberta Curriculum. Those topics include **Canada's Dynamic Communities** as well as **A Community in the Past**. The lessons are designed to involve tactile participation and knowledge application while providing opportunities to connect ideas between topics and school subjects. Extensions and notes in the lessons may be used as opportunities to engage in current affairs or local concerns.

Copyright © On The Mark Press 2020

Some material appearing in this book has been used in other published works, such as *The Characteristics of Communities in Canada* (SSJ1-106) and *Global Communities* (SSJ1-105).

This publication may be reproduced under license from Access Copyright. All rights are otherwise reserved, and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, except for the use in the physical or digital classroom of the person who purchased this publication. Please reach out to On The Mark Press for permission to use this resource for an entire school or grade. It is against copyright laws to share any part of this resource with the purchaser's colleagues.

All Rights Reserved
Printed in Canada

Published in Canada by:
On The Mark Press
Belleville, ON
www.onthemarkpress.com

Funded by the
Government
of Canada

Canada

At Glance

OVERVIEW

The Alberta Curriculum for Grade 2 Social Studies is arranged into two general outcomes. This publication uses the general outcomes as general units of study.

Each general outcome explores more specific outcomes organized under two categories – (1) *Values and Attitudes* and (2) *Knowledge and Understanding*. Each lesson of this publication will address specific outcomes with suggested success criteria and inquiry questions as outlined by Alberta's program of studies documents.

UNIT 1: GENERAL OUTCOME

Canada's Dynamic Communities

2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied.

Knowledge and Understanding:

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting upon questions for inquiry.

2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon questions for inquiry.

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon questions for inquiry.

UNIT 2: GENERAL OUTCOME

A Community in the Past

2.2 Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community.

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

2.2.1 appreciate how stories of the past connect individuals and communities to the present.

2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community.

2.2.3 appreciate the importance of collaboration and living in harmony.

2.2.4 appreciate how connections to a community contribute to one's identity.

2.2.5 appreciate how cultural and linguistic exchanges connect one community to another.

Knowledge and Understanding:

Students will:

2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon questions for inquiry.

2.2.7 examine how the community being studied has changed, by exploring and reflecting upon questions for inquiry.

SKILLS AND PROCESSES

The Alberta Curriculum for Grade 2 Social Studies addresses four areas of skill and process development. The lessons in this publication highlight specific outcomes from the four areas and suggested success criteria for each as outlined in the program of studies documents related to the lesson material. The four areas of skill and process development are as follows:

Dimensions of Thinking

Students will:

- 2.S.1 develop skills of critical thinking and creative thinking.*
- 2.S.2 develop skills of historical thinking.*
- 2.S.3 develop skills of geographic thinking.*
- 2.S.4 demonstrate skills of decision making and problem solving.*

Social Participation as a Democratic Practice

Students will:

- 2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building.*
- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.*

Research for Deliberative Inquiry

Students will:

- 2.S.7 apply the research process.*

Communication

Students will:

- 2.S.8 demonstrate skills of oral, written and visual literacy.*
- 2.S.9 develop skills of media literacy.*

Taken from the Alberta Education Grade 2 Social Studies Curriculum.

TABLE OF CONTENTS

FLY PAGE	1
AT A GLANCE	2
TABLE OF CONTENTS	4
TEACHER ASSESSMENT RUBRIC	5
STUDENT SELF-ASSESSMENT RUBRIC	6
INTRODUCTION	7
Unit 1: Canada’s Dynamic Communities	
Local Geography, Local Identity.....	9
An Inuit Community.....	14
An Acadian Community.....	20
A Prairie Community.....	27
Canadian Identity – When Regions Connect.....	34
Canadian Identity – Going Exploring.....	38
Unit 2: A Community in the Past	
Stories in the Past and Living in the Present	41
Sharing Canadian Identities – Fort Calgary.....	47
Exploring a Local Community – Starting the Inquiry Process.....	53
Exploring a Local Community – Exploring and Researching.....	55
Exploring a Local Community – Analyzing and Thinking.....	58
Sharing Canadian Identities - Communicating by Talking and Listening	60

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.

An Inuit Community

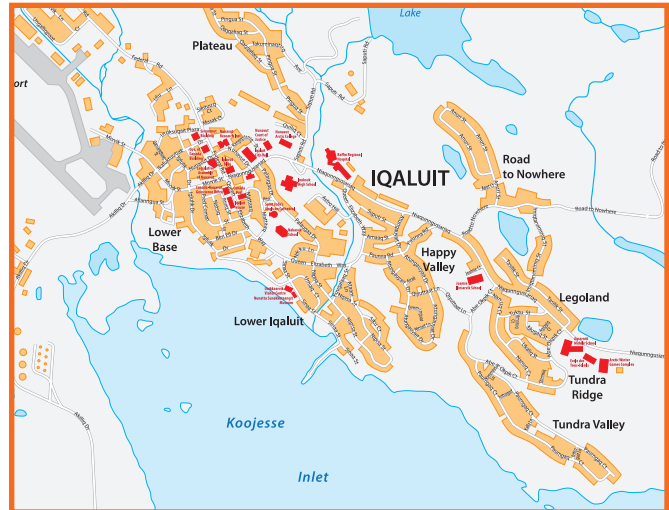


Let's Meet Amarok

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

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.

SHARING CANADIAN IDENTITIES – FORT CALGARY

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate the importance of collaboration and living in harmony.
- Students will appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
- Students will appreciate how cultural and linguistic exchanges connect one community to another.

Skills and Processes

- Students will demonstrate skills of decision making and problem solving.
- Students will demonstrate skills of cooperation, conflict resolution and consensus building.
- Students will develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.

SUCCESS CRITERIA:

- propose new ideas and strategies to contribute to decision making and problem solving
- apply ideas and strategies to decision making and problem solving
- demonstrate the ability to deal constructively with diversity and disagreement
- share information collected from electronic sources to add to a group task
- participate in activities that enhance their sense of belonging within their school and community

QUESTIONS FOR INQUIRY:

- In what ways has my community changed over time?
- What are some examples of traditions, celebrations and stories that started in the past and continue today?

MATERIALS NEEDED:

- a copy of **Fort Calgary** Worksheets 1 and 2 for each student
- a copy of **Fort Calgary** Worksheet 3 for each student
- an exemplar of **Fort Calgary** Worksheet 3 completed by the teacher
- copies of Fort Calgary Worksheet 4 for classroom groups, or vocabulary cards prepared by the teacher
- map of the world, or a globe or an atlas
- pencils, crayons, paper, chart paper
- video or visual display equipment
- internet access, access to library resources

PROCEDURE:

Note: This lesson is based on information from the Fort Calgary website but can be incorporated into activities involved in a visit to the historic site.

1. Lead a discussion with the class on the past, the present, community and celebrations. Use student birthdays as examples of how things can stay the same and how things can change over time. For example, will they do the same things this year for their birthday compared to when they turned 3 years old? Communities go through changes too. Option: for an introduction to changes in a community, read aloud and discuss **Home** by Jeannie Baker (or something similar).
2. Give students **Fort Calgary** Worksheet 1 and 2 and read aloud as a class for an introduction to the historic site. With the class, draw comparisons to the other communities explored – Iqaluit, Meteghan and Saskatoon. For example, a First Nations Blackfoot community was present before the Northwest Mounted Police established Fort Calgary. The police, settlers and Blackfoot had to find ways to cooperate and trade in order to live in peace. Review new vocabulary and add words to the class display or student word lists

Fort Calgary

In 1873, the area we know today as Alberta, Saskatchewan and Manitoba was considered by some people a wild frontier. Fur traders would hunt for buffalo in the area. Some of these traders were also criminals trading in illegal products and causing trouble for the First Nations People and settlers living in the area.

Prime Minister Sir John A. Macdonald created the Northwest Mounted Police to deal with these criminals. These police officers were given the nickname **Mounties**. Mounties were known for their bright red jackets.

Macdonald lived in Ontario and chose a man by the name of Éphrem Brisebois to be a leader in the Northwest Mounted Police. Éphrem Brisebois was born in what we now call Québec.

In 1875, Éphrem Brisebois brought his troops of Northwest Mounted Police to the place where the Bow River met the Elbow River. They built a fort on the spot. The year after that the fort was named Fort Calgary.



Fort Calgary

Four people were involved in the history of Fort Calgary.

John A. Macdonald

Éphrem Brisebois

Cecil Denny

Chief Crowfoot

Your task will be to create a profile for one person in this list. Your profile should include information that answers the following questions.

Your profile should also include a picture of what you think the person might have looked like. Use clues from the worksheets, library books or internet searches.



wikipedia.org

1. What was his name? _____
2. Where did he come from and where did he live?

3. What was his job or what did he do? _____
4. What do you think he looked like? You can create a drawing to answer this question. Remember, you may want to do an internet or library search before you start your drawing.