Social Studies Project Plan

EDCP 331 101

Canada – Symbols of Canada

Grade 1

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Classroom Composition

My practicum classroom consists of twenty one grade one students. There are two ELL students who are at a higher level of English Proficiency. There are six ELL students who are at a lower level of English Proficiency but they are engaged and persistent most of the time. So far, no student in my class has been diagnosed with learning difficulties but there are three students who require extensive help from the resource teacher. The students are especially quite active and can get hyper frequently. When interesting activities are introduced, they are engaged but they are frequently off-task and distracted. A few students have problems with attention and are easily disengaged from tasks that do not appeal to their individual interests. Group works are avoided because of the tendency to get chaotic most of the time. Individual tasks and engaging lessons using multimodality is suggested for this class. The pace of students completing tasks differs tremendously so preparing extra activities for students that finish tasks early will be required. The students are familiar with representing thoughts through drawings and paintings so using visual support will always be helpful as well.

Unit Rationale

The unit is intended to engage students' sense of identity in creating connections between their personal identities to their national identity as Canadians through the use of symbols. So far, the students have learned all about themselves and their community. With the help of using symbols, this unit hopes to bring students awareness about the country that they live in and some important symbols that represent Canada. Especially, considering the dynamic classroom composition and the large number of ELL students, it is important to learn about the new culture they will encounter. For those students that were born and raised in Canada, it is important for them to understand their identity as belonging to a bigger social group such as community, province and country. Throughout this unit, students will learn that identity comes in many forms and that understanding our surrounding areas and culture will help them formulate their identity with respect to sense of belonging in a bigger picture. This will be established mainly through the use of symbols system as they become familiar with what symbols represent Canada and similarly, they will create the symbols that represent themselves. This will give students a broader understanding of both themselves and other people as they begin to formulate ideas about others' perspectives.

Unit Goals

- Enhance student's knowledge in Canadian symbols and culture
- Foster student excitement in topics and themes regarding Canada
- Create an awareness of Aboriginal cultures in Canada

Unit Objectives

- Students will be able to recognize and name symbols of Canada
- Students will be able to demonstrate concept of symbols through oral and visual representation
- Students will be able to recognize personal qualities and represent ideas in meaningful symbols

Unit Assessment Criteria

Criteria	1 Not Yet Meeting Expectations	2 Approaching Expectation	3 Fully Meeting Expectations	4 Exceeding Expectation
	Able to recognize and name **less than 3** Canadian symbols **Not able** to present understanding symbolic image and the connection with the item they are representing is **irrelevant** Able to recognize **1 or no** personal qualities or identities and present them in images	Able to recognize and name **3-4** Canadian symbols Presents **basic** understanding of concept of symbolic image but the connection with the item they are representing is **irrelevant** Able to recognize **1-2 concrete** personal qualities or identities and present them in images	Able to recognize and name **at least 5** Canadian symbols Presents **clear** understanding of symbolic image and the connection with the item they are representing is **relevant** Able to recognize at **least 3 concrete** personal qualities or identities and present them in images	Able to recognize and name **more than 5** Canadian symbols Presents **clear** connections between the symbolic image and the item they are representing using **multiple colors** and **other materials** Able to recognize some **abstract** personal qualities or identities and present them in images

Prescribed Learning Outcome (Social Studies)

A4: Present information using oral, written, or visual representations

- identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song, dance)
- use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture)

B4: Identify symbols of Canada

- accurately name Canada as the country in which they live
- recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)
- sing or recite the words to O Canada

E1: Recognize maps of Canada

- locate Canada on a globe or map of the world

Cross Curricular Integration

English Language Arts

A2 use speaking to explore, express, and present ideas, information, and feelings, by

- generally staying on topic
- using descriptive words about people, places, things, and events
- telling or retelling stories and experiences in a logical sequence
- sharing connections made

C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring

- ideas represented through words, sentences, and images that connect to a topic
- developing sentence fluency by using simple sentences, patterns, labels, and captions
- developing word choice by beginning to use content specific vocabulary and some detail
- developing voice by showing how they think and feel about a topic
- an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer

Science

Communicate their observations, experiences, and thinking in a variety of ways (verbally, pictorially, graphically)

Visual Arts

A2 create images using the image-development strategy of repetition that feature colour, line, shape, texture, and/or pattern

A4 create 2-D and 3-D images

- for a given purpose/ of personal significance/ that represent time/ to communicate experiences and moods/ in response to objects and other images they have experienced

Symbols of Canada Unit Plan: Grade 1

Lesson Topics	Big Ideas and Activities	Adaptation & Resource & materials	Objectives -> Assessment Criteria
1.Unit Launch – Canadian Artifacts	◆ Discover Canadian symbols ◆ Activate prior knowledge and make inferences Students will be asked to solve a mystery case where they find a lost backpack/ suitcase and they have to figure out the nationality of the owner. There will be Canadian artifacts in the bag such as Canadian flag, maple syrup, hockey puck, Canadian coins and pictures of beaver, totem poles and inuksuk. Students will create KWL chart about the artifacts.	◆ ELL and and students who are not familiar with the artifacts will be provided a list of word bank. ◆ Suitcase, Canadian artifacts (listed in the activity), KWL chart	◆Were they able to correctly identify most (4-5 items)of the artifacts as Canadian symbols? ◆Were they able to make inferences with the artifacts using their prior knowledge and experience? ◆Were they working co-operatively with classmates?
2.Introduction to Canadian symbols	◆ Understand the concept of symbols ◆ Become familiar with Canadian symbols Students will listen to a book read-aloud of "M is for Maple" by Mike Ulmer on the carpet. After they become familiar with the Canadian symbols introduced for every alphabet in the book, they can choose one item or person for an alphabet and make a symbolic image to represent it using various materials such as markers and color pencils. Students can do a gallery walk to see other symbols.	◆ Students who need more support with creating symbols will be provided more characteristic prompting. ◆"M is for Maple" by Mike Ulmer ◆Paper, Coloring materials	◆Were they able to understand what symbols are? ◆Were students able to demonstrate knowledge about the symbols they learned on in the symbols? ◆Were students able to make direct connection between their symbols and Canada?
3. Canadian Flag	◆ Describe the role of flags ◆ Identify characteristics of their family Students will watch a video clip of the opening ceremonies of the 2010 Winter Olympics in Vancouver. They will identify some symbols that represent Canada and discuss why they do so. They will also discuss how different flags represent different countries with focus on concept of symbolization in flags. Students will individually brainstorm what might be really special about their families and represent their family in a family flag, following the similar idea of Canadian flag.	◆ Reluctant students can use their family picture to start with concrete characteristics ◆http://www.youtube.com/watch?v=YgXO5l8ttgc ◆Projector, White board, Canadian flag	◆Symbols assessment scale Exceeding expectation: composition and colors support the characteristics of family Meeting expectation: Symbol contains more than 3 characteristics of family Approaching expectation: Symbol contains 1-2 characteristics of family Not yet meeting expectation: Symbol is not related to characteristics of family
4. Canada in my Pocket	◆ Accurately name symbols of Canada ◆ Symbolism through physical representation Students will listen to the song "Canada in my Pocket" by Michael Mitchell with the lyrics on the board. Students will be given lyrics with missing words in blanks and they need to work in small groups (2-3) to identify each blank. Once each group receives the answer to a blank, they have to represent it with a tableau (using body parts to represent an image in a frozen scene) so other	◆ELL students can use a word bank to choose the answers from. ◆http://www.youtube.com/watch?v=VnZlAOSEmYQ ◆ Projector or a music player, Full	◆Were students able to represent the answer using their body? ◆Were students able to correctly identify more than 80% of the blanks on the work sheet?

	students can guess what it is. Students can all listen to the song again and show the tableau at the appropriate timing. As an exit slip, they can complete a matching activity worksheet to fill in all the blanks.	lyrics, Lyrics with blanks, Cards with answers	
5. Mapping – How do you get to school?	◆ Understand the purpose of maps ◆ Locate important places on the map ◆ Correctly follow a map to find directions Students will be shown how to find directions on the google map. They will be modeled how to get to one place from another using marked routes on the google map. As they become familiar with looking at maps and finding places, they will learn that a real-life image (satellite view) can be transformed into a road-map view. After the google map activity, students will be given a roadmap of Richmond and trace the way they travel to school from their home using a red marker. *Students might need to ask their parents about how they get to school prior to the activity.	◆Students who do not know which road they use to get to school can use google map engine to find directions. ◆Google Map ◆Projector, Map of Richmond handouts, Red markers, (ipads)	◆ Were they able to locate significant places such as their house and school on the map? ◆Were they able to demonstrate the concept of directions using appropriate roads and pathways?
6. School and Community symbol	◆ Use oral communications to accomplish task ◆ Identify the school mascot and its characteristics ◆ Use technology appropriately Students will brainstorm some ideas and describe what the school mascot (Dixon dragons) looks like without looking at one. The teacher will draw on the board what they describe. Students will be divided into groups of 3 and go around the school building (or outside if permitted) to find and take pictures of as many school mascot signs using ipads. * They will be helped by the big buddies with using and carrying the ipads. They will come back to class and compare the real mascot images to the original drawing on the board.	◆ELL students can draw the school mascot on a separate whiteboard instead of orally representing it. ◆Projector, White board, Buddy class, class set of ipads (depending on the number of groups)	◆Were they able to identify at least 3 characteristics of the school mascot orally? ◆Were they able to work co-operatively with their groups?
7. Aboriginal symbols (1/3) – Animals	◆ Understand the Aboriginal concept of symbols ◆ Explore Aboriginal art Students will listen to a book read-aloud of "Frog Girl" by Paul Owen Lewis on the carpet. Students will discuss how Aboriginal Peoples came to use animals as symbols with focus on connection with their spirituality. They will look at different images of how animals are represented in Aboriginal art with emphasis on the shapes, lines and colors. They will then choose an animal image print and color the animal using colors limited to 3-4. They can take a gallery walk to see other students' work.	◆ Students who struggle with fine motor skill can work with simpler images ◆"Frog Girl" by Paul Owen Lewis ◆ Examples of Aboriginal art, Printed images of animals, coloring materials	◆Animal image check list √ Did they use 3-4 colors? √ Did they color neatly within the lines? √ Did they name the animal correctly?
8. Aboriginal symbols (2/3) – Totem Pole	◆ Understand the meaning and purpose of totem poles ◆ Make connections with personal experiences and real-life examples Students will read a short excerpt of the book "Totem Poles" by Jennifer Frantz with focus on purpose and characteristics of totem poles. Students will take a walk to see the totem pole that is located in the neighborhood. Students will discuss some prominent characteristics using inferences from the last class. They will return to the classroom and assemble their colored totem	◆ If the weather does not permit them to go for a walk, substitute with online pictures and photos ◆"Totem Poles" by Jennifer Frantz and Allan Eitzen ◆ Cardboard poles, glue, scissors, totem	◆ Interview questions 1.Why do the Aboriginal peoples make totem poles? 2.What 3 things can you tell me about the totem pole you saw on the walk? 3.How is our class totem pole different from your totem animal by itself? How does it make you feel?

	animals from last class together. They will discuss what meaning the class totem pole might have compared to the individual totem animals and how it relates to the totem pole that they saw on their walk.	animal images from last class	
9. Aboriginal symbols (3/3) – Narratives	◆ Understand oral narrative culture of Aboriginal people ◆ Create stories using artifacts Using prompted knowledge from last class, that totem poles tell stories about Aboriginal Peoples' communities, students will create class narratives with the totem poles they made. Students will be provided one or two themes for story-making such as family, friendships or journey in order to stay focused. Teacher can scribe for the story on the computer as students record their stories on an ipad. This can be made into a class book or a story CD to represent the class 'culture.'	◆ Students who are reluctant to participate in story writing can help with the visuals for the story book ◆ Class totem pole, ipads	◆Were they participating in the story making? ◆Were they able to produce a coherent story structure? ◆Were they able to demonstrate the theme in their story?
10. Personal symbol making	◆ Identify common symbols around us ◆ Create a personal logo to represent self-identity Students will look at some famous company logos such as McDonalds', Nickelodeon and Disney and guess what symbols they are. They will discuss why the companies might have used such symbols to represent themselves. Then, they will answer questionnaires about themselves such as what is your favorite color? What is your favorite animal? Or What is your favorite sport. Using this information, they can create their own logos to represent themselves.	◆Students who struggle with concept of symbol can draw specific things that correlate with the answers to their questionnaires and combine them to formulate one symbol. ◆http://www.logo-quizanswers.net/level-1/ http://www.logogenie.net/logo-design/kids ◆ Projector, paper, markers, Questionnaires	◆Personal logo scale Exceeding Expectation: Logo contains more than 2 characteristics related to self and also uses multiple colors Meeting Expectation: Logo contains at least 2 characteristics related to self Approaching Expectation: Logo contains less than 2 characteristics related to self Not Yet Meeting Expectation: Logo contains characteristics that are not relevant to self
11. Field trip to Steveston	◆ Observe physical qualities and inquire questions ◆ Oral representation of observations Students will visit Steveston and learn about the community. They will look around some important places in Steveston such as the Britannia Heritage Shipyards and London Heritage Farm. Students will describe and discuss some cultural characteristics they see. Students can take pictures of themselves at places that they think shows Steveston the best.	◆If possible, bring someone that knows Steveston very well as a tour guide. Students can also be accompanied by parent volunteers and big buddies. ◆Cameras	◆Were they able to behave according to the field trip rules? ◆Were they actively observing and inquiring about the things they were seeing? ◆Were they able to find the place that shows Steveston the best?
12. Symbol of Steveston	◆ Represent information in symbol drawings ◆ Become aware of the bigger communities such as neighborhood towns and cities Using information gathered from the field trip, students will create a symbol for Steveston that they might suggest to the City of Richmond webpage. They can compare and contrast their symbols with each other's and think about why some others might use different ideas. Students will	◆Students who struggles to remember important information from the field trip can use pictures they took as clues ◆http://www.touris	◆Were they able to recall their acquired knowledge from the field trip? ◆Were they able to create a symbol that correctly represent Steveston?

	also learn that Steveston is one of the symbols of Richmond which give them a chance to revise their symbols of Steveston.	mrichmond.com/things-to-do/steveston/ ◆Paper, coloring materials, pictures from the filed trip	
13. Google Map activity and mail day	◆ Become aware of where we live in in a bigger scale ◆ Correctly demonstrate their acquired knowledge Students will be shown the Google Earth Satellite engine on the projector screen. They will start from their school and zoom out to Richmond, BC, Canada and the world map. After they have seen that there are other parts of the world that are quite different from Canada on the Google Earth, they will write a letter to a friend in another country and teach them about Canada. They will be encouraged to include as much information they learned from the unit.	◆Students who cannot write complex sentences can record their voices or follow a specific format of question and answer in their letter ◆Google Earth ◆Projector, letter papers	◆Were they able to locate Canada on the world map? ◆Were they able to state more than 5 things about Canada?
14. Review – Memory game and Project collection day	◆ Review the Canadian Symbols ◆ Collect materials for project presentation Students will play a memory game in pairs to review the symbols of Canada. When they finish all three sets of the game, they will watch the "Me on the Map" YouTube clip. Then, they can collect all the work they produced from their personal file to make a "Me on the Map" booklet for the presentation.	◆http://www.youtube.com/watch?v=1f7ebZMLn08 ◆ Memory Game, Projector, Collection of materials students produced	◆Were they able name the Canadian symbol and identify one fact about each symbol?
15. Unit celebration day	◆ Display a summative learning outcome Students will present their "Me on the Map" booklets. They will invite their parents and have a unit celebration party with their booklet presentations. They are welcome to bring food that they think are "most Canadian" to share with their classmates.	◆, Canada in my pocket song, various other materials for the celebration party	◆Were they able to report their knowledge in the Presentation? ◆Were they enthusiastic to present their learnings about Canada?

Fully Developed Lesson Plans

Lesson 1: Suitcase Activity - Canadian Artifacts

Lesson 8: Aboriginal Symbols - Class Totem Pole

Lesson 14: Review - Memory Game

Symbols of Canada - Suitcase Activity: Canadian Artifacts

Date or Lesson Number: Lesson 1/ 15	**Time:** 45 min.
Curriculum Area: Social Studies	**Unit of Study:** Canada

Standard(s) Addressed:

A4 - present information using oral, written, or visual representations

- identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song, dance)
- use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture)

B4 - identify symbols of Canada

- accurately name Canada as the country in which they live
- recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)

Intended Learning Outcome(s):

- Students will be able to name at least three symbols of Canada
- Students will be able to use their prior knowledge to identify symbols of Canada
- Students will be able to show/ represent their own personal symbol

Assessment Strategies: *How will you assess the intended learning outcome(s)?*

Observation

◆Were they able to correctly identify most (4-5 items)of the artifacts as Canadian symbols?

◆Were they able to make inferences with the artifacts using their prior knowledge and experience?

◆Were they working co-operatively with classmates?

Materials/Preparation:

Canadian flag, beaver stuffed animal, hockey puck, maple syrup, inuksuk, coins, totem pole

Introduction:

Canada Black box – what is in the suitcase?

1. Introduce a lost suitcase that belongs to someone from Canada.
2. "What things could be in there?" Turn to a friend and pair-share some ideas
3. Make a list on the board (drawings and writings) of all the things students think that can be in the suitcase (5 min)
4. Open the suitcase and briefly explain different objects that symbolize Canada and why they do so (15 min)
   ➔ Transition to concept of symbols

Guided Learning Steps:

These are a few of my favorite things – what are symbols and why do we use symbols?

1. Introduce some items that I (teacher) like and I think that represent me
2. "I really like painting so I will carry these everywhere to show people…but that might be hard because they are so heavy!"
3. "Okay, so maybe if I draw on a piece of paper of what I have here and carry this paper.. it's easier!
4. "That's what symbols are! They are small pictures that show what I like and what I am like."

Activity - Symbol tableau

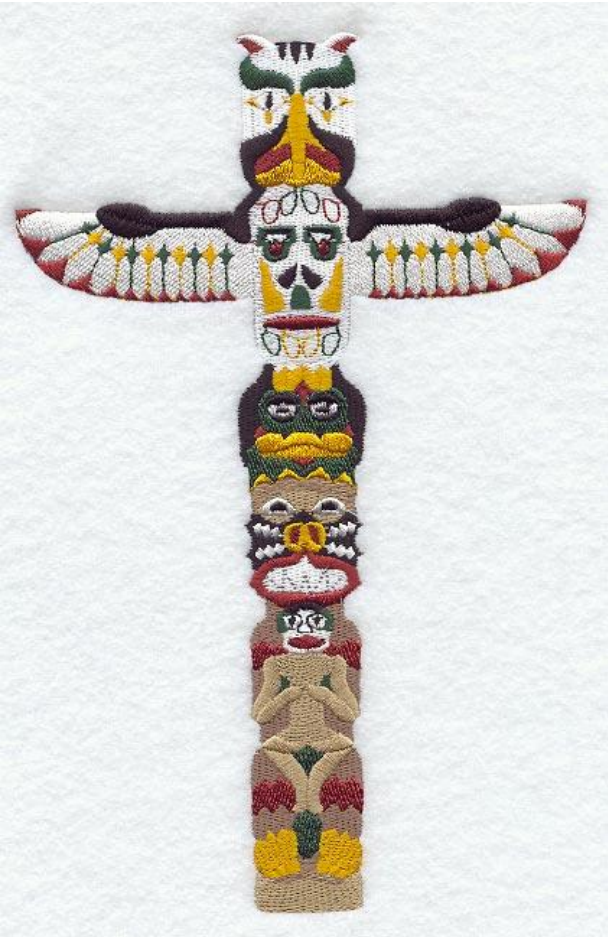
1. Ask the students what their favorite weekend activity is – pair-share
2. Show examples of your favorite activity using your body and actions (skiing, playing video games, playing in the playground..)
3. Count 10 seconds and everyone has to take a pose to show their favorite activity. (repeat 2-3 times depending on time)
4. Show to your friends and share why you posed in that way.

Modifications: *How will you change the lesson to meet the needs of individual students?*

◆Scaffold more their learning for the students who are shy with visual examples and actions.

◆ ELL and and students who are not familiar with the artifacts will be provided a list of word bank.

★ Pictures of some items that cannot be artifacts in the suitcase



Symbols of Canada - Aboriginal Symbols: Class Totem Pole

Date or Lesson Number: Lesson 8/15	**Time:** 45min
Curriculum Area: Social Studies	**Unit of Study:** Canada

Standard(s) Addressed:

A4 present information using oral, written, or visual representations

- identify a variety of ways of communicating (e.g., facial expression, sign language, spoken language, text, pictures, song,
  dance)
- use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture)

B4 identify symbols of Canada

- recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)

Intended Learning Outcome(s):

SWBAT:

-list three characteristics of totem poles

-make personal connections with their totem poles (how they are symbols to represent their class)

Assessment Strategies: *How will you assess the intended learning outcome(s)?*

◆ Interview questions

1. Why do the Aboriginal peoples make totem poles?

2. What 3 things can you tell me about the totem pole you saw on the walk?

3. How is our class totem pole different from your totem animal by itself? How does it make you feel?

Materials/Preparation:

Printed totem poles, pencil crayon or colored pencils, scissors, glue sticks, big construction paper

"Totem Poles" by Jennifer Frantz

Introduction:

Read-aloud (10 - 15 mins)

-students will sit on the carpet and listen to a book read-aloud about origins of totem poles and what they mean to Aboriginal peoples

-students will discuss the characteristics of totem poles (animals, tall, colorful, …)

Walk about

-students will walk to the totem pole that is nearby school and make observations

Guided Learning Steps:

Totem Pole Craft

-students will choose from the printed copies of different design of totem poles

-students will color and cut the totem poles (15 mins)

-students will glue their colored totem poles on to the large pole which will hold all of the totem poles together

-students will be gathered back at the carpet and have sharings of their totem poles and why they decided to color them certain way, compare and contrast each other's and discuss how the big class totem pole makes them feel as opposed to their own totem poles standing individually (10 mins)

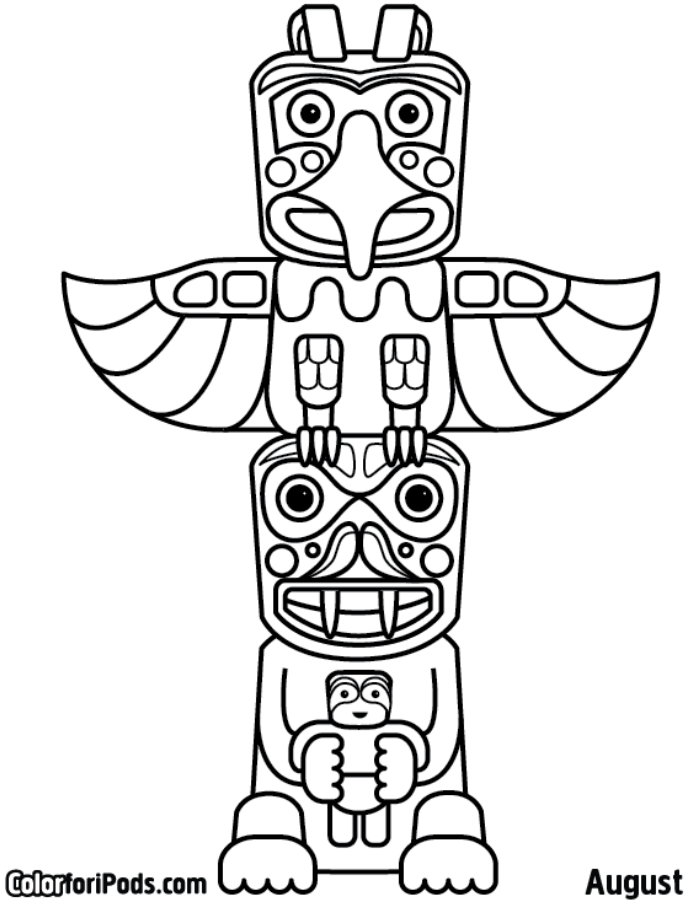
Modifications: *How will you change the lesson to meet the needs of individual students?*

◆Students that require more time to cut and color the papers -> modify by pre-cutting the shapes

◆ Students who lack prior knowledge about totem poles -> modify by providing more pictures of totem poles in books

◆ If the weather does not permit them to go for a walk, substitute with online pictures and photos

★ Sample Pictures of the Image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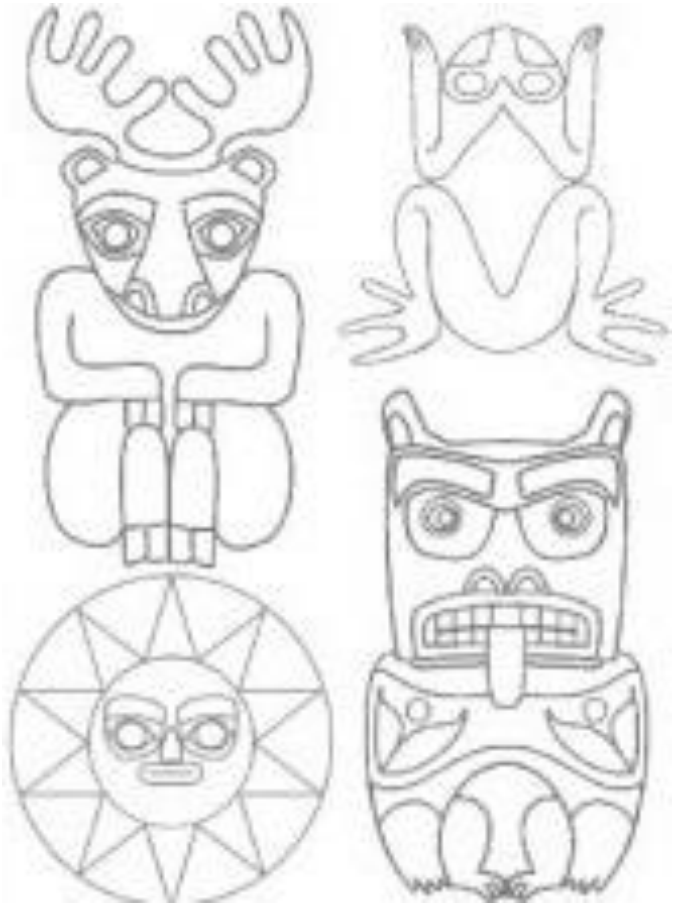

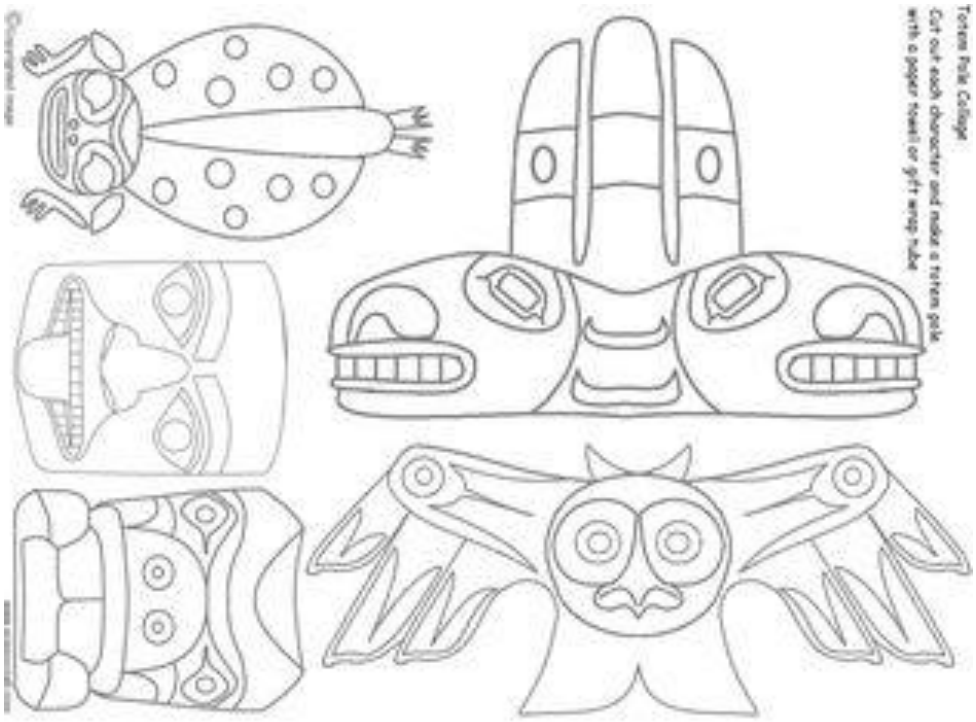
Totem Pole Collage
Cut out each character and make a totem pole
with a paper towel or gift wrap tube

* Possible Modification:
Use recyclable bottles or cans as the supporting pole

Symbols of Canada – Review: Memory Game

Date or Lesson Number: Lesson 14/ 15	**Time:** 45 min
Curriculum Area: Social Studies	**Unit of Study:** Canada

Standard(s) Addressed:

A3 gather information from personal experiences, oral sources, and visual representations

- access information from audio, visual, material, or print sources
- collect information from personal experiences, oral sources, and visual representations
- use comparison to discover similarities and differences
- with teacher prompts, draw simple interpretations from information gathered (e.g., families have similar needs, families have differences)

A4 present information using oral, written, or visual representations

- use oral, written, or visual communication forms to accomplish given presentation tasks (e.g., show and tell, captioned picture)

B4 identify symbols of Canada

- accurately name Canada as the country in which they live
- recognize a variety of symbols characteristic of Canada (e.g., maple leaf, Canadian flag, symbols on coins, totem poles)

Intended Learning Outcome(s):

SWBAT:

- Name the Canadian symbols when shown pictures
- Identify at least one characteristic of the symbol of Canada

Assessment Strategies: *How will you assess the intended learning outcome(s)?*

Observation, Checklist

◆Were they able name the Canadian symbol and identify one fact about each symbol?

Example of the checklist

John: able to name at least 3symbols √ able to list at least 1 characteristic for each object √

Materials/Preparation:

Smartboard, 7 game sets in three different versions

Introduction:

Review – Canadian Symbols

- Using the smart board, students will see pictures of the Canadian Symbols they have learned previously
- Students will be shown only a part of each picture and they have to identify what the object
- After identifying the object, they will be shown a full picture
- Students will be asked questions regarding the objects and pair-share the answers

Guided Learning Steps:

Memory Game

- Students will be given instructions about how to play the memory games
- Students will be divided into groups of three (this will be predetermined) and receive a bag of cards
- On a flat surface, students will spread out the cards into grids of 4 by 4
- Taking turns, each student will flip 2 cards from the grid and say the name of the objects on the card
  Ex: beaver, Canadian flag, maple leaf, polar bear…

- If they get a matching pair of pictures, they have to say 1 thing/comment about the object
  Ex: Canadian flag: it has 2 different colors, red and white. Hockey: it is a sport played on the ice. Etc.,

- If the student gets a matching pair and correctly describe the object, they can take the cards as points, if the student cannot make a comment on the object, then the pictures get flipped back into their places
- Students can switch to a different group of card once they have completed the game set

Modifications: *How will you change the lesson to meet the needs of individual students?*

Teacher can walk around and observe students during the games. If needed, the teacher can prompt some ideas to support students with formulating their answers. If the game was too challenging, they can reduce the number of cards in a set to start with less objects. Further extension can be making a personal Canada booklet with the objects that appear in the game with descriptions of each symbol and then the students can come up with their own symbols of Canada that they encounter in everyday life.

Who will require modification? Students who require more help in formulating answers can be supported with further help from the teachers. Students who finish the game quickly can add more pictures to their game set.

★ Memory Card templates

Canadian Flag	Canadian Flag	Canadian Flag	Canadian Flag
Hockey	Hockey	Hockey	Hockey
Caribou	Caribou	Caribou	Caribou
Inuksuk	Inuksuk	Inuksuk	Inuksuk

Beaver	Beaver	Beaver	Beaver
Maple Syrup	Maple Syrup	Maple Syrup	Maple Syrup
Looney	Looney	Looney	Looney
Totem Poles	Totem Poles	Totem Poles	Totem Poles

Polar Bear	Polar Bear	Polar Bear	Polar Bear
Curling	Curling	Curling	Curling
Raven	Raven	Raven	Raven
Toque	Toque	Toque	Toque

Resource Critique

◆"M is for Maple" by Mike Ulmer (Lesson 1)

This book includes helpful visual support and variety of symbols related to Canada that are not very mainstream and addressed all the time. Some contents regarding significant persons and historical events might be too complicated for grade 1 but

◆http://www.youtube.com/watch?v=YgXO5l8ttgc (Lesson 3)

This is a video clip of the opening ceremonies of the 2010 Winter Olympics found on YouTube. The length is about three hours so pre-viewing and selecting a short excerpt is suggested.

◆http://www.youtube.com/watch?v=VnZlAOSEmYQ (Lesson 4)

This is a video clip of the song "Canada in my pocket" with lyrics by Michael Mitchell on YouTube. This song has a significant aspect of Canadian symbols and catchy audiovisuals that will support different learning styles of students.

◆"Frog Girl" by Paul Owen Lewis (Lesson 7)

This story book contains Aboriginal content that specifically refers to the Haida Gwaii community of the Northwest Coast. The book is an excellent resource to learn about Aboriginal art and narratives behind their spiritual connections to animal symbols. This book represents authenticity

◆"Totem Poles" by Jennifer Frantz and Allan Eitzen (Lesson 8)

This is a short informational book that writes about the process of building totem poles. There are some useful images that show clear shapes and colors of totem poles but some images regarding the Aboriginal Peoples might not be entirely correct representation so approaching with clear purpose of the book is suggested. The author is not from an Aboriginal community or addressing the content with a reference to a specific Aboriginal community so caution is suggested when using.

◆http://www.logo-quizanswers.net/level-1/ (Lesson 10)

This is a website that shows logos that we see in advertisements and everyday mainstream media. Students might not be familiar with many of the logos as they apply to any commercial companies so for grade 1's use selection on age appropriate sample selections are suggested. Individual student use for exploring is not encouraged as the website contains other commercial advertisement.

◆http://www.logogenie.net/logo-design/kids (Lesson 10)

This is a website that shows some examples of symbolic images that can help students formulate their symbols. Individual student use for exploring is not encouraged as the website contains other commercial advertisement.

◆http://www.tourismrichmond.com/things-to-do/steveston/ (Lesson 12)

This is the Tourism Richmond website that introduces tourist attractions of Richmond. It contains a page on Steveston that provides basic overview of information on Steveston. It does not contain detailed information about the field trip locations but can be a useful starting point for teachers to prepare for the field trip.

Thank You for viewing!