Grade 2 Social Studies Unit

HERITAGE AND IDENTITY:

Changing Family And Community Traditions

	Curriculum Expectations	Pages
A1.1	Compare ways in which some traditions have been celebrated over multiple generations in their family and identify some of the main reasons for changes in these traditions	14-15, 33-36, 43, 56-57, 65-80, 117-146
A1.2	Compare their family structure and some of their traditions and celebrations with those of their peers' families	7-13, 16-32, 56-59, 76-80
A1.3	Compare some of the past and present traditions and celebrations of various ethnocultural groups in their local community, and identify some o	37-42, 44-55, 58-75, 84-110, 7-165
A1.4	I c a s	7-171
A2.1	F p c	3-36, 6-110
A2.2	Gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them	7-13, 16-20, 22, 37-42, 60, 76-80, 84-105, 127-139
A2.3	Analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community	43
A2.4	Interpret and analyse information relevant to their investigations, using a variety of tools	14-15, 23-26
A2.5	Evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong	63-64, 141-146
A2.6	Communicate the results of their inquiries, using appropriate vocabulary and formats	21, 23-32, 44, 56-57, 118-120, 140

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Grade 2 Social Studies Unit

HERITAGE AND IDENTITY:

Changing Family And Community Traditions

	Curriculum Expectations	Pages
A3.1	Identify and describe different types of families (e.g., families with one parent, two parents, no children; same-sex families; blended and multigenerational families; families where the parents come from different religious or ethnocultural groups; foster families)	7-32, 37, 45-48, 111-116
A3.2	Identify various groups in their community (e.g., various religious and ethnocultural groups; First Nations, Métis, and/or Inuit individuals; Black and racialized groups; immigrants and refugees), and describe some of the ways in which their community reflects this diversity (e.g., the presence of a variety of languages, foods, music, clothing, holidays; distinct cultural neighbourhoods with specialized shops and restaurants)	33-36, 37-47, 49-51, 60, 106-116, 166-171
A3.3	Identify places and/or countries of personal or familial significance, and locate them on a globe and/or print, digital, or interactive map	43, 111-116
A3.4	Describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada, including First Nations, Métis, and/or Inuit communities (e.g., fall fairs; faith/cultural holidays such as Easter, Passover, Eid al-Fitr, Diwali; Kwanzaa; commemorative days such as Remembrance Day, Canada Day, National Indigenous Peoples Day, National Day for Truth and Reconciliation, Louis Riel Day, Powley Day, Earth Day; religious ceremonies; cultural festivals such as Toronto Caribbean Carnival, Desifest, Mississauga Latin Festival)	33-36, 38-42, 44, 48, 52-55, 58-80, 84-116
A3.5	Demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and/or people from multiple generations in their family and/or community (e.g., construct a three-generation family tree; construct a timeline showing marriages and births within their family; prepare a chronological list showing when family members moved, including, if applicable, when they immigrated to Canada; construct a timeline of seasonal ceremonies)	7-22, 27-32, 63-64, 86-87
A3.6	Identify some ways in which heritage is passed on through various community celebrations, traditions, teachings, ceremonies, and events (e.g., recipes are passed down to new generations when traditional food is prepared for a community celebration; ethnocultural or community-based cultural festivals and events often showcase traditional clothing, music, dance, stories, and/or games)	52-55, 61-62, 65-76, 88-105, 117-167
A3.7	Identify some ways in which heritage is passed on through various family celebrations and practices, including at least one First Nation, Métis, and/or Inuit family celebration or practice (e.g., celebrations around Christmas, Ramadan, Hanukkah, Diwali, Kwanzaa; traditions related to rites of passage)	56-59, 117-165, 168-171

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NAME: _____

CHANGING FAMILY AND COMMUNITY TRADITIONS



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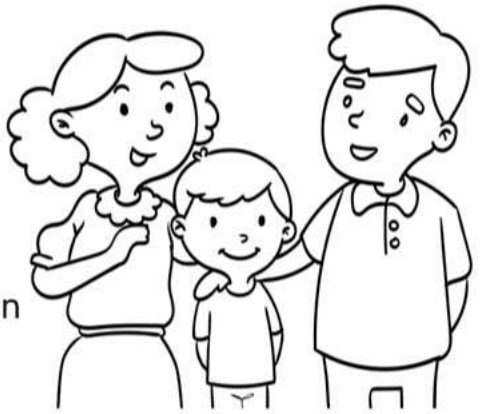
Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Family

Put a * above words you don't know

Family

A **family** is a group of one or more parents and their children. Parents can be grandparents and aunts and uncles can even become parents. There are a lot of different kinds of families.



- Fam[illegible]n have one parent
- Fa[illegible] two parents
- [illegible]familie[illegible] grandmother and two children
- Other fa[illegible]wo[illegible]ers
- Families co[illegible]e a [illegible] step-father and three children

Many families are differ[illegible]all fam[illegible]re two or more people who live together and love and take c[illegible] ea[illegible]

Colour the face each time you read the text



PREVIEW

Write And Draw

Who is in your fa[illegible]ly?

Name: _____ 8

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

True or False

Circle True or False for each question.

1) A family must always have at least two parents.	True	False
2) Families always live in the same house together.	True	False
3) A step-father can be part of a family.	True	False
4) Families with one parent are not real families.	True	False
5) Familie[illegible]st have children to be called a family.	True	False

Famil[illegible]

[illegible]w a line to match each picture with its name.






Brother **Mother** **Grandmother** **Father** **[illegible]by Sister**

PREVIEW

Describe

Describe who is in your family:

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Name: _____ 9

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Colour Colour the picture below.

Hi, my name is Lily! I'm at the park with my brother, mom, and dad. We're having so much fun together. My family loves and takes care of me. Can you colour us?



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Name: _____ 10

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Extended Family

Extended Families

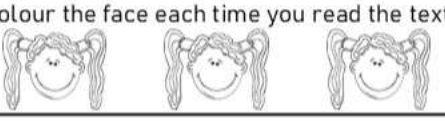
Put a * above words you don't know

In some families, it is not just parents and children who live together. Sometimes grandparents, aunts, uncles, and cousins live together. This is called an **extended family.** There are many different members in an extended family.



- **Gran[illegible]nts** – our mother's or father's parent.
- **Au[illegible]** [illegible]her's or father's sister.
- [illegible]s – our [illegible] or father's brother.
- **Cousins** [illegible]r u[illegible]'s children.

Colour the face each time you read the text:



Extended Family [illegible]ite [illegible]embers in your extended family:

Gr[illegible]			

Aunts			

Uncles			

Cousins			

PREVIEW

Name: _____ 11

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Making Connections | Answer the questions below.

1	Who is the name of the oldest person in your family?	
2	Who is the name of the youngest person in your family?	
3	How [illegible]rothers do you have?	
4	H[illegible]any si[illegible]s [illegible]ou have?	
5	How many pe[illegible]ive[illegible]	
6	How many grandparents [illegible] stil[illegible] your family?	
7	Do you have a twin in your family?	NO
8	Who in your family is closest to your age?	
9	Are you the first, middle, or last child in your family?	
10	How many cousins do you have in your family?	
11	How many uncles do you have?	
12	How many aunts do you have?	

PREVIEW

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Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Draw Draw a picture of some of your extended family inside the frame.



Name _____

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Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Exit Cards

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

Name: _____ | Mark

Sort the following people into "**Family**" or "**Extended Family**":

Mo	Cousin
F	Aunt
G	Brother

Family	Extended Family

Name: _____ | Mark

Sort the following people into "**Family**" or "**Extended Family**":

Mother	Cousin
Father	Aunt
Grandmother	Brother

Family	Extended Family

Name: _____ | Mark

Sort the following people into "**Family**" or "**Extended Family**":

Mother	Cousin
Father	Aunt
Grandmother	Brother

Family	Extended Family

Name: _____ | Mark

Sort the following people into "**Family**" or "**Extended Family**":

Mother	Cousin
Father	Aunt
Grandmother	Brother

Family	Extended Family

PREVIEW

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Name: _____ 14

Curriculum Connection
A1.1, A2.4, A3.1, A3.5

Generations

Generations

Put a * above words you don't know

A **generation** is a group of people who were born at around the same time. A generation lasts between 20 and 30 years. It is the amount of time it takes a person to be born, become an adult and maybe have children of their own. Our grandpar[illegible]are from a different generation than our parents. Children are from a differen[illegible]on than their parents.



Diffe[illegible]s in Ge[illegible]

Each generati[illegible] du[illegible] different times. This means they [illegible]ave d[illegible]titudes and values. Your generation[illegible]e people[illegible]r class and everyone in the world that is your age. I bet your gener[illegible]enj[illegible]y more than your grandparent's generation. That is because you have[illegible]n up w[illegible] a lot of technology and your grandparents did[illegible]

Colour the face each time you read the text:



PREVIEW

Question What is a generation?

True or False Is the statement true or false?

1) A generation usually lasts around 10 years.	T	F
2) Grandparents belong to a different generation than parents.	T	F
3) Generations are only about family, not about the time that they lived.	T	F
4) A generation includes people who are all about the same age.	T	F
5) People from different generations often have different interests.	T	F

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Name: _____ 15

Curriculum Connection
A1.1, A2.4, A3.1, A3.5

Questions

Which generation does the description represent?

1) Enjoys video games	Children	Parents	Grandparents
2) Sends hand-written letters	Children	Parents	Grandparents
3) Sends email and text messages	Children	Parents	Grandparents
4) Only makes phone calls	Children	Parents	Grandparents
5) Uses Facetime instead of phone calls	Children	Parents	Grandparents
6) Watche of TV when they were young	Children	Parents	Grandparents
7) Watch ows on the Internet	Children	Parents	Grandparents
8) Li shows	Children	Parents	Grandparents
9) Will use sel s	Children	Parents	Grandparents
10) Reads a new for n	Children	Parents	Grandparents

PREVIEW

Sort

Sort the famil rs in rrect generation:

Fa mber		
My Sister	My Grandm	My Grandpa
My Dad	My Unc	My Cousin

Generation 1	Generation 2	ti 3
You	My Mom	

Future Predictions

What do you think will change in the next generation?

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Name: _____ 16

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Family Tree

A **family tree** shows your family members. It looks like a tree with branches. Each branch shows how people are related.



PREVIEW

Instruction Write the correct relationship in each sentence.

Ethan is my...	
Sarah is my...	
Michael is my...	
Mary is my...	

John is my...	
Sarah is Michael's...	
Ethan is Sarah's...	
Robert is Michael's...	

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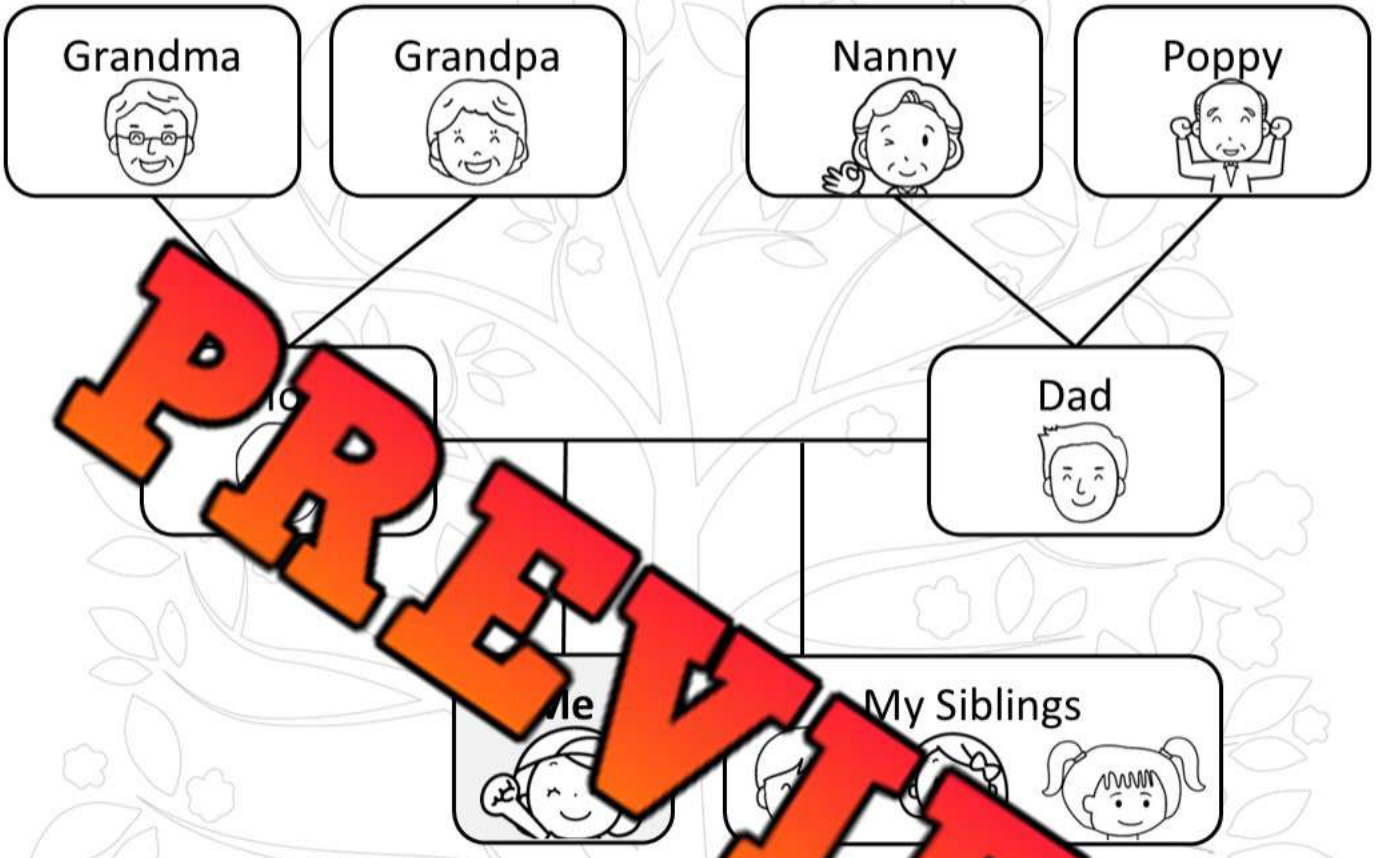
Name: _____ 17

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Anna's Family Tree



PREVIEW

Questions Answer the questions about Anna's

1) How many other siblings does Anna have?	
2) How many parents does Anna have?	
3) How many grandparents does Anna have?	
4) How many generations are shown on the family tree?	
5) Order the ages of the following people: Anna, Dad, Poppy	Oldest:
	Middle:
	Youngest:

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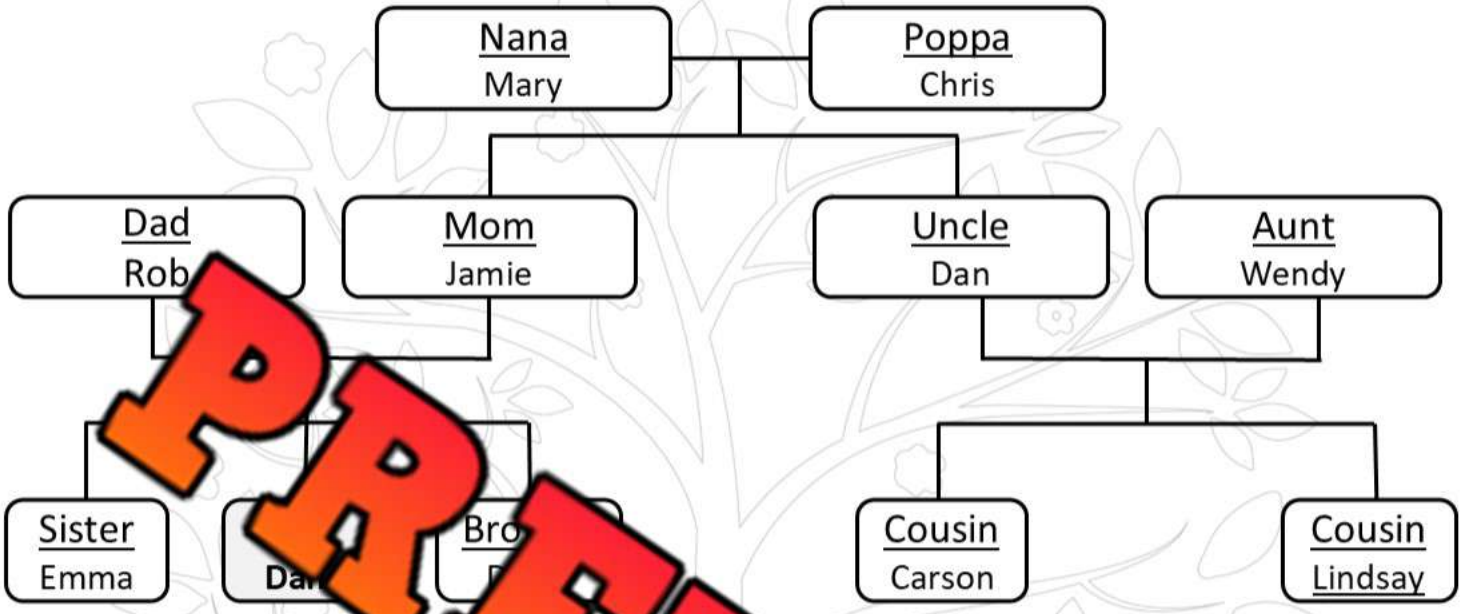
Name: _____ 18

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Dane's Family Tree



PREVIEW

Questions Answer the s a 's family:

1) How many other siblings does Da e?		
2) How many parents does Dane have?		
3) How many kids did Nana and Poppa have?		
4) How many kids did Dane's parents have?		
5) How many cousins does Dane have on this side of his family tree?		
6) Who is Dane's only aunt and uncle on this side of the family tree?	Aunt	Uncle
7) Order the ages of the following people: Nana, Uncle Dan, Carson.	Oldest:	
	Middle:	
	Youngest:	

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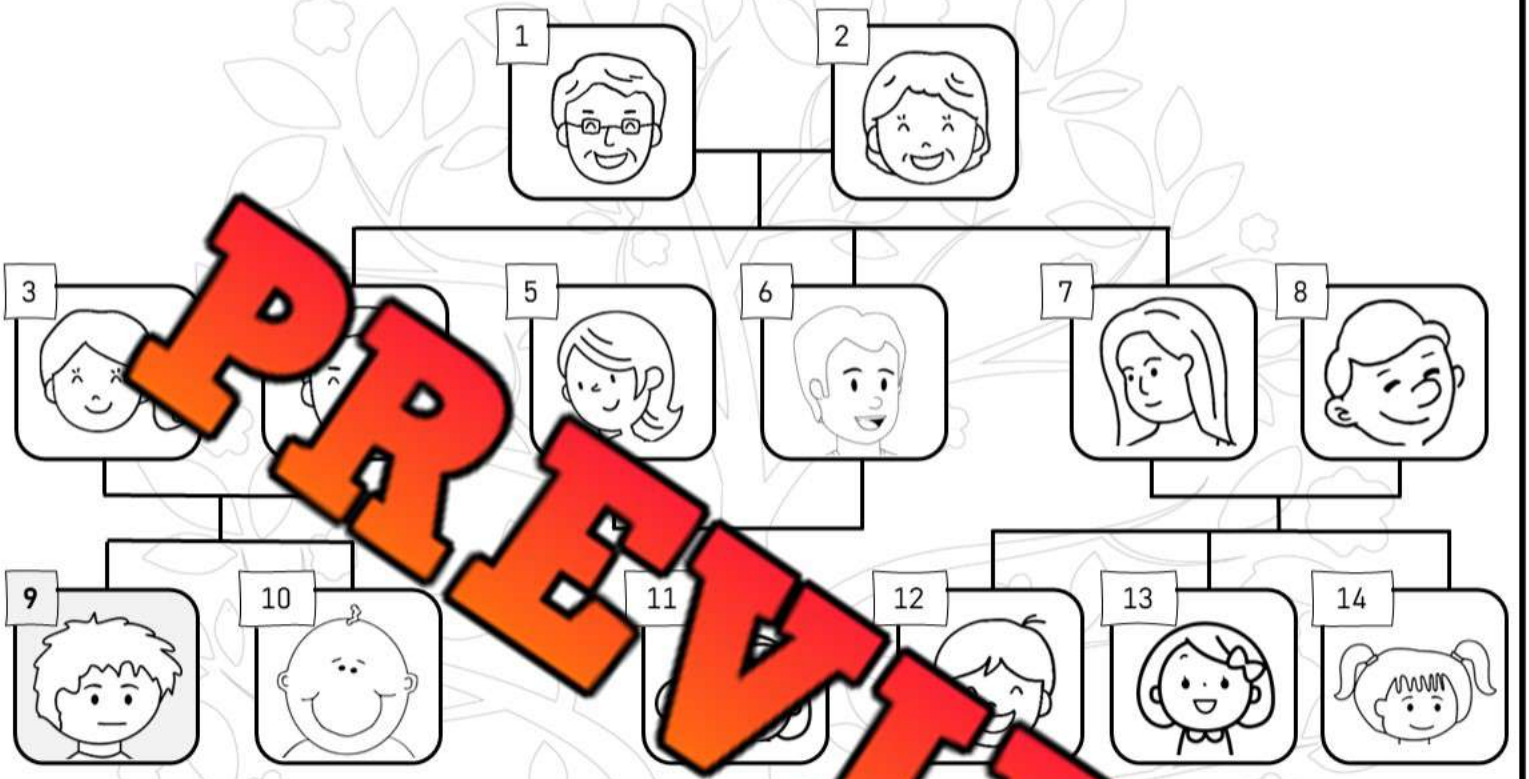
Name: _____ 19

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Jody's Family Tree

Hi, my name is Jody. I am number 9 on the family tree. Can you answer the questions?



PREVIEW

Word B							
Mom	Dad	Brother	Aunt	Uncle		a	Grandma

1)	Number 10 is my...
2)	Number 11 is my...
3)	Number 6 is my...
4)	Number 7 is my...
5)	Number 2 is my...
6)	Number 4 is my...
7)	How many cousins do I have on this side of my family?
8)	How many aunts and uncles do I have on this side of my family?

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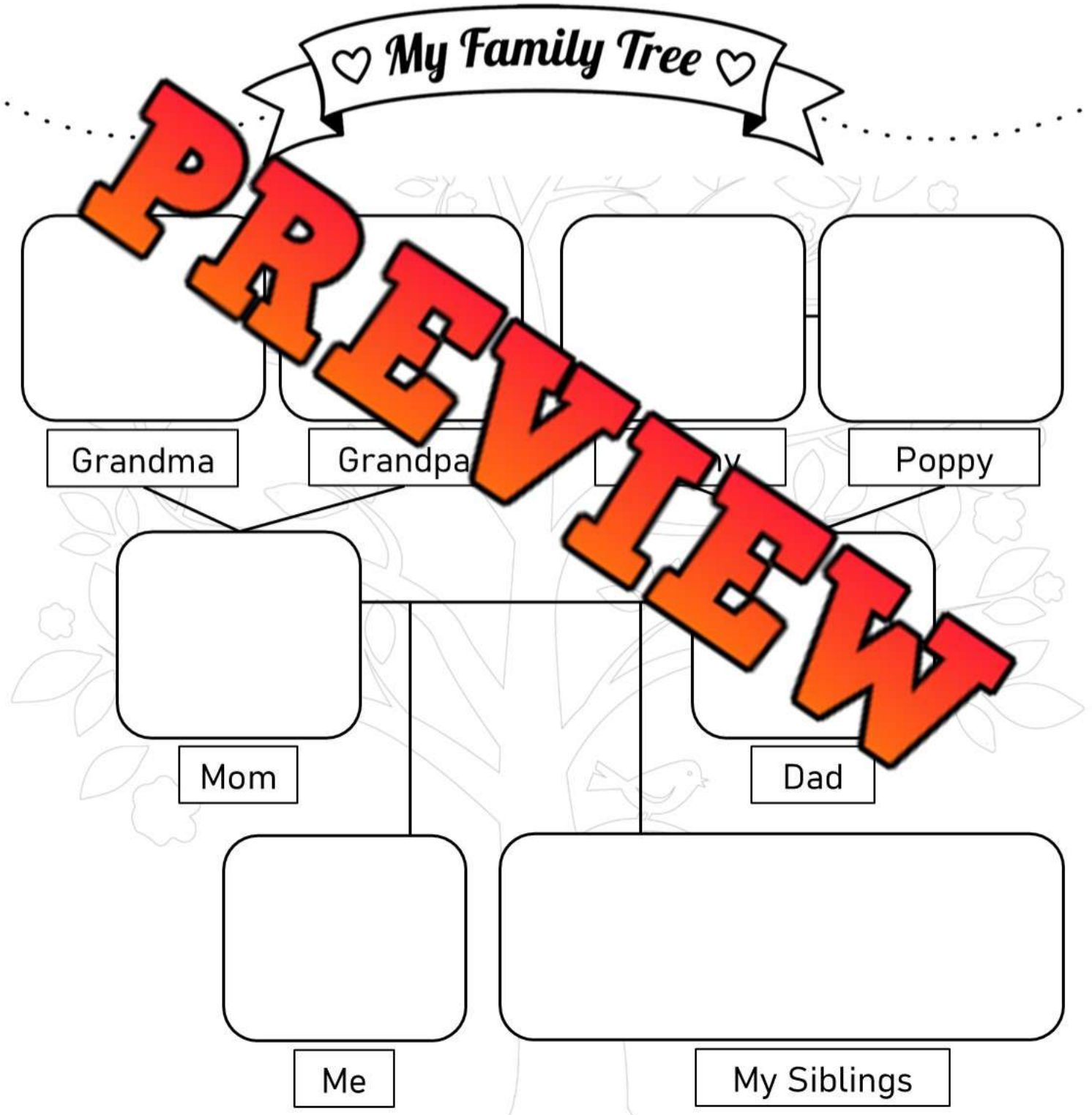
Name: _____ 20

Curriculum Connection
A1.2, A2.2, A3.1, A3.5

My Family Tree

Directions Draw or name your family members inside the family tree below.



PREVIEW

Name: _____ 21

Curriculum Connection
A1.2, A2.6, A3.1, A3.5

Word Search

Find the words from the word bank:

Word Bank: Family-Related Words				
Family	Tree	Events	Dad	Wedding
Aunt	Uncle	Brother	Sister	Mom



Word Scramble

Unscramble the words from the word ba

ULNCE		ENEVTS	
DDA		FALIMY	
ANUT		MMO	
TERE		WEDINDG	
SITSER		BRHOTER	

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Curriculum Connection
A1.2, A2.2, A3.1, A3.5

Exit Cards

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

Name: _____

Circle the correct answer.

Mark

1) I am your cousin's dad. Who am I?	Uncle	Grandpa
2) I am your dad's sister's son. Who am I?	Cousin	Uncle
3) I am your cousin's mom. Who am I?	Grandma	Aunt
4) I am your uncle's dad. Who am I?	Grandpa	Cousin

Name: _____

Circle the correct answer.

Mark

1) I am your cousin's dad. Who am I?	Uncle	Grandpa
2) I am your dad's sister's son. Who am I?	Cousin	Uncle
3) I am your cousin's mom. Who am I?	Grandma	Aunt
4) I am your uncle's dad. Who am I?	Grandpa	Cousin

Name: _____

Circle the correct answer.

Mark

1) I am your cousin's dad. Who am I?	Uncle	Grandpa
2) I am your dad's sister's son. Who am I?	Cousin	Uncle
3) I am your cousin's mom. Who am I?	Grandma	Aunt
4) I am your uncle's dad. Who am I?	Grandpa	Cousin

Name: _____

Circle the correct answer.

Mark

1) I am your cousin's dad. Who am I?	Uncle	Grandpa
2) I am your dad's sister's son. Who am I?	Cousin	Uncle
3) I am your cousin's mom. Who am I?	Grandma	Aunt
4) I am your uncle's dad. Who am I?	Grandpa	Cousin

PREVIEW

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Name: _____ 23

Curriculum Connection
A1.2, A2.4, A2.6, A3.1

Snowman – Family Terms

Objective

What are we learning about?

Students will practise identifying and understanding family-related terms, such as "blended," "foster," and "adoption," while reinforcing family diversity vocabulary.

Materials

What will we need for our activity?

- W[illegible]ard or l[illegible]t of paper
- Dry erase [illegible]f [illegible]egul[illegible]kers
- List of family-re[illegible] voc[illegible]
- Eraser or cloth for erasi[illegible]



Instructions

How will we comple[illegible] activit[illegible]

1. Divide the class into two teams.
2. Select a vocabulary word from the unit without sho[illegible] the [illegible]nts.
3. Draw blanks on the board for each letter in the word.
4. Ask Team 1 to guess a letter. If the letter is in the word, write it in the [illegible]ect spaces.
5. If it is not, start drawing the snowman (start with the base).
6. Alternate between teams for each guess.
7. If a team correctly guesses the word before the snowman is completed, they earn a point. If the snowman is completed before the word is guessed, the other team earns a point.
8. Discuss the meaning of the word after it has been guessed or revealed.
9. Continue with new words, alternating which team starts.

PREVIEW

Name: _____ 24

Curriculum Connection
A1.2, A2.4, A2.6, A3.1

Optional Words You may use some of these words for your game:

Family	Parent	Holiday	Celebration
Aunt	Uncle	Birthday	Caregiver
	Grandpa	Festival	Friend
Mom		Wedding	Neighbour
Dad			Stepbrother
Sister	Sibling		Stepsister
Child	Twins	Dinner	
Niece	Nephew	Christmas	Godchild
Foster	Blended	Baby	Fiancé
Adoption	Stepdad	Guardian	Partner

PREVIEW

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Name: _____ 25

Curriculum Connection
A1.2, A2.4, A2.6, A3.1

Snowman

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below.

PREVIEW

Draw Your Snowman

Cross off incorrect guesses:

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below.

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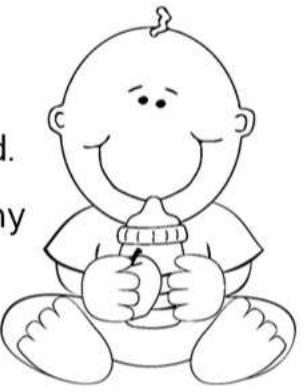
Name: _____ 27

Curriculum Connection
A1.2, A2.4, A3.1, A3.5

Ordering Births In Lily's Family

Lily learned about 3 generations in her family and found this:



- Her nanny is older than her poppy.
- Her nanny and poppy had Aunt Wendy first and my dad second.
- My Aunt Wendy had my older cousin James first. James was my grand[illegible]s first grandson.
- Afte[illegible]orn, I was born!
- T[illegible]ad my cousin Claire. Claire is 1 year younger than me.
- Next, my [illegible] my [illegible]ger brother Steven.
- The last perso[illegible]n in [illegible]as my cousin Ruby. Ruby is 2 years you[illegible] Steve



PREVIEW

Ordering Put the events below[illegible]r fro[illegible] to last using the letters:

First		a) [illegible] was [illegible]
Second		b) My popp[illegible]rn
Third		c) My cousin James [illegible]
Fourth		d) My nanny was born
Fifth		e) My cousin Claire was born
Sixth		f) My brother Steven was born
Seventh		g) I was born
Eighth		h) My dad was born
Ninth		i) My aunt Wendy was born

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Name: _____ 28

Curriculum Connection
A1.2, A2.4, A3.1, A3.5

Births In My Family

Think Write the names of family members on both sides of your family.

Mom's Side	Dad's Side
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

PREVIEW

Order Order the births above using 1 as the oldest, 2 as the next oldest and so on

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Name: _____ 29

Curriculum Connection
A1.2, A2.4, A3.1, A3.5

Brian's Life Events

Brian is 8 years old. He has learned a lot about his family by asking his parents questions. He found out that his grandpa moved to Canada 60 years ago from Italy. After his grandpa lived in Canada for 5 years, he married his wife who is my grandma.



My parents had 3 children – my mom, my aunt, and my [illegible] met my dad when she was 22 years old. They got married when my mom was 26.



When my mom was 28, they had their first baby, my older sister. Then, they had me! Next, they had my younger sister when I was 3 years old.

PREVIEW

Ordering Put the events below in order from first to last:

First	●	● My mother was born
Second	●	● My mom was born
Third	●	● My grandpa moved to Canada
Fourth	●	● My sister was born
Fifth	●	● My mom and dad got married
Sixth	●	● My grandpa married my grandma
Seventh	●	● I was born
Eighth	●	● My mom and dad first met

Name: _____ 31

Curriculum Connection
A1.2, A2.4, A3.1, A3.5

My Life Events

Use the life events from your previous page in order from first to last. The life events should include the following (if possible):

1) If any grandparents immigrated to Canada (moved to Canada)
2) Any weddings you remember
3) Broth[illegible]sters, or cousins being born

Orde[illegible]vents in order of what happened first to last:

Order	Life Events
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

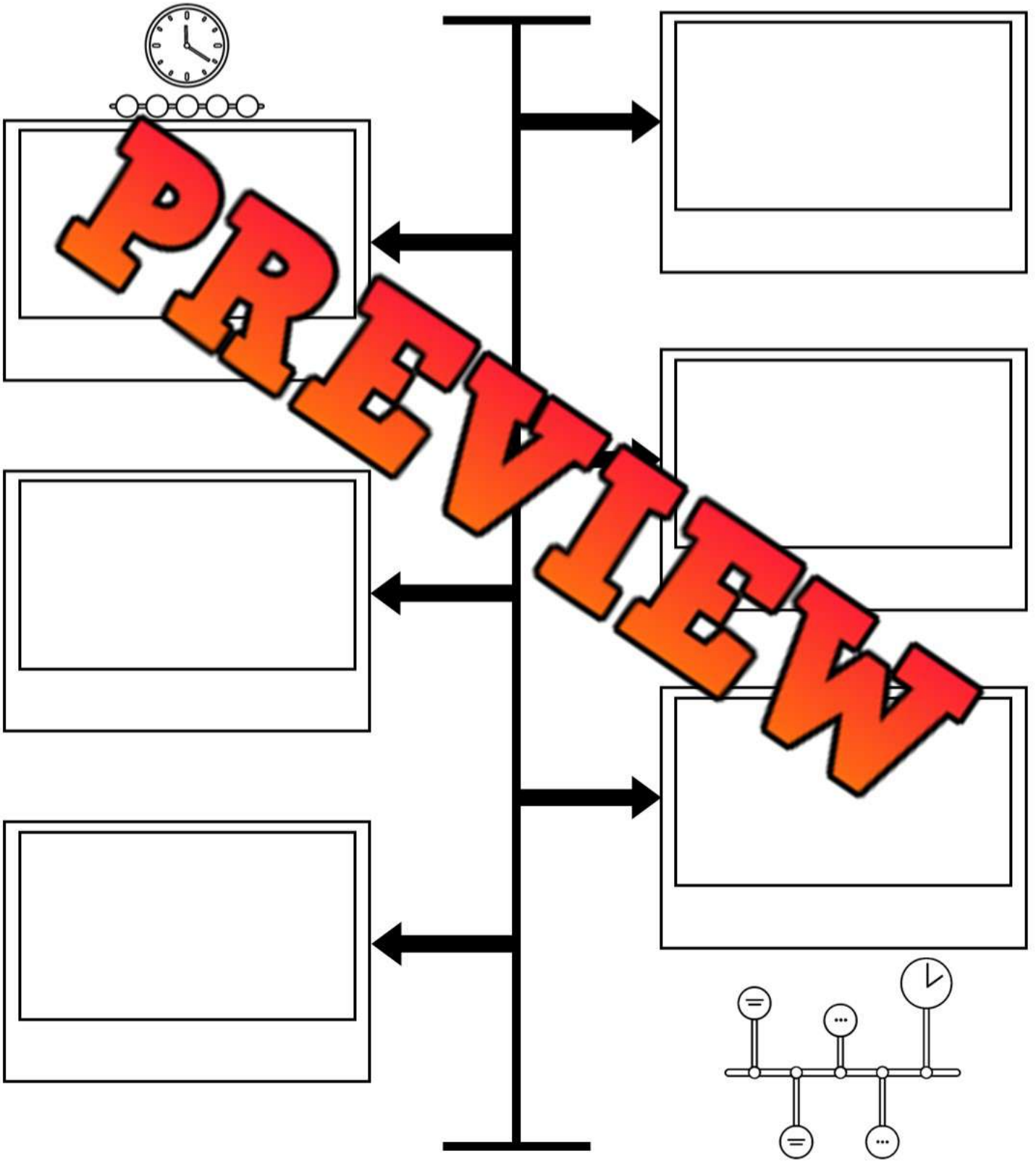
PREVIEW

Name: _____ 32

Curriculum Connection
A1.2, A2.4, A3.1, A3.5

Timeline - Big Events In MY Life

Timeline Use the timeline to put your events in order from earliest to most recent.



PREVIEW

Name: _____ 33

Curriculum Connection
A1.1, A2.1, A3.2, A3.4

Canada – Before Immigration

Put a * above words you don't know

The Indigenous People of Canada

Indigenous means first people to live in a place. The **Indigenous people** of Canada were the first people who lived in Canada before any immigrants came. They include the **Metis**, **First Nations**, and the **Inuit**. They lived here for thousands of years bef[illegible]ple from all over the world moved to Canada.



[illegible]ple were really good at living in Canada. [illegible]ey un[illegible]ow to survive in cold temperatures. [illegible]w whe[illegible]food was. They helped the people w[illegible]

The indigenous people[illegible]had[illegible] here today. Today there are over 1.8[illegible] people in Canada who identify as Indigenous.

Colo[illegible]**nee** each time you read the text



PREVIEW

True or False

Is the statement true or false?

1) The word indigenous means lived in an area first.	[illegible]	alse
2) The Metis, Inuit, and Irish are all indigenous groups in Canada.	[illegible]	False
3) The indigenous people of Canada don't live here anymore.	True	False
4) The indigenous people understood how to survive in Canada.	True	False
5) The indigenous didn't want to help the people moving to Canada.	True	False

Questioning

Write a question you have about the indigenous people of Canada.

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Curriculum Connection
A1.1, A2.1, A3.2, A3.4

Exit Cards

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

Name: _____ Mark

Circle the correct answer.

1) ____ means First people to live in a place.	Immigrants
	Indigenous
2) Which group is not Indigenous?	Inuit
	Irish
3) How many people identify as Indigenous in Canada today?	500,000
	1.8 million
4) How long have Indigenous people lived in Canada?	Thousands of years
	100 years

Name: _____ Mark

Circle the correct answer.

1) ____ means First people to live in a place.	Immigrants
	Indigenous
2) Which group is not Indigenous?	Inuit
	Irish
3) How many people identify as Indigenous in Canada today?	500,000
	1.8 million
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	100 years

Name: _____ Mark

Circle the correct answer.

1) ____ means First people to live in a place.	Immigrants
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	1.8 million
4) How long have Indigenous people lived in Canada?	Thousands of years
	100 years

PREVIEW

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Name: _____ 35

Curriculum Connection
A1.1, A2.1, A3.2, A3.4

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]ligen[illegible]ple 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.

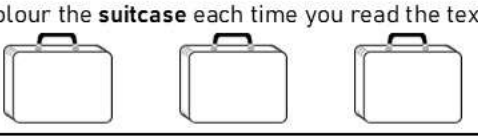


Immigration – Leaving a Hard Life

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

Name: _____ 36

Curriculum Connection
A1.1, A2.1, A3.2, A3.4

Visualizing What did you picture while reading? Describe it.

	_____ _____ _____ _____

Multip ...le the correct answer.

1) Immigrati... a... mov... new...	City	Country
2) Canada has a lot	Deserts	Trees
3) People leave their home... be... s...	War	Too much food
4) People move to Canada to get aw... ...	...sunamis	Family
5) Which country dealt with a potato famine?	...	Ireland

Questions Answer the questions below.

1) Why would people move to Canada?
_____ _____ _____ _____

2) The first immigrants came from Iceland, France, and...	
3) People leave their home country to get away from...	

PREVIEW

Name: _____ 37

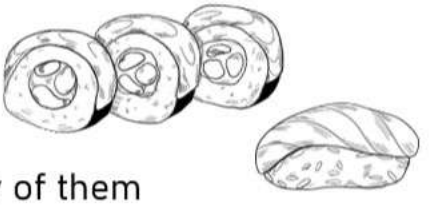
Curriculum Connection
A1.3, A2.2, A3.1, A3.2

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]mmigrant Families

Over 300[illegible]ts 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]bri[illegible]me of their culture and traditions to Canada. For example, a Jamai[illegible]migr[illegible]en a **Jamaican patty** restaurant that we can all enjoy. Also, a Japane[illegible]rant r[illegible] open a **sushi** restaurant.

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



PREVIEW

Fill in the blanks What word is [illegible]issing fr[illegible]he w[illegible]bank?

families	immigrants		culture

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

2) Over 300,000 _____ move to Can[illegible]each 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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Curriculum Connection
A1.3, A2.2, A3.2, A3.4

Scottish Families In Canada

Put a * above words you don't know

Scottish Families

People from Scotland are **Scottish**. In the late 1700s, many Scottish people moved to Canada because they were not allowed to follow their religion in Scotland. Today, almost 5 million people in Canada have **Scottish roots**.



Scottish [illegible] Canada

The **S**[illegible]ating, and music. They enjoy **Highland dancing** [illegible] A **kilt** is a knee-length skirt that men wear. For food, [illegible]ve to **[illegible]is**, which is chopped liver, heart, and lungs all [illegible]rbs and spices. Scots love playing **bagpipes**. You [illegible] **festivals** in Canada to see these tradi[illegible]

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



PREVIEW

Multiple Choice

Circle the correct answe[illegible]

1) Scottish people are from...	Sc[illegible]tland	Ireland
2) Haggis is made with liver, heart, and...	[illegible]cke[illegible]	[illegible]s
3) A kilt is a knee-length...	Dres[illegible]	[illegible]acket
4) What kind of dancing do Scottish people enjoy?	Highland dancing	Tap dancing
5) Which instrument comes from Scotland?	Piano	Bagpipes

Questions

Answer the questions below:

1) Would you want to eat haggis?	Yes	No
2) Do you have any Scottish restaurants near you?	Yes	No
3) How many million Scottish Canadians are there?		

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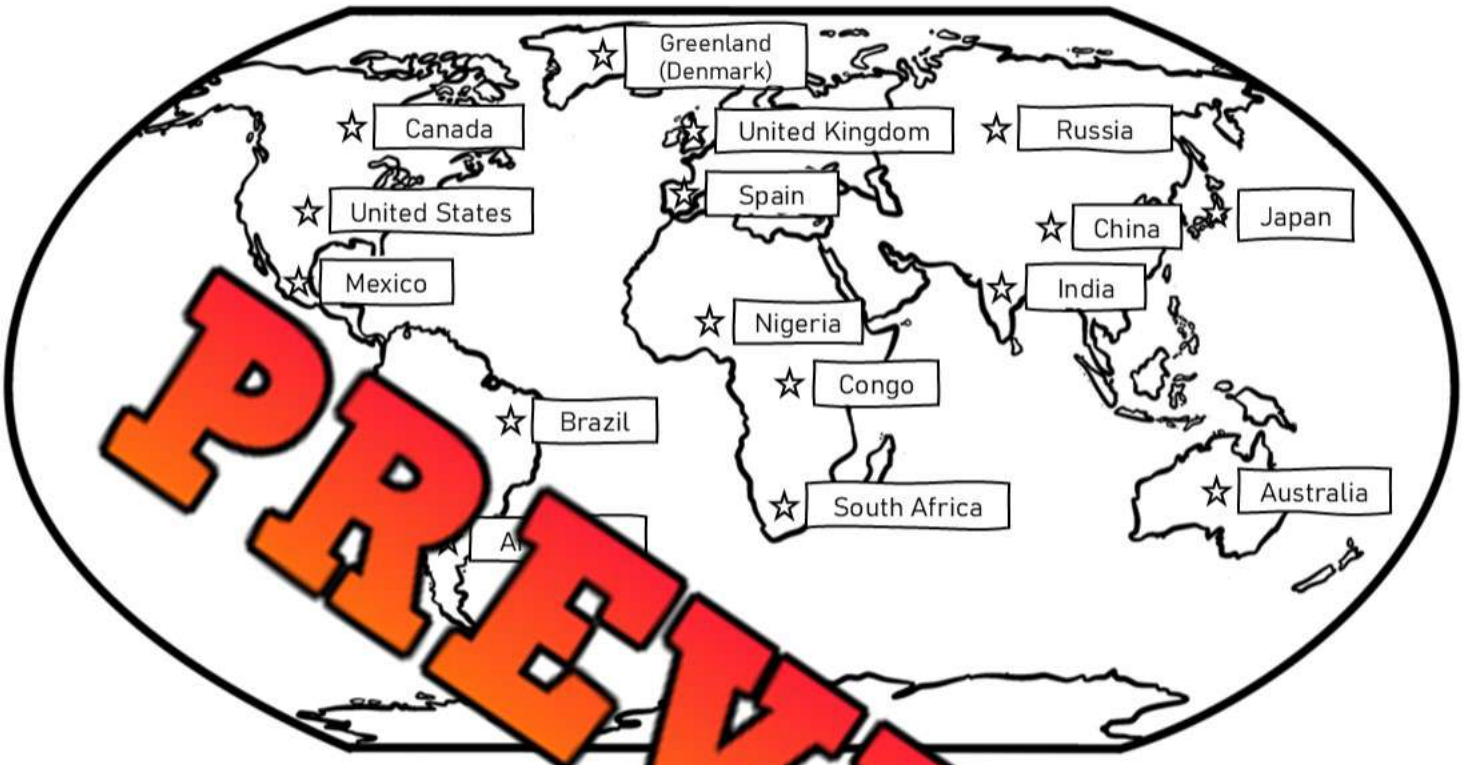
Curriculum Connection
A1.1, A2.3, A3.2, A3.3

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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Curriculum Connection
A1.3, A2.6, A3.2, A3.4

Word Search

Find the words from the word bank.

Word Bank: Immigration-Related Words				
Immigration	Move	New	China	Italy
Scotland	Germany	Language	Culture	Family

I M M I G R A T I O N N C Z L G R U
F T I X N P M V M J M W A B G W D
A C M M R G O T T L S V E E F
M H L H O N S V R J U O P R R E
I I P F N M E I P N L T M U W
L N S C O A Y S F B M A T P
Y A Q U N E W L U A G E N L V
N X I T A L Y U T H Q M Y U D
K U A S P V E S Z D N W C V
U I B O Z S Z D A X O S R P L

PREVIEW

Word Scramble

Unscramble the words from the word bank.

MVOE		WEN	
CUUTRLE		ILATY	
GMANYER		IITMIMOGRAN	
CHNIA		FAILMY	
LGAGNUAE		SATCOLND	

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Curriculum Connection
A1.3, A3.1, A3.2

Fact Or Fiction – Immigrant Heritage In Canada

Objective

What are we learning about?

Students will learn about traditions immigrants bring to Canada by deciding if statements are true or false. This activity helps them understand how immigrants shape Canada's culture thr gh celebrations and practices.

Materials

ill we need for our activity?

- Fact or Fictio s
- A 'Fact' sign a ction' nguish the two sides of the roo
- Designated areas in the clas m t 'Fact' and 'Fiction' signs, allowing s stude to move to either side



PREVIEW

Instructions

How will we complete our activity?

1. Your teacher will read statements from cards. Pay close attenti ent is shared.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

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Curriculum Connection
A1.3, A3.1, A3.2

Fact or Fiction | Read the statements to the class.

#	Statement	
1	Immigrants bring new ideas, foods, and music to Canadian culture.	Fact
2	Oktoberfest lasts for two months every year in Canada.	Fiction
3	The Chinese New Year has fireworks, parades, and family meals.	Fact
4	Imm[illegible]from Scotland only eat haggis for all their meals.	Fiction
5	[illegible]re first brought to Canada by Viking explorers.	Fiction
6	Imm[illegible]grants [illegible]get [illegible]ir old traditions when they move to Canada.	Fiction
7	Diwali is a f[illegible]of ligh[illegible]ed by Indo-Canadians.	Fact
8	Highland dancing is [illegible]on b[illegible]ng Scottish festivals.	Fiction
9	Many immigrants move to [illegible]nada[illegible]s and jobs.	Fact
10	Chinese dumplings are a traditiona[illegible]ood enjo[illegible]urin[illegible]w Year's.	Fact
11	The Scots invented maple syrup when they [illegible]d to[illegible]d.	Fiction
12	Immigrants must celebrate only Canadian holidays[illegible]y ar[illegible]ere.	Fiction
13	Chinese immigrants helped build Canada's railways long ago.	[illegible]act
14	Immigrants helped Canada grow by starting new businesses and sc[illegible].	Fact
15	Many immigrant families open restaurants that share their cultural foods.	Fact
16	Pretzels are a famous food from Chinese culture.	Fiction
17	Scottish people enjoy bagpipe music at festivals in Canada.	Fact
18	Immigrants don't celebrate Canada Day because they don't love Canada.	Fiction
19	The fiddle is a popular instrument in Métis celebrations.	Fact
20	Chinese New Year is always celebrated with pizza and hamburgers.	Fiction

PREVIEW

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Curriculum Connection
A1.3, A3.1, A3.4

Food In Canada

Matching Draw a line matching the name to the picture, then to the country:

Pizza ●



● India



● China

Butter Chicken ●



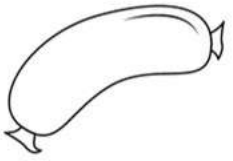
● Japan

Fish and Chips ●



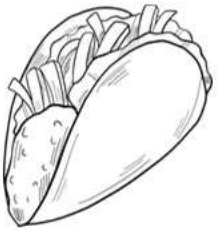
● Mexico

Sushi ●



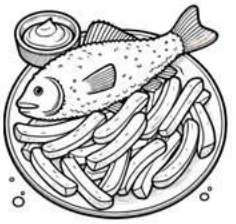
● [illegible]land

Eggrolls ●



● Italy

Tacos ●



● Germany

PREVIEW

Name: _____ 50

Curriculum Connection
A1.3, A3.2

Grocery Stores – Food Around The World

With many different cultures in Canada, our grocery stores have to offer food from around the world. If an immigrant from India wanted to make a dish, they could buy the ingredients they need at the grocery store.



Matching Draw a line matching the name to the picture, then to the description:

PREVIEW

Swedish Meatballs

Italian seasoning

Jamaican Patties

Polish Sausage

Greek Yogurt

Swiss Cheese











- This mix of herbs adds flavour to pasta and pizza
- This is a long meat sausage often served grilled.
- ood is round a served with .
- Th yellow has small holes in it.
- This food has a flaky crust filled with spicy meat.
- This thick yogurt is creamy and eaten with honey.

Curriculum Connection
A1.3, A3.2

Exit Cards

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

Name: _____ Mark ☐

Match the food to its description:

Swedish Meatballs ☐	☐ This food is round and often served with gravy.
Italian Seasoning ☐	☐ This thick yogurt is creamy and often eaten with honey.
Greek Yogurt ☐	☐ This mix of herbs adds flavour to pasta and pizza.

Name: _____ Mark ☐

Match the food to its description:

Swedish Meatballs ☐	☐ This food is round and often served with gravy.
Italian Seasoning ☐	☐ This thick yogurt is creamy and often eaten with honey.
Greek Yogurt ☐	☐ This mix of herbs adds flavour to pasta and pizza.

Name: _____ Mark ☐

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Swedish Meatballs ☐	☐ This food is round and often served with gravy.
Italian Seasoning ☐	☐ This thick yogurt is creamy and often eaten with honey.
Greek Yogurt ☐	☐ This mix of herbs adds flavour to pasta and pizza.

Name: _____ Mark ☐

Match the food to its description:

Swedish Meatballs ☐	☐ This food is round and often served with gravy.
Italian Seasoning ☐	☐ This thick yogurt is creamy and often eaten with honey.
Greek Yogurt ☐	☐ This mix of herbs adds flavour to pasta and pizza.

PREVIEW

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Name: _____ 53

Curriculum Connection
A1.2, A1.3, A3.4, A3.6

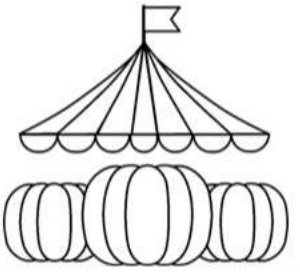
Fall Festivals

What is a Fall Festival?

Put a * above words you don't know

A **fall festival** is a celebration of the fall season. Many countries celebrate the fall season. In Canada, fall festivals celebrate the following:

- The harvesting of many crops – corn, apples, sweet potatoes, and pumpkins
- Pum – pumpkin spiced drinks and pumpkin carving
- The leaves
- es in a Wagon Pulled by a Tractor)
- Appl
- Start of sc hool ls)





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



True or False

Is the sta ue

1) Fall festivals celebrate the fall se	True	False
2) Hayrides and pumpkins are both popular at estiva	True	False
3) Pumpkins are harvested in fall.	rue	False
4) The end of school happens during the fall season	e	False
5) The changing colourful leaves are part of fall festivals.		lse

Word Search

Find the words in the word bank.

Q	E	F	E	S	T	I	V	A	L	C	E	F	G
T	I	Q	Q	B	N	S	C	C	G	U	X	A	W
H	A	Y	R	I	D	E	A	P	P	L	E	L	J
V	E	T	R	P	I	C	K	I	N	G	V	L	V
N	R	J	W	Q	L	E	A	V	E	S	M	T	X
G	P	U	M	P	K	I	N	O	R	A	N	G	E
P	R	T	A	Z	W	A	L	J	F	X	S	Y	U

Word Bank	
Fall	Festival
Pumpkin	Hayride
Apple	Picking
Leaves	Orange

PREVIEW

Name: _____ 58

Curriculum Connection
A1.2, A1.3, A3.4, A3.7

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 celebrating **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.

Colour 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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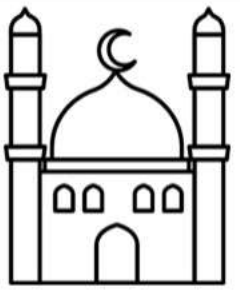
Curriculum Connection
A1.2, A1.3, A3.4, A3.7

Places of Worship Draw your own picture of the places of worship below.

Catholic Church



Muslim Mosque



Buddhist Temple



S gogue



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Curriculum Connection
A1.3, A3.4, A3.6

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





- **Rama** – Muslims will fast (eat very little) for o
- **East** – cele Christians on Good Friday and Easte and Mo
- **Passover** – cele in April for 8 days.
- **Hanukkah** – celebrate ish und Christmas time.
- **Christmas** – celebrated by Christi n-religious families.
- **Diwali** – celebrated by Hindus, Sik and Ja late October. It is known as the Festival ts.



Color 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 hristmas
	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
A1.3, A2.5, A3.4, A3.5

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
A1.1, A1.3, A3.4, A3.6

Religious Holidays: Diwali

When and Where Diwali is Celebrated

Diwali is one of the most important festivals for millions of people, especially in India, where it started more than 2,500 years ago. It is also celebrated in countries like Canada, England, and Australia. Diwali usually happens in October or Novembe[r] on the **Hindu lunar calendar**. It lasts for five days and begins on the da[rk] year.

The Story Be[hind]

Diwali celebrates [the] story [of] **Sita**. According to the Hindu epic called the **Ramayana**, Prince [Rama] [re]turned [home] after 14 years in the forest. The people of [Ayodhya] lit thousands of **diyas** (small oil lamps) to guide him back. This is why Diwali is also called the **Festival of Lights**. The lights represent the victory of good over evil and knowledge over ignorance.



How Families Celebrate Diwali

During Diwali, families follow special traditions. Here are some things they do:

- **Clean Their Homes:** Cleaning brings good luck.
- **Light Diyas:** These lamps are placed at doors and windows.
- **Make Rangoli:** Colourful patterns are drawn on the floor with rice or sand.
- **Offer Prayers:** Families pray to the goddess Lakshmi, who brings wealth and prosperity.

People also wear new clothes, share sweets, and enjoy fireworks to make Diwali a joyful celebration.

PREVIEW

Name: _____ 66

Curriculum Connection
A1.1, A1.3, A3.4, A3.6

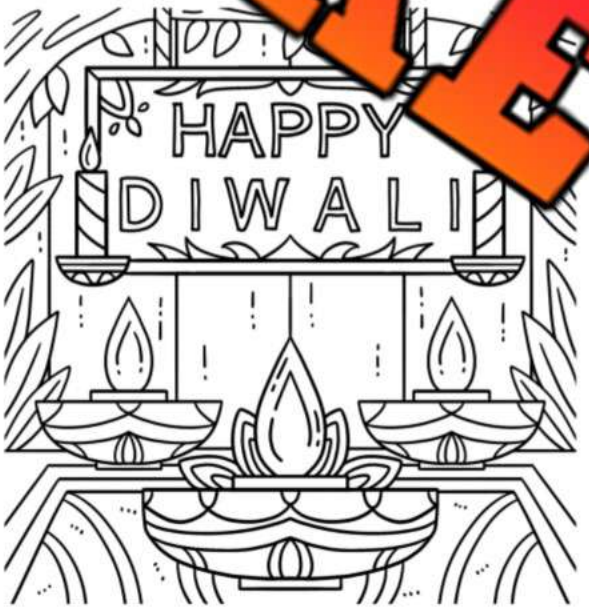
Multiple Choice

Circle the correct answer.

1) Where did Diwali start over 2,500 years ago?	Australia	India
2) Diwali is also known as the Festival of...	Lights	Colours
3) How many days does Diwali last?	Five	Ten
4) The Ramayana tells the story of...	Krishna & Radha	Rama & Sita
5) What d[illegible]aning homes before Diwali bring?	Bad luck	Good luck

Colou[illegible] / Write[illegible]

[illegible]ur[illegible]wali celebration picture below. Then, write about the story of Di[illegible]sentences. Why is it called the Festival of Lights?



PREVIEW

Who Am I?

Write the correct answers.

1) I am the Hindu epic that tells the story of Rama and Sita.	
2) I am the prince who returned home after 14 years in the forest.	
3) I am a small oil lamp lit during Diwali.	
4) I am the colourful patterns drawn on the floor with rice or sand.	

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Curriculum Connection
A1.1, A1.3, A3.4, A3.6

Religious Holidays: Christmas

What is Christmas?

Christmas is a special holiday celebrated every year on December 25th in Canada. It is a time for families and friends to spend time together, give gifts, and enjoy special traditions. Christmas also celebrates the birth of **Jesus Christ**, which is an important day for many people in Canada.

How Canadians Celebrate Christmas?

In Canada, Christmas is full of exciting activities and traditions. Families often decorate their homes with **lights, wreaths, and ornaments**. One of the most popular decorations is the **Christmas tree**, which is usually decorated with **lights, tinsel, and a star on top**.



Here are some common traditions in Canada:

- **Decorating the Tree**: Families set up and decorate the tree together.
- **Singing Carols**: People sing Christmas songs like "Jingle Bells" and "Silent Night."
- **Exchanging Gifts**: Families give presents to show love and kindness.
- **Eating Festive Meals**: Traditional dishes include **turkey, mashed potatoes, and desserts** like Christmas cookies.
- **Visiting Santa Claus**: Children visit Santa in malls or community events to share their Christmas wishes.

Christmas in Canada is a time for joy, family, and giving, and every family celebrates in its own unique way.

PREVIEW

Name: _____ 72

Curriculum Connection
A1.1, A1.3, A3.4, A3.6

True or False

Is the statement true or false?

1) Christmas is celebrated on December 25th in Canada.	True	False
2) People celebrate Christmas to honour the birth of Santa Claus.	True	False
3) Exchanging gifts during Christmas shows love and kindness.	True	False
4) Families sing songs like "Jingle Bells" during Christmas.	True	False
5) The Christmas tree is decorated with lights, tinsel, and a star.	True	False

Colour & Connect

the Christmas picture below. Then, write about how you lidays with your family.



PREVIEW

Christmas Wish

Write a short letter to Santa sharing your Ch mas wish.



Name: _____ 73

Curriculum Connection
A1.1, A1.3, A3.4, A3.6

Christmas Wish

Wish your classmate a Merry Christmas by decorating the card below!

Fold

Fold

FROM _____

TO _____

MERRY CHRISTMAS

Cut along the dashed line and fold in half.

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Curriculum Connection
A1.1, A1.3, A3.4, A3.6

Christmas Song: Jingle Bells

Song Sing along and have fun with this cheerful Christmas song!

Jingle Bells

Dashing through the snow

In a one-horse open sleigh

O'er the fields we go

Laughing all the way

Bells on bobtails ring

Making spirits bright

What fun it is to ride and sing

A sleighing song tonight

Chorus:

Jingle bells, jingle bells

Jingle all the way!

Oh, what fun it is to ride

In a one-horse open sleigh! Hey!

Jingle bells, jingle bells,

Jingle all the way!

Oh, what fun it is to ride

In a one-horse open sleigh!







PREVIEW

Curriculum Connection
A1.1, A1.3, A3.4, A3.6

Exit Cards

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

Name: _____ Mark

Circle all the items that are related to Christmas.



Name: _____ Mark

Circle all the items that are related to Christmas.



Name: _____ Mark

Circle all the items that are related to Christmas.



Name: _____ Mark

Circle all the items that are related to Christmas.



PREVIEW

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Name: _____ 81

Total
/

Unit Test – 1
Changing Family And Community Traditions

Mark
/

Multiple Choice Circle the correct answer:

1) A group of one or more parents and their children...		
A) Family	B) Community	C) Neighbourhood

2) A group of people who were born at around the same time...		
A) Relatives	B) Generation	C) Friends

3) _____ were the first people to live in a place.		
A) Settlers	B) Indigenous	C) Explorers

4) Moving to a new country is called...		
A) Vacation	B) Migration	C) Immigration

5) A day where we celebrate something important is a...		
A) Holiday	B) Meeting	C) Appointment

6) A family with grandparents, aunts, uncles, and cousins is called a...		
A) Household	B) Extended family	C) Immediate family

PREVIEW

Mark
/

True or False Is the statement true or false?

1) Families must have children to be called a family.	True	False
2) A generation usually lasts around 20 to 30 years.	True	False
3) People from different generations often have the same interests.	True	False
4) Indigenous people were the last group to settle in Canada.	True	False
5) A festival is a party that celebrates a country's culture.	True	False

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Immigrant Families

Using the word bank below, write which immigrant family is described. Use the clues to help you.

Mark /

Immigrant Families			
German	Scottish	Indo-Canadian	Chinese

This group is known for bagpipes, kilts, and lively Highland dancing traditions.	This group is known for their dumplings, sweet and sour chicken balls, and unique New Year.
This group is known for Oktoberfest, traditional [illegible] and live [illegible] music.	This group celebrates Diwali, the Festival of Lights, and practices Buddhism and Hinduism.

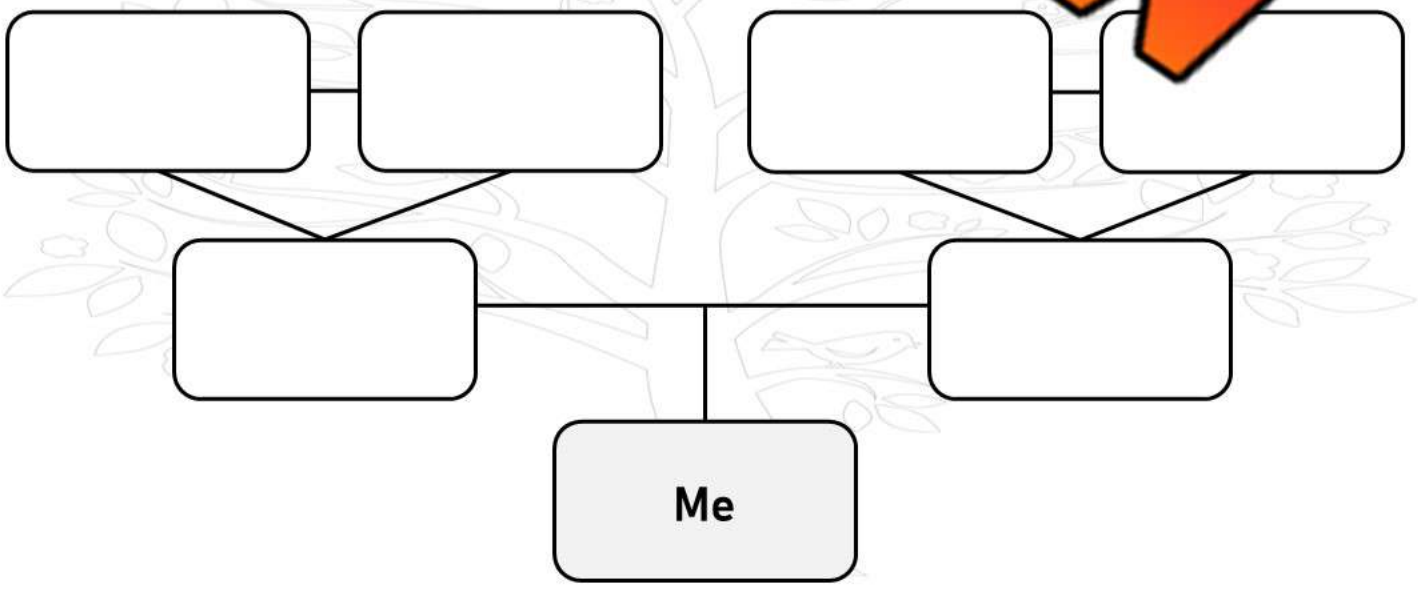
PREVIEW

Family Tree

Write the names from the Word Bank in the correct boxes on the tree to show your family members.

Mark /

Immigrant Families		
Mom	Grandma (Dad's Side)	Dad
Grandpa (Dad's Side)	Grandpa (Mom's Side)	Grandma (Mom's Side)



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Matching Match the holiday or festival to its description.

Mark /

Winterlude Festival ◯	◯ A celebration of the fall harvest and colourful leaves.
Hanukkah ◯	◯ A Muslim month of fasting and prayer.
Tulip F◯	◯ Celebrates spring with beautiful flowers in Ottawa.
Ramadan	◯ A Hindu festival of lights with fireworks and feasts.
Fall Festival ◯	◯ Celebrates winter with skating and ice sculptures.
Diwali ◯	◯ A celebration with candles gift

PREVIEW

Question Draw 2 foods from different cultures. W ame n food and the country or culture it comes fro

Mark /

Name:	*Name:*
Country:	*Country:*

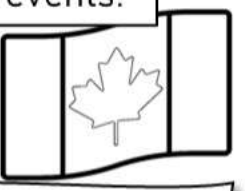
© Super Simple Sheets

Name: _____ 84

Curriculum Connection
A1.3, A2.2, A3.4

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:

Re…ance Day ●	● Keep our Earth clean
…y ●	● Celebrate Canada
Canada … ●	● Recognize and celebrate indigenous people of Canada
National Aboriginal Day ●	● …rate workers and give the … off
Earth Day ●	● …ate Q… Victoria
Labour Day ●	● Remembe… …ho 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

PREVIEW

Name: _____ 85

Curriculum Connection
A1.3, A2.2, A3.4

True or False

Is the statement true or false?

1) A poppy is worn on Labour Day.	True	False
2) Victoria Day celebrates the indigenous people of Canada.	True	False
3) On Thanksgiving, we talk about what we are thankful for.	True	False
4) Kwanzaa is about keeping our Earth clean and healthy.	True	False
5) Canada Day celebrates the people who fought for our freedom.	True	False

Emoji Gu

Guess the special day from the Emojis

Word Bank		
Canad	Thanksgiving	Remembrance Day
Family Day	Day	Labour Day

CA	

PREVIEW

Making Connections

Which special day is the most fun for your family, an do you celebrate it?

© Super Simple Sheets

Name: _____ 86

Curriculum Connection
A1.3, A2.2, A3.4, A3.5

Research What are the dates of the holidays/special days 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



Special Day	Date
Remembrance Day	
Earth Day	
C a Day	
ng	
r Da	
National Ab ay	
Victoria Day	
Family Day	
Halloween	
Kwanzaa	







PREVIEW

Order Put the 10 special days in order from first in the ca last:

Order	Religious Holiday
First	
Second	
Third	
Fourth	
Fifth	

Order	Religious Holiday
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

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Curriculum Connection
A1.3, A2.2, A3.4, A3.5

Exit Cards

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

Name: _____ Mark

Put the special days in calendar order from first to last. Number 1-6.

	Earth Day
	Kwanzaa
	Remembrance Day
	Canada Day
	Thanksgiving
	Halloween

Name: _____ Mark

Put the special days in calendar order from first to last. Number 1-6.

	Earth Day
	Kwanzaa
	Remembrance Day
	Canada Day
	Thanksgiving
	Halloween

Name: _____ Mark

Put the special days in calendar order from first to last. Number 1-6.

	Earth Day
	Kwanzaa
	Remembrance Day
	Canada Day
	Thanksgiving
	Halloween

Name: _____ Mark

Put the special days in calendar order from first to last. Number 1-6.

	Earth Day
	Kwanzaa
	Remembrance Day
	Canada Day
	Thanksgiving
	Halloween

PREVIEW

Name: _____ 88

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

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

Color 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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Name: _____ 89

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

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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Name: _____ 90

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Special Days - Remembrance Day

What is Remembrance Day?

Put a * above words you don't know

Remembrance Day is a day we stop and remember all the soldiers that fought for our country. Remembrance Day is on the 11th day of the 11th month – November 11th. At 11:00am, we pause and honour the soldiers who made Canada a peaceful and safe country.



November 11th was the day the **First World War** ended. Many Canadians died in that war and have fought in many wars afterwards.

The Poppy

Wearing a **poppy** is a way that we remember and support Canadian troops and war veterans. We wear a poppy as a tribute that goes back to the First World War. Many battles took place on fields where poppies grew. When we wear a poppy, we show others that we are thankful for the soldiers who kept us safe and who continue to keep us safe.

Colour a poppy each time you read the text



PREVIEW

Questions Answer the questions below.

1) Why is Remembrance Day a special day?

2) Does your school have any Remembrance Day traditions? Explain.

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Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Exit Cards

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

Name: _____ Mark

Draw a **poppy** and explain why we wear it on Remembrance Day.

Name: _____ Mark

Draw a **poppy** and explain why we wear it on Remembrance Day.

Name: _____ Mark

Draw a **poppy** and explain why we wear it on Remembrance Day.

Name: _____ Mark

Draw a **poppy** and explain why we wear it on Remembrance Day.

PREVIEW

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Name: _____ 92

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Poppy Craft: Honouring Remembrance Day

Objective What are we learning more about?

Students will create a poppy craft to understand the importance of the poppy as a symbol of remembrance and to honour Canadian soldiers and war veterans.

Materials What do we need for our activity?

- ✓ R[illegible]uction paper
- ✓ Scissors, gl[illegible]cils
- ✓ Markers or cr[illegible]
- ✓ A sample poppy ima[illegible]feren



Instructions How do we comple[illegible]activit

1) Explain to students that the poppy is a s[illegible] of r[illegible]ce in Canada to honour fallen soldiers.
2) Hand out red and black construction paper, safety [illegible]s, [illegible]ch student.
3) Show students how to cut a large poppy shape from the red co[illegible]tion paper.
4) Instruct students to cut out a smaller black circle from the black construction paper.
5) Help students glue the black circle onto the middle of the red poppy.
6) Ensure students have securely glued the parts together and allow time for drying.
7) Once the crafts are completed, create a display in the classroom or school common area to showcase the students' work as a tribute for Remembrance Day.

PREVIEW

Name: _____ 93

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

How To Guide — Making a poppy craft for Remembrance Day:

	Step	Description
1	**Gather Your Materials**	Take red and black construction paper, safety scissors, and glue.
2	**Cut the Poppy Shape**	Use the red paper to cut out a large poppy shape. It can have four rounded petals like a flower.
3	**Cut t entre**	Take the black paper and cut out a small circle. This will go in the middle of your poppy.
4		Glue the black circle onto the middle of the red poppy. Press ntly so it sticks.
5	t It Dr	th glue to dry so the poppy stays together.
6	Display Poppy	ow o oppy by adding it to a classroom display or aking

Example Craft — Po t – e Student



PREVIEW

Name: _____ 94

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Planning - Poppy Craft

Answer the questions below.

1) Materials: What materials do you need for your poppy craft?

Red Construction Paper	Black Construction Paper	Scissors	Glue
Other:			

2) Plan your craft: What steps will you follow?

- _____
- _____
- _____
- _____
- _____
- _____

PREVIEW

3) Purpose: Why is the poppy important?

_____

_____

_____

_____

4) Display Ideas: Where will you put your poppy?

❑ In the hallway display	❑ At your desk	

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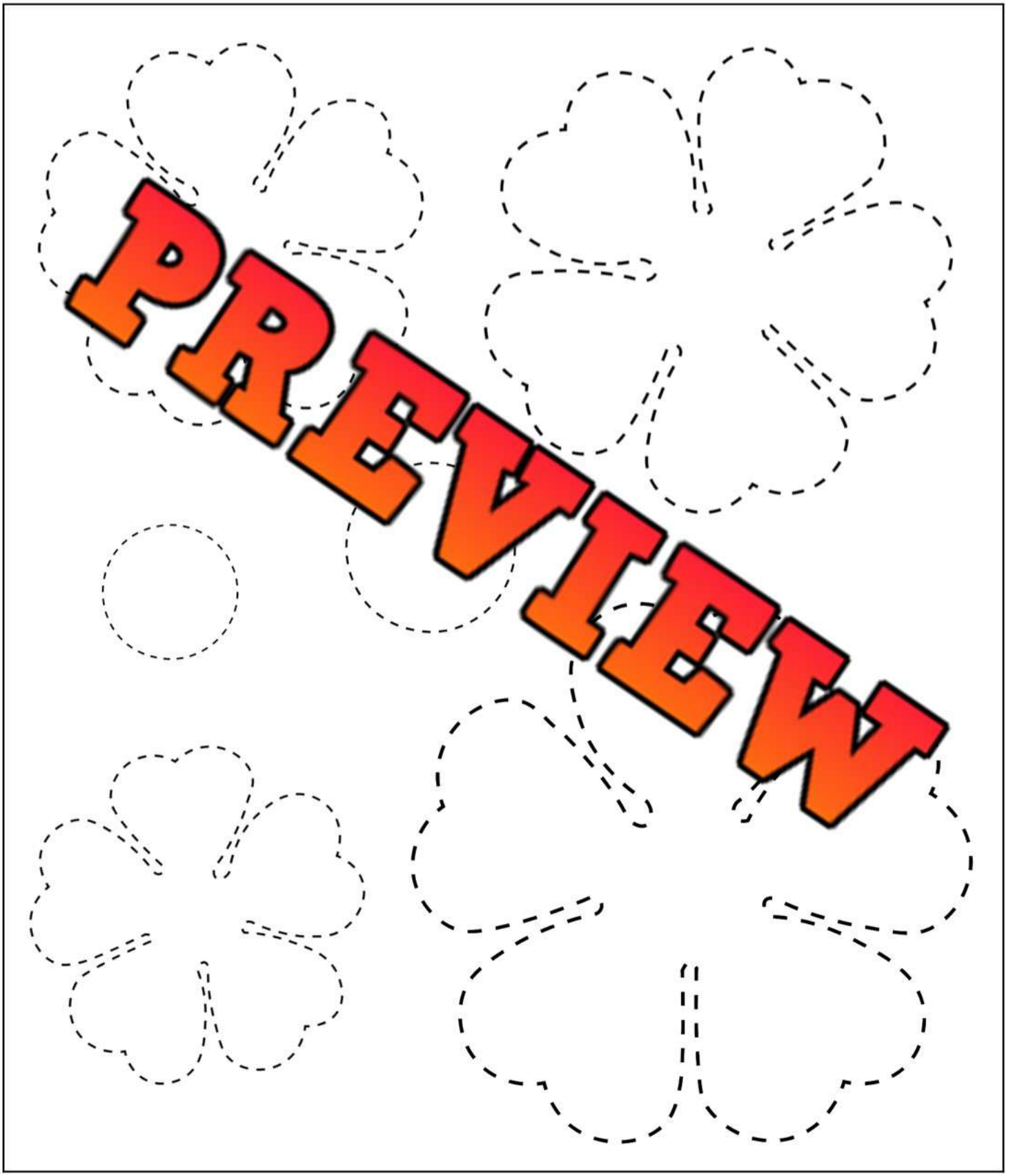
Name: _____ 95

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Practice Cutting And Assembling

Cut out these poppy petals and centre circles, then colour them to create your paper poppy flower for Remembrance Day.



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Name: _____ 96

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Peer Assessment

Assess your peer's poppy craft:

Your Name: _____ **Your Peer Name:** _____

Criteria	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Is the poppy neat and smooth?				
Is the bl… pla…				
A… colours bright a… accura…				
Is the cutting … and even?				
Does the craft look complete?				

PREVIEW

Two Stars And A Wish

Look carefully at the p…ppy craf… …ite t… …hings you liked (stars) and one thing to improve (wi…



_____

_____



_____

_____



_____

_____

Name: _____ 97

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Criteria Use the criteria below to complete the activity.

Criteria	Description
Neat Cutting	The poppy shapes were cut carefully and look neat and smooth.
Accurate Assembly	The black circle is glued in the correct spot on the red poppy shape.
Creative	The poppy shows effort, and students made it look their best.
R **y**	ppy is ready to honour soldiers and shows respect for rance Day.
Use of Materia	rials d properly, with minimal mess and no waste.

PREVIEW

Letter Write a letter t yet eir service. Use the space below to express your grati nd ughts.

Dear Veteran,

Sincerely,



Name: _____ 98

Curriculum Connection
A2.2, A2.6, A3.4, A3.6

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Cutting	Shapes are messy.	Shapes are uneven.	Shapes are neat.	Shapes are very neat.
Assembly	Pieces are misplaced.	Pieces are slightly off.	Pieces are mostly correct.	Pieces are perfect.
Effort	Little effort shown.	Some effort shown.	Good effort shown.	Excellent effort shown.
Neatness	Looks unfinished.	Looks slightly messy.	Looks neat.	Looks very neat.
Materials	Materials wasted.	Some materials wasted.	Materials used neatly.	Materials used very neatly.

PREVIEW

Teacher Comments

_____

_____

_____

Mark

Student Comments – What Could You Do Better?

_____

_____

_____

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Name: _____ 99

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Special Days - Earth Day

Put a * above words you don't know

What is Earth Day?

Earth Day is a special day celebrated every year on April 22nd. People all around the world, including Canada, come together to learn how to take care of our planet. Earth Day started in 1970 and has grown to include over 190 countries. This day is about help[illegible]e Earth by protecting nature, cleaning up trash, and planting trees.

What [illegible] Earth Day?



On Ear[illegible]ay, pe[illegible] together to make the Earth cleaner and h[illegible]ere a[illegible] activities they do:

- **Plant Trees:** Pe[illegible] pla[illegible]us fresh air and make the planet greener.
- **Clean Parks and Bea[illegible]** [illegible]ups [illegible]ter to keep nature clean and safe.
- **Recycle:** Families and scho[illegible]s so[illegible]nd cans to be reused.
- **Learn About Nature:** Students le[illegible]ow to protect animals and keep water clean.

Colour [illegible]th each time you read the text



PREVIEW

Questions	Answer the questions below.

1) Earth Day is celebrated every year on...	April [illegible]	[illegible]h 22nd
2) Earth Day started in...	1980	1970
3) How many countries celebrate Earth Day today?	Over 190	Over 90

4) Colour the Earth Day picture below. Then, list three activities people do on Earth Day to help the planet.



- _____
- _____
- _____

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Name: _____ 100

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Instruction Tick and colour the actions that help protect and care for the Earth. At the end, write one way you can help the Earth too!



PREVIEW

_____

_____

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Name: _____ 101

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Special Days - Canada Day

Put a * above words you don't know

What is Canada Day?

Canada Day is a special holiday celebrated every year on July 1st. It marks the day in 1867 when Canada became its own country through a big event called **Confederation**. On this day, the provinces of Ontario, Quebec, New Brunswick, and Nova Sco[illegible]d together to create Canada. Canada Day is a time for Can[illegible]rate their country's history and culture.



What D[illegible]eople [illegible]ada Day?

People across [illegible]a [illegible]elebr[illegible]any exciting ways. Here are some of them:

- **Fireworks:** Big, [illegible]t up the sky at night.
- **Parades:** Communities [illegible]rad[illegible]ats, music, and Canadian flags.
- **Singing O Canada:** Everyone sings [illegible]hem together during events.
- **Wearing Red and White:** People d[illegible]s in Canada's national colours to show pride.

[illegible]our th[illegible] **leaf** each time you read the text

PREVIEW

Questions Answer the questions below.

1) Canada Day is celebrated on which date?	July [illegible]	[illegible]y 1st
2) In what year did Canada become its own country?	1867	1876
3) What are Canada's national colours?	Red & White	Blue & Red

4) Circle the provinces that first joined together to create Canada:

Ontario	Alberta	Nova Scotia	Manitoba
Quebec	British Columbia	Saskatchewan	New Brunswick

5) Write two ways people celebrate Canada Day.

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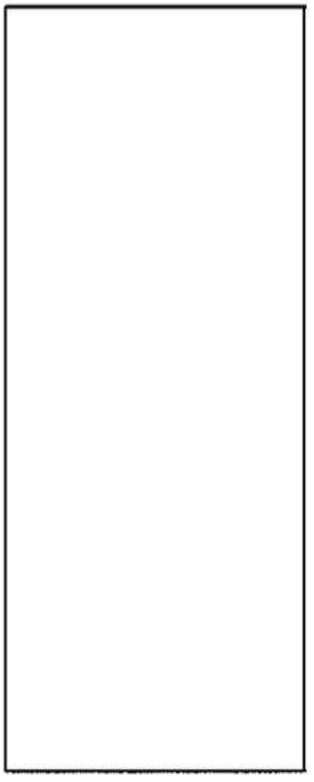
Name: _____ 102

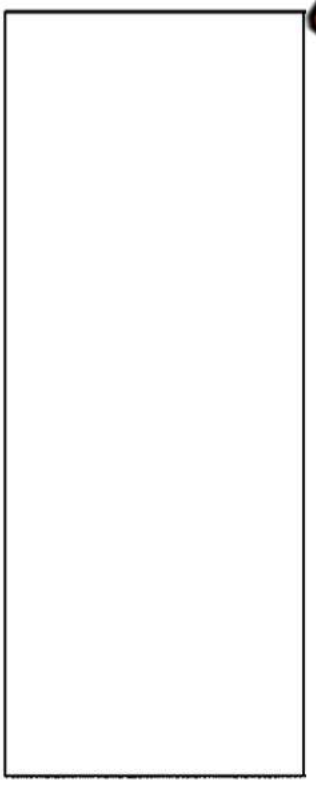
Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Colour Colour the sections of the Canada flag below and cut them out. Paste the pieces above to complete the flag.

PREVIEW











Cut and paste the pieces above to complete the flag.

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Name: _____ 104

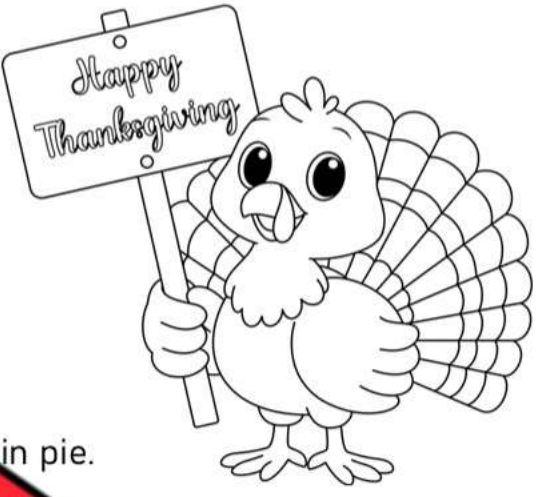
Curriculum Connection
A1.3, A2.2, A3.4, A3.6

Special Days - Thanksgiving

What is Thanksgiving?

Put a * above words you don't know

Thanksgiving is a special day in Canada celebrated every year on the second Monday of October. It is a time to give thanks for the harvest, family, and all the good things in life. This tradition began in 1578, when the explorer **Martin Frobisher** gave thanks aft[illegible]rriving safely in Canada. Thanksgiving became a[illegible] holiday in 1957.



What [illegible]ople D[illegible]ksgiving?

Thanksgiving i[illegible]end[illegible]ime with family and friends. Here[illegible]me c[illegible]itions:

- **Enjoying a Feast:** Pu[illegible]er to [illegible] meal with turkey, stuffing, mas[illegible]tato[illegible]pkin pie.
- **Saying Thanks:** Many families take[illegible]nt to [illegible]what they are thankful for.
- **Helping Others:** Many Canadians donate food[illegible] or volunteer at shelters to help those in ne[illegible]

Colou[illegible]each time you read the text



PREVIEW

Questions

Answer the questions below.

1) Thanksgiving became an official holiday in...	195[illegible]	1578
2) What pie is often served during Thanksgiving?	Apple pie	Pumpkin pie
3) What month is Canadian Thanksgiving celebrated?	October	November
4) How does your family celebrate Thanksgiving? Write and draw your answer.		

_____

_____

_____

_____

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Name: _____ 105

Curriculum Connection
A1.3, A2.2, A3.4, A3.6

I Am Thankful

This Thanksgiving, I am thankful for...

Write and draw two things you are thankful for this year.



Name: _____

Ye _____

PREVIEW

© Super Simple Sheets

Name: _____ 106

Curriculum Connection
A1.3, A2.1, A3.2, A3.4

Memory Game – Celebrations In Canada

Objective What are we learning about?

Students will learn about different religious and special celebrations in Canada by playing a memory-matching game. This activity will help them recognize important holidays and their mean

Materi ill we need for our activity?

- Set of Mem rds h group (provided)
- A small table or clear ar flo



Instructions How will we complet ctivity?

1. Divide the class into groups of 3 or 4. Give e our ry Game cards (provided).
2. Have each group lay all the cards face down in a grid o ble
3. The students take turns flipping over two cards at a time, trying 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: _____ 107

Curriculum Connection
A1.3, A2.1, A3.2, A3.4

Cards | Memory Game Cards



Canada Day

People celebrate Canada's birthday on July 1 with fireworks and parades.



Remembrance

On November 11, we wear poppies to remember soldiers who fought for our country.



Easter

A Christian holiday that celebrates the resurrection of Christ.



Diwali

A Festival of Lights where families light candles and share sweets.



Hanukkah

A Jewish holiday where families light a menorah for eight nights.

PREVIEW

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Name: _____ 108

Curriculum Connection
A1.3, A2.1, A3.2, A3.4

Cards | Memory Game Cards



Christmas

A Christian holiday that celebrates the birth of Jesus Christ.

Eid al-Fitr

A Muslim holiday that marks the end of Ramadan with feasts and prayers.



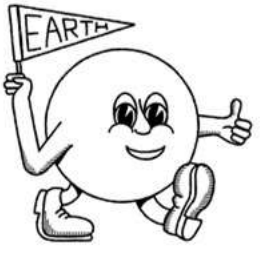
Passover

A Jewish holiday where families have a special meal together.



Kwanzaa

A celebration of African heritage where families light a Kinara with seven candles.



Earth Day

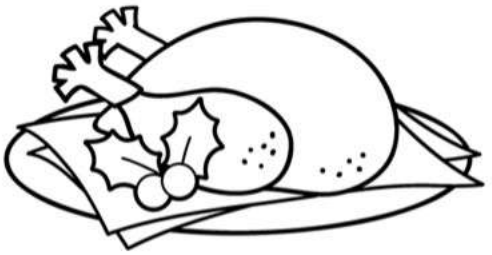
A day to take care of the Earth by planting trees and recycling.

PREVIEW

Name: _____ 109

Curriculum Connection
A1.3, A2.1, A3.2, A3.4

Cards | Memory Game Cards



Thanksgiving

A day to give thanks and enjoy a big meal with family.



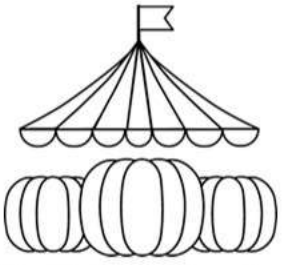
National Ab[illegible]

A day to celebrate Indigenous peoples and cultures in Canada.



__ LABOUR __ DAY

A da[illegible]thank workers with a ho[illegible]y o[illegible] first Monday of [illegible]ber.



Fall Festivals

Festivals that c[illegible]e[illegible]ne fall season with pump[illegible]ns and hayrides.



Canadian Tulip Festival

A festival in Ottawa where people enjoy beautiful tulips from the Netherlands.

PREVIEW

Name: _____ 111

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

Role-Play: Families And Their Celebrations

Objective

What are we learning about?

Students will learn about the diversity of families by acting out real-life scenarios related to different family types and celebrations, helping them understand how families celebrate t[illegible]itions and express their cultures.

PREVIEW

Materials

W[illegible] will we need for our activity?

- Scen[illegible]o card[illegible]ren situations) (provided)
- Props or cos[illegible]ption[illegible]
- Timer or stopwatch



Instructions

How will we com[illegible]plete[illegible]ity?

1. Divide the class into small groups of 3 to 4 st[illegible]s.
2. Provide each group with a scenario card that [illegible]n related to the topic being studied.
3. Give out roles to each student in the group, assigning them a ch[illegible] within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students emb[illegible]y their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

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Name: _____ 112

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

Criteria Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are the family member in the story. Think about what they would do, feel, and say.
Voice	Speak clearly and kindly when acting out your role. Use a voice that matches your character.
[illegible]	[illegible] what your character would do. Use movements that make [illegible] for your role.
Stay in Role	A[illegible]e yo[illegible]racter the whole time and stay focused. [illegible]embe[illegible] character would feel and act.
Teamwork	Work t[illegible] with[illegible]n, listening to each other and sharing ide[illegible]help[illegible] make the role-play better.

PREVIEW

Scenario Cards Cut out the topics belo[illegible]

	Scenario	Descri[illegible]
1	**A Newcomer Family's First Canada Day**	A mother, father, and their son are celebratin[illegible]da Day after moving to the country. The father places [illegible] Canadian flags on the table while the mother prepares a dish from their home country. The son watches a parade on TV, amazed by the marching bands and people dressed in red and white. Later, they walk to the park, where a fireworks show is about to start. As the sky lights up, the father puts his arm around his son and says, "Canada is our home now." The boy smiles, feeling proud and excited.

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Name: _____ 113

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

Scenario Cards | Cut out the topics below.

	Scenario	Description
2	**Muslim and Christian Holiday Dinner**	A boy, his Christian mother, and his Muslim uncle are preparing for a holiday dinner. The mother sets the table with a mix of dishes—turkey, hummus, and rice—while the uncle stirs a pot of soup from his home country. The boy helps by placing napkins and lighting a candle. The uncle explains how in his culture, big meals bring families together, just like [illegible] does for his mother. The boy excitedly places a star on the Ch[illegible]e while his uncle adds a decorative moon and star beside it. [illegible]wn a[illegible]y a meal that celebrates both their traditions.
3	**Diwali Lights Up the Home**	A mother [illegible]d thei[illegible]ter are celebrating Diwali. The mother carefully place[illegible]t cl[illegible]long the windowsill while the father brings out a plate of go[illegible]eets. T[illegible]ghter runs to the balcony, excited to see the fireworks start. T[illegible]ther [illegible]her a sparkler, and she watches in amazement as it glo[illegible]he ni[illegible]h[illegible]er reminds them of the story of Lord Rama and how Di[illegible]celebrati[illegible]ight over darkness. After enjoying sweets, they step [illegible]an[illegible]light up with bursts of colour.
4	**Christmas with a Multigenerational Family**	A girl, her father, and her grandfather are getting ready for Christmas Eve. The grandfather sits in his chair, carefully polishing an old ornament while telling a story about Christmas when he was young. The father places twinkling lights on the tree, while the girl carefully unwraps a tiny reindeer ornament her mother made as a child. She hangs it near the top, stepping back to admire it. They sip hot cocoa as the grandfather hums a Christmas carol, and the girl tries to sing along. Before bedtime, they set out cookies and milk for Santa, just like her father did when he was little.

PREVIEW

Name: _____ 114

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

Scenario Cards | Cut out the topics below.

	Scenario	Description
5	Celebrating Lunar New Year	A mother, father, and their two children are preparing for Lunar New Year. The father places red envelopes on the table, explaining that they bring good luck. The mother carefully lights an incense stick near a family photo to honour their ancestors. The older child folds red paper into lanterns, and the younger one tries but accidentally crumples their paper. The father helps them smooth it out and try again. They hang the lanterns around the room. When dinner is ready, they all sit down to eat dumplings, and then the younger child tries chopsticks for the first time and drops a dumpling. Their mother tells a story about the legend of the dragon, and they all listen carefully.
6	Eid al-Fitr Feast with Grandparents	A boy, his father, and his mother are preparing for Eid al-Fitr. The grandmother reminds them that before the meal, they must give food to neighbours in need. The boy helps his father pack baskets with dates, cookies, and fruit, carefully carrying the heavy basket. When they return, the grandmother places her hand on the boy's head and gives him a blessing. As the sun sets, they gather around the table, excited to break their fast. The father pours sweet juice into glasses, and the grandmother hands the boy a small gift. They smile as they eat together.
7	A Blended Family's First Hanukkah	A stepfather, his stepdaughter, and son are celebrating Hanukkah for the first time. The stepfather shows them how to light the menorah. The stepdaughter says the blessings, and the boy spins the dreidel. He cheers when he wins coins and shares them. The stepfather fries latkes, and the children set the table. They sit, dipping latkes in applesauce. The stepdaughter shares a past Hanukkah story, and they decide to play a board game after lighting the candles.

PREVIEW

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Name: _____ 115

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

My Role Draw a picture of what your character did during the role-play.



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Name: _____ 116

Curriculum Connection
A3.1, A3.2, A3.3, A3.4

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well with great creativity.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Acti[illegible]	D[illegible]how [illegible]ns.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay in Role	[illegible]pe[illegible] prete[illegible] quickly.	[illegible]ed so[illegible]	Pretended most of the time.	Pretended the whole time with focus.
Teamwork	Did not share or help others.	S[illegible]or [illegible]ped sometim[illegible]	[illegible]re[illegible]and [illegible]elpe[illegible]	Always shared and helped very well.

PREVIEW

Teacher Comments

[illegible]rk

Student Comments – What Could You Do Better?

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Name: _____ 117

Curriculum Connection
A1.1, A3.6, A3.7

Heritage

Heritage

Our **heritage** is a way of living that is passed down from generation to generation. Our heritage are things that we learn from our parents and grandparents. Your heritage is your unique family identity. It is made up of:



- **Your** – what you think is important
- **Y** **or** hat you celebrate and h you ce
- **Your cu** – langu speak, the food you eat, pastimes you have
- **Your artifacts** – ings are valued and passed down from one generation to anoth

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



PREVIEW

My Heritage

Answer the question

1) Which language(s) do you speak?	
2) What foods do you eat for breakfast?	
3) What foods do you eat for lunch?	
4) What foods do you eat for dinner?	

5) What values do you think are important? What did you learn from your family?

Respect	Responsibility	Caring	Honesty
Fun	Teamwork	Hard Work	Learning

6) What artifacts (things) have been passed down from one generation to another?

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Name: _____ 118

Curriculum Connection
A1.1, A2.6, A3.6, A3.7

Explain Tell your heritage story below.



Foods You Eat Regularly



Languages You Speak



Values You Believe In



Holidays You Celebrate



Clothes You Wear



Artifacts Your Family Has

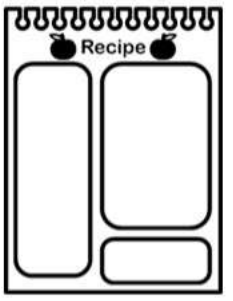
PREVIEW

Name: _____ 121

Curriculum Connection
A1.1, A3.6, A3.7

My Heritage - Recipes

A **recipe** explains how to make food. Recipes are often passed down from generation to generation. This is a great way to continue the traditions and culture of your fa





Recip Re cipe below.

Ingredients

- 5 cups of milk
- 455g of elbow macaroni
- 2 cups of shredded cheese



Preparation

1) In a large pot, bring the milk to a boil
2) Add the pasta noodles to the boiled milk
3) Cook for about 10 minutes, or [illegible] the pasta is soft
4) Tur[illegible] heat and add the [illegible]
5) [illegible] the [illegible]ese is melted

PREVIEW

Questions Answer the questions below.

1) How many ingredients are in the recipe?

2) What is a recipe?

3) Why are recipes a good way to pass down traditions and culture?

4) How long do you cook the pasta noodles for?

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Name: _____ 123

Curriculum Connection
A1.1, A3.6, A3.7

My Favourite Recipe

Write the recipe for your favourite food below.

Ingredients	Preparation - Instructions

PREVIEW

Draw and Write

Draw the food and write why you like it so mu

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Name: _____ 127

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Activity – Heritage Storybooks

Objective

What are we learning about?

To help students learn about and appreciate diverse cultural celebrations, including Indigenous ones, by creating their own simple storybooks.

Materials

What will we need for our activity?

- S… of pap… king storybooks
- Crayons, … co… d pencils
- Glue sticks
- Pre-printed sentenc… … for … to use to make their book.



Instructions

How will we complete our acti…

1) Discuss with students what a cultural celeb… ing ex… s like birthdays, holidays, or community events.
2) Hand out foldable sheets of paper to each student to creat… k.
3) Provide students with sentence starters to guide their writing a… family traditions.
4) Encourage students to write a short story about a family celebration, including what happens and why it is important.
5) Let students decorate their storybooks using crayons, markers, and other materials.
6) Help students attach drawings or photos related to their story into the book.
7) Once finished, invite students to share their storybooks with the class.

PREVIEW

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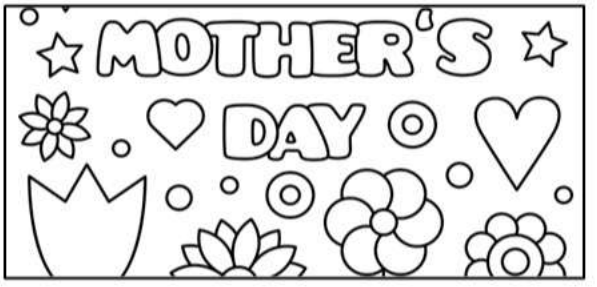
Name: _____ 128

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Example | Mother's Day in Our Home

Mother's Day in Our Home

Every year, my family gets ready for a special day called...
Mother's Day! It's a day to celebrate how amazing moms are.



This celebration is important to us because...
We show her how much we love her and make her



Before the big day, we prepare by...
Making cards, picking flowers, and planning a big surprise breakfast.

Jobs I help with...
Decorating the table and pouring orange juice for breakfast.



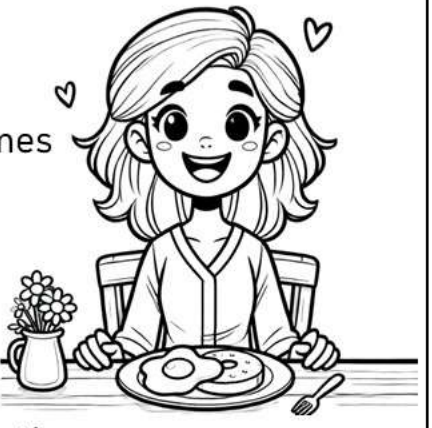
During our celebration, we...
Give Mom hugs, sing her favourite song, and give her homemade gifts.

We also eat lots of delicious food! My favourite dish is...
Pancakes with syrup and strawberries. Mom loves them too!



Our home is decorated with...
A big "Happy Mother's Day" sign, flowers in vases, and colourful balloons.

The people who join us are...
My dad, my sister, and sometimes my grandpa comes too.



This celebration is important because...
It's all about showing Mom how special she is to us.

Every year, I look forward to...
Seeing Mom's big smile when she sees her surprise breakfast!

PREVIEW

Name: _____ 129

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Criteria Use the criteria below to complete the activity:

Criteria	Description
Choose a Topic	You chose a meaningful celebration or event for your storybook.
Plan Your Story	You wrote down the key details and steps to make your story clear.
Cre… Illustr…	You added neat and colourful pictures to make your story interesting.
Wr… e Story	…wrote sentences that explain what happens and why it is …tant.
Share Your S…	…sha… …ur storybook and explained its meaning to your …assm…

Brainstorming Think ab… …sele… …/rite or draw about who will be in your story, w… …the … …and what happens during the special day. Keep it … …simp…

PREVIEW

Name: _____ 130

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Planning Answer the questions below.

1) Choose your celebration:	

2) Why did you choose this celebration?

_____

_____

_____

3) W[illegible]pe[illegible]your storybook?

4) What happens during [illegible]rati[illegible]

_____

_____

_____

5) What food or decorations will you include in your st[illegible]

6) What pictures will you draw in your storybook?

PREVIEW

Name: _____ 131

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Every year, my family gets ready for a special day called...

_____

_____.



This celebration is important to us because...

_____

_____

_____

_____

_____

_____.

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Name: _____ 132

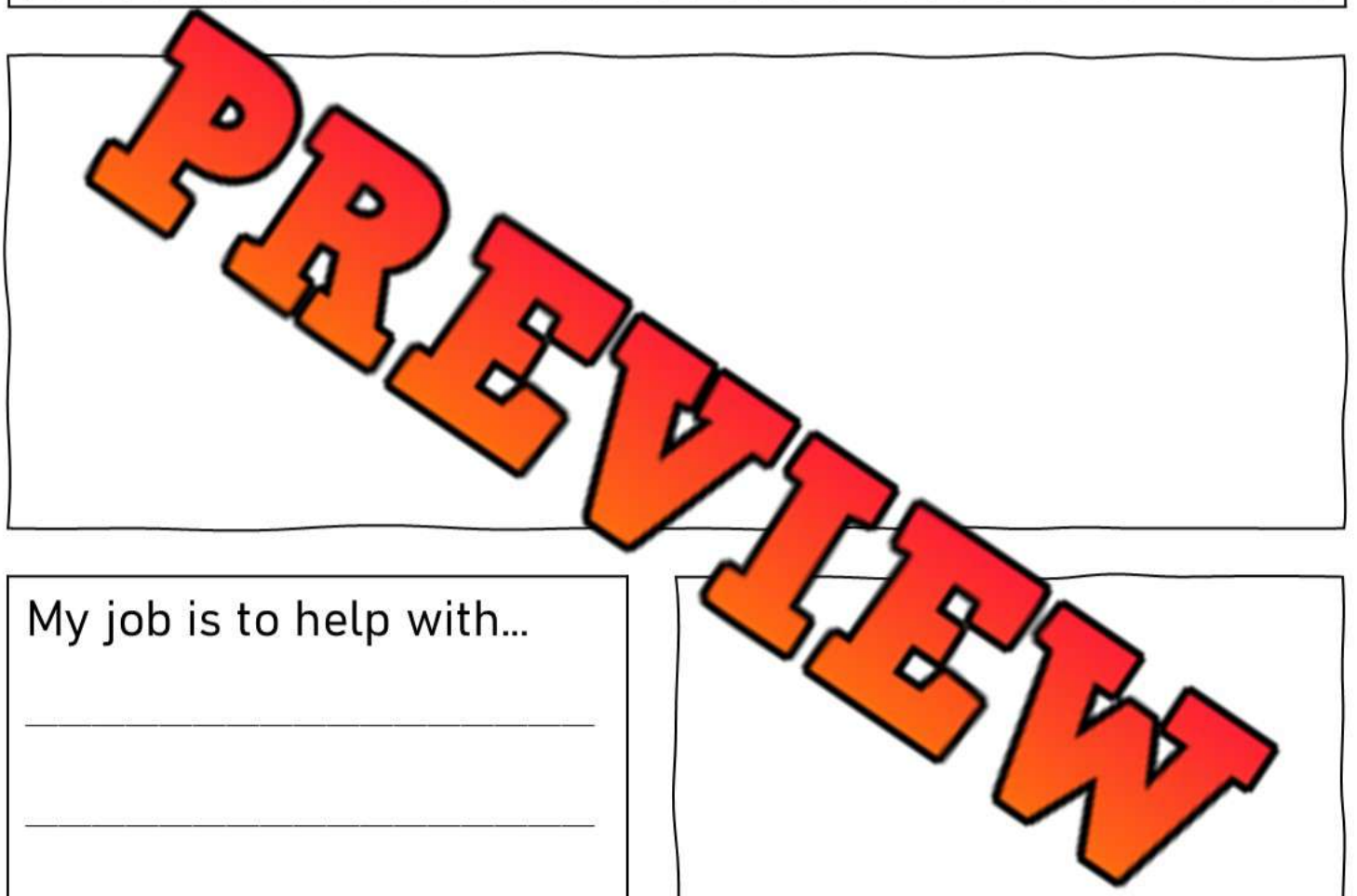
Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Before the big day, we prepare by...

_____

_____

_____.



My job is to help with...

_____

_____

_____

_____

_____

_____

_____.

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Name: _____ 133

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

During our celebration, we...

_____

_____

_____

_____

_____

_____



We also eat lots of delicio[illegible] favourite dish is...

_____

_____.

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Name: _____ 134

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Our home is decorated with...

_____

_____.



The people who join us at

_____

_____

_____.

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Name: _____ 135

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

This celebration is important because...

_____

_____

_____

_____

_____

_____



Every year, I look forward

_____

_____.

© Super Simple Sheets

Name: _____ 136

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Class Gallery Walk

Walk around the classroom to look at everyone's work. Draw one thing you liked about someone else's storybook. Write two things you learned.

1

2

3

PREVIEW

I Am Proud Because...

Write a sentence about what you[illegible]ost p[illegible]n your storybook and the message it shares with othe[illegible]

Next Time I Will Improve By...

Write a sentence about what you would do better next time to make your work even more creative or meaningful.

Name: _____ 137

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Rubric How did you do on the activity?

Criteria	★ (Needs Improvement)	★★ (Good Job)	★★★ (Amazing Work)
Choose a Topic	Topic is unclear.	Topic is chosen but needs work.	Topic is clear and fits well.
Plan Yo Stor	Missing many details.	Most details are planned.	Plan is complete and clear.
Illustrations	are messy or	Drawings are neat but need detail.	Drawings are neat and detailed.
Write the Story		Writing is clear but needs more.	Writing is clear and complete.
Share Your Story	Story is not share clearly.	Stor ared wit ne c	Story is shared clearly and fully.

PREVIEW

Teacher Comments	Total Stars

Student Comments – What Could You Do Better?

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Name: _____ 138

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

Heritage – Language

Languages in Canada

In Canada, most people speak the **English** language. The second most popular language is **French**. But did you know, there are over 6,000 different languages spoken in the world now?

Whe ur ancestors moved to Canada, they may have spoken a e language than English. Many immigrants had t glis nch in order to talk to other Canadians.

Many imm lies ill speak their **native language** at home, and E hen th the community. Common native languages spo da



Mandarin	Canton		Italian	Spanish

Words in Italian – Yes = Si **Thank y** azie e = Per favore

Words in Spanish – **Hello** = Hola **Goodbye** = s

t in the **bubble** each time read the text

PREVIEW

Questions Answer the questions below.

1) Does your family speak any other languages at home? If so,

2) Does anyone in your extended family speak a different language? Maybe your grandparents or great grandparents? If so, which language?

3) Which language would you want to learn besides English? Explain why and how you might learn it.

_____

_____

Name: _____ 139

Curriculum Connection
A1.1, A2.2, A3.6, A3.7

My Family Heritage



My Family Heritage

What special things does your family do together?
- Draw a picture in at least three boxes.
- Write your tradition on the line under each box.

Food
(Example: What does your family like to eat together?)

_____

Clothing
(Example: Does your family wear special clothes for celebrations?)

_____

Holidays
(Example: What holidays does your family celebrate?)

_____

Activities
(Example: What fun things does your family do? Games? Songs?)

_____

PREVIEW

Name: _____ 147

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Bringing Back Indigenous Traditions

A Culture Taken Away

A long time ago, **First Nations, Métis, and Inuit** people lived freely, following their **traditions, stories, and celebrations**. They had their own **songs, dances, and languages** that were passed down from parents to children. But then, things changed. The government made new rules that forced Indigenous people to stop practicing their traditions.



PREVIEW



Children were taken from their families and placed in **residential schools** where they were not allowed to speak their own **languages** or learn about their **culture**. People were no longer wear their **traditional clothing** or take part in **sacred ceremonies**. Many traditions were lost because they had to be **practiced in secret**.

Bringing Traditions Back

Now, Indigenous people are **reclaiming** their culture. Elders are teaching young people how to sing traditional songs, cook traditional foods, and speak their own languages again. Communities are coming together to celebrate in ways that were once forbidden.



By sharing their **stories and customs**, Indigenous people are keeping their **history alive** and making sure it is never lost again.

Name: _____ 148

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

True or False

Is the statement true or false?

1) Indigenous traditions were never stopped by the government.	True	False
2) Residential schools helped children keep their traditions alive.	True	False
3) All Indigenous people forgot their traditions after colonization.	True	False
4) Indigenous people are sharing their customs with others today.	True	False
5) Singing [illegible]gs is one way to keep traditions alive.	True	False

Questi[illegible]

[illegible]ned to children in residential schools?

PREVIEW

Sequencing

Put these steps in the correct order by numbe[illegible]1 to 5:

	a) The government made rules to stop people from practicing traditions.
	b) Today, communities come together to celebrate traditions with joy.
	c) A long time ago, Indigenous people freely celebrated their traditions.
	d) Elders began teaching children traditions, songs, and dances again.
	e) Children were taken to residential schools and lost their culture.

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Curriculum Connection
A1.3, A1.4, A3.6, A3.7

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) Were children allowed to speak their languages in residential schools?	Yes / No
2) Did the government make rules to stop Indigenous traditions before?	Yes / No
3) Can songs and dances help keep Indigenous culture alive?	Yes / No
4) Are Indigenous communities celebrating their traditions together now?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Were children allowed to speak their languages in residential schools?	Yes / No
2) Did the government make rules to stop Indigenous traditions before?	Yes / No
3) Can songs and dances help keep Indigenous culture alive?	Yes / No
4) Are Indigenous communities celebrating their traditions together now?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Were children allowed to speak their languages in residential schools?	Yes / No
2) Did the government make rules to stop Indigenous traditions before?	Yes / No
3) Can songs and dances help keep Indigenous culture alive?	Yes / No
4) Are Indigenous communities celebrating their traditions together now?	Yes / No

Name: _____ | Mark

Circle yes or no for each question.

1) Were children allowed to speak their languages in residential schools?	Yes / No
2) Did the government make rules to stop Indigenous traditions before?	Yes / No
3) Can songs and dances help keep Indigenous culture alive?	Yes / No
4) Are Indigenous communities celebrating their traditions together now?	Yes / No

PREVIEW

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Name: _____ 150

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Story: Traditional Foods Of The Land

Illustrate Illustrate the story by drawing pictures.

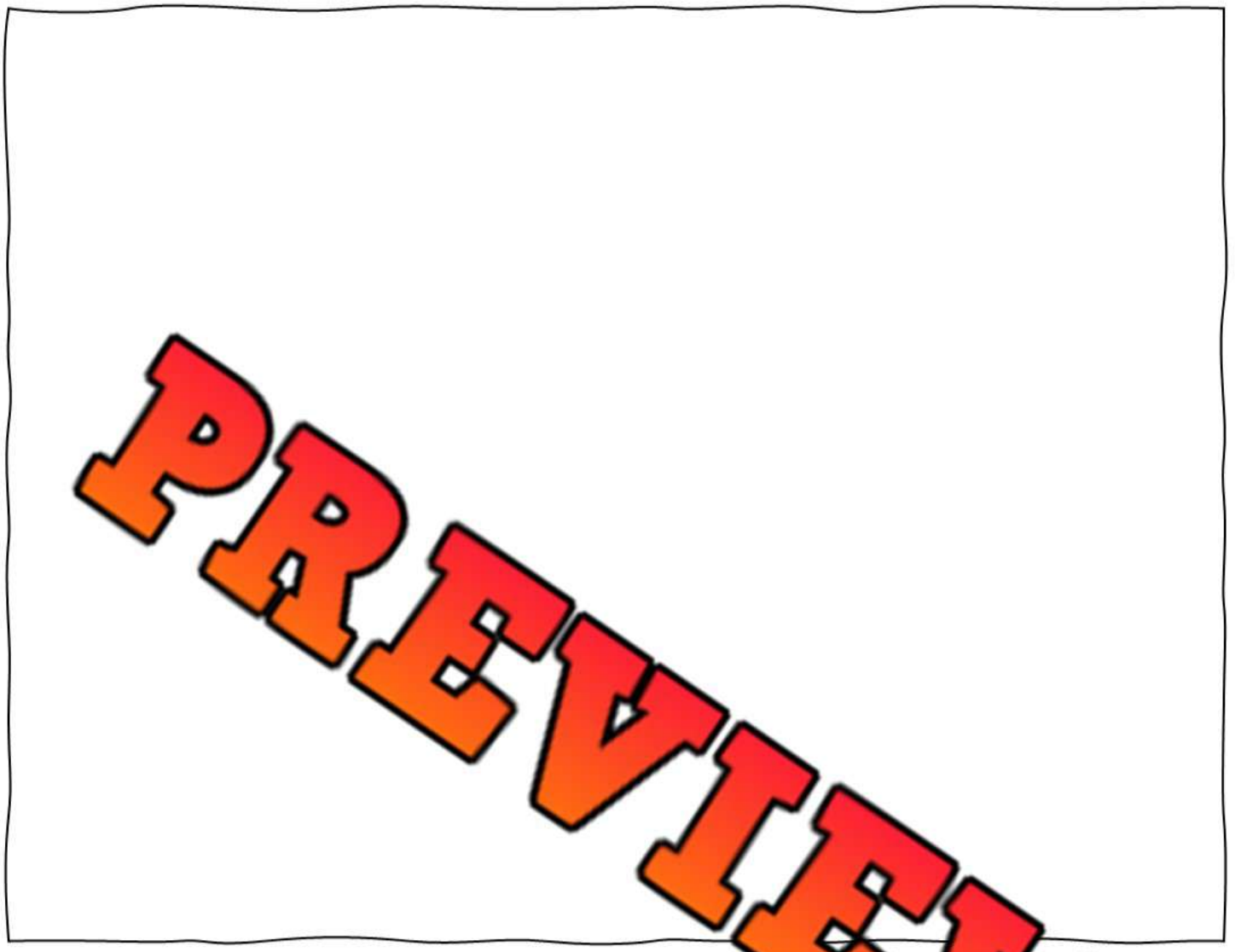
One chilly morning, Emily, Sam, and Oliver were exploring their grandmother's attic. "What's this?" asked Oliver, pulling out an old, dusty cookbo itle read, *Recipes from the Land: First Nations, Métis, and Inui*

"Let's ily imed. They quickly flipped through the pages. Each reci d a

PREVIEW

Name: _____ 151

Curriculum Connection
A1.3, A1.4, A3.6, A3.7



The first story talked about the First Nations people. Three Sisters: corn, beans, and squash," Emily read aloud. "The ants were very special because they helped each other grow. Corn provided support for beans to climb, and squash kept the soil moist.""

They made a soup from these plants that kept them strong and healthy," Emily continued. "Corn gave energy for their work, beans gave protein to build muscles, and squash was sweet and full of vitamins. Families would sit together and enjoy this soup during meals."

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Name: _____ 152

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Sam found another page and his eyes widened. "The Métis hunted bison," he read. "Bison were very important because they could feed dozens of people. Every part of the bison was used—they made warm coats from the hides and tools from the bones."

"They also turned the meat into stew or dried it into pemmican," Sam added. "Pemmican was packed with nutrients and could last for months. It was [illegible] journeys when fresh food wasn't available."

PREVIEW

Name: _____ 153

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

"Look at this!" Oliver said, pointing to a drawing of an igloo. "The Inuit lived in icy places where farming wasn't possible. They were expert fishers and hunters. They caught seals and other animals for food."

"They also ate something called muktuk—whale skin and blubber," Oliver continued. "Muktuk gave them energy and kept them warm in the freezing It was an important food that helped them survive the harsh wint

PREVIEW

As they thought about the food, Grandma walked in. "These meals have stories," she said. The kids smiled. "Let's make one!" Emily said.

Name: _____ 154

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Case Study: Indigenous Fire-Keeping Knowledge

Indigenous Fire-Keeping Knowledge in Jasper National Park

In Ontario's **boreal forests**, **Indigenous fire-keepers** use special knowledge passed down from their Elders to care for the forest. These fire[illegible]ers, with guidance from wise Elders, [illegible]art small, controlled fires, ca[illegible]d **cont[illegible]ns**. Controlled burns are helpful beca[illegible]y kee[illegible] healthy.



How Controlled Burns Wor[illegible]

Controlled burns are fires set on pu[illegible]to prot[illegible]rest. They burn only a small part of the forest, not everything. The[illegible]s can

- Clear away old, dead plants, making space for [illegible]th.
- Help grow plants like berries and grass that animals need t[illegible]
- Stop big **wildfires** by safely burning small sections of land.

Sharing Knowledge

Today, fire-keepers are working with Ontario park managers and conservation groups to use their fire-keeping knowledge for safety. Together, they protect the forest and follow traditions taught by their ancestors. This teamwork helps keep Ontario's forests healthy for all.

PREVIEW

Name: _____

155

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Question What do Indigenous fire-keepers learn from their Elders?

_____

_____

_____

Choose [illegible] check mark beside the correct answer(s) for each question.

1) W[illegible] fire-ke[illegible]rt controlled burns? ❑ To help n[illegible] grow ❑ To keep their t[illegible]on[illegible] ❑ To clear all trees in t[illegible]	2) What do controlled burns help prevent? ❑ Huge wildfires ❑ New animals coming to the forest ❑ [illegible]ead plants taking over
3) What do fire-keepers burn? ❑ The whole forest ❑ Small, safe areas ❑ Only dead trees	[illegible]s a controlled burn help anima[illegible] ❑ [illegible]kes [illegible]or plants they eat ❑ [illegible]ove[illegible] areas ❑ It cle[illegible] dea[illegible]ts

Before and After Draw a forest with old plants and dead grass on o[illegible]lthy, green forest with new growth on the other side after a c[illegible]ed burn.

Before	**After**

PREVIEW

Name: _____ 161

Curriculum Connection
A1.3, A1.4, A3.6, A3.7

Lessons from Indigenous Stories

In the heart of the forest, where the trees whispered ancient secrets, lived a wise Indigenous storyteller, Grandfather Grey Wolf. Every evening, the children of the village gathered around him, their eyes sparkling with excitement.



"Sto[illegible] not just tales," Grandfather Grey Wolf would [illegible] gentle as the evening breeze [illegible]ey ar[illegible] beat of our history, the echo of o[illegible]s."

PREVIEW

[illegible]r's Strength

A long time ago, in a cold [illegible]nim[illegible]etting ready for winter. The Great Bear was big and strong. He wa[illegible]ched [illegible]nim[illegible]urried to gather food. One day, dark clouds filled the sky. A big s[illegible]m was [illegible]ng.

The foxes and rabbits ran to their hom[illegible]t a s[illegible]o[illegible]amed Sparrow had no place to go. She sat under a tree, shivering [illegible]ld. Th[illegible]t Bear saw her. “Come with me,” he said kindly. Sparrow climbed o[illegible]s b[illegible]

The wind howled as they walked through the deep snow. [illegible]ached the Great Bear’s cave. Inside, it was warm. The Great Bear shared his food with Sparrow.



“We must help each other,” he said. Sparrow felt safe and thankful. When the storm ended, Sparrow told all the animals how the Great Bear had helped her. From that day, the animals worked together, just like the Great Bear had taught them.

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Curriculum Connection
A1.3, A1.4, A3.6, A3.7

True or False

Is the statement true or false?

1) The Great Bear helped animals survive the winter storm.	True	False
2) Sparrow had her own safe home during the storm.	True	False
3) The Great Bear taught animals to work together.	True	False
4) The Great Bear only cared about himself.	True	False
5) Stories [illegible] lessons about kindness and strength.	True	False

Visua[illegible]

Dr[illegible]t you were picturing while you were reading. Explain it.

PREVIEW

Question

Why are stories important in Indigenous culture? W[illegible]d the Great Bear teach the animals?

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Curriculum Connection
A1.4, A3.2, A3.7

Trivia: Reclaiming Indigenous Culture

Objective

What are we learning about?

To help students learn about Indigenous cultures and understand the importance of preserving and reclaiming cultural traditions.

Materials

What will we need for our activity?

- [illegible]kers for each student
- A set of t[illegible]s a[illegible]nswers - provided
- A large displa[illegible] or [illegible] the questions
- Bells or buzzers (optiona[illegible] sig[illegible]



Instructions

How will we complete our acti[illegible]

1) Print off the trivia questions.
2) Students will sit facing the display area where ques[illegible]s wi[illegible]
3) The teacher will read out each question and display it for th[illegible] st[illegible]
4) Students will write their answers (A, B, or C) on their whiteboards.
5) After a brief pause, students will hold up their whiteboards with their answers.
6) The teacher will reveal the correct answer and provide a brief explanation or story related to the question.
7) This process will be repeated for all 20 questions.
8) Throughout the game, the teacher can encourage discussion and share additional information.

PREVIEW

Name: _____ 169

Curriculum Connection
A1.4, A3.2, A3.7

Indigenous Cultures Trivia - 1

Read the questions below to the class.

Question	Option A	Option B	Option C
1) What is a traditional Indigenous dwelling?	Camper Van	Tipi	Castle
2) What do Indigenous people often use to tell stories?	Movies	Books	Songs
3) What is a popular traditional Indigenous game?	Lacrosse	Soccer	Basketball
4) Which animal is important in Indigenous stories?	Bear	Elephant	Lion
5) What do Indigenous people use to make canoes?	Plastic	Wood	Metal
6) What is a traditional Indigenous dance?	Tango	Ballet	Powwow
7) Which natural element is often respected in Indigenous cultures?	Sand	Chocolate	Water
8) Which instrument is commonly used in Indigenous music?	Guitar	Drum	Piano
9) What is a common material used in Indigenous crafts?	Beads	Plastic	Paper
10) What is a traditional clothing item in many Indigenous cultures?	Moccasins	Sneakers	High Heels

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Curriculum Connection
A1.4, A3.2, A3.7

Indigenous Cultures Trivia - 2

Read the questions below to the class.

Question	Option A	Option B	Option C
11) What do Indigenous people often use to fish?	Net	Spear	Fishing Rod
12) Which is a traditional Indigenou[illegible]od?	Sushi	Pizza	Bannock
13) W[illegible] Indig[illegible] cerem[illegible]leanse a space?	Lavender	Roses	Sage
14) What is a comm[illegible]her Indigenous art?	[illegible]ure	Cars	Space
15) How do many Indigenous stories get passed down?	[illegible]omic Books	[illegible]hrough Text [illegible]sages	Orally
16) What do Indigenous people use to travel over snow?	Skateboa[illegible]	[illegible]wshoe[illegible]	Bicycle
17) What is a common practice in Indigenous storytelling?	Using Animal Characters	Using Ro[illegible]	[illegible]rheroes
18) What is a totem pole?	A Carved Wooden Pole	A Metal Sculpture	A Plastic Toy
19) What does the circle symbolize in many Indigenous cultures?	Squareness	Life And Continuity	Speed
20) What is a traditional Indigenous way to stay warm?	Fur Clothing	Sandals	Electric Heaters

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A1.4, A3.2, A3.7

Quiz Check-In	This quiz will assess students' understanding of the trivia questions discussed during the activity.

Name: _____

Mark

Is the statement true or false?

1) Tipis are traditional homes for Indigenous people.	True	False
2) Lions are important in many Indigenous stories.	True	False
3) Bannocks are traditional Indigenous dances.	True	False
4) Totem poles are carved wooden poles.	True	False
5) Drums are often used in Indigenous music.	True	False

Name: _____

Mark

Is the statement true or false?

1) Tipis are traditional homes for Indigenous people.	True	False
2) Lions are important in many Indigenous stories.	True	False
3) Bannocks are traditional Indigenous dances.	True	False
4) Totem poles are carved wooden poles.	True	False
5) Drums are often used in Indigenous music.	True	False

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Name: _____ 172

Total
/

Unit Test – 2

Changing Family And Community Traditions

Mark
/

Multiple Choice Circle the correct answer:

1) We wear a _____ to remember and support Canadian troops and war veterans.		
A) Maple Leaf	B) Tulip	C) Poppy

2) The col[illegible]he middle candle in a Kwanzaa kinara is...		
A) Bla[illegible]	B) Green	C) Red

3) Canada Day [illegible]d i[illegible]ich month?		
A) June	[illegible]	C) April

4) What pie is often serve[illegible] Thar[illegible]		
A) Apple Pie	B) Pump[illegible]	C) Cherry Pie

5) A way of living that is passed down from g[illegible]tion t[illegible]tion is...		
A) Heritage	B) Style	Fash[illegible]

6) Instructions for making food step by step are called...		
A) Directions	B) Guide	C) Re[illegible]pe

PREVIEW

Mark
/

Yes or No Circle the correct answer.

1) Is the second most popular language in Canada French?	Yes	No
2) In Indigenous beadwork, do blue beads mean the sky?	Yes	No
3) Is Earth Day celebrated only in Canada?	Yes	No
4) Are Indigenous people reclaiming their culture now?	Yes	No
5) Were wooden shoes artifacts brought from Scotland?	Yes	No

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Matching Match the special day to its meaning.

Mark /

National Indigenous Peoples Day ◯	◯ A day to give thanks and share a meal with family.
Remembrance Day ◯	◯ A day to celebrate Indigenous people and their traditions.
giving ◯	◯ A celebration of African culture and its special values.
La ◯	◯ A day to remember and learn about residential schools.
Kwanzaa ◯	◯ A day to celebrate workers and their hard work.
National Day for Truth and Reconciliation ◯	◯ onour soldiers who ght f ada.

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Question What is a **controlled burn**? How does it he rth

Mark /

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