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BC Social Studies Curriculum

Regional & Global Communities– Grade 2

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



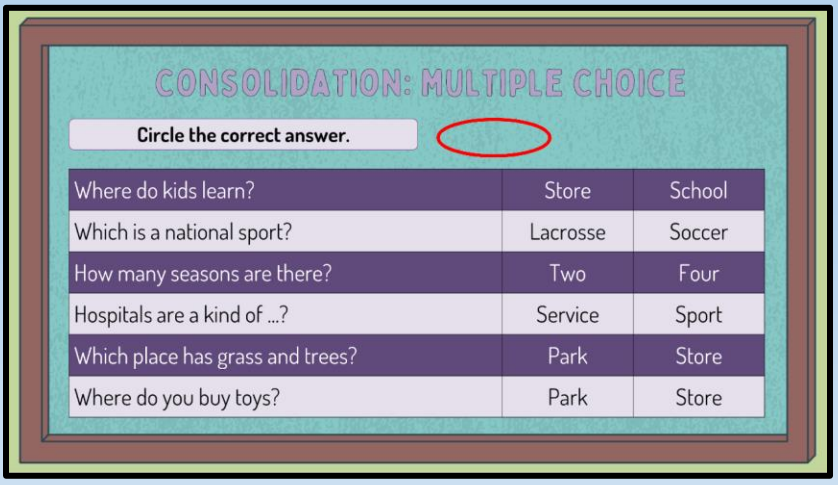


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

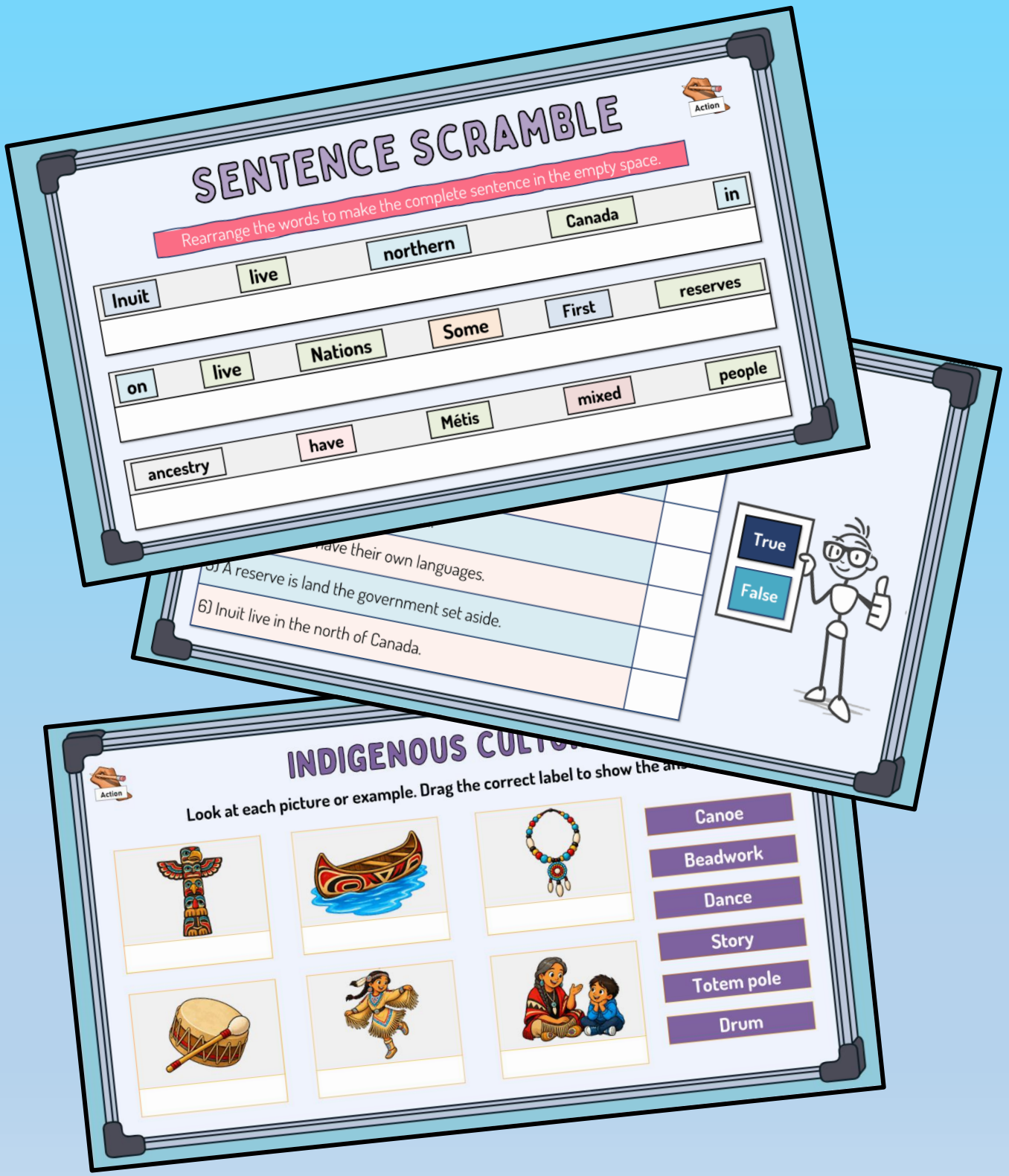
- Exit Cards
- Quizzes
- Reflection
- And More!



Where do kids learn?	Store	School
Which is a national sport?	Lacrosse	Soccer
How many seasons are there?	Two	Four
Hospitals are a kind of ...?	Service	Sport
Which place has grass and trees?	Park	Store
Where do you buy toys?	Park	Store

BC Social Studies Curriculum

Regional & Global Communities– Grade 2



BC Social Studies Curriculum

Regional & Global Communities– Grade 2



Workbook Preview

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Grade 2 – Social Studies Unit

Regional and Global Communities

Big Idea 1: Local actions have global consequences, and global actions have local consequences.

Big Idea 2: Canada is made up of many diverse regions and communities.

Big Idea 3: Individuals have rights and responsibilities as global citizens.

	Curriculum Expectations	Pages
2.1	Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture	6 - 169
2.2		96
2.3	different communities	197 - 203
2.4	Diverse features of the environment in other parts of Canada and the world	204 - 214
2.5	Rights and responsibilities of individuals regionally and globally	215 - 224
2.6	Roles and responsibilities of regional governments	225 - 230

Preview of 130 pages from this product that contains 330 pages total.

NAME: _____

REGIONAL AND GLOBAL COMMUNITIES



PREVIEW

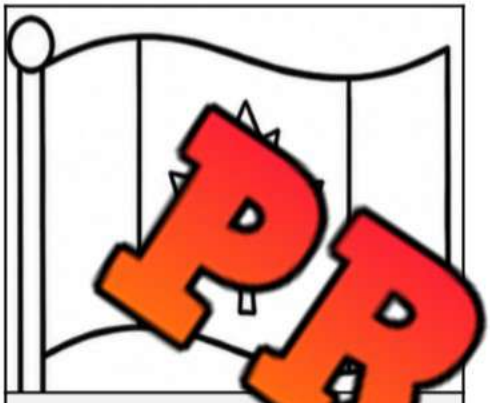
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Curriculum Connection
2.1

Which Communities Do I Belong To?

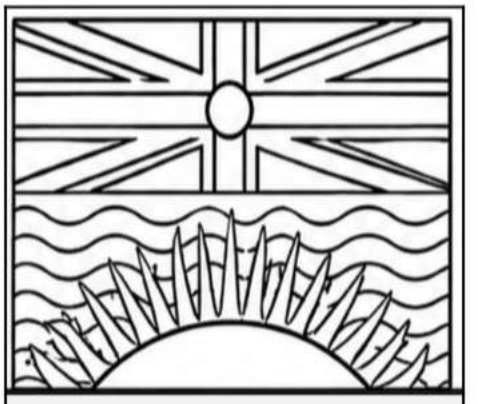
Think Colour the pictures of the communities you belong to.



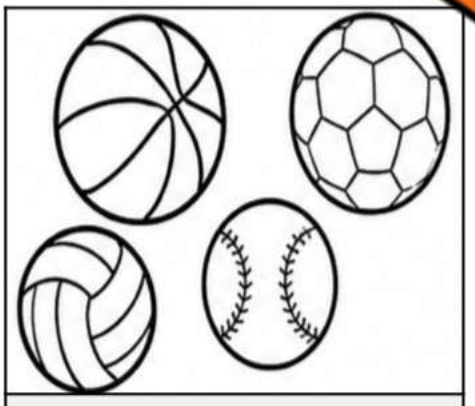
Canadian Comm



Community



BC Community



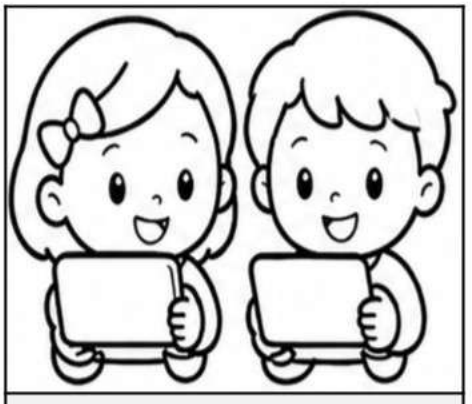
A Sports Community



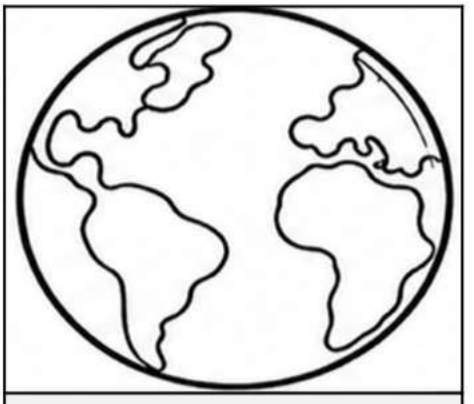
A School Community



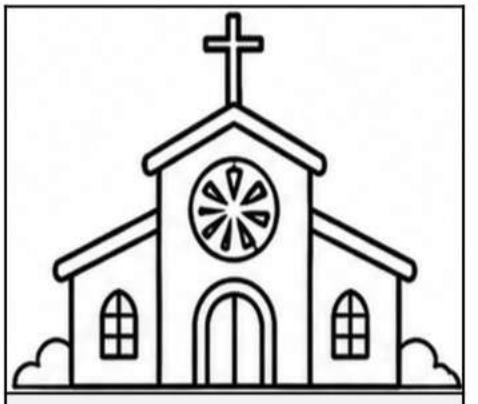
A mmunity



A Video Game Community



The Global Community



A Church Community

PREVIEW

Name: _____ 11

Curriculum Connection
2.1

My Communities

Brainstorm List all the communities that you belong to



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Curriculum Connection
2.1

Things Found In Canadian Communities

Things Found In Canadian Communities

There are many different communities in Canada. Each community is different. Some communities are in the northern parts, where it is cold. Other communities are along the ocean.

Co ies still have many of the same things. Check out th ings you will see in most communities in Canada.

1) Sc ols: Pl e kids go to learn, play and make friends.

2) Transporta ays t d, like cars, buses, trains an

3) Services: Places that he eopl police stations, fire departmen libra

4) Diversity: Many different people and cu livi e one place.

5) Seasons: Four different times of the year with u weather.

6) Parks: Places with grass, trees, playgrounds, and places to have a picnic

7) Stores: Places to buy food, toys, clothes, and other things people need.

8) Homes: Places where families live, with rooms to sleep, eat and hang out.

9) Restaurants: Places to eat different types of food, like pizza or sushi.

10) Sports: Canada has two national sports – hockey and lacrosse.





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Curriculum Connection
2.1

Think Colour what you can find in your community.



PREVIEW

Draw Draw your favourite thing your community has. Explain w[illegible]you like it.

_____

_____

_____

_____

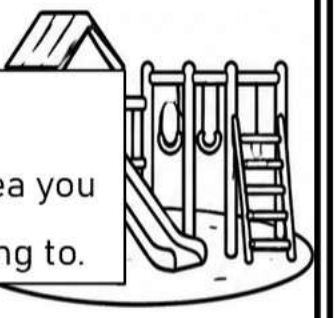
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Name: _____ 14

Curriculum Connection
2.1

My Local Community



What Is Your Local Community?

Your **local community** is the city or town you live in. **Local** means area you belong to. So, your local community is the area (city/town) you belong to.

Describe Describe your local community by answering the questions below

PREVIEW

1) How [illegible] in your local community? If you are not sure, guess.

2) How do people [illegible] community. Circle the options below.

Vehicle	Bike	[illegible]	Bus	Boat
Subway	Taxi	[illegible]eybus	A[illegible]lane	Tram

3) Circle the services in your community.

Police	Healthcare	Garbage	[illegible]et	[illegible]hone
Buses	Parks	Schools	Movie The[illegible]	[illegible]nas
Snow Removal	Fire Department	Ambulance	Post Office	Bank

4) Does your local community have everything you need? Explain.

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Name: _____ 15

Curriculum Connection
2.1

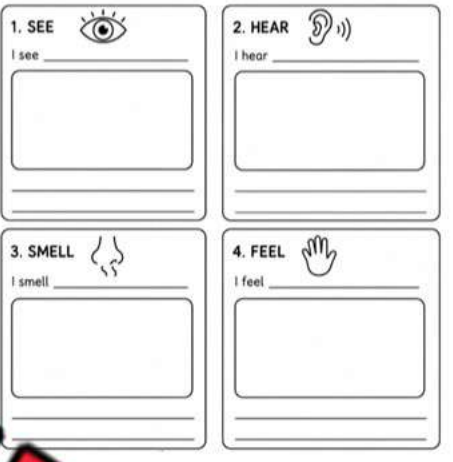
Activity – Community Sensory Hunt

Objective What are we learning more about?

Students will identify the unique environmental and human characteristics of their home community.

Materials What do we need?

- ✓ Activity s
- ✓ Crayons, m or co cils
- ✓ Pencil



PREVIEW

Method How do we complete th y?

1. Prepare Your Report: Fold your activity into es.
2. Go on an Investigation: You can walk around y l gro r "teleport" home in your mind to remember the sights and f yo ghbourhood.
3. Collect Your Clues: In each of the four boxes, draw or write g you found using your senses.
4. Evidence Checklist:
    1. Box 1 (I SEE): Draw a special building, a local landmark, or a mountain you see in your town.
    2. Box 2 (I HEAR): What sounds do you hear? Is it the zoom of a bus or the chirp of a bird?
    3. Box 3 (I SMELL): Do you smell fresh bread from a bakery, salty ocean air, or pine trees?
    4. Box 4 (I FEEL): Is it a windy day? How do you feel when you are in your community?
5. Debrief with a Partner: Find a "Partner Detective" and share one clue you found. Did you both notice the same things?

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Curriculum Connection
2.1

I See 👀	I Hear 👂
Draw a special building, mountain, or landmark.	*Do you hear a bird, a bus or the ocean?*
I Smell 👃	**Feel ✋**
Do you smell fresh trees, a bakery, or the ocean?	*you fe re in your community?*

PREVIEW

Name: _____ 17

Curriculum Connection
2.1

Who Are Indigenous People?

Who Are Indigenous People?



Indigenous people are the very first people who lived in a place. We can also call them First Peoples. They have their own special ways of living, talking, and celebrating.

Where Do [illegible] Live?

Indigen[illegible]e [illegible] all around the world. In the Unite[illegible]tes, th[illegible]ative Americans. In Australia, there are Ab[illegible]ple. [illegible]nada, there are First Nations, Inuit, and Métis people. Every pla[illegible]s dif[illegible]t [illegible]nous people.

PREVIEW

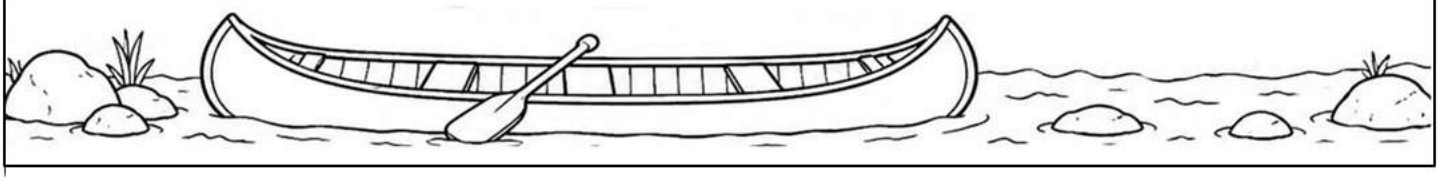
What Makes Them Special?

Indigenous people know a lot about [illegible]d and [illegible]e. They take care of the Earth and animals. They [illegible] their own songs, stories, and dances that they share with others. Their languages and traditions are very important to them.



Why Should We Learn About Them?

Learning about indigenous people helps us understand how they lived before and how they live now. We can learn from their wisdom and ways of taking care of the Earth. It is important to respect and celebrate their cultures because they are a big part of our world's history.



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Curriculum Connection
2.1

True or False

Is the statement true or false?

1) Indigenous people are the 2nd group who lived in a place.	True	False
2) Indigenous people are also known as First Peoples.	True	False
3) Indigenous people can only be found in North America.	True	False
4) In Canada, there are First Nations, Inuit, and Métis people.	True	False
5) Indigenous people have the same way of life as everyone else.	True	False

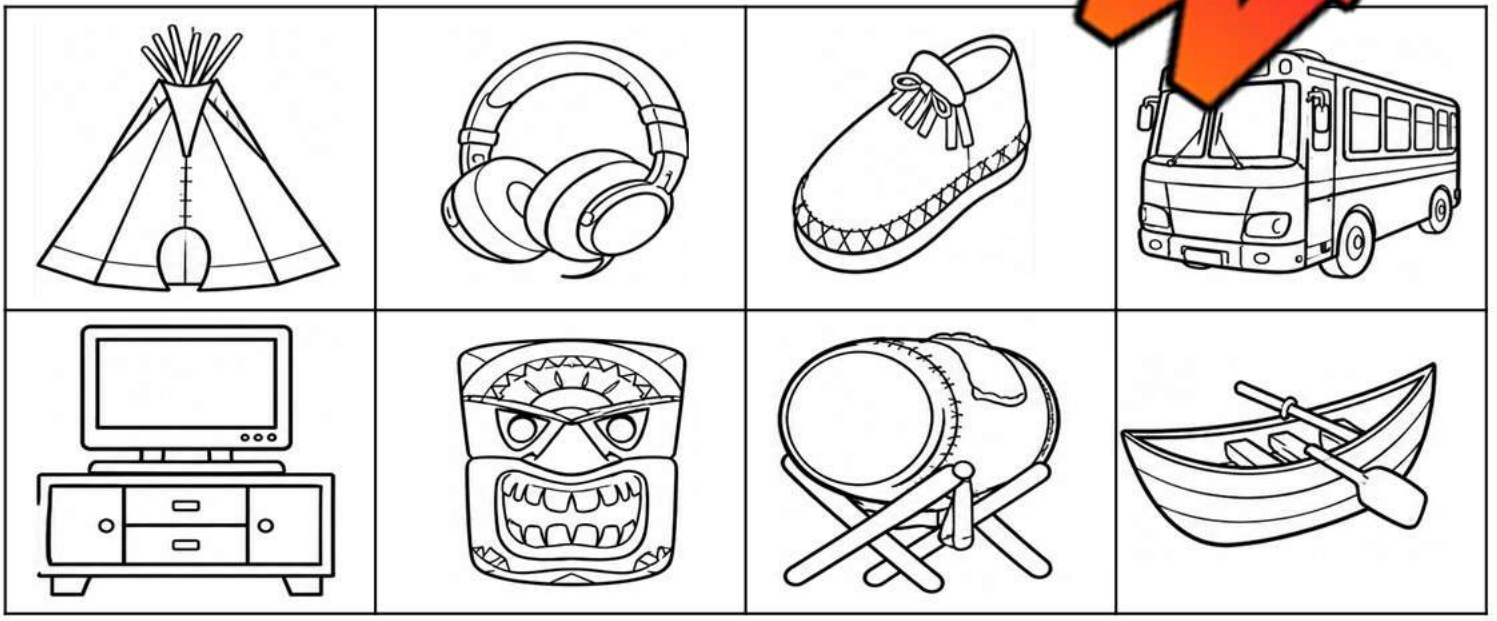
Making Connections

"Have you seen Indigenous art, music, or traditions in your community? Where did you see?

PREVIEW

Colour

Colour the things that you think belong to Indigenous culture.



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Curriculum Connection
2.1

Reflection Questionnaire | Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Are Indigenous people the first people who lived in a place?	✔	✘
2) Do Indigenous people live all around the world?	✔	✘
3) Do they have their own culture and traditions?	✔	✘
4) Are Indigenous cultures important to learn about?	✔	✘

Name: _____

Circle the box of your choice.

1) Are Indigenous people the first people who lived in a place?	✔	✘
2) Do Indigenous people live all around the world?	✔	✘
3) Do they have their own culture and traditions?	✔	✘
4) Are Indigenous cultures important to learn about?	✔	✘

Name: _____

Circle the box of your choice.

1) Are Indigenous people the first people who lived in a place?	✔	✘
2) Do Indigenous people live all around the world?	✔	✘
3) Do they have their own culture and traditions?	✔	✘
4) Are Indigenous cultures important to learn about?	✔	✘

Name: _____

Circle the box of your choice.

1) Are Indigenous people the first people who lived in a place?	✔	✘
2) Do Indigenous people live all around the world?	✔	✘
3) Do they have their own culture and traditions?	✔	✘
4) Are Indigenous cultures important to learn about?	✔	✘

PREVIEW

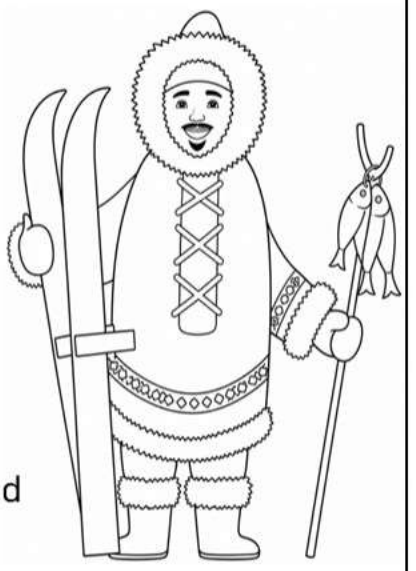
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Curriculum Connection
2.1

The Inuit, Metis, and First Nations

The Indigenous People of Canada



Inuit

The Inuit are a group of Indigenous people who live in the northern parts of Canada. They are known for:

- ☑ Expe ting and fishing skills
- ☑ Livi parts of Canada
- ☑ igloos now and ice
- ☑ Catching se hales, and caribou for food

PREVIEW

First Nations

The First Nations are a gr ndi le who live in Canada. There are more than 630 First Nations commu Can ch one has its own language, culture, and traditions.

Some First Nations people live on res A r rea of land set aside by the government for Indigenous peoples.



Métis

The Métis are a group of Indigenous people as well. Someone who is Métis will have one parent who is from a First Nation, and the other from a European country.

When Europeans first came to Canada, they were looking for beaver furs. Many men got close with the First Nations and Inuit because they needed help finding furs. This led to marriages between First Nation women and European men. When they had families, the kids were Métis.

Name: _____ 22

Curriculum Connection
2.1

True or False

Is the statement true or false?

1. Inuit people live in the northern parts of Canada.	True	False
2. Inuit are known for farming in hot places.	True	False
3. First Nations people have their own languages and cultures.	True	False
4. Métis people have mixed ancestry (Indigenous and European).	True	False
5. First Nations people all live in the same community.	True	False

Direction

Dr[illegible] to match the described group of people.

1. Live in very cold [illegible] areas	❑	Inuit
2. Hunt animals like seals and caribou	❑	
3. Have many different cultures and languages	❑	Métis
4. Some live on reserves	❑	First Nations
5. Have mixed Indigenous and European heritage	❑	

PREVIEW

Question

Which group would you like to learn more about – Inuit, Métis, or First Nations? Explain.

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Curriculum Connection
2.1

Matching Draw a line from the description to the name of the Indigenous group.

Métis	○ There are over 630 of them in Canada
First Nations	○ Live in the northern parts of Canada
Inuit	○ Have one parent who is First Nation and the other who is European.

Direc ...he picture of the Indigenous people. Write 3 words that ...scr... ...n.



First People



...le



Métis people

PREVIEW

Name: _____ 24

Curriculum Connection
2.1

Inuit Seal Hunting in Nunavut

Where Inuit Families Live

Inuit families live in Nunavut, a big place in northern Canada. Nunavut has lots of ice, snow, and flat tundra. The ocean there is cold and covered with ice for most of the yea[illegible] very cold place to live, and people must w[illegible]es.





H[illegible] Inuit Hunt Seals

[illegible]le hunt seals on the sea ice. They use a tool d [illegible]n, which is long and sharp. They [illegible]lly [illegible]eals to pop their heads out of holes in [illegible]o br[illegible] Inuit hunters are very patient and quiet w[illegible] wait

Why Seals are Important

Seals are very important to Inuit families. Here are th[illegible]on

- **Food:** Inuit eat seal meat because it is healthy and helps them stay strong in the cold.
- **Clothing:** Inuit use seal skin and fur to make warm boots, jackets, and mittens.
- **Light and Heat:** Long ago, Inuit used seal oil in lamps to light their homes and keep warm.



Respect for Nature

Hunting seals helps Inuit children learn to respect animals and nature. Inuit only hunt what they need and thank the seals for giving them food and clothes.

PREVIEW

Name: _____ 25

Curriculum Connection
2.1

Multiple Choice

Circle the correct answer.

1) In which territory do most Inuit people live?	Nunavut	Ontario
2) Where do Inuit families hunt seals?	In the forest	On the sea ice
3) What do Inuit use to hunt seals?	Harpoon	Fishing rod
4) What part of the seal did Inuit use to light their home?	Seal fur	Seal oil
5) Which [illegible] is NOT found in Nunavut?	Snow and ice	Hot deserts

PREVIEW

Write & Draw

Wri[illegible]s of how Inuit hunt seals. Then, draw a picture to show

Circle

Circle the words that show how Inuit people use seals.

Food	Paper	Jacket
Sledding	Lamp	Chair
Boots	Skiing	Mittens



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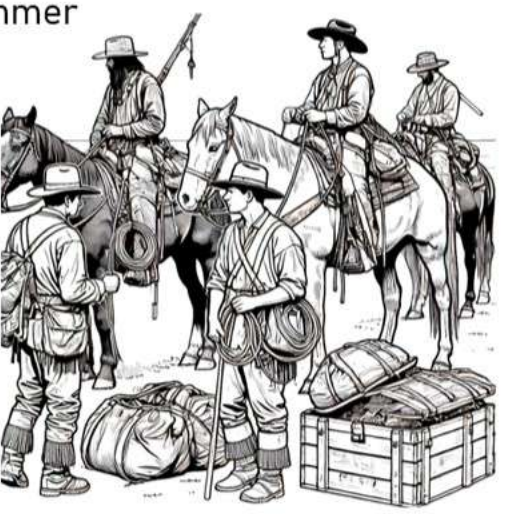
Name: _____ 26

Curriculum Connection
2.1

How Métis Hunted Buffalo

Getting Ready for the Hunts

Long ago, Métis families hunted buffalo on the big, open prairies of Canada. These hunts happened two times every year, once in the summer and once in the fall. Hundreds of hunters joined together for each hunt. They brought fast, strong horses to help chase buffalo. Before each hunt, families packed food, water, and important tools. Everyone was excited, but they had to be very careful because hunting buffalo was dangerous.



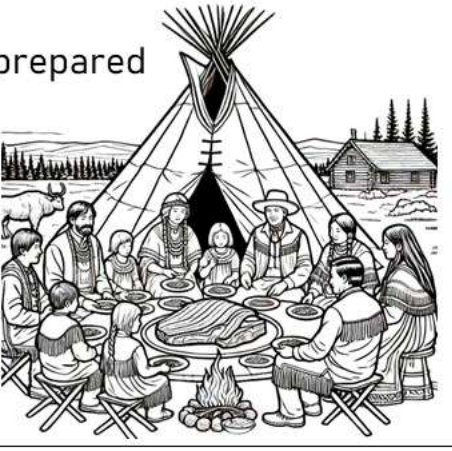


The Big Chase

When hunters and buffalo, the chase began! Hunters rode their horses very fast, like the wind. Buffalo could run as fast as adult elk. The hunters worked as a team to keep the buffalo moving together in one direction. They shouted and waved to help the buffalo moving toward the hunters waiting below. They then used tools like rifles or spears to hunt the buffalo.

After the Hunt

After the chase ended, everyone worked together. They prepared the buffalo meat to eat later. Buffalo hides were used to make clothes, blankets, and tipis. Bones and horns became tools. No part of the buffalo was wasted. Métis families shared what they got from the hunt. These hunts were important for the Métis way of life.



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Name: _____ 27

Curriculum Connection
2.1

True or False

Is the statement true (T) or false (F)?

1) Horses were used during Métis buffalo hunts.	T	F
2) Sometimes hundreds of hunters joined big Métis buffalo hunts.	T	F
3) No part of the buffalo was wasted by Métis families.	T	F
4) Métis hunts happened only during the winter months.	T	F
5) Tipis w ade with metal instead of buffalo hides.	T	F

Order

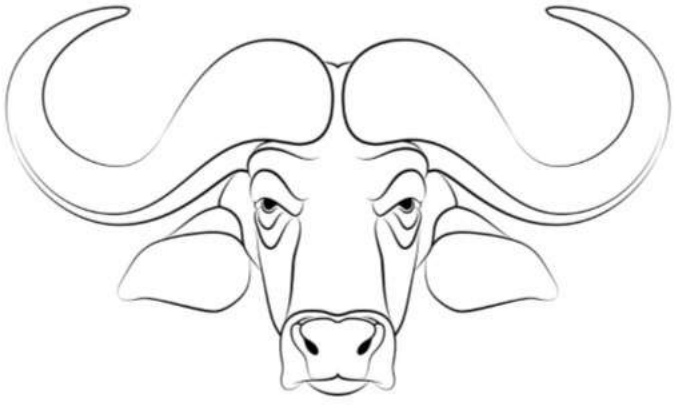
main steps in a Métis buffalo hunt. Put them in the cor from first to last.

1st		a) keeping buffalo together in one group.
2nd		b) They lo oss to spot the big buffalo.
3rd		c) Families cook t ffalo hare it with everyone.
4th		d) The families pack tools , an the hunt.
5th		e) They use rifles or spears to ca ng, g buffalo.

PREVIEW

Colour & List

Colour the picture of the buffalo below. Then, li ts of the buffalo the Métis used for food, clothes, or tools.



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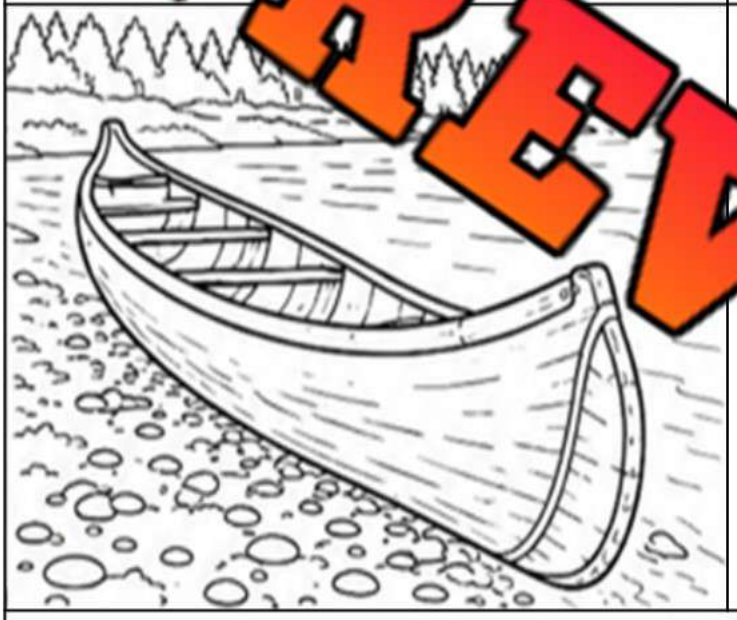
Curriculum Connection
2.1

How First Nations Used Cedar Trees

The Cedar Tree of the West Coast

Many First Nations people on the West Coast of Canada lived near large forests filled with cedar trees. Cedar trees were very important because they provided many things families needed in daily life. People called cedar the "Tree of Life" because almost every part of the tree could be used.





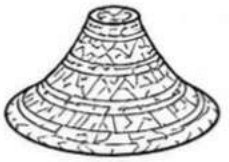
What Cedar Was Used For

First Nations people used cedar wood to build strong canoes for traveling on rivers and the ocean. They also used cedar planks to make longhouses where families lived together. The soft inner bark of the cedar could be woven into baskets, ropes, hats, and clothing. People carved cedar wood to create beautiful totem poles that shared stories and history.


Longhouses


Baskets


Ropes


Hats


Totem Poles


Clothing

Working Together

Building canoes and longhouses took teamwork and skill. Families and community members helped each other gather cedar bark and wood.



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Curriculum Connection
2.1

Multiple Choice
Circle the correct answer.

1) Which tree was important for First Nations?	Maple	Cedar
2) What was made from cedar?	Canoe	Tree
3) What was carved from cedar wood?	Basket	Totem Pole
4) How did people treat cedar trees?	Carelessly	With respect

Maze
he path to help the cedar canoe reach the river.



PREVIEW

Identify
Circle the things made form cedar trees.

Baskets	Jackets	Paper
Boat	Ropes	Totem Poles
Sword	Hats	Cell Phones



Curriculum Connection
2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Match the buffalo parts to their use in métis life.

Buffalo Meat ☐	☐ Made into clothes, blankets, and tipis
Buffalo Hide ☐	☐ Used to make tools and knives
Buffalo Bones ☐	☐ Cooked and eaten for food

Name: _____ Mark

Match the buffalo parts to their use in métis life.

Buffalo Meat ☐	☐ Made into clothes, blankets, and tipis
Buffalo Hide ☐	☐ Used to make tools and knives
Buffalo Bones ☐	☐ Cooked and eaten for food

Name: _____ Mark

Match the buffalo parts to their use in métis life.

Buffalo Meat ☐	☐ Made into clothes, blankets, and tipis
Buffalo Hide ☐	☐ Used to make tools and knives
Buffalo Bones ☐	☐ Cooked and eaten for food

Name: _____ Mark

Match the buffalo parts to their use in métis life.

Buffalo Meat ☐	☐ Made into clothes, blankets, and tipis
Buffalo Hide ☐	☐ Used to make tools and knives
Buffalo Bones ☐	☐ Cooked and eaten for food

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Name: _____ 36

Curriculum Connection
2.1

Haida First Nation

Who Are The Haida First Nation?



The Haida First Nation are Indigenous people living in British C[illegible]umbia and Alaska, mainly [illegible]a Gwaii islands.

PREVIEW

Worldview

The Haida belie[illegible]very[illegible] connected, and all li[illegible]bings fo[illegible]ig family. They value caring for each other and the land.

Protocols

The Haida have special rules for respect and [illegible]ss du[illegible]events and ceremonies. Examples include:

1) Respect for Elders: Elders hold knowledge and wisdom, and younger members learn from them.

2) Feasting and Food Sharing: Food sharing is important in Haida culture, with elders and guests served first at gatherings.

3) Clan System: Haida have two main clans, Eagles and Ravens. People marry between clans to maintain close ties.

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Name: _____ 37

Curriculum Connection
2.1

Questions Answer the questions below using evidence from the text.

1) Where do the Haida First Nation live?	
2) Circle t[illegible]s the Haida have.	
[illegible] elders	Sharing food is good
Spend you[illegible] imp[illegible] stuff	They have 3 clans – Eagles, Dogs, Ravens
They have 2 clans – E[illegible] Rave	The environment is not important
3) They believe everything is...	[illegible]ected Separate

PREVIEW

Word Scramble Unscramble the words fro[illegible] wor[illegible]

Word Bank			
Respect	Share	Care	[illegible]e
Land	Nature	Elders	Clan
Family	Ravens	Solve	Listen

TPCERSE		NALC	
SRDLEE		ERATUN	
ERSHA		LMIYFA	

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Curriculum Connection
2.1

Colour Colour the Haida Eagle below.



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2.1

Colour Colour the Haida Raven below.



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Curriculum Connection
2.1

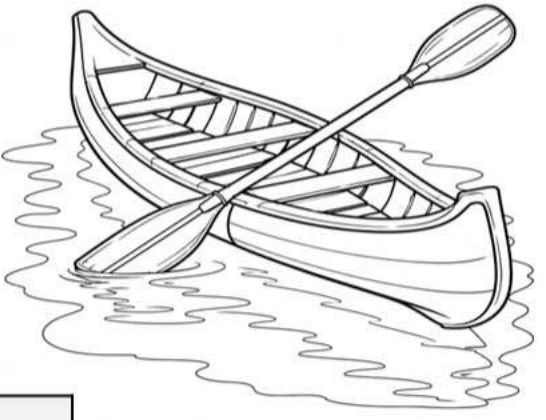
Activity – Making A Haida Canoe

Objective | What are we learning more about?

Students will learn about what Haida canoes looked like and the artwork that is done on the canoe.

Materials | What do we need?

- ✓ Ca[illegible] paper
- ✓ [illegible]
- ✓ Ma[illegible]ers, co[illegible]cils or crayons
- ✓ Glue or t[illegible]
- ✓ Haida canoe [illegible]ate



Method | How do we [illegible]e th[illegible]

1) Print the template on thick pape[illegible] cardst[illegible]

2) Have the students colour the canoe (bo[illegible]s). E[illegible]hem to look at Haida art and designs for inspiration, but a[illegible]let[illegible]e with their own ideas.

3) Instruct the students to carefully cut out the canoe te[illegible]plat[illegible] lines.

4) Have the students fold the paper along the folding line, creating[illegible]e shape of the canoe.

5) Paste or tape the bottom edges of the canoe together (do not paste the top of the canoe together). This should allow the canoe to hold its shape.

6) Cut the seats out (two rectangular pieces). They should be coloured brown.

7) Use tape or glue to secure the seats to both sides of the inside of the canoe. The seats will help hold the canoe together.

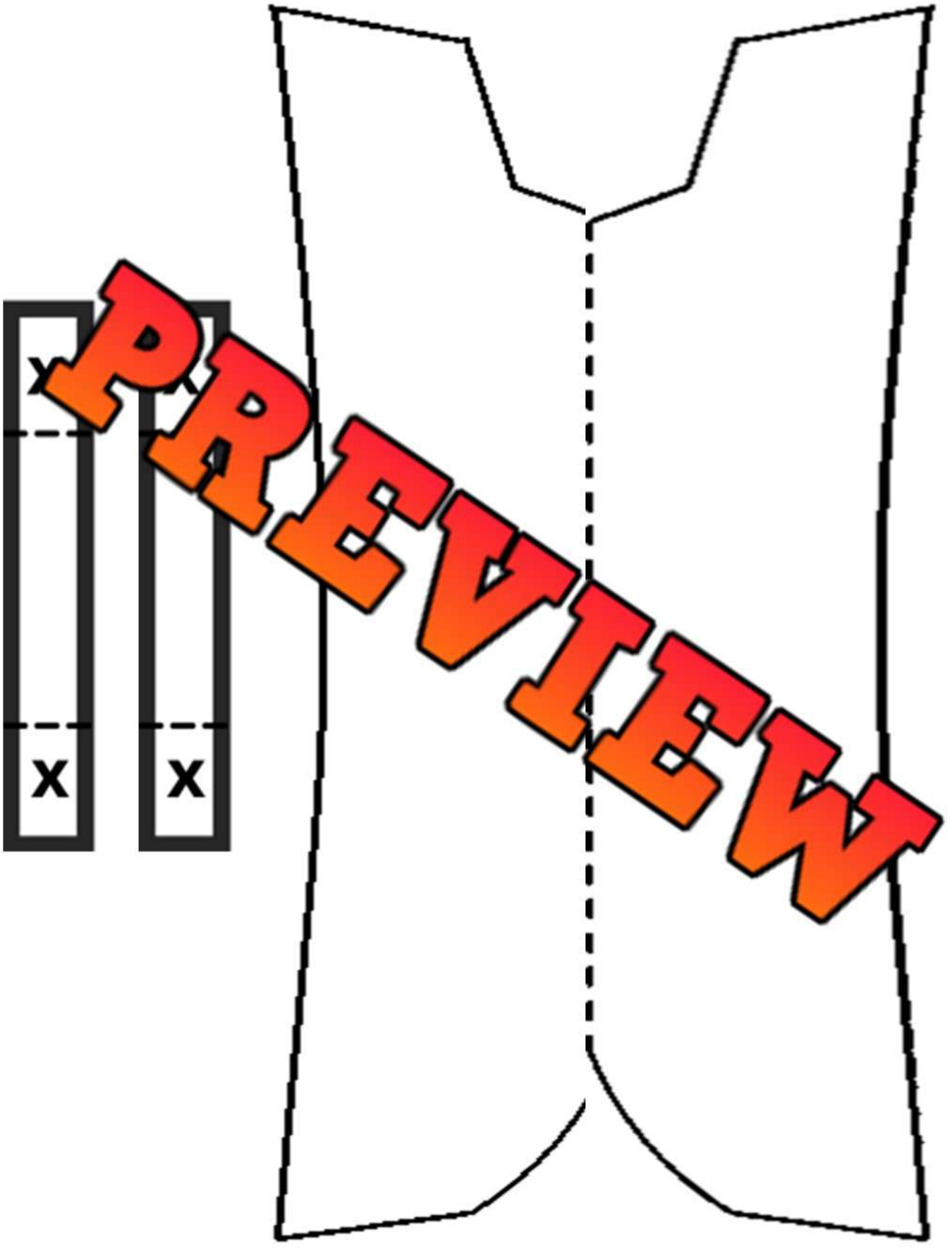
8) Let the canoe dry before displaying it.

PREVIEW

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Curriculum Connection
2.1



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Curriculum Connection
2.1

Haida Ceremony - Potlatch

What is the Haida Potlatch Ceremony?



The Haida Potlatch is a special event for the Haida people. It's like a big party where friends and family gather to celebrate important moments. Here's what happens during a Haida Potlatch:

Sharing	Lots of food is brought to share with everyone. Elders and special guests are served first.
Gifts:	The host gives gifts to the guests, like blankets or food, as a way to say thank you and share.
Telling Stories:	Haida people tell stories about their history, ancestors, and legends. Everyone listens to learn.
Dancing and Singing:	Music and dance are important. Haida people perform special dances and songs while wearing costumes and masks.
Celebrating Events:	A Potlatch can be for different reasons, like naming a baby, remembering someone, or celebrating a marriage.

PREVIEW

True or False

Is the statement true or false?

1) A potlatch is a special celebration for the Haida people.	True	False
2) People go to a potlatch to be alone.	True	False
3) Food is shared with everyone at a potlatch.	True	False
4) The host gives gifts to guests to say thank you.	True	False
5) People dance, sing, and tell stories at a potlatch.	True	False

Question

How do Haida people celebrate during a Potlatch?

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Curriculum Connection
2.1

Colour Look carefully at the Haida ceremony picture, you can colour it too. Think about what is happening and answer the questions.



PREVIEW

True or False Is the statement true or false?

1) How do the people in the ceremony feel? Why do you think so?

_____

_____

2) What attracts you the most about the Haida celebration?

_____

_____

Name: _____ 49

Curriculum Connection
2.1

Totem Poles: Tall Stories From BC

What Are Totem Poles?

Totem poles are tall, carved wooden poles made by the Haida people and other Indigenous groups from the Pacific Northwest Coast. They have special designs with animals, people, and magical creatures.



What Do [illegible]an?

Each [illegible] tory or shows a family's history, [illegible] events. The figures on the pole ar[illegible]s that [illegible]d for family signs, legends, or be[illegible]es are put together can tell a specif[illegible]

How Are They Made?

1) Picking a Tree: A good tree, usually a W[illegible] red [illegible]icked for its size and quality. The tree is then cut down

2) Design and Plan: The person carving the pole makes [illegible]desi[illegible] with the family or group. The design is then drawn on the [illegible]s[illegible]tches.

3) Carving: The person carving uses traditional tools, like adzes, chisels, and knives, to carve the figures into the wood.

4) Painting: After the carving is done, the totem pole is painted using natural colours made from plants.

5) Putting Up the Pole: At the end, the finished totem pole is put up in a special event with food, singing, and dancing. The pole must be dug into the ground so it is secure.

PREVIEW

Name: _____ 50

Curriculum Connection
2.1

Arrange Arrange the steps for making a totem pole. Write 1–6 in the boxes.



The tr… cle…



The totem pole is painted.



The designs are carved into the wood.



The artist plans the totem pole.



The pole is raised for the community.



A t…ar tree is …osen.

PREVIEW

True or False Is the statement true or false?

1) Totem poles are tall wooden poles made by Indigenous people.	True	False
2) Totem poles are made of plastic and metal.	True	False
3) Totem poles can show stories about families and history.	True	False
4) The pictures on totem poles can mean something special.	True	False
5) Totem poles are carved and painted.	True	False

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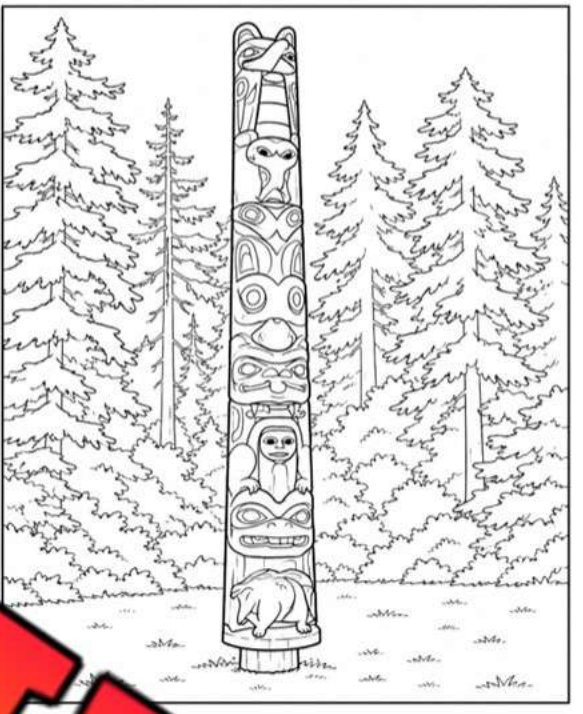
Name: _____ 51

Curriculum Connection
2.1

Activity – Making A Totem Pole

Objective What are we learning more about?

Students will learn how totem poles tell stories in Haida culture and create their own totem p drawings and colours.



Materials o we need?

- ✓ Activity sheet heet
- ✓ Crayons, markers, o pe
- ✓ Pencil

Method How do we complete the activity

1) Read the short information about Haida totem po
2) Look at the Haida totem pole image and observe the shap s.
3) Colour the Haida totem pole using bright and creative colours.
4) Think about things that are important to you (family, animals, hobbies, or values).
5) Draw your own totem pole in the space provided using symbols that represent you.
6) Add details and colour your drawing.
7) Be ready to share what your totem pole represents.

PREVIEW

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Curriculum Connection
2.1

The Haida community use totem poles to tell stories of their history. Each symbol represents a story or important part of their culture (dances or songs). These poles are made from tall cedar trees that are carved and painted using bright colours.

Directions: Colour the Haida totem pole and then draw your own totem pole. Include things that are important to you.



PREVIEW

Haida Totem Pole

My Totem Pole

Name: _____ 53

Curriculum Connection
2.1

Day in the Life – Haida Child



Hi, my name is Tia and I'm from the Haida First Nation. I've written a journal of events I did yesterday. Check it out so you can learn more about our way of life.

Time	Events
7:00am	I ate breakfast - salmon, berries, and seaweed.
7:30am – 8:00am	breakfast, I did a couple chores. I found some firewood rried water to my house from a nearby stream.
8:00am – 12:00pm	pent morning learning from elders and doing weaving, carving, and fishing. I also heard s abo mily and culture.
12:00pm – 1:00pm	I had lun with d a meal made from things found nearby - ams, nd corn.
1:00pm – 5:00pm	In the afternoon, I play es w nds. We raced, did archery, and played
5:00pm – 6:00pm	I helped my family get dinner rea ean d some fish. I also found some fresh be ries
6:00pm – 7:00pm	We ate dinner as a family. We had fish, deer, co d the berries I found. We shared what we all did that day.
7:00pm – 8:00pm	I played stick and hoop games with my sister. She rolled the hoop, and I tried throwing the stick through it. Then we hung the hoop from a tree and tried throwing the stick through.
8:00pm – 8:30pm	I got ready for bed by washing up in a pond nearby. Then I got under the blankets and my grandpa told me a story called, "The Raven and the First Men"
8:30pm – 7:00am	I went to bed because I was tired from a long day.

PREVIEW

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Curriculum Connection
2.1

Draw Use information from the text to support your answer

1) How did Tia help her family?

2) What [illegible] that day?

Multiple Choice Circle th[illegible]est

1) Tia is from which First Nation?	[illegible]	Salish
2) Tia played games using a hoop and a...	[illegible]	Stick
3) Tia ate a lot of which type of meat?	[illegible]	Pig
4) Tia would help find...	Be[illegible]es	[illegible]ns
5) Tia listened to stories told by her...	Sister	[illegible]ders

Visualizing Draw what you were picturing while you were reading. Explain the picture

PREVIEW

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Curriculum Connection
2.1

My Morning Routine | Draw your own morning routine in each time box below.

7:00	7:30am	8:00am
8:30am	9:00am	9:30am
10:00am	10:30am	11:00am

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Curriculum Connection
2.1

Haida First People Community

The Haida community have a unique culture. They live in B.C. in the Pacific North-West Coastal region. Circle the pictures that are part of Haida culture. X if not.

			
Totem pole	H g	Canoe paddle	Dream Catcher
			
Cedar Tree	Woven Blanket	Soccer Ball	m
			
Doll	Pizza	Shell necklace	Small straw animal figure

PREVIEW

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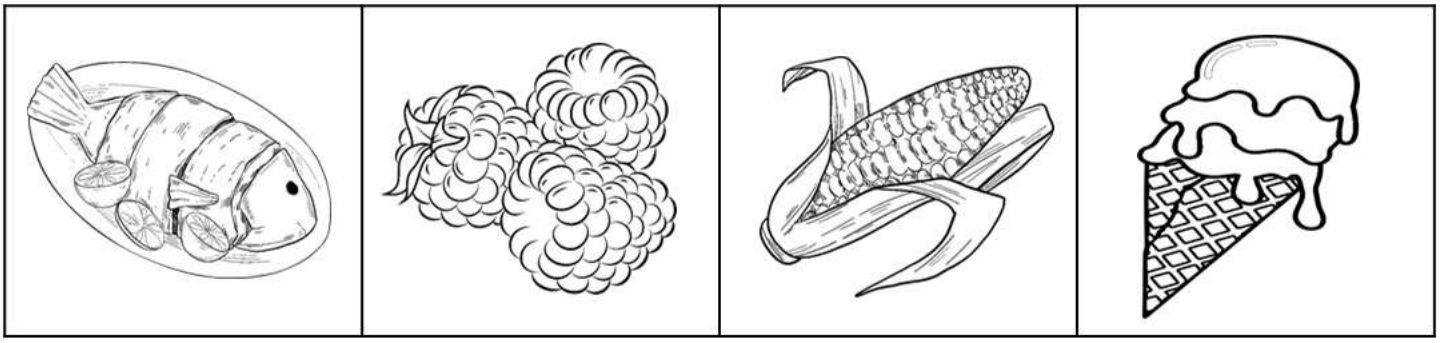
Curriculum Connection
2.1

Circle Circle whether the item is Haida or not

Fish	Haida	Not
Donuts	Haida	Not
Deer	Haida	Not
Berries	Haida	Not
Pizz	Haida	Not
s	Haida	Not
Cars	Haida	Not
Woodcarving	Haida	Not
Harpoons	aida	Not
Guns		Not
Breech cloth and Leggings	aid	Not
Running shoes	Haid	t
Moccasins	Haida	
Rubber Boots	Haida	

PREVIEW

Colour Colour the food the Haida ate



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Curriculum Connection
2.1

Inuit and Acadian Communities

Different Communities in Canada

In this unit, we will learn about two different communities in Canada.

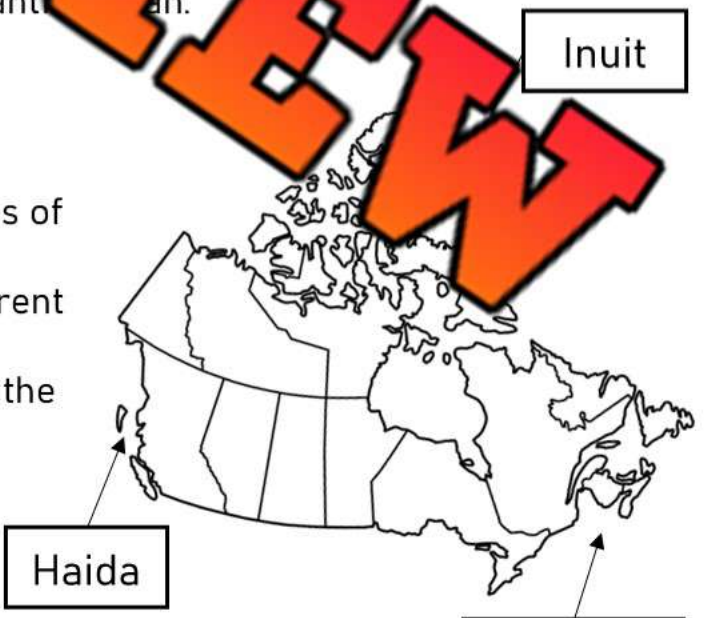
1) Inuit Communities

2) Acad mmunities



The mmuniti different areas in Canada. The c unity in the northern parts of Canada. N o they live in the upper parts of Canad

The Acadian communities live easte s f Canada. On a map of Canada, this is the right side, on the Atlanti an.



Different Ways of Life

These communities live in different areas of Canada. Because of this, they have different ways of life. For example, if you lived in the Arctic, you could not grow plants as much because it is too cold.

Also, if you lived in the arctic, you would have to wear warm clothes. You couldn't dress like the people do in the prairies.

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Curriculum Connection
2.1

Multiple Choice

Circle the correct answer

1) Which community lives in the north?	Inuit	Acadian
2) Which community lives in the east?	Inuit	Acadian
3) Which community grows more plants?	Inuit	Acadian
4) Which community is coldest?	Inuit	Acadian
5) Which c nity has lived in Canada longer?	Inuit	Acadian

Qu swer the question below

Why do each s mmu have a different way of life?

Locate

Fill in the blanks where the Inuit n c ities live



PREVIEW

Name: _____ 61

Curriculum Connection
2.1

Instruction	Draw an Inuit community (snow, igloos, people, tools) and an Acadian community (houses, farms, boats, people). Add details to show how each community lives.

Inuit Communities	
Acadian Communities	

PREVIEW

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Curriculum Connection
2.1

Story - Surviving the Cold

Illustrate Illustrate the story by drawing pictures.

Nuna and the Big Blizzard

Once upon a time, there was an Inuit girl named Nuna who lived in the Arctic with her family. She loved exploring the snowy land and learning from her elders.

One cold morning, Nuna and her father went outside to gather firewood near their village. The snow crunched under their boots, and the icy wind blew across the land. Nuna carried a small basket while her father pulled a sled.

PREVIEW

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As they walked farther away from home, dark clouds fill[illegible]oon, a big blizzard began. Snow blew all around them, and Nuna could hardly see in front of her. The strong wind made her feel very cold and scared.

Nuna remembered what her grandparents taught her about staying safe during storms. She quickly helped her father build a small snow shelter using hard snow blocks. They crawled inside to stay warm while they waited for the storm to slow down.

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Curriculum Connection
2.1

Inside the shelter, Nuna wrapped herself in a thick blanket made from animal fur. Her father used dry wood to start a tiny fire. The warm fire helped keep their hands and feet from freezing.

After some time, Nuna heard barking in the distance. Their sled dogs had found th The dogs pulled the sled carefully through the snow while Nuna and her fat behind.

PREVIEW

Curriculum Connection
2.1



At last, they reached their warm home safely. Nuna's family hugged her tightly and shared hot soup together. Nuna felt proud because she stayed calm, listened to the lessons of her elders, and helped her father during the storm.

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Curriculum Connection
2.1

Natural Resources in Inuit Communities

Natural Resources in Inuit Communities

The arctic may be cold, but it still has lots of natural resources. Check them out below. The Inuit use these natural resources to survive.

1) Animals

Inuit people rely on animals for food, clothing, and other things. Some of the animals hunted and fished in Inuit communities include:

- Caribou and seal meat is eaten. The hides are used for clothing and the antlers are used for tools.
- Arctic char: A fish that is eaten.



2) Plants

There are not many plants that can grow in the arctic climate. The ones that do grow are used a lot.

- Arctic cotton: A type of plant that is used for padding and insulation.
- Labrador tea: A plant that can be used to treat coughs and colds.

3) Minerals

Inuit communities are also rich in minerals. Some of the minerals found in the arctic include:



- Iron: This mineral is used to make tools and weapons.
- Coal: A fossil fuel that can be burned for heat and energy.
- Copper: A metal that can be used for making jewelry, wires, and other things.

Colour the **plant** each time you read the text



PREVIEW

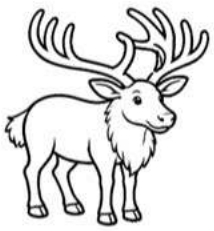
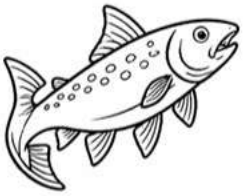
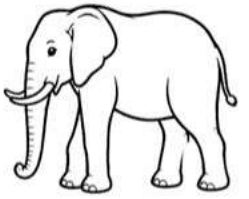
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2.1

Natural Resources

Circle the natural resources used by Inuit communities.

				
Caribou	Seals	Lions	Arctic Char	Elephants

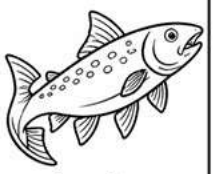
				
Labrador Tea	Arctic [illegible]	[illegible]es	Flowers	Grass

				
Iron	Coal	Copper	[illegible]	[illegible]tic

PREVIEW

Arctic Detective

Read the clue and circle the correct answer.

I am a fish eaten by Inuit families		I can be burned for heat		I am used to make jewelry and wires.	
 Arctic Char	 Salmon	 Coal	 Snow	 Cotton	 Copper

Name: _____ 87

Curriculum Connection
2.1

Jobs in Inuit Communities

Inuit Jobs

The Inuit people in the past had jobs hunting, fishing, and gathering food. Today, many Inuit have jobs that use the resources available to them.



Hunting and Fishing

☑ Many Inuit still hunt and fish. They sell the food and wildlife they catch to other communities or to markets further away.

Arts and Crafts

☑ Many Inuit can make beautiful items from materials like bone, ivory, and stone. They sell these items to make money.

Tourism

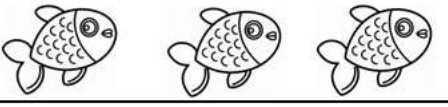
☑ Many people want to visit the Arctic. Since the Inuit know the land best, many work as tour guides. They also teach visitors about their way of life.

Oil and Gas

☑ The Arctic is also rich in oil and gas. Many Inuit people work in jobs that get the oil and gas out of the ground. These mining jobs help many Inuit communities make money.



Colour the **fish** each time you read the text



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Curriculum Connection
2.1

Questions Answer the questions below.

1) Which Inuit job would you want? Explain why.

2) Why w[illegible] good to have an Inuit member show you around the Arctic?

PREVIEW

Direction Circle Yes if the sta[illegible]uit communities or No if it is not true.

#	Scenario Descripti[illegible]	Yes	No
1	Do Inuit people hunt and fish for food?	Yes	No
2	Do Inuit people only work in offices?	[illegible]	No
3	Can Inuit people sell fish?	[illegible]	No
4	Do Inuit people make crafts?	Yes	No
5	Do tourists visit Inuit places?	Yes	No
6	Can Inuit people guide visitors?	Yes	No
7	Do some Inuit people work with oil and gas?	Yes	No
8	Do Inuit people use nature for work?	Yes	No
9	Do Inuit people make clothing from animal hides?	Yes	No
10	Do Inuit communities use boats and snowmobiles for travel?	Yes	No

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Curriculum Connection
2.1

Colour Colour the pictures of Inuit jobs from the past and today, using bright colours to show how each person helps their community.



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2.1



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2.1



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Curriculum Connection
2.1

Immigration To Canada

Put a * above words you don't know

What is Immigration?

Immigration means moving to a new country. People usually immigrate to a new country because they believe there will be a chance to have a better life in the new country.



Why Immi[illegible] Canada?

Cana[illegible]ith lots of land and **natural resourc**[illegible] It has [illegible]sh water, fish, animals and trees. Canada[illegible] place[illegible] because we have everything we need.

Immigration to Canad[illegible]

Early **explorers** from Iceland[illegible]ce, [illegible]d were the first immigrants to Canada. The first settlers traded with [illegible]ndigen[illegible]ople for furs which were sent back to Europe.

Since then, people from all over the world [illegible] come to Canada to live. People immigrate to make a better life for themselves and their families. Sometimes this is because they can get better education, better housing or better jobs in Canada.



Immigration – Leaving a Hard Life

Sometimes people will immigrate to Canada to leave a hard life in another country. They could be dealing with:

- Not enough food at home – the potato famine in Ireland
- War in their home country
- Natural disasters – tsunamis or earthquakes

Colour the **suitcase** each time you read the text

PREVIEW

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Curriculum Connection
2.1

Multiple Choice Circle the correct answer.

1) Immigration means to move to a new...	City	Country
2) Canada has a lot of...	Deserts	Land
3) People leave their home country because of...	War	Too much food
4) People move to Canada to get away from...	Tsunamis	Family
5) Which [illegible] dealt with a potato famine?	England	Ireland

Questi[illegible] Ans[illegible]uestions below.

1) Why would p[illegible]ove t[illegible]
2) The first immigrants came from Iceland, France, and...
3) People leave their home country to get away from...

PREVIEW

Draw Draw 3 things you would bring if you moved to another country.

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Curriculum Connection
2.1

Fact or Fiction Read the statements and decide if they are Fact or Fiction.

#	Statement	Fact or Fiction
1	People move to Canada for many reasons.	Fact
2	People only move to Canada for fun.	Fiction
3	C[illegible]a has no natural resources.	Fiction
4	[illegible] Europe had no rules about land.	Fiction
5	[illegible]ttlers [illegible] Canada because it was too hot.	Fiction
6	Som[illegible]ve t[illegible]da to be with family.	Fact
7	Settlers m[illegible] to [illegible]land.	Fact
8	Everyone in Europ[illegible] ch[illegible] live freely.	Fiction
9	People moved alone and ne[illegible]ied g[illegible]	Fiction
10	Canada has forests, fish, and minerals.	Fact
11	People wanted freedom in Canada.	Fact
12	Settlers did not use animals for trade.	[illegible]tion
13	Some groups moved together to form communities.	[illegible]ct
14	Trade was not important to settlers.	Fiction
15	No one lived in Canada before settlers came.	Fiction
16	Canada was always a country long ago.	Fiction
17	Canada had furs that people could trade.	Fact
18	People moved to Canada to make money.	Fact
19	Canada became a place where people could start a new life.	Fact
20	People moved to Canada only for vacation.	Fiction

PREVIEW

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Curriculum Connection
2.1

Acadians



Acadian Community

The Acadians are a group of people who came from France to Acadia. Acadia was a French colony that was found in the provinces we call Nova Scotia, PEI, and Ne[illegible]

PREVIEW

Why Did They M[illegible]adi[illegible]

People living in [illegible]e took a long boat ride across th[illegible]ic oce[illegible] to move to Acadia. They to[illegible]rid[illegible]easons:

- Good land for farming: Acadia ha[illegible]ertile so[illegible]ich[illegible]s perfect for growing crops.
- Lots of fish in the sea: The Atlantic Ocean was fu[illegible] an[illegible]e settlers could make a living by fishing.
- Beautiful forests: The forests in Acadia were full of trees and an[illegible]ls, which the settlers could use for building houses and finding food.
- Freedom to practice their religion: In France, some people were not allowed to practice their religion, but in Acadia they could do so freely.
- Community: The French settlers loved that they could keep their own French culture in a land full of opportunity.

Colour the **grass** each time you read the text



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Curriculum Connection
2.1

True or False

Is the statement true or false?

1) The Acadians are from England.	True	False
2) Acadia is a place in Alberta.	True	False
3) Acadia was a place found in PEI, Nova Scotia, and New Brunswick.	True	False
4) Acadians have a French way of life.	True	False
5) French [illegible]lers moved to Acadia because it had good land.	True	False

Quest[illegible]

[illegible]eople in France move to Acadia?

PREVIEW

Think

Check all the reasons why people moved to Acadia.

❑	1) Good land for farming
❑	2) No food and no resources
❑	3) Beautiful forests with trees and animals
❑	4) Community and keeping their culture
❑	5) Opportunity to build homes and find food

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Curriculum Connection
2.1

Acadian Culture – Way of Life

Acadian Way of Life

Acadian culture is the way of life of a group of people who came from France. These people brought their French culture to the area now known as Nova Scotia and New Brunswick. They have their own special traditions, music, food and language.

Some [illegible]

Acadians love to [illegible] and their music often features the accordion, fiddle and guitar. They also have a special kind of dance called the "jig" which is fun to watch or try!



Food

When it comes to food, Acadians love to eat seafood like lobster and mussels. They also enjoy making dishes with blueberries, which grow wild in the parts of Canada where they live.

Another famous Acadian food is Poutine Râpée It is a type of potato dumpling that is boiled and served with syrup. Yum!



Language

Acadians also have their own language called "Acadian French." It is a mixture of French and other languages. Although many Acadians speak both English and French, they are proud of their unique heritage and like to keep their traditions alive.

Colour the **potato** each time you read the text



PREVIEW

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Name: _____ 102

Curriculum Connection
2.1

Multiple Choice

Circle the correct answer.

1) A popular Acadian dance is called the	Fling	Jig
2) Do the Acadians have their own language?	Yes	No
3) Which food do the Acadians eat a lot of?	Fish	Eggs
4) Which berry grows wild?	Blackberry	Blueberry
5) What do they put on Poutine Râpée?	Syrup	Honey

Draw

ods that Acadians like to eat in the boxes below.

PREVIEW

Your Turn

Will you be happy or sad with these choic bou e?
Draw a happy or sad face.

Will You be Happy Or Sad?	Draw a Happy or Sad Face
1) The town has music and dancing festivals.	
2) People stop playing Acadian music.	
3) Families share seafood meals together.	
4) People stop cooking traditional foods.	
5) People keep speaking their language.	

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Curriculum Connection
2.1

Acadian Culture – Way of Life

Multiple Choice Answer the questions by looking at the pictures.

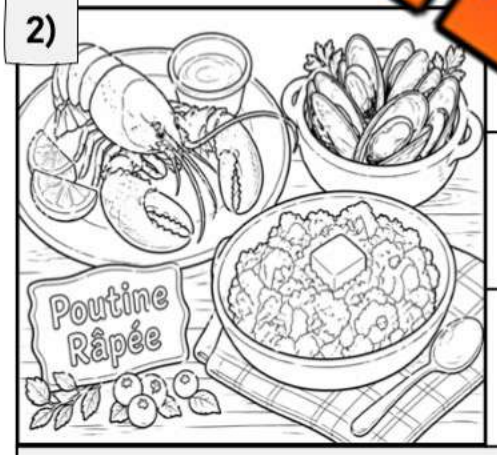
1)



1) What are they doing?	Sleeping	Dancing
2) What do Acadians love to do?	Sing and dance	Fight
3) What instrument is commonly used?	Drum only	Accordion or fiddle

What other activ… Acad…?

2)



…t ty… …do A… …ans	Fast food	Seafood
2) What fr… do they… in dishes?	…s	Blueberries
3) What is Poutine Râpée?	…ink	…to dish

What other foods do you like?

3)



1) What language do Acadians speak?	Spanish	Acadian French
2) What is Acadian French?	French and other languages	Only English
3) What do they try to keep?	Toys	Traditions

Why is language important?

PREVIEW

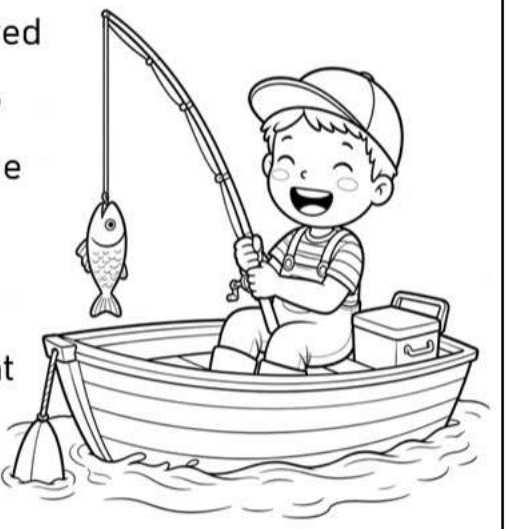
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Name: _____ 104

Curriculum Connection
2.1

Pierre's Adventure – Acadian Day in the Life

Pierre's Adventure



Once upon a time, in a small Acadian village, there lived a young boy named Pierre. He was known for his love of adven and his kindness to everyone he met. One day, Pie up to a beautiful sunny day and dec nture.

He first vi ea lake to fish. He caught so many fish t as ab e them with his friends and family.

After fishing, Pierre vis mother. She taught him how to make a traditional Acadian dish call tine " Pierre helped his grandmother make the potato dough and then boi nd ate it up.

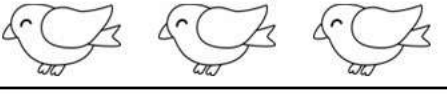
Next, Pierre went to the village squar re a les was being held. He joined in and had so much fun playing wi nds.

Later in the day, Pierre decided to go for a walk wo He came across a baby bird that had fallen out of its nest. Pierre gently picked up the bird and brought it back to its nest. The mother bird was so grateful that she sang Pierre a beautiful song.



As the day came to an end, Pierre realized that he had experienced so many wonderful things and met so many kind people. He was grateful to be living in such a beautiful place with such amazing people. Pierre went to bed that night with a full heart and a big smile on his face, ready for another day of adventure.

Colour the **bird** each time you read the text



PREVIEW

Name: _____ 105

Curriculum Connection
2.1

True or False

Is the statement true or false?

1) Pierre lived near a lake	True	False
2) Pierre caught many fish and shared them	True	False
3) Pierre didn't like to spend much time with his grandparents	True	False
4) Pierre likes nature and helps animals out	True	False
5) Pierre l poutine râpée	True	False

Arran

vents from 1–5 to show the correct order of Pierre's adventu

	Pierre he s gra make poutine râpée.
	Pierre found a b nd he urn it to its nest.
	Pierre went fishing at th lake gh y fish.
	Pierre went home happy after his fun ad ure
	Pierre played boules with his friends i vill

PREVIEW

Draw

Draw the things Pierre did.

Fishing	Cooking	Helping a Bird

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle yes or no for each question.

1) Did Pierre go fishing at the lake?	Yes / No
2) Did Pierre keep all the fish for himself?	Yes / No
3) Did Pierre learn how to make poutine râpée?	Yes / No
4) Did Pierre visit his grandmother?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Did Pierre go fishing at the lake?	Yes / No
2) Did Pierre keep all the fish for himself?	Yes / No
3) Did Pierre learn how to make poutine râpée?	Yes / No
4) Did Pierre visit his grandmother?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Did Pierre go fishing at the lake?	Yes / No
2) Did Pierre keep all the fish for himself?	Yes / No
3) Did Pierre learn how to make poutine râpée?	Yes / No
4) Did Pierre visit his grandmother?	Yes / No

PREVIEW

Name: _____ 107

Curriculum Connection
2.1

Le Lancer de Pierre

Background Information — What are we learning about?

Acadians had their own games they played for fun. They didn't have all the equipment we have now, so their games were simpler. Check out the game, "Le Lancer de Pierre" below.

Material — What you will need for the activity

- ❑ 10 small [illegible] stones
- ❑ A designa[illegible] area [illegible] clear, flat surface
- ❑ Measuring tape [illegible]
- ❑ Marker or chalk (opti[illegible])
- ❑ Pylons (optional)



Method — How you will complete the [illegible]

1) Playing Area: Choose a clear, flat surface such [illegible] lawn. You [illegible] need something to aim for when throwing the rock. You [illegible] natural feature, or place a pylon on the ground.

2) Making Teams: Depending on the number of students, divide the [illegible] teams of two or three. Each team should have an equal number of rocks [illegible] stones to use.

3) Tossing the Rocks: Each player on the team takes a turn tossing a rock towards the target. The rock should be tossed underhanded, with the palm of the hand facing down.

4) Score Points: After one person from each team throws their rock, check to see who was the closest. That team will get 1 point.

5) Continue Playing: Teams continue to take turns tossing the rocks until all players have had a chance to throw. The team with the most points at the end of the game is declared the winner.

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Name: _____ 113

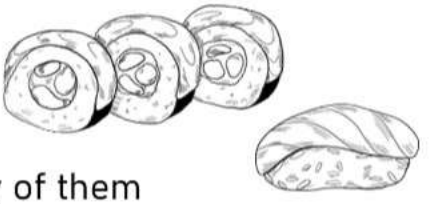
Curriculum Connection
2.1

Immigrant Families

What is an Immigrant Family?

Put a * above words you don't know

An **immigrant family** has one or more members who moved from another country. For example, if two adults move from England to Canada, they are immigrants. If they have children, their family is an immigrant family.



Learning [illegible] Immigrant Families

Over 300[illegible]nts move to Canada each year. Many of them start[illegible]es in Ca[illegible]at means Canada is home to many immigrant families.

These fa[illegible]orin[illegible]me of their culture and traditions to Canada. For example, a Jama[illegible]migr[illegible]pen a **Jamaican patty** restaurant that we can all enjoy. Also, a Japane[illegible]rant [illegible] open a **sushi** restaurant.

Colour the **sushi** each time you read the text



PREVIEW

Fill in the Blanks

What word is mis[illegible]g?

families	immigrants	[illegible]	culture

1) An immigrant family has _____ or more family members [illegible]nts.

2) Over 300,000 _____ move to Can[illegible]ach year.

3) Canada is home to many immigrant _____.

4) Immigrants often bring their _____ and traditions to Canada.

Question

Do you know any immigrant families? Where did they immigrate from?

_____

_____

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Name: _____

Curriculum Connection
2.1

Mapping the Continents of the World

Word Bank

Asia Europe North America Antarctica

Africa Australia South America



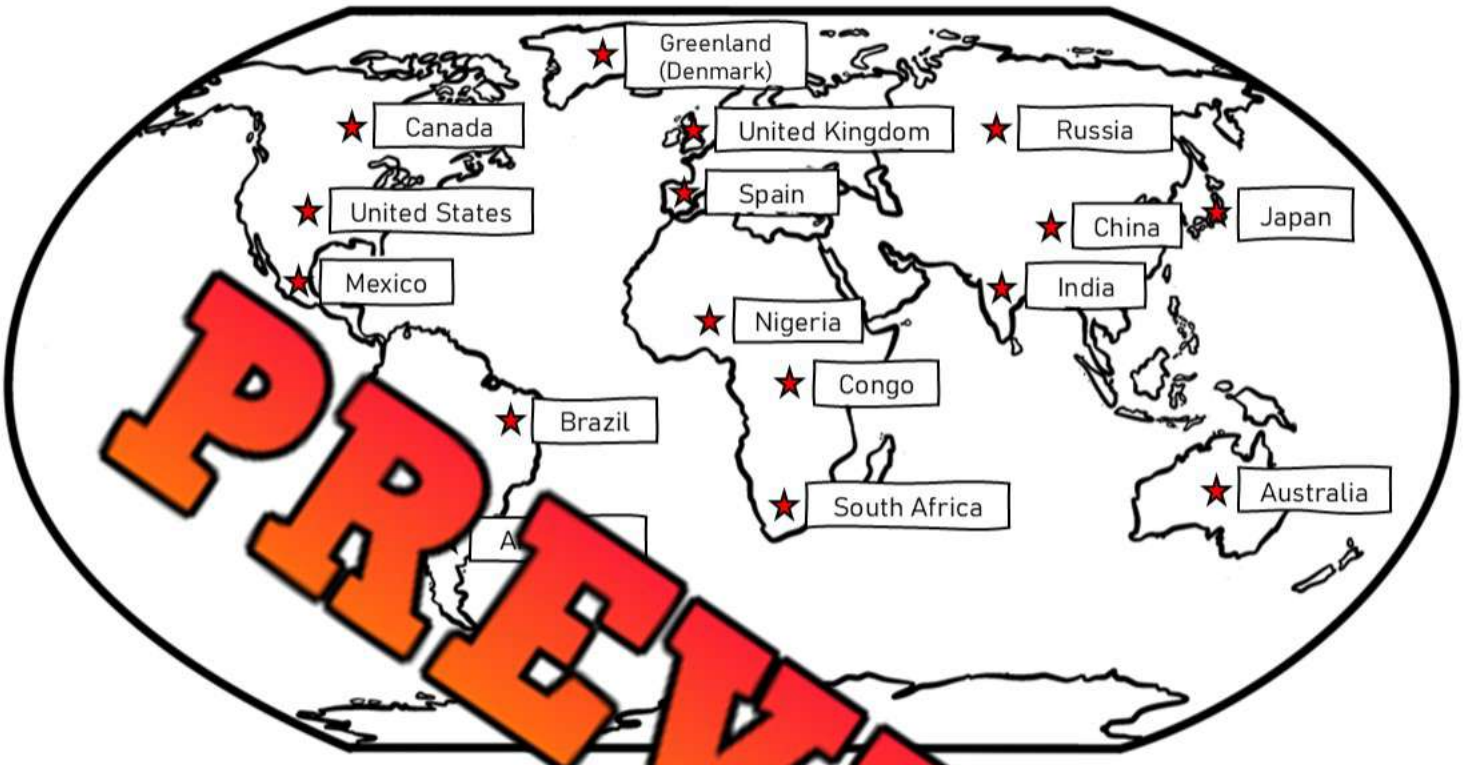
PREVIEW

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Curriculum Connection
2.1

Immigration – Countries Around the World



PREVIEW

Questions Answer the questions below

1)	Which country are your ancestors from?	
2)	Draw a star and label the country on the world map.	
3)	Which continent is this country in?	
4)	Is this country close to Canada?	
5)	How would you get to Canada from this country?	
6)	Draw the flag of the country your family is from.	

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Name: _____ 119

Curriculum Connection
2.1

Chinese Community

The Chinese community is one of the largest communities in the world. There are 1.4 billion Chinese people that live in China. That is 37 times the number of Canadians!

Questions Look at the pictures from China and circle the words that reflect what you see in the pictures.



Food	
Forks	Soup
Chopsticks	French Fries
Noodles	Onion Rings
Spaghetti	Bamboo Place Mat
ables	Cloth Place Mat

Land - Cities	
Arched Roofs	Farmland
Flat roofs	Unique Architecture
Skyscrapers	Crowded
Trees	Snow
Forests	Ancient Buildings





Clothing	
"Chongpao" - One-piece suit	"Hanfu" - Long gown
Bright colours	Tunic Suit
Jeans	Parka
Jogging Pants	Hoodie
Long Dresses	"Phoenix Crown" - Hat with jewelry

PREVIEW

Name: _____ 120

Curriculum Connection
2.1

Chinese Community – Day In The Life

Hi, my name is Li and I live in Beijing, China. I am an 8 year old girl. Here is an average day for me! Is your day similar?



Time	Activity
6:00am – 7:00am	• I wake up at 6:00am and eat breakfast. Usually I eat steamed buns or soymilk and deep-fried dough sticks.
7:00am	• For school, I need to wear my uniform. I put on my black skirt and a collared shirt with a sweater over top.
7:30am – 5:00pm	• I go to school from 7:30am to 5:00pm. We learn Chinese language, math, geography and natural sciences. I will start to learn English next year. We also learn music, painting, and physical education. • When I go to high school, I will go to school until 9:00pm • We get very short breaks between classes and a break for lunch where we have to rest from 12:00pm-2:00pm. • My teachers are strict. You need to follow the rules or you can be kicked out of school.
5:00pm – 6:00pm	• For dinner, we usually eat soup, spring rolls or stir fry with rice or noodles. We eat lots of different vegetables as well as fish and meat. Dinner is the biggest meal, and we always spend a lot of time eating and talking at the dinner table.
6:00pm – 8:30pm	• After dinner we play games. My family loves playing mahjong. Sometimes we go outside and meet friends and family for square dancing.
8:30pm – 7:30am	• After a long day, it's time to rest. I go to bed on my tatami bed. It is made entirely from wood. Some say it is hard, but I like my bed!

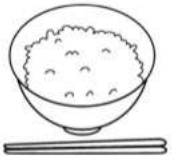
PREVIEW

Name: _____ 121

Curriculum Connection
2.1

Comparing The Chinese Community To Mine

Matching Fill in the table below comparing your life to Li's. Use pictures or words to show your thinking.



	Your Life	Similarities	Li's Life
School			
Food			
Fun Activities			
Clothing			

PREVIEW

Question Would you want to live in a Chinese community? Circle ye o and then write why.

YES **NO**

_____

_____

_____

_____

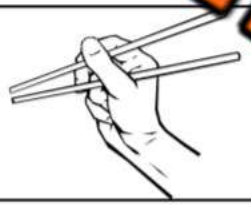
Curriculum Connection
2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

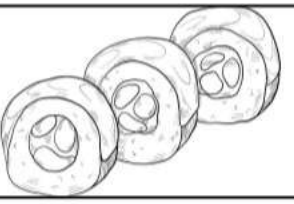
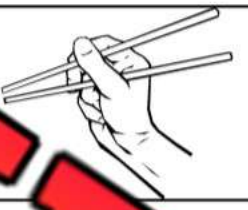
Name: _____ | Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

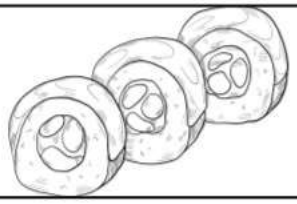
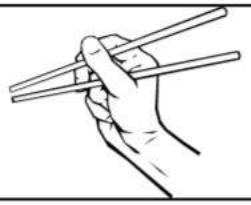
Name: _____ | Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

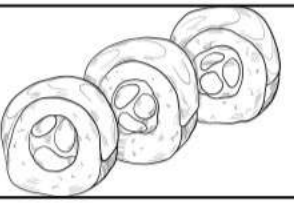
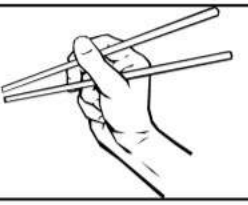
Name: _____ | Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

Name: _____ | Mark

Does it belong to China?

Pagoda		Yes / No
Sushi		Yes / No
Chopstick		Yes / No

PREVIEW

Name: _____ 124

Curriculum Connection
2.1

Japanese Community

The Japanese community live on the Island of Japan which is 26 times smaller than Canada. Even though the island is smaller, Japan has almost 3 times more people than Canada.

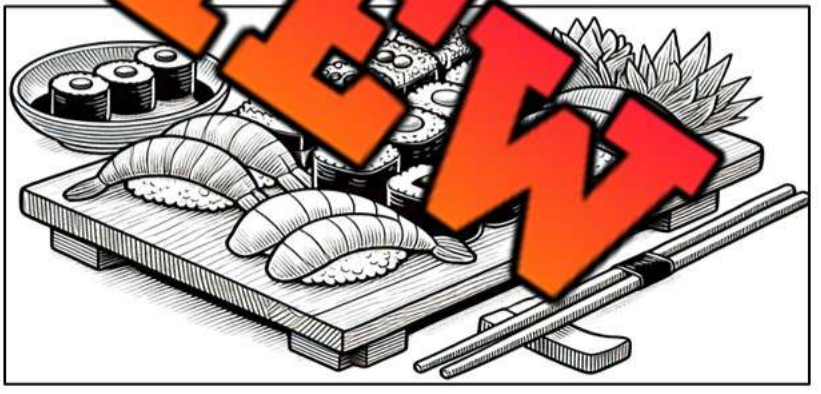
Questions Look at the pictures from Japan and circle the words that reflect what you see in the pictures.

Landscape				
	ents	Traffic	Forests	Crowded
Farmland	es	Countryside	Shopping	Buildings



PREVIEW

Food	
Pizza	Seaweed
Hotdogs	Chop Sticks
Rice	Shrimp
Fish	Yellow egg
Noodles	Hamburgers





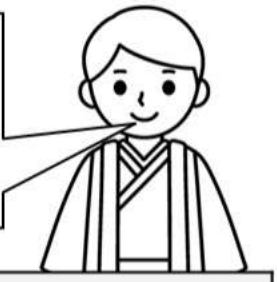
Clothing	
Kimono (Long dress robe)	Haori (Short sleeve jacket)
Jeans	T-shirt
Obi (Wide waist belt)	Hat
Sneakers	Zori (Open-toe sandals)
Kanzashi (Flower hair clip)	Baseball Cap

Name: _____ 125

Curriculum Connection
2.1

Japanese Community – Day In The Life

Hi, my name is Haru and I live in Tokyo, Japan. I am a 7 year old boy. I have written what an average day looks like for me. I wonder if it is similar or different to your day.



Tim	Activity
7:30	• I wake up at 7:30am and eat breakfast. I normally eat fish and rice or miso soup with pickles. • If I'm in a rush, I eat cereal made from granola, nuts, and fruit.
8:00am – 8:30am	Many people in Japan wear kimonos, but I have to wear a uniform which is dress pants with a collared shirt and a black jacket.
8:30am – 2:00pm	• I go to school for one hour and then for one hour after lunch. • Kids must go to school until high school when they can look for a job. • I have 40 kids in my class at my school. • We learn math, Japanese, science, social studies, health, crafts and home economics (cooking and sewing).
2:00pm – 6:00pm	• I head home to my family's condo. We live on the 20th floor. • I make a snack of sushi which is rice and vegetables rolled up with seaweed. • I love watching Anime, so I usually sit and watch a few shows until dinner.
6:00pm – 6:30pm	• For dinner, we usually have sashimi which is raw fish that is cut thinly. We often have noodles or rice with it.
6:30pm – 8:30pm	• We play games as a family. I love playing computer games or playing karaoke with my family.
8:30pm – 7:30am	• Time for bed! I unfold my mattress and go to sleep. We call this style of bed a futon. It saves space for us in our small apartments.

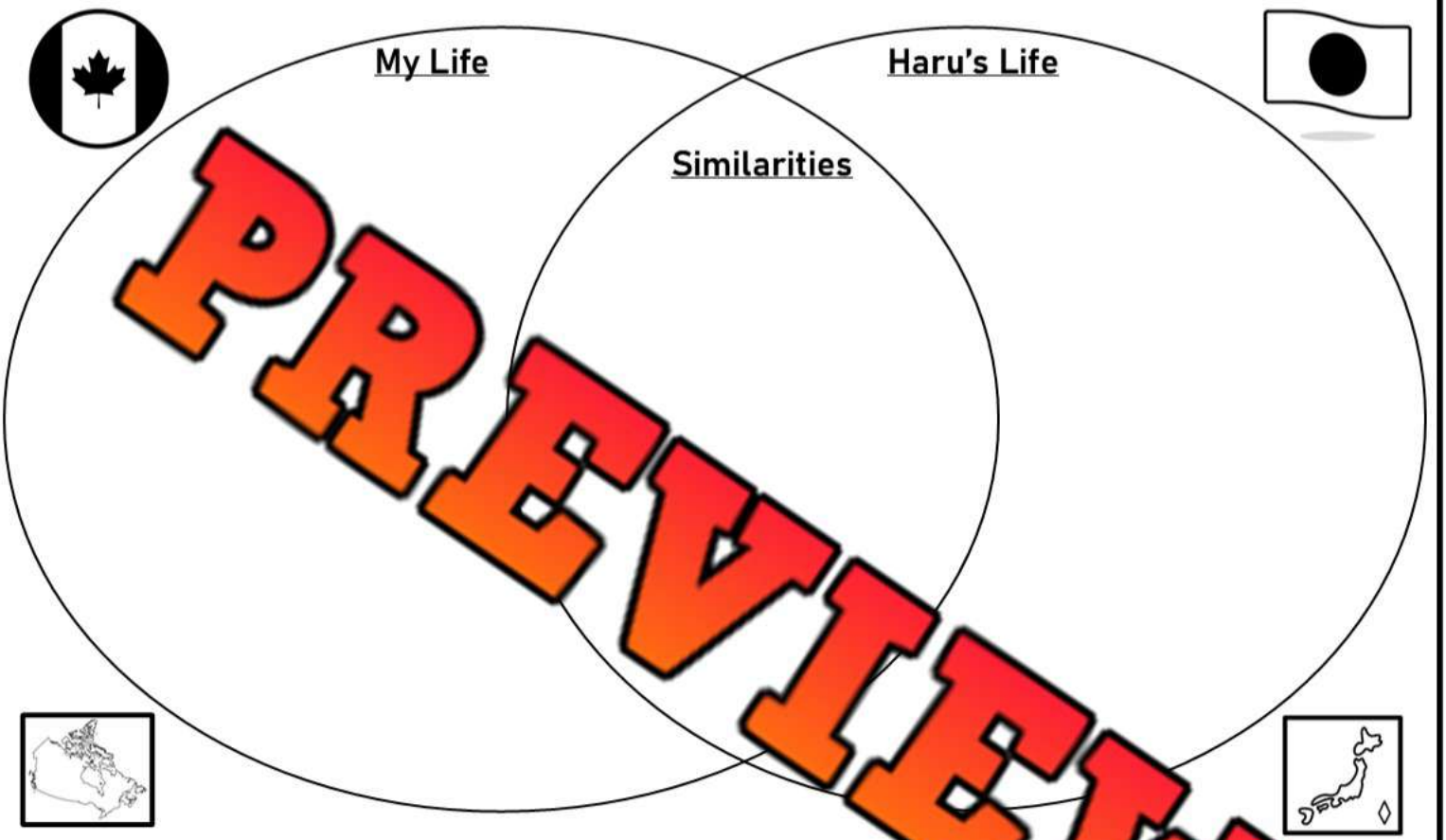
PREVIEW

Name: _____ 126

Curriculum Connection
2.1

Comparing Japanese Community To Mine

Complete the Venn Diagram below comparing your life to Haru's. Use pictures or words to show your thinking.



PREVIEW

Question Would you want to live in a Japanese community? Ci r d then write why.

YES **NO**

Name: _____ 137

Curriculum Connection
2.1

Differences In My Community





Not everyone in my community is the same. My friend is from China. Her family does things a bit different than my family.

Language

- She speaks Mandarin at home and English at school

They eat rice and noodles with each meal. They eat du rice, and kung pao chicken a lot.



Clothing

- Sometimes dress clothing called a "Hanfu". A Hanfu is like a dres a lot

Holidays

- They celebrate Chinese New Year on a at I celebrate new years. Each year, they celeb new animal. In 2023, the Rabbit will be celebrated.



Tradition

- Number 4 is an unlucky number to my friend. She doesn't like to be the fourth person in a line. She told me her old apartment building in China didn't have a fourth floor.



Colour the **dumpling** each time you read the text



PREVIEW

Name: _____ 138

Curriculum Connection
2.1

Explain Tell about the different cultures in your community below.



Foods You Eat Regularly



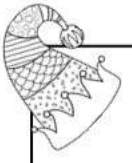
Languages You Speak



Values You Believe In



Holidays You Celebrate



Clothes You Wear



Artifacts Your Family Has

PREVIEW

Name: _____ 139

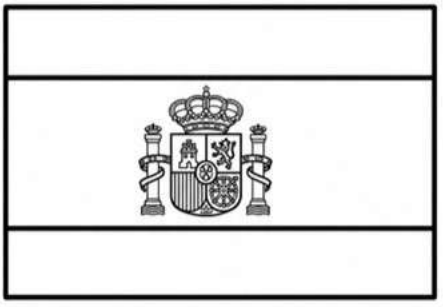
Curriculum Connection
2.1

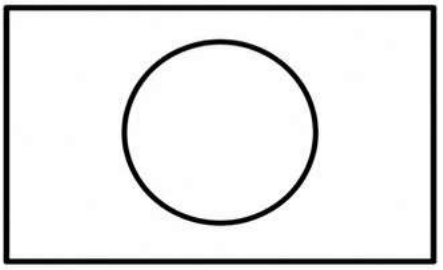
Speaking Different Language



My community is great because many of my friends have come from other countries. My parents are from France, so I like to teach my friends some French sayings. I have friends from Japan, and Spain. Check out some of the sayings below in different languages!







Different Sayings in Different Languages

English – Hello, how are you?

F – Bonjour, comment ça va

– ola, como estas

panese – hiwa ogenki desu ka

English –

French – n'appel

Spanish - Me lla

Japanese – Watashi ha va

English – I am 6 years old

French – J'ai six ans

Spanish - Tengo seis años

Japanese – Watashi wa roku-sai desu

English – I love to play outside

French - J'aime jouer dehors

Spanish - Me encanta jugar afuera

Japanese – Watashi wa soto de asobu no ga suki desu

Colour the **speech bubble** each time you read the text

PREVIEW

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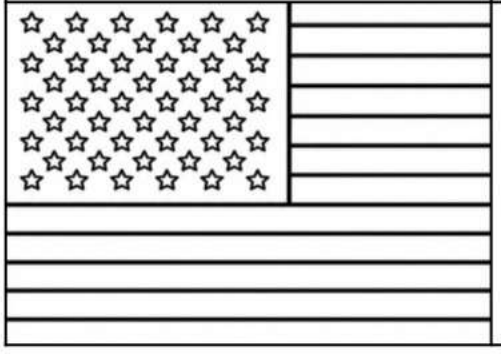
Name: _____ 140

Curriculum Connection
2.1

Draw What languages do people speak in your community? Write the language and draw a picture of their flag.

Think What langua[illegible] wan[illegible]? Why do you want to learn it?

Colour Colour the flags below

USA	France	Denmark
		

PREVIEW

Name: _____ 141

Curriculum Connection
2.1

Food – Where Foods Came From

Matching Draw a line matching the name to the picture to the country.

Pizza ●



● India



● China

Butter Chicken ●



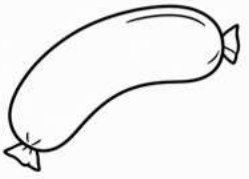
● Japan

Fish and Chips ●



● Mexico

Sushi ●



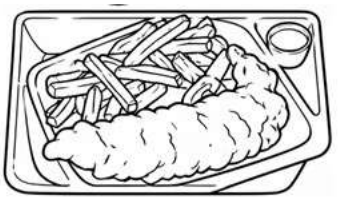
● [illegible]land

Eggrolls ●



● Italy

Tacos ●



● Germany

PREVIEW

Name: _____ 145

Curriculum Connection
2.1

Religious Families

What is a Religious Family?

Put a * above words you don't know

A **religious family** is a family that practices a **religion**. A religious family might go to church regularly, wear different clothes, celebrate different traditions, or participate in religious culture (dance, art, and music). Many religious families will pray at different times throughout the day.





Jewish Families

A **Jewish family** practices the religion of **Judaism**. They may do things differently than you. For example, instead of **Christmas**, a Jewish family will celebrate **Hanukkah**. Hanukkah is a Jewish holiday that lasts 8 nights. Throughout the 8 days, a **menorah** with 8 candles is lit each night. As a family lights the candles, they sing blessings. They also enjoy yummy food and spend time with each other.

Color the **menorah** each time you read the text



PREVIEW

True or False

Is the statement true or false?

1) Jewish families are religious families.	True	False
2) Jewish families enjoy Christmas each year.	True	False
3) Jewish families celebrate Hanukkah.	True	False
4) Hanukkah is a celebration that is 8 nights long.	True	False
5) The menorah holds 8 candles.	True	False

Draw and Write

Draw a menorah and explain how it is used.

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Curriculum Connection
2.1

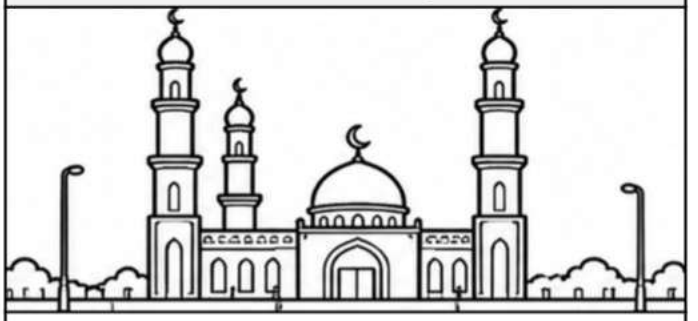
Places of Worship

Draw your own picture of the places of worship below.

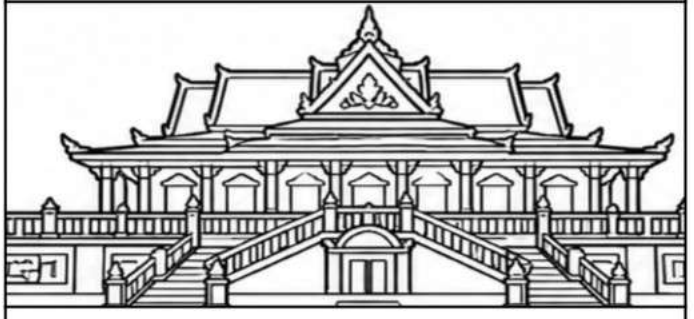
Catholic Church



Muslim Mosque



Buddhist Temple



S gogue



PREVIEW

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Curriculum Connection
2.1

Religious Holidays In My Community

Put a * above words you don't know

Holidays

A **holiday** is a day where we celebrate something important. Not all countries have the same holidays. Some cultures celebrate different holidays than you celebrate.

Different Holidays for Different Cultures







- **Ramadan** – Muslims will fast (eat very little) for one month
- **Easter** – celebrated by Christians on Good Friday and Easter Sunday and Monday
- **Passover** – celebrated by Jewish people in April for 8 days.
- **Hanukkah** – celebrated by Jewish people around Christmas time.
- **Christmas** – celebrated by Christians and non-religious families.
- **Diwali** – celebrated by Hindus, Sikhs and Jains in late October. It is known as the Festival of Lights.

Color the eggs each time you read the text



PREVIEW

Matching Match the holiday to the description.

Letter	Holiday	Description
	Ramadan	a) Celebrated by Jewish people instead of Christmas
	Easter	b) Celebrated by Christians on December 25
	Passover	c) Good Friday and Easter Sunday and Monday
	Hanukkah	d) Celebrated by Hindus, Sikhs, and Jains
	Christmas	e) Celebrated by Jewish People in April
	Diwali	f) Muslims fast for one month

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Curriculum Connection
2.1

Ordering Religious Holidays

Research What are the dates of the religious holidays below?

1) Jan	2) Feb	3) Mar	4) Apr	5) May	6) Jun
7) Jul	8) Aug	9) Sep	10) Oct	11) Nov	12) Dec



...rial Day	Date
...st	
Ra...	
Di...	
Chinese New Ye...	
Passover	
Easter	







PREVIEW

Order Put the 6 religious holidays in order from fi... cal... year to last.



Order	Religious Holiday
First	
Second	
Third	
Fourth	
Fifth	
Sixth - Last	







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Curriculum Connection
2.1

Special Days - Kwanzaa

What is Kwanzaa?

Put a * above words you don't know

Kwanzaa is not a religious holiday. Instead, it is a special day that many African American people celebrate in order to reconnect with their African roots.

What Do People Do To Celebrate Kwanzaa?

- Each night they will light a **Kinara**, which has 7 candles
- Wear traditional African clothing. Women may wear a colourful wrap called a **kaftan**. Men may wear a colourful shirt called a **dashiki**.
- On the last day, families will get together for a feast
- Decorate their homes in

Fun Kwanzaa Facts

- The candles are different colours: green, black and red
- Kwanzaa is celebrated by many African Canadians
- Some people celebrate Kwanzaa with Christmas



Kwanzaa Kinara

Circle the **Kinara** each time you read the text



PREVIEW

Multiple Choice Circle the correct answer:

1) Kwanzaa is a...	Religion	Day
2) The colourful shirt worn by men during Kwanzaa...	Kaftan	Dashiki
3) The name of the candle holder is called a...	Kinara	Menorah
4) People will dress in clothes that are...	Black/White	Colourful

Colour Colour the Kinara from left to right – 3 red, 1 black, and 3 green



Explain what Kwanzaa is.

_____

_____

_____

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Curriculum Connection
2.1

Colour Colour the picture below.

Hi, my name is Jaden! We are celebrating Kwanzaa with my family. I'm lighting a candle on our kinara. The candles have three colours: red, green, and black. These colours remind us of unity, hope, and our heritage. Can you colour the picture?



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Curriculum Connection
2.1

Adam's Heritage – Passover Tradition

Hi, my name is Adam and I am Jewish. My family celebrates **Passover** every year in April. We have some traditions that we do every year during Passover.



1) Passover is 8 days long.
2) On the first day, we enjoy the **Seder**, which is a big meal.
3) My co and our Jewish friends come over to enjoy the Sed .
4) a spec plate on the table. We always have hard-boiled eggs, greens, la ter bs, salt water, haroset, and matzah on the plate.
5) I love eating h! It i cracker-like bread.
6) At the start of the S al, we one piece of matzah into pieces. My dad hides one of the pie ma inner, my friends and I go and look for the piece of matzah. I fo ast ye got $5.
7) For the rest of the days of Passover, we vi r sy and say prayers.

PREVIEW

True or False

Is the statement true or false?

1) Matzah is a cracker-like bread.		alse
2) The Seder is a meal that is eaten on the first night of Passover.		False
3) Passover is 7 nights long.	True	False
4) On the Seder plate, we put pizza and chicken wings.	True	False
5) Adam celebrates Passover with family and Jewish friends.	True	False

Questioning

Write a question you have about Passover.

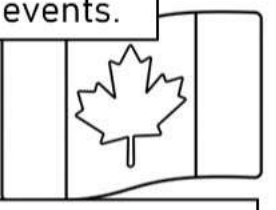
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Curriculum Connection
2.1

Special Days in Canada

There are many special days on our calendars in Canada. Many of these days are not cultural or religious. Instead, they are to remember important events.



Matching Match the special day to the description

PREVIEW

Re…ance Day ●	● Keep our Earth clean
V…y ●	● Celebrate Canada
Canada … ●	● Recognize and celebrate indigenous people of Canada
National Aboriginal Day ●	● …lebrate workers and give the… off
Earth Day ●	● …ebrate Q… Victoria
Labour Day ●	● Remembe… …no have fought fo… freedom
Thanksgiving ●	● Spend time with our family
Family Day ●	● African Americans celebrate their African culture
Kwanzaa ●	● A day to be thankful for everything we have

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Curriculum Connection
2.1

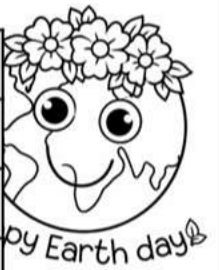
Ordering Important Dates

1) Jan	2) Feb	3) Mar	4) Apr	5) May	6) Jun
7) Jul	8) Aug	9) Sep	10) Oct	11) Nov	12) Dec

Research

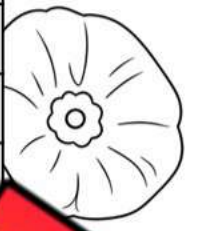
What are the dates of the holidays/special days below?





Special Day	Date
Remembrance Day	
Boxing Day	
Thanksgiving	
Labour Day	
National Aboriginal Day	
Victoria Day	
Family Day	
Halloween	
Kwanzaa	





PREVIEW

Order

Put the 10 special days in order from first in the c… …o last

Order	Religious Holiday
First	
Second	
Third	
Fourth	
Fifth	

Order	Religious Holiday
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

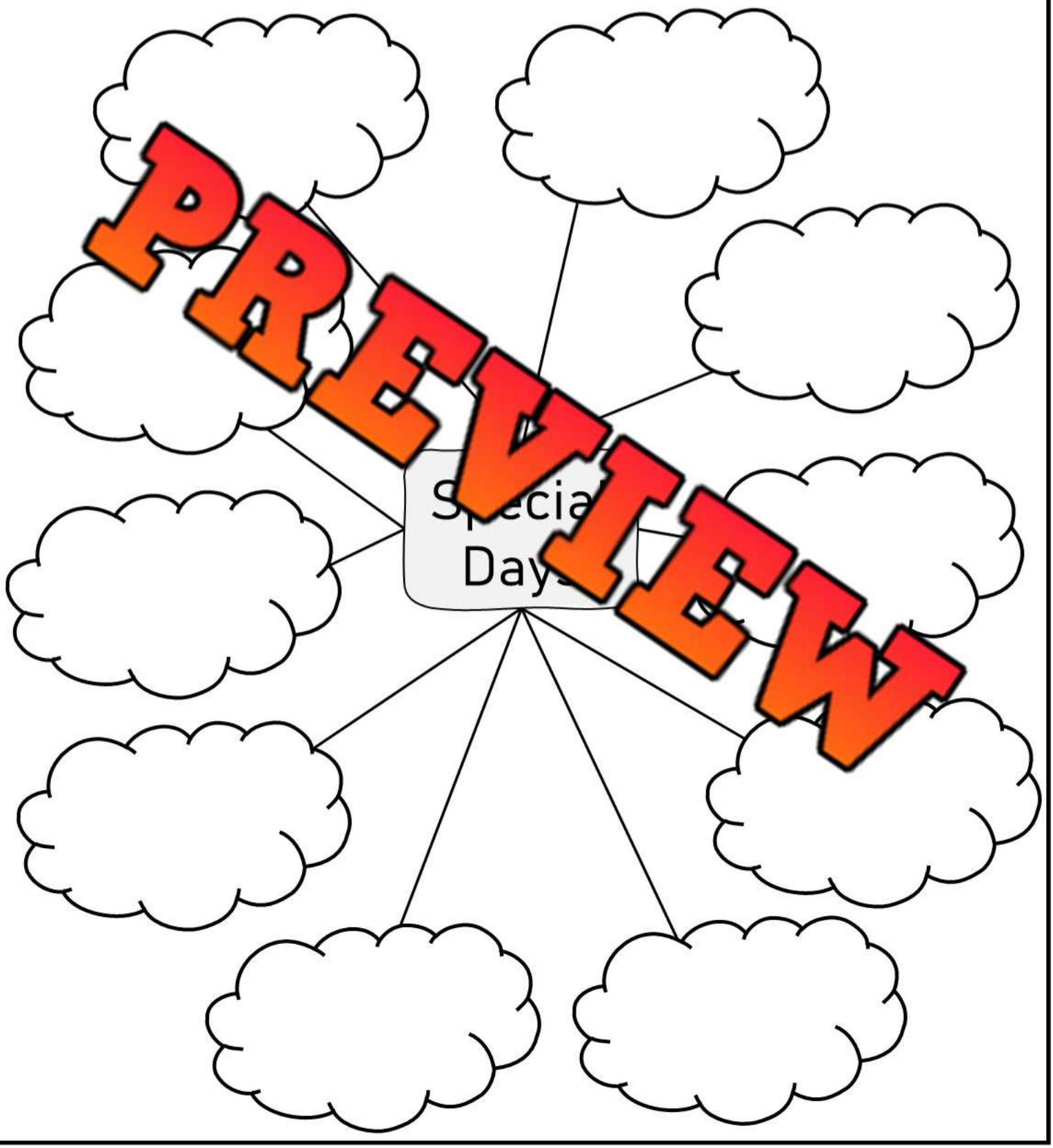
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Curriculum Connection
2.1

Special Days In Your Community

Brainstorm Write special days you have in your community



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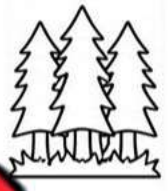
Unit Test – Regional and Global Communities

Multiple Choice Circle the best answer. Only choose 1 answer!

1) Which is **not** an Indigenous group in Canada? a) Inuit b) French c) Métis d) First N	2) Which community is best at surviving in the cold? a) Inuit b) Acadian c) Métis d) First Nations
3) Wha uit peo a a) Mostly plants b) Mostly meat c) Chocolate d) Candy	4) What is the name of a Haida celebration? a) Jubilee b) Bash c) Festival tlatch
5) Which language do Acadians speak? a) English b) French c) Spanish d) German	6) S who moved to Canada is an... a) migra c) d) Franco
7) Which is not a continent? a) Asia b) Africa c) Canada d) North America	8) Which holida do celebrate? a) Hanukkah b) Passover c) Diwali d) Kwanza
9) What do the Inuit use to mark important spots? a) Sticks b) Inukshuks c) Leaves d) Coal	10) Which First Nation uses totem poles? a) Haida b) Dene c) Ojibway d) Cree

PREVIEW

Resources Circle the top 3 natural resources found in each community

Community	Natural Resources					
Acadian						
Inuit						

Short Answe wer th tions below – Each question is worth 2 marks

1) How do the Inuit stay w

2) What jobs could you have if you lived in an Acadian co nit

3) Why did people move to Canada?

PREVIEW

Multiple Choice

Circle the correct answer

1) Which community wears a hanfu?	Chinese	Scottish
2) Which community drinks Kompot?	Japanese	Russian
3) Bannock has how many ingredients	5	3
4) Which c nity brought sushi to Canada?	Japanese	Russian
5) Ho y ay panish?	Hola	Bonjour
6) Who lived l n gest	Scottish	Indigenous

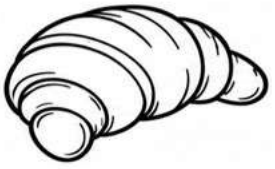
PREVIEW

Match

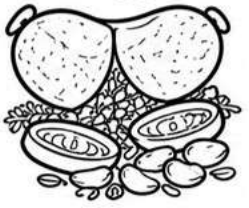
Label the f it the c came from

Scotland	ce	Germany
China	Japan	Italy

Croissant



Haggis



Fry



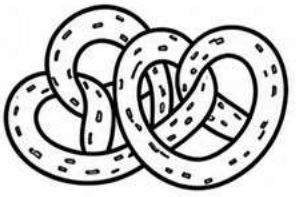
Tempura Shrimp



Pasta



Pretzel



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Curriculum Connection
2.2

Basic Human Needs

What Are Basic Needs?

Put a * above words you don't know

Humans have 5 basic human needs that they must get to survive.

Shelter	Protects us from the weather and from other living things
Water	To drink and to bathe in
Food	Gives us energy so we can move
Clothing	Keeps us warm and keeps germs off our bodies
Air	[illegible] needs clean fresh air to live

Meeting [illegible] Basi[illegible]

It is important [illegible] yone [illegible] heir basic needs. In Canada, people live in houses, apartments, [illegible] y get water from a tap or from bottled water. Most Canadians fi[illegible] sup[illegible] and clothing in stores. **Air** is all around. To be healthy we need [illegible] pollution from factories, cars and forest fires can make our a[illegible] health[illegible]

Colour the tap each time you read the text



PREVIEW

True or False

Is the statement true (T) or fa[illegible]F)?

1) Everyone on Earth gets their water from a tap.	[illegible]	F
2) Everyone on Earth does the same thing to meet their basic n[illegible]	[illegible]	F
3) All humans need food, water, shelter, clothing, and air.	T	F
4) Clothing keeps us warm and clean from germs.	T	F

Making Connections

How do you and your family meet your basic needs?

Shelter	Water	Food	Clothing	Air

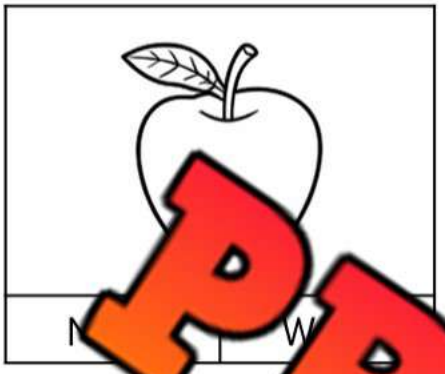
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Curriculum Connection
2.2

Needs vs. Wants

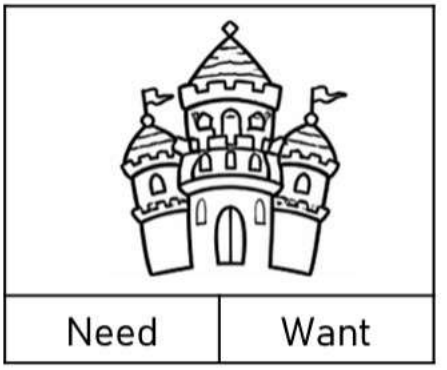
Need or Want | Is the picture a need or a want?



Need	Want



Need	Want



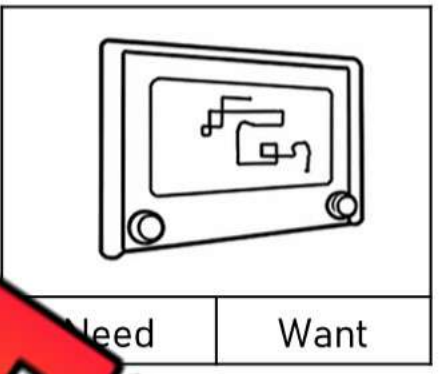
Need	Want



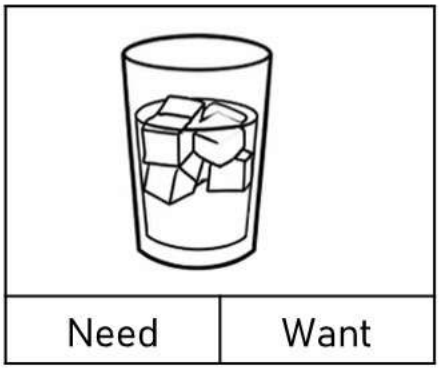
Need	Want



Need	Want



Need	Want



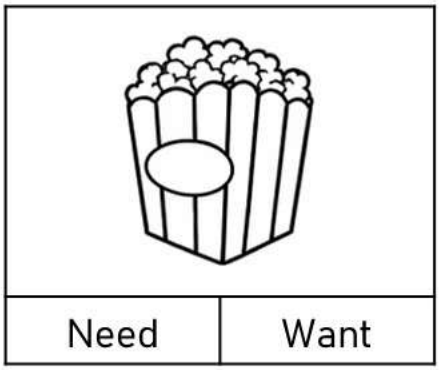
Need	Want



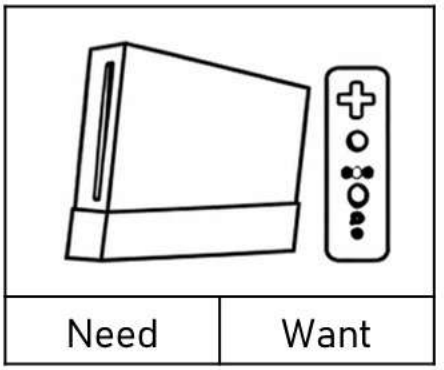
Need	Want



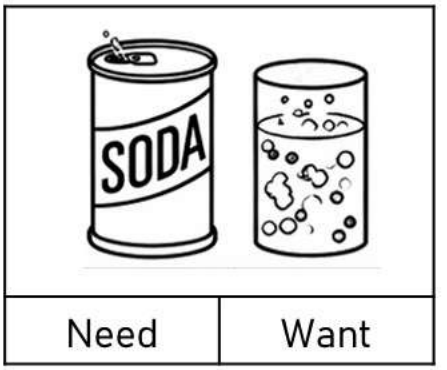
Need	Want



Need	Want



Need	Want



Need	Want

PREVIEW

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Curriculum Connection
2.2

Psychological and Physical Needs

Psychological Needs vs Physical Needs

A psychological need is something your mind needs to be healthy. A physical need is what your body needs to grow and stay strong.



Psych[illegible]

- Lov[illegible]nd bel[illegible]ur mind needs to feel loved and cared [illegible]y [illegible]r fam[illegible]l friends.
- Safety: You feel [illegible] wh[illegible]u are protected and have a place to call home.
- Fun and play: Your mind ne[illegible]s fu[illegible]s a[illegible]ames to stay happy and engaged.
- Achievement and recognition: Feeling pr[illegible] you[illegible]shments and being praised for your hard work is importa[illegible] f[illegible]nenta[illegible] being.

PREVIEW

Physical Needs

- Food: Your body needs healthy food to grow and have energy for [illegible]ying and learning.
- Sleep: Your body needs rest every night to recharge
- Exercise: Moving and exercising helps your body stay strong and healthy.
- Clean water: Drinking enough water keeps your body hydrated and helps it work properly.
- Shelter: Having a safe and comfortable place to live protects your body from the weather and keeps you healthy.

Colour the water drops each time you read the text



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Curriculum Connection
2.2

Choose Is the need a physical or psychological need?



1) Food	Physical	Psychological
2) Sleep	Physical	Psychological
3) Clean water	Physical	Psychological
4) Love	Physical	Psychological
[illegible]	Physical	Psychological
[illegible]	Physical	Psychological
[illegible]	Physical	Psychological
8) Soap	Physical	Psychological
9) Friends	Physical	Psychological
10) Exercise	[illegible]ical	Psychological

PREVIEW

Think Where/how do you meet the [illegible]s below



1) Food	
2) Safety	
3) Healthcare	
4) Exercise	
5) Clean water	
6) Love	

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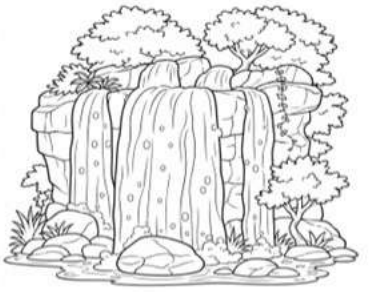
Name: _____ 186

Curriculum Connection
2.2

Natural Resources in our Environment

What is a Natural Resource?

Some natural features are valuable because we need them. We call them natural resources. Some examples of natural resources are water, oil, trees, animals, minerals, and soil.



Draw a picture of how do we use each of the natural resources below.

PREVIEW

Water	**Trees**
Oil	**Animals**
Minerals – Gold, Silver, Iron	**Soil**

Name: _____ 190

Curriculum Connection
2.2

Sustainability

What is Sustainability?

Sustainability means using **natural resources** in a way that keeps them safe for the future. If people waste resources, they may run out. People need to take care of **water, soil, trees, and animals** so they do not disappear.

Saving W

Some [illegible] much **fresh water**. If people use too much, there will not be enou[illegible] for dr[illegible]ming, or animals. People can save water by:

- Turni[illegible]ff [illegible]s whe[illegible]ing water
- Collecting [illegible]wa[illegible]t[illegible]nts
- Fixing leaks so [illegible]s w[illegible]



Protecting the Soil

Farmers need **healthy soil** to grow food. If the[illegible]ot ta[illegible]of it, the soil can become **dry** and stop growing food. Farmers p[illegible]ct [illegible]

- Rotating crops so the soil does not get too
- Using **natural fertilizers** like compost
- Planting trees to stop soil from washing away

Taking Care of Animals

If people **overhunt or overfish**, animals can disappear. This can hurt people who need these animals for food. To protect animals, people can:

- Only catch what they need
- Follow **hunting and fishing rules**
- Protect places where animals live



When people take care of **nature**, it stays **safe** for many years.

PREVIEW

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Curriculum Connection
2.2

Questions

Answer the questions below.

1) What does sustainability mean?

2) Name [illegible] to take care of the natural resources people need below.

	Soil	Animal

PREVIEW

True or False

Is the statement tru[illegible]se?

1) People in dry places should use as much [illegible]as th[illegible]	True	False
2) Overfishing means catching fewer fish to protect [illegible]an.	True	False
3) Farmers use compost because it helps make soil he[illegible]	[illegible]	False
4) Protecting animals' homes can help them survive for many [illegible]	[illegible]	False
5) Using too much water can make it run out in some places.	[illegible]e	False

Making Connections

Draw one way you can save water in your home.

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Name: _____ 192

Curriculum Connection
2.2

Colour Colour the picture below.

Hi! My name is **Leo**. I am planting a **small tree** in my garden. I am doing this because **trees help give us fresh air and keep the soil strong**. When trees grow, they also give shade and food for animals.

I want to take care of nature so that **future generations** can enjoy clean air, strong soil, and lots of green spaces. If we plant more trees, the earth will stay **healthy and happy** for a long time!

You should think about **how you can help nature too**! Maybe you can plant a tree, save [illegible] or pick up litter in your neighbourhood.



PREVIEW

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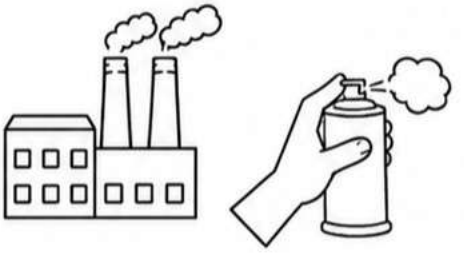
Curriculum Connection
2.2

Healthy Environment – Clean Air

Air pollution happens when we release dirty gases or poisons into the air.

Common air pollutants are:

- Smoke from factories, airplanes, and cars
- Fume[illegible]om spray cans
- Meth[illegible] from landfills



PREVIEW

Direct[illegible] whether the picture shows clean air or air pollution



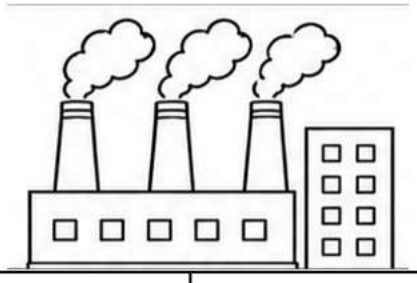
Clean Air	Air Pollution



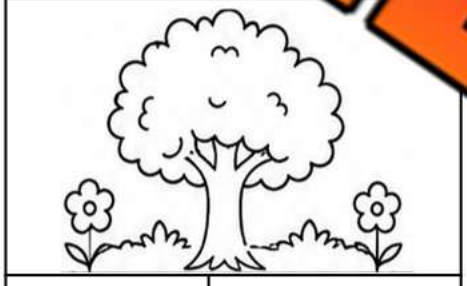
Clean Air	Air Pollution



Clean Air	Air Pollution



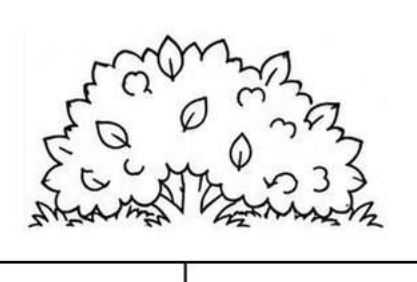
Clean Air	Air Pollution



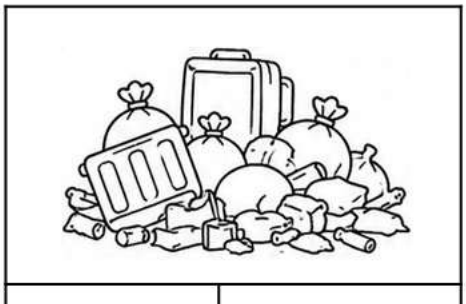
Clean Air	Air Pollution



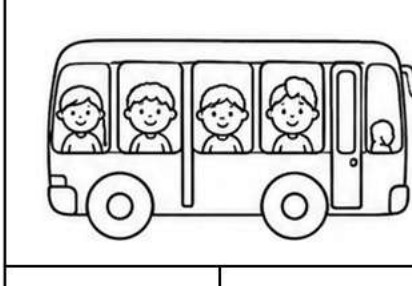
Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution



Clean Air	Air Pollution

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Curriculum Connection
2.2

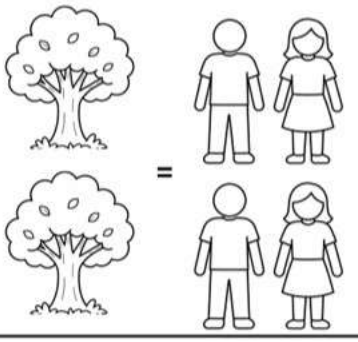
Clean Air From Trees and Plants

Plants keep our air clean by doing the following:

1) Sucking up carbon dioxide. Carbon dioxide is bad for our environment.
2) Making oxygen for us to breathe. Our lungs need oxygen. 1 large tree gives enough oxygen for two people.



1 tree = 2 people



2 trees = 4 people

PREVIEW

Questions Draw the number of trees for the number of people who could use the trees for oxygen.

3 Trees	How many people? (Draw 2 people per tree)

5 Trees	How many people? (Draw 2 people per tree)

7 Trees	How many people? (Draw 2 people per tree)

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Curriculum Connection
2.2

Clean Water From Our Environment

Water is a basic need for plants and animals. We need clean water from our environment to drink, bathe in, and wash with. There is a lot of water on Earth, but only 2.5% is water we can use.



We need to keep our water clean. We can do this by:

- Never pour oil down the drain
- Use [illegible] soapy water at your house
- Don't let food or grease go down the drain
- Only flush [illegible] and toilet paper down the toilet
- Use natural fertilizers on your [illegible] no pesticides that will get into our water

PREVIEW

Fill in the Blanks

What is the missing word?



Word Bank		
Paper	Water	Dr[illegible]
Wash	Clean	



1) We should not pour oil down the _____.

2) We should only flush water and toilet _____ down the drain.

3) We need water to drink, bath in, and _____ with.

4) We can only use 2.5% of the _____ on Earth.

5) We need to keep our water _____.

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Curriculum Connection
2.2

Clean The Ocean

Circle all the trash in the ocean.



Directions

Write three ways to protect the ocean.

1)	
2)	
3)	

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Curriculum Connection
2.3

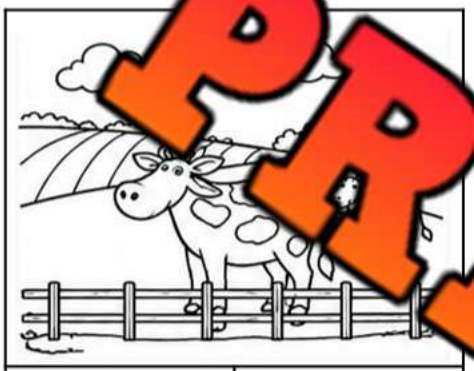
Urban or Rural?

Urban – A busy area with many buildings, roads, stores, and people. Cities and towns are urban communities.

Rural – A quiet area with farms, fields, forests, and fewer people. Countryside communities are rural areas.

Think Is the picture an urban or rural community? Circle your answer

PREVIEW



Urban | Rural



Urba | Ru



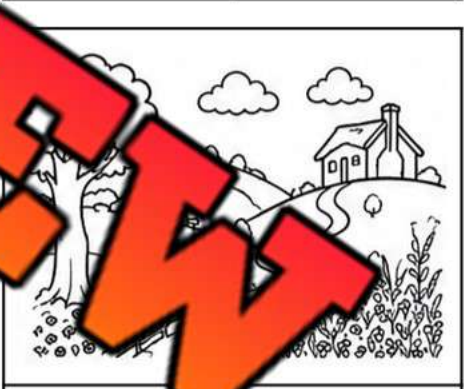
Urban | Rural



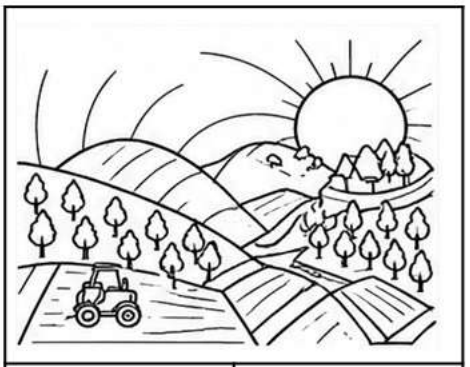
Urban | Rural



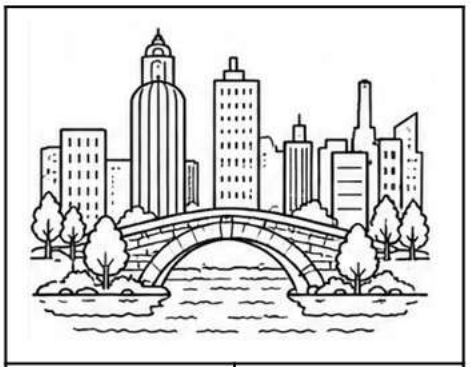
Urban | Rural



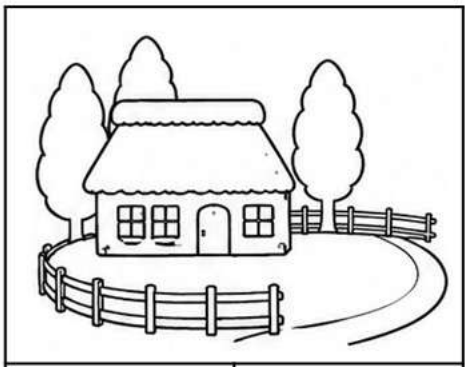
Urban | Rural



Urban | Rural



Urban | Rural



Urban | Rural

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Curriculum Connection
2.4

What Are Landforms?

What are Landforms?

A landform is something on the Earth's surface that happens naturally, or without the help of humans. There are many different landforms that describe the shape of the land, or what it looks like.



PREVIEW

Major Landforms in British Columbia

There are many different types of landforms in British Columbia, the major local landforms are mountains, hills, plateaus, valleys, riverbeds, deltas, glaciers, lakes, islands and the Pacific Ocean.

Interesting Facts About Landforms

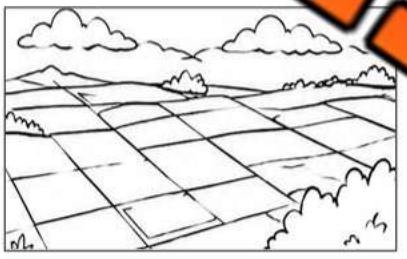
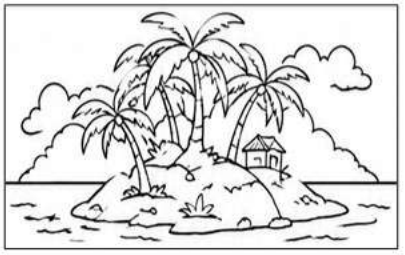
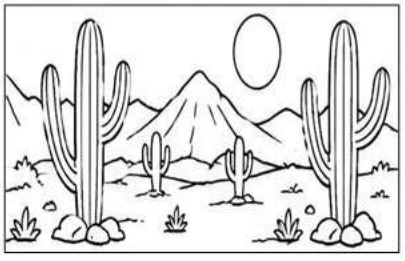
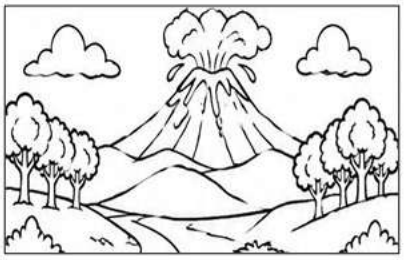
- ❑ The landforms that we see today were different millions of years ago
- ❑ Landforms are always changing, but it is a slow process that can take a few years or millions of years
- ❑ Mountains are the highest landforms on earth. They take millions of years to form. Mountains are still growing today.
- ❑ Landforms are made because of volcanoes, earthquakes, tsunamis, tectonic plate shifts, and other weather patterns.
- ❑ People love visiting landforms. British Columbia has beautiful landforms that people from all over the world come to visit.

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Curriculum Connection
2.4

Matching Draw a line to match each landform picture to its correct definition.

Landforms	Descriptions
	A piece of land surrounded by water.
	A raised area of land that is smaller than a mountain.
	Mountain that can erupt with lava and ash.
	A flat area of land.
	A very high area of land with steep sides.
	A very dry area with little rain.

PREVIEW

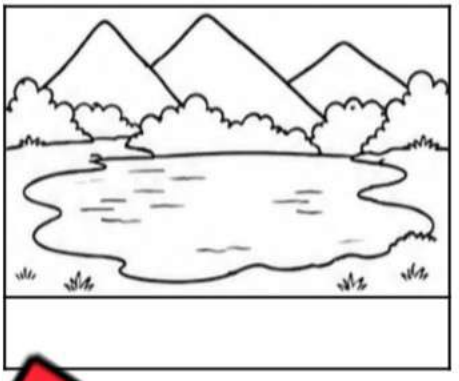
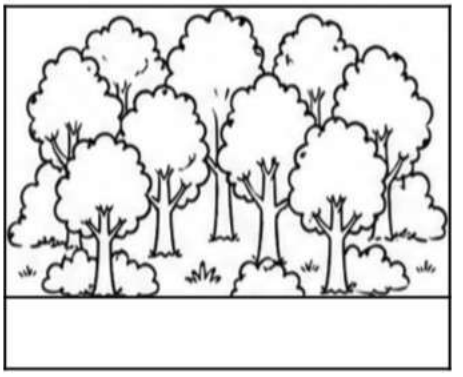
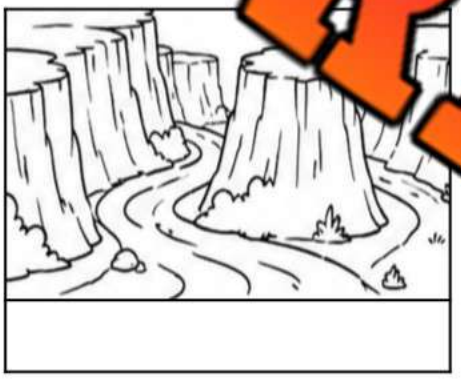
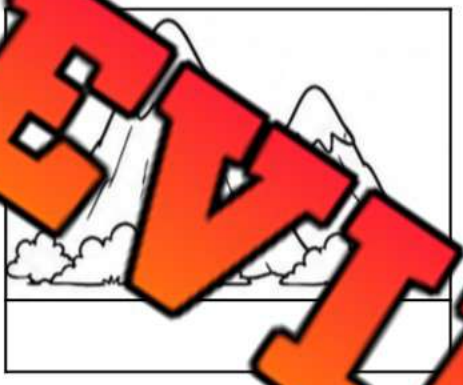
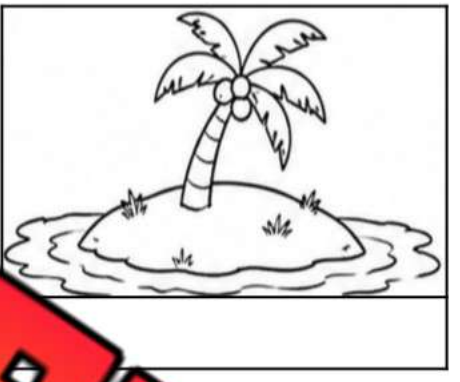
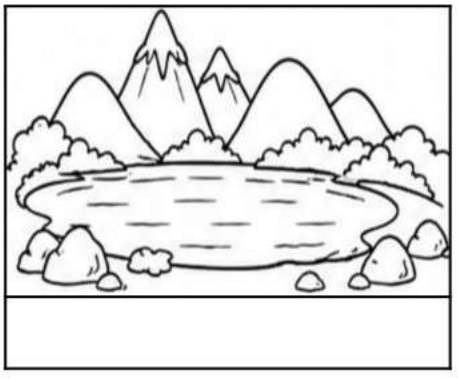
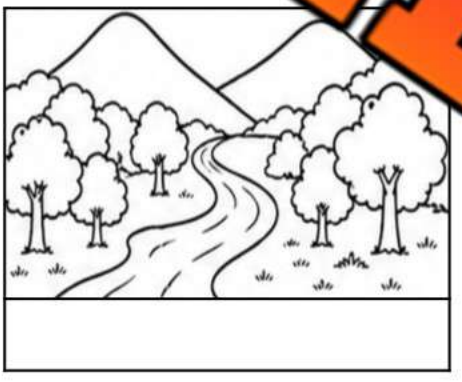
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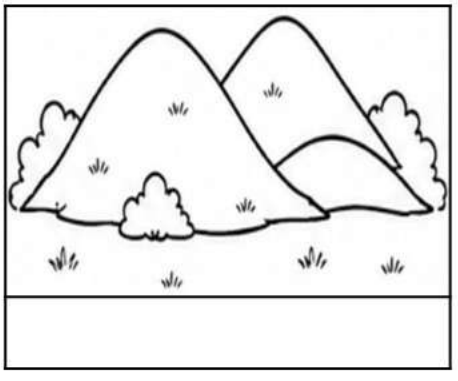
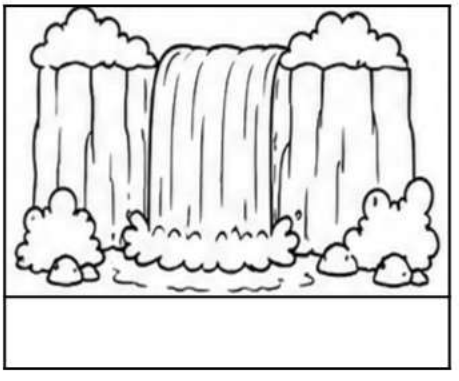
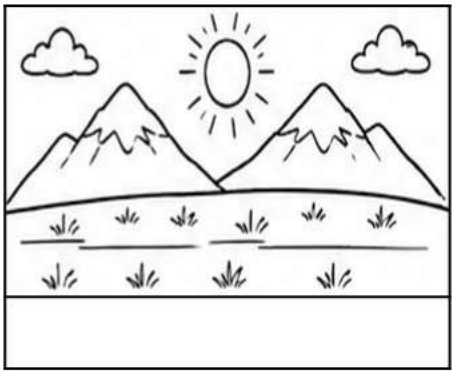
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Curriculum Connection
2.4

Label Name the landforms using the word bank

River	Glacier	Island	Plateau	Jungle	Ocean
Hills	Waterfall	Valley	Mountain	Volcano	Lake

PREVIEW

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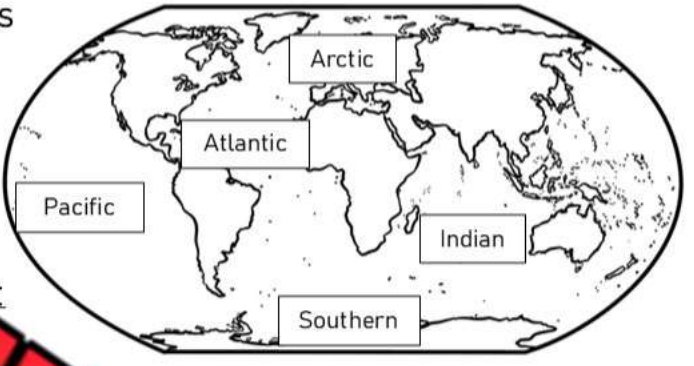
Curriculum Connection
2.4

Oceans

Put a * above words you don't know

What is an Ocean?

An **ocean** is a big area of water between continents. Oceans are not just regular freshwater. Instead, oceans are made of salt water. We can't drink saltwater. The animals that live in oceans must be able to survive in salt water. Sharks, whales, starfish, a[illegible]nhins live in oceans. Oceans cover m[illegible]rth.



Earth[illegible]ans

The Earth has [illegible]re[illegible]ocea[illegible]hey have been displa[illegible]orde[illegible]m[illegible]st to largest below.

Arctic Ocean	Southern Oce[illegible]	I[illegible]	[illegible]Atlantic Ocean	Pacific Ocean

All five oceans flow into each other. [illegible]er, th[illegible] can be seen as the world's one big ocean.

Col[illegible]lobe each time you read the text



PREVIEW

True or False

Is the statement true or false?

1) Oceans have a lot of fresh drinking water.	[illegible]	[illegible]lse
2) Oceans are filled with salt water.	T[illegible]	False
3) There are 6 oceans.	True	False
4) The largest ocean is the Pacific Ocean.	True	False
5) The most northern ocean is the Arctic Ocean.	True	False

Making Connections

What does this reading remind you of?

_____

_____

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Curriculum Connection
2.4

Oceans – Mapping Activity

Word Bank

Arctic Pacific Indian [illegible] Atlantic



PREVIEW

Name: _____ 210

Curriculum Connection
2.4

Memory Game – Continents & Oceans

Objective What are we learning about?

Students will identify and match the names of continents and oceans with their descriptions. This activity helps students learn about Earth's land and water while improving [illegible]ory and critical thinking skills.

Material [illegible]u need for the activity?

- Set of Mem[illegible]ards [illegible]h group (provided)
- A small table or clear a[illegible] flo[illegible]



Instructions How will you complete [illegible]tivity?

1. Divide the class into groups of 3 or 4. Give e[illegible] roup [illegible] [illegible]ry Game cards. (Provided)
2. Have each group lay all the cards face down in a grid o[illegible]ble.
3. The students take turns flipping over two cards at a time, trying [illegible]ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

PREVIEW

Name: _____ 211

Curriculum Connection
2.4

Cards | Memory Game Cards



Asia

Mount Everest is here, and it is the largest continent with millions of people.



Africa

Home to the Sahara Desert and Nile River, with animals like giraffes and lions.



North America

[illegible]cky Moun[illegible]ar[illegible]t Lakes are [illegible]s varied continent.



South America

It has the Amazon Rainforest, and tall Andes Mountains to explore.

PREVIEW

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Curriculum Connection
2.4

Cards | Memory Game Cards



Antarctica

Covered in ice, penguins live here. It's the coldest place with strong, freezing winds.



Europe

Famous for castles and art, it includes countries like France, Germany, and Italy.



Australia

A continent and country with coral reefs, deserts, and unique animals like kangaroos.



Pacific Ocean

Largest ocean, touching Asia and the Americas. Home to tropical islands and big waves.

PREVIEW

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Curriculum Connection
2.4

Cards | Memory Game Cards



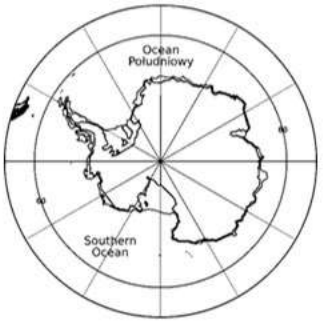
tic Ocean

Stretches between North America and Europe. Known for icebergs, fishing, and busy shipping lanes.



Indian Ocean

Surrounds India, Africa, and Australia. Warm waters hold colourful co eefs and many fish.



Southern Ocean

ound Antarc ith eas and icy wat ns swim through thick ice.



Arctic Ocean

Smallest and shallowest ocean near the North Pole. Polar bears walk on sea ice.

PREVIEW

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Curriculum Connection
2.5

Our Rights

What Are Rights?



Rights are things that we are allowed to do or have. Having rights means we are treated f[illegible] with respect.

[illegible]nada, w[illegible] set of rights called the "C[illegible]a[illegible]arter[illegible]hts and Freedoms". This document has the basic rights that all Canad[illegible]s h[illegible]ct[illegible]ds like you! Some of these rights are:

PREVIEW



The right to be treated fairly



The right to be safe:



Th[illegible]

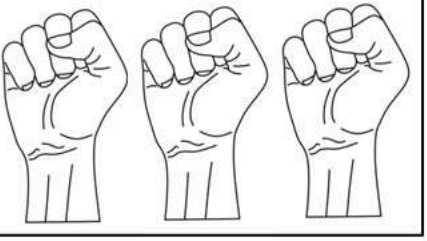


The right to express yourself



The right to access healthcare:

Colour the fist each time you read the text



Name: _____ 216

Curriculum Connection
2.5

Yes or No

Is the answer yes or no?

1) Do you have rights?	Yes	No
2) Do you have the right to say anything you want?	Yes	No
3) Do you have the right to go to school for free?	Yes	No
4) Do you have the right to free healthcare?	Yes	No
5) Do you have the right to free toys?	Yes	No

Dra

Dra s that answer the questions below

1) Who in your nity m you are safe?

2) Who in your community gives you healthcare?

3) Who would you hire if you were treated unfairly?

4) Where do you go for ee education?

PREVIEW

Name: _____ 217

Curriculum Connection
2.5

Rights and Responsibilities

What Are Responsibilities?

Responsibilities are things we should do if we want to be part of a community. Being part of the Canadian community means we have responsibilities. Each responsibility goes with a right that is in the Charter of Rights and Freedoms.



Rights	Responsibilities
Free Education	We should go to school
Free Healthcare	We should live a healthy life and see a doctor when we need to
Freedom to say what	We should not say anything that is hurtful
Right to be safe	We should not hurt anyone else
Right to be treated fairly	We should treat others fairly

PREVIEW

Rights and Responsibilities

Draw a line to match each responsibility to the correct right.

Listen to the teacher and do your work.	❑	❑ Right to l
Do not throw trash in rivers.	❑	❑ Right to clean a
Clean up after eating.	❑	❑ Right to clean water
Do not burn garbage.	❑	❑ Right to a safe school
Follow rules when travelling.	❑	❑ Right to eat lunch
Be kind and follow school rules.	❑	❑ Right to travel to other countries

Name: _____ 218

Curriculum Connection
2.5

School Community – Rights and Responsibilities

Your school is a community. Within your community, you have rights and responsibilities. Check them out below.



Rights	Responsibilities
Right to	Try your best to learn
Right t	Follow the rules during recess
Rig	Only use the washroom when you need it
Right to have	Clean up after you eat
Right to use	Use the computers for school work
Right to feel safe a	not bully other students

PREVIEW

Think Put a ✓ on the statem s th nd responsibilities. Put an X on the statements that do n ng.

	Going to school		he bin
	Bullying classmates		Wasti ate
	Being safe at school		Having clean wat
	Littering on the ground		Ignoring school rules
	Being kind to others		Expressing your feelings
	Following school rules		Littering on the ground
	Helping clean the classroom		Being treated fairly

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Curriculum Connection
2.5

City Community – Rights and Responsibilities

Your city or town is also a community. There are laws that protect your rights in your community. The responsibilities that go with these rights are important to follow. If you don't, you could be breaking the law. We have police officers who get us in trouble when we break the law.



Rights	Responsibilities
[illegible]bourhood	Do not hurt anyone
Ri[illegible] to pl[illegible]	Do not damage the park
Right to [illegible]	Do not damage the road
Right to a clea[illegible]vir[illegible]	[illegible] not litter

PREVIEW

Think Look at each pic[illegible] and [illegible]ws a Right or a Responsibility.

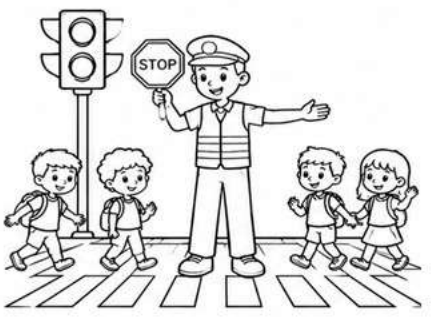












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Curriculum Connection
2.5

Responsibilities and Rules

Questions Circle the responsibilities that are met with the rules below. For example, lining up is being safe and respecting others

	Rule	Be Safe	Try Your Best	Respect Others	Take Care of Class and School
1)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
2)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
3)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
4)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
5)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
6)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
7)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School
8)		Be Safe	Try Your Best	Respect Others	Take Care of Class and School

PREVIEW

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Curriculum Connection
2.6

Local Community - Mayor

Each city or town has a leader who is voted in by the people living in that city or town. The leader has the job of mayor or reeve. The mayor or reeve makes decisions that are best for everyone in the city or town.



Your Turn Pretend you are the mayor of the community. Read each project and colour the stars to show how much you agree with it.

	Projects	Rating
1	Build [illegible]	☆☆☆☆☆
2	Plant more [illegible]	☆☆☆☆☆
3	Add more garbage [illegible]	☆☆☆☆☆
4	Fix broken roads	☆☆☆☆☆
5	Clean rivers and parks	☆☆☆☆☆
6	Add more bike lanes	☆☆☆☆☆
7	Build a new shopping mall	☆☆☆☆☆
8	Paint community walls with art	☆☆☆☆☆
9	Build a movie theatre	☆☆☆☆☆
10	Add a pet park	☆☆☆☆☆
11	Build more sports areas	☆☆☆☆☆
12	Start a recycling program	☆☆☆☆☆

PREVIEW

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Curriculum Connection
2.6

Electing Our Leaders

The leaders in our community need to be chosen by the people living in the community. We choose our leader by voting for them in an election. On election day, we vote for one person to be the mayor. We also vote for councillors to help the mayor.

Election

Walk around the classroom and ask eight (8) classmates which mayor would vote for. Count the votes for each mayor and write the total in the box.

M[illegible]nith	[illegible]ake a [illegible]kat[illegible]ard park [illegible] B[illegible]n [illegible]station [illegible]las pad ▪ Buy more snowplows ▪ Buy another fire truck	Ms. McDonald	▪ Build a library ▪ Build more roads ▪ Build an arena ▪ Buy more garbage trucks ▪ Lowering taxes
			
	Score:		

PREVIEW

Result

What are your thoughts about the results?

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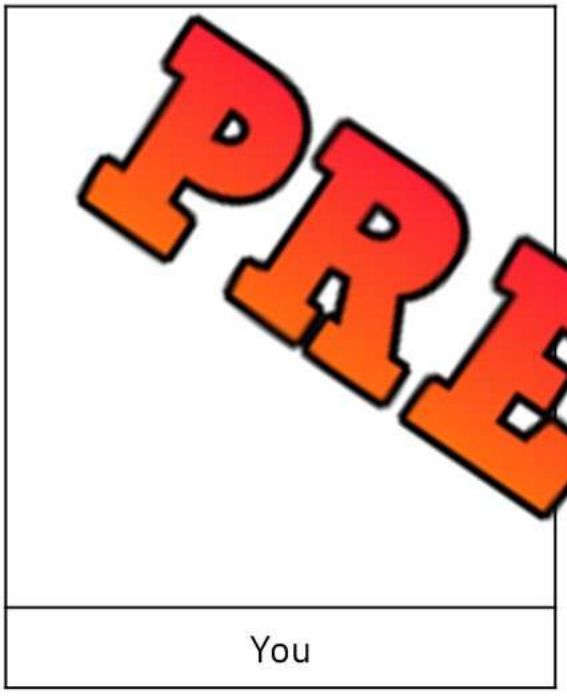
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Curriculum Connection
2.6

Becoming Mayor

Anyone over the age of 18 can become mayor. Maybe one day you will be mayor!

Election Draw a picture of yourself. What would you do if you were mayor?



You

Draw Draw some of the things you would do if yo am

PREVIEW

Name: _____ 228

Curriculum Connection
2.6

Leaders In Your Community

Research Learn more about the leaders making decisions in your community

1) Who is the Mayor or Reeve of your community?

2) Coun[illegible]ith the Mayor or Reeve. List the councillors in your com[illegible].

3) Choose a First Nation in your area. [illegible]st the C[illegible] and [illegible]rs of the First Nation.

Chiefs	[illegible]s

4) Are there any volunteer groups in your community? If so, list the leaders of the volunteer groups.

PREVIEW

Name: _____ 229

Curriculum Connection
2.6

Showing Leadership In My Community

Demonstrating Leadership In Your Community

Here are some ideas on how to demonstrate leadership in your community.

- Be a good role model: Show others how to act by setting a good example yourself. Be respectful, kind, and responsible.



- Help others: Look for ways to help your friends, family, and community. Open doors for others. Look for things you can do to help people.

- Speak up: If you see something that is not right, speak up and let others know. Use your voice to make a change.

- Take initiative: Look for ways to make things around you better. Be involved in coming up with ideas to solve problems.

- Be inclusive: Make sure everyone feels welcome and included. Show respect and be kind to all people. Don't let people be left out.

- Work well with others: Be a team player and work well with others. Show that you can get along with others even when you have different ideas.

- Believe in yourself: Believe that you can make the world a better place.

PREVIEW

Name: _____ 230

Curriculum Connection
2.6

True or False

Is the statement true or false?

1) Good leaders help others.	True	False
2) Leaders should be unkind to people.	True	False
3) A leader can speak up when something is wrong.	True	False
4) Leaders should include everyone.	True	False
5) Teamwork is important in leadership.	True	False

Fill In Th

Complete the sentences by filling in the blanks:

		example	speak	kind

1) Leaders should _____ to others.

2) Good leaders _____ their community.

3) Leaders can _____ when _____ is wrong.

4)A leader works well with a _____

5) Leaders set a good _____ for o

PREVIEW

Directions

Judging by the image, how would you describe thi _____ hip?



_____

_____

_____

_____

_____

_____

Name: _____ 231

Unit Test – The Environment and Our Rights

Multiple Choice Circle the best answer. Only choose 1 answer!

1) Which is a physical need? a) Healthy food b) Love c) Safety d) Fun	2) Which is a psychological need? a) Fun b) Food c) Medicine d) Shelter
3) Wh ne asons? a) Tropica b) Temperate c) Polar d) Equatorial	4) Which is the tallest landform? a) Hill b) Valley c) Plateau Mountain
5) Which ocean is the largest? a) Pacific b) Atlantic c) Indian d) Arctic	he leader of your city/town? a) Cou b) P al c) d) Chief
7) Who are the leaders of First Nations? a) Councillors b) Principal c) Mayor d) Chief	8) How many oce s are a) 3 b) 4 c) 5 d) 6
9) Which landform is surrounded by water? a) Valleys b) Mountains c) Islands d) Plateaus	10) Which climate zone has rainforests? a) Equatorial b) Polar c) Subpolar d) Temperate

PREVIEW

Natural Resources | List 4 natural resources found in your community

1	
2	
3	
4	

Part 1 | the r ow

Free healthcar	To be safe
To clean up after yourself	To hurt anyone
To go to school	To school
To practice any religion	To ice

Part 2 | Circle the responsibilities below

Free healthcare	To be safe
To clean up after yourself	To not hurt anyone
To go to school	To try your best in school
To practice any religion	To be nice to others

PREVIEW