## Year-at-a-Glance

### Many Voices

#### Combined Grades 4 and 5 Correlation

**Theme/Unit:** Geography Influences Communities (LPP, ER, GC, CC)

1. What can be learned from studying the physical geography of a community?
2. How does the physical geography of a community directly shape the quality of life of the people who live in that particular community?
3. How does the physical geography affect how people in a community live?

<table>
<thead>
<tr>
<th>Many Voices Components</th>
<th>Grade 4 Specific Outcomes</th>
<th>Grade 5 Specific Learner Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 1: Explore the Land</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does Alberta look like? (ST)</td>
<td><strong>Values and Attitudes:</strong></td>
<td><strong>Values and Attitudes</strong></td>
</tr>
<tr>
<td>What is the story of the land? (ST)</td>
<td>4.1.1 value Alberta’s physical geography and natural resources:</td>
<td>5.1.1 value Canada’s physical geography and natural environment:</td>
</tr>
<tr>
<td>What are the natural regions? (ST)</td>
<td>▪ Appreciate the diversity of elements pertaining to</td>
<td>▪ appreciate the variety and abundance of natural</td>
</tr>
<tr>
<td>How does climate affect quality of life? (ST)</td>
<td>geography, climate, geology and palaeontology in</td>
<td>resources in Canada (ER, LPP)</td>
</tr>
<tr>
<td>Natural Resources (PC)</td>
<td>Alberta (LPP)</td>
<td>▪ appreciate the diversity of geographic phenomena in</td>
</tr>
<tr>
<td>Looking at the Land (CD-ROM)</td>
<td>▪ Appreciate the environmental significance of national</td>
<td>Canada (LPP)</td>
</tr>
<tr>
<td>“Alberta” (CD 1:1)</td>
<td>and provincial parks and protected areas in Alberta</td>
<td>▪ appreciate the environmental significance of national</td>
</tr>
<tr>
<td>“Prairie Sky” (CD 1:5)</td>
<td>ER, LPP)</td>
<td>parks and protected areas in Canada (ER, LPP)</td>
</tr>
<tr>
<td>“Under the Berry Moon” (CD 1:9)</td>
<td>▪ Appreciate how Alberta’s fossil heritage contributes</td>
<td>▪ appreciate how the land sustains communities and</td>
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<td>to the province’s unique character (LPP)</td>
<td>the diverse ways that people have of living with the</td>
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<td>▪ Appreciate the variety and abundance of natural</td>
<td>land (GC, LPP)</td>
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<td>resources in Alberta (ER, LPP)</td>
<td>▪ appreciate the influence of the natural environment</td>
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<td>on the growth and development of Canada (LPP)</td>
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<td>▪ demonstrate care and concern for the environment</td>
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<td>through their choices and actions (GC, LPP)</td>
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<tr>
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<td></td>
<td>▪ appreciate the geographic vastness of Canada (LPP)</td>
</tr>
<tr>
<td><strong>Chapter 2: Alberta’s Fossil Heritage</strong></td>
<td></td>
<td><strong>5.2.1 appreciate the complexity of identity in the</strong></td>
</tr>
<tr>
<td>What Do Fossils Tell About Alberta? (ST)</td>
<td></td>
<td><strong>Canadian context:</strong></td>
</tr>
<tr>
<td>Why Do We Find Fossils in Alberta? (ST)</td>
<td></td>
<td>▪ recognize how an understanding of Canadian history</td>
</tr>
<tr>
<td>Where Are Fossils Found in Alberta? (ST)</td>
<td>4.2.1 appreciate how an understanding of Alberta’s</td>
<td>and the stories of its peoples contributes to their</td>
</tr>
<tr>
<td>How Did Alberta Become Known for Fossils? (ST)</td>
<td>history, people and stories contributes to their</td>
<td>sense of identity (I, TCC)</td>
</tr>
<tr>
<td>What are Fossil Fuels? (ST)</td>
<td>sense of belonging and identity:</td>
<td>▪ acknowledge oral traditions, narratives and stories</td>
</tr>
<tr>
<td>Coal: Mining a Fossil Fuel (CD-ROM)</td>
<td>▪ Recognize oral traditions, narratives, and stories as</td>
<td>as valid sources of knowledge about the land and</td>
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<td>valid sources of knowledge about the land, culture,</td>
<td>diverse Aboriginal cultures and history (CC, I, TCC)</td>
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<td></td>
<td>and history (CC, TCC)</td>
<td>▪ acknowledge the roots of Francophone identity and</td>
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<td>▪ demonstrate care and concern for the environment</td>
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<td>presence in Canada (CC, I, TCC)</td>
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<td>through their choices and actions (GC, LPP)</td>
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<td></td>
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<td>▪ appreciate the geographic vastness of Canada (LPP)</td>
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<tr>
<td></td>
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<tr>
<td><strong>Chapter 3: Natural Resources in Your Life</strong></td>
<td></td>
<td><strong>5.3.1 appreciate the recognition:</strong></td>
</tr>
<tr>
<td>Why Was the Leduc Discovery Important? (ST)</td>
<td>4.3.1 appreciate the factors contributing to the</td>
<td>of the significance of:</td>
</tr>
<tr>
<td>Why Is Agriculture Important? (ST)</td>
<td>quality of life in Alberta:</td>
<td>▪ the Canadian context (CC, I, TCC)</td>
</tr>
<tr>
<td></td>
<td>Value and respect their relationships with the</td>
<td>▪ the story of the First Peoples (CC, I, TCC)</td>
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<td>environment (C, ER, LPP)</td>
<td>▪ the role of indigenous peoples in the national</td>
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<td>▪ the recognition of the contributions of the First</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge and Understanding:</strong></td>
<td>Peoples (CC, I, TCC)</td>
</tr>
<tr>
<td>4.1.2 critically examine the physical geography of</td>
<td></td>
<td>▪ the significance of the First Peoples in the</td>
</tr>
<tr>
<td>Alberta by exploring and reflecting upon the</td>
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<td>nation (CC, I, TCC)</td>
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<td>▪ the contributions of the First Peoples to the</td>
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<td>cultural landscape (CC, I, TCC)</td>
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</tbody>
</table>

ST=Student Textbook

CD-ROM=Interactive Multimedia CD-ROM

PC=Photo Card

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<table>
<thead>
<tr>
<th>Chapter 1: Exploring Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s explore Canada’s regions. (ST)</td>
</tr>
<tr>
<td>What makes a region? (ST)</td>
</tr>
<tr>
<td>Exploring Canada’s people’s. (ST)</td>
</tr>
<tr>
<td>Canada’s Stories (PC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 2: The Atlantic Region: Life by the Ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s explore the Atlantic region. (ST)</td>
</tr>
<tr>
<td>Why did people settle in the Atlantic region? (ST)</td>
</tr>
<tr>
<td>Why did Europeans come to the Atlantic region? (ST)</td>
</tr>
<tr>
<td>Did quality of life change in the Atlantic region? (ST)</td>
</tr>
<tr>
<td>The Atlantic Region (PC)</td>
</tr>
<tr>
<td>St. John’s NL: Then and Now (PC)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 3: Great Lakes – St. Lawrence Lowlands: Life by the river.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s explore the Great Lakes – St. Lawrence Lowlands. (ST)</td>
</tr>
<tr>
<td>How did the First Nations live on the land? (ST)</td>
</tr>
<tr>
<td>Who were the first Europeans to come to the Lowlands? (ST)</td>
</tr>
<tr>
<td>When did the Loyalists arrive? (ST)</td>
</tr>
<tr>
<td>What was the underground railroad? (ST)</td>
</tr>
<tr>
<td>How did the Great Migration change the Lowlands? (ST)</td>
</tr>
<tr>
<td>How has the region changed? (ST)</td>
</tr>
<tr>
<td>The Great Lakes – St. Lawrence Lowlands (PC)</td>
</tr>
<tr>
<td>Niagra Falls: Then and Now (PC)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Chapter 4: The Canadian Shield:</th>
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<tr>
<th>4.1.3 critically examine how geography and paleontology contribute to knowledge of Alberta’s physical geography by exploring and reflecting upon the following questions and issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the major geographical and natural vegetation regions, landforms, and bodies of water in Alberta? (LPP)</td>
</tr>
<tr>
<td>What are the factors which determine climate in the diverse regions of Alberta? (LPP)</td>
</tr>
<tr>
<td>What are the significant natural resources in Alberta, and where are they located? (ER, LPP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need to protect the land? (ER, LPP)</td>
</tr>
<tr>
<td>What do our provincial parks preserve? (ER, LPP)</td>
</tr>
<tr>
<td>How do Albertans deal with competing demands on land use in Alberta? (ER, LPP)</td>
</tr>
<tr>
<td>How can ownership of a discovered artifact be determined? (C, ER, PADM)</td>
</tr>
<tr>
<td>In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta’s fossil heritage? (ER, LPP, TCC)</td>
</tr>
<tr>
<td>How are natural resources used by Albertans? (ER, LPP)</td>
</tr>
</tbody>
</table>

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<tr>
<th>4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta? (ER, LPP, TCC)</td>
</tr>
</tbody>
</table>

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<tr>
<th>4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following question:</th>
</tr>
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<tbody>
<tr>
<td>In what ways has Alberta changed demographically since 1905? (CC, I, LPP)</td>
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<tr>
<th>4.3.4 examine recreation and tourism in Alberta by</th>
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**Knowledge and Understanding:**

<table>
<thead>
<tr>
<th>5.3.1 appreciate how changes impact citizenship and identity:</th>
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<tbody>
<tr>
<td>acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)</td>
</tr>
<tr>
<td>recognize how changes in society can affect identity (CC, I)</td>
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</tbody>
</table>

**5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:**

- What are the major geographical regions, landforms and bodies of water in Canada? (LPP)
- How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)
- How have natural disasters and severe weather been part of Canada’s physical geography? (LPP)
- What are the differences and similarities among the geographical regions of Canada? (LPP)
- How is the geographical region they live in different from other regions of Canada? (LPP)
- What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)
- How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP)

**5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:**

- In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)

**5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:**

- What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)
- How were the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)
<table>
<thead>
<tr>
<th><strong>Muskeg, Moose, and Minerals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s explore the Canadian Shield. (ST) Who first lived in the Canadian Shield? (ST) How did the fur trade affect the First Nations? (ST) What jobs do people have in the shield today? (ST) The Canadian Shield Region (PC)</td>
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<tr>
<th><strong>Chapter 5: Interior Plains: Land of Open Skies</strong></th>
</tr>
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<tr>
<th><strong>Chapter 6: Cordillera Region: Life by the Mountains</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s explore the Cordillera region. (ST) Who first lived in the Cordillera region? (ST) Who were the first Europeans to come to this region? (ST) How are natural resources used in the Cordillera region? (ST) What are ways of life in the Cordillera region today? (ST) The Cordillera Region (PC)</td>
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<tr>
<th><strong>Chapter 7: Arctic Region: Life in the North</strong></th>
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<tbody>
<tr>
<td>Let’s explore the Arctic region. (ST) Where do people live in the Arctic region? (ST) Why did the first explorers come to the Arctic region? (ST) Living in Canada’s North today. (ST) What makes Canada’s Arctic unique? (ST) The Arctic Region (PC) Tuktoyaktuk, NT: Then and Now (PC)</td>
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<tr>
<th><strong>exploring and reflecting upon the following questions and issues:</strong></th>
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<tr>
<td>- How do physical geography and climate affect seasonal activities throughout Alberta?</td>
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<th><strong>Skills:</strong></th>
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### 4.S.1 develop skills of critical thinking and creative thinking: |
- Evaluate significant local and current events, distinguish between fact and opinion |
- Critically evaluate ideas, information and positions from multiple perspectives |
- Re-evaluate opinions to broaden understanding of a topic or an issue |

<table>
<thead>
<tr>
<th><strong>4.S.2 develop skills of historical thinking:</strong></th>
</tr>
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<tbody>
<tr>
<td>- Use photographs and interviews to make meaning of historical information</td>
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<table>
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<tr>
<th><strong>4.S.3 develop skills of geographical thinking:</strong></th>
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<tbody>
<tr>
<td>- Use a scale to determine the distance between places on a map of Alberta</td>
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<tr>
<td>- Construct graphs, tables, charts and maps to interpret information</td>
</tr>
<tr>
<td>- Use cardinal and intermediate directions to locate places on maps and globes</td>
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<tr>
<td>- Identify the location of sources of non-renewable resources</td>
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<tr>
<th><strong>4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:</strong></th>
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<tr>
<td>- Work collaboratively with others to complete a group task</td>
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  - share information collected from electronic sources to add to a group task |

<table>
<thead>
<tr>
<th><strong>4.S.7 apply the research process:</strong></th>
</tr>
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<tbody>
<tr>
<td>- Organize and synthesize information gathered from a variety of sources</td>
</tr>
<tr>
<td>- Use graphic organizers to make meaning of information</td>
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<tr>
<td>- Formulate new questions for research</td>
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<tr>
<td>- Cite references as part of research</td>
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<tr>
<th><strong>symbolism)? (LPP, TCC)</strong></th>
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<tbody>
<tr>
<td>- What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)</td>
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<tr>
<td>- In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)</td>
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</tbody>
</table>

5.2.3 examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues: |
- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC) |
- What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC) |

5.2.4 examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues: |
- How are the stories of the Métis people, their culture and heritage rooted in the fur trade? (CC, I, TCC) |
- How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM) |
- What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER) |

5.2.5 examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues: |
- What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC) |
- How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP) |

5.2.6 examine, critically, the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues: |
- What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC) |
- What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC) |
- How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the
### 4.S.8 demonstrate skills of oral, written and visual literacy:
- Organize and present information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity

### 4.S.9 develop skills of media literacy:
- Compare information on the same issue or topic from print media, television, photographs, and the Internet
- Examine diverse perspectives regarding an issue presented in the media

### 5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:
- How did the building of Canada’s national railway affect the development of Canada? (CC, ER, PADM)
- What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)
- How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)

### 5.S.1 develop skills of critical thinking and creative thinking:
- analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
- evaluate ideas, information and positions from multiple perspectives
- re-evaluate personal opinions to broaden understanding of a topic or an issue
- generate original ideas and strategies in situations of individual and group activities

### 5.S.2 develop skills of historical thinking:
- use photographs and interviews to make meaning of historical information

### 5.S.3 develop skills of geographic thinking:
- use latitude and longitude to determine the absolute location of places in Canada on maps and globes
- construct maps, diagrams and charts to display geographic information
- use historical maps to make meaning of historical events and issues
- use cardinal and intermediate directions and simple grids to locate places on maps and globes
- list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, ...
5.S.4 demonstrate skills of decision making and problem solving:
- collaborate with others to apply strategies for decision making and problem solving
- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- use graphic organizers, such as mind mapping/webbing, flow charting and outlining, to present connections between ideas and information in a problem-solving environment

5.S.5 demonstrate skills of cooperation, conflict-resolution and consensus building:
- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas by using technology
- retrieve data from available storage devices, such as a shared folder, to which a group has contributed

5.S.7 apply the research process:
- determine themes, patterns and trends from information gathered
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions, based on information gathered, to answer a research question
- cite references as part of research
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- navigate within a document, compact disc or other software program that contains links
- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
- organize information, using such tools as a database, spreadsheet or electronic webbing
- use a variety of technologies to organize and synthesize researched information
- reflect on and describe the processes involved in
5.S.8 demonstrate skills of oral, written and visual literacy:
- select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
  - create visual images for particular audiences and purposes
  - extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
  - communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

5.S.9 develop skills of media literacy:
- examine how various people might interpret a media message differently
- examine diverse perspectives regarding an issue presented in the media

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Theme/Unit: Geography Influences Communities
Connecting Activities

Grade 4 - Chapters 1, 2, 3
4.1.2 critically examine the physical geography of Alberta:

Engage: Have students make a paper map of Alberta highlighting the landscapes found (4 TG pg. 71)
Explore: Write descriptions of the regions in Alberta using photo cards (4 TG pg. 73) (4.S.8)
Extend: On a map of Alberta, draw in the rivers and their origins (4 TG pg. 74, LM 1-1) (4.S.3)
Explore: Locate a variety of communities in different regions of Alberta (4 TG pg. 76, LM 1-2) (4.S.3)

4.1.4 analyze how Albertans interact with their environment:

Explore: Brainstorm ways students have used rivers and lakes around Alberta (4 TG pg. 72)
Extend: Research interesting facts about the Columbia Ice fields that would draw tourists to the location (4 TG pg. 75) (4.S.7) (4.3.4)
Explore: Write a poem about one of the regions of Alberta (4 TG pg. 76) (4.S.8)
Look What You Have Learned! Gather and present information about a region other than your own (4 TG pg. 83) (4.S.7, 4.S.8)

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Explore: Complete a T-Chart (regions/jobs) predicting what jobs there may be based on land information (4 TG pg. 76)
Elaborate: Brainstorm traits someone needs to have to work/live in Alberta’s climate. (4 TG pg. 81)
Explore: Write a job ad for a tree planter needed to reclaim land. (4 TG pg. 132, LM 3-2) (4.S.8)
Explore: On a map locate communities that have more than one natural resource, discuss the problems that may develop. (4 TG pg. 136)

4.3.4 examine recreation and tourism in Alberta:

Explore: Write a letter to students that will be in grade 4 50 years from now. Explain what the forests were like and what they were used for (4 TG pg. 132)
Elaborate: How do forests or other natural regions help shape Alberta’s identity. (4 TG pg. 133)

4.S.1 develop skills of critical thinking and creative thinking:

Explore: List various points of view, evaluations and opinions to form a personal point of view (4 TG pg. 76, LM G-2)
Set your skills in motion: Explore points of view- present thoughts to another group in the form of a debate. (4TG pg. 83)

4.S.3 develop skills of geographical thinking:

Extend: Use a map and scale to determine the distance between various communities (4 TG pg. 78)
Explore: Use a map to locate the places with extreme weather (4 TG pg. 80)
Set Your Skills in Motion: In a discovery centre, randomly select communities in Alberta using scale to determine distances (4 TG pg. 83)

4.S.4 demonstrate skills of decision making and problem solving:

Explore: Skill Smart (4 TG pg. 80)
Explore: Brainstorm a list of forestry challenges and ways to solve those challenges (4 TG pg. 132)

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

Extend: In a small group, create a display about a region in Alberta (4 TG pg. 78) (4.S.8)
Extend: In group’s research and write a report on how fossil fuels are formed. (4TG pg. 106) (4.S.7)

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4.S.7 apply the research process:

**Extend:** Research glacial erratics, keeping a list of resources used (4 TG pg. 74, LM IJP-9)
**Set your skills in motion:** Create a brochure or flyer using information you have gathered about natural resources. (4 TG pg. 138)

4.S.8 demonstrate skills of oral, written and visual literacy:

**Extend:** Create a brochure about the Columbia Ice Fields (4 TG pg. 74) (4.S.7)
**Set your skills in motion:** Re-tell current events stories to other grade levels. (4 TG pg. 139)

GRADE 5- Chapters 1,2,3,4,5,6,7

5.1.1 value Canada’s physical geography and natural environment:

**Engage:** Use think-pair-share to create a list of landforms found in Canada (5 TG pg. 69)
**Explore:** create a chart to compare the resources and jobs of the early days with today (5 TG pg. 100)
**Engage:** relate a change in their community because the community was growing (5 TG pg. 158)
**Explore:** Discuss the development of natural resources in protected areas (5 TG pg. 219)
**Explore:** Make a list of finished products that one industry makes in this region (5 TG pg. 253)

5.1.2 critically examine the physical geography of Canada:

**Extend:** Choose a region in Canada and plan a road trip through the region (5 TG pg. 72) (5.S.3)
**Explore:** Draw a web to show the connection between resources, land, climate and lifestyle. (5 TG pg. 75)
**Explore:** discuss the impact severe weather has on a region and how a region would prepare for severe weather. (5 TG pg. 116)
**Elaborate:** Discuss what region you would like to visit and why (5 TG pg. 271)

5.1.3 analyze how people in Canada interact with the environment

**Elaborate:** Discuss how the rest of Canada may have benefited from the building of the St. Lawrence Seaway. (5 TG pg. 160)
**Engage:** Identify jobs that are related to natural resources (5 TG pg. 186)
**Explore:** research how garbage is disposed in your community (5 TG pg. 280)

5.2.2 critically examine the ways of life of Aboriginal peoples in Canada:

**Explore:** Using the factor and results line master, have partners focus on the important issues that led to the changes in the way of life of the First Nations people. (5 TG pg. 117)
**Explore:** Create a web to summarize how the First Nations are connected to the land and farming. (5 TG pg. 143)
**Explore:** Read a First Nations legend, discuss why First Nations still value the relationship between people and the land. (5 TG pg. 211)
**Explore:** Discuss what factors influence traditions and the way of life of the Aboriginal people. (5 TG pg. 274)

5.2.3 critically examine ways of life in New France:

**Explore:** Compare maps of New France with modern maps of Canada and the United States. (5 TG pg. 146)
**Explore:** Create advertisements to attract people to come to New France (5 TG pg. 147)

5.2.4 critically examine ways of the fur traders:

**Explore:** Use Jigsaw method to answer focus questions related to the fur trade in the Canadian Shield. (5 TG pg. 179)
**Explore:** Write a paragraph about the competition between NWC and HBC and how it affected Canada’s development (5 TG pg. 180)

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5.2.5 critically examine ways of life of the United Empire Loyalists:
Explore: Discuss why many nations may feel loyal to Britain (ST TG pg. 112)
Explore: Have students choose one word to describe the Loyalists, and explain why that word fits. (ST TG pg. 151)

5.2.6 critically examine ways of life of immigrants from the British Isles during the Great Migration
Explore: Use a chart to organize information in this section. Use the headings “People arriving from”, Reasons for coming to Canada”, and “Benefits this area could offer to new immigrants” (TG pg. 157)
Elaborate: Answer the question - How does learning about different groups who came to Canada make you appreciate the diversity of Canada? (ST TG pg. 157)

5.2.7 examine, critically, how the North West Mounted Police shaped ways of life in Canada
Explore: Create a placemat (LM G-5) about the Mounties, include the sections titles. (ST TG pg. 214)
Extend: Research Jerry Potts life, concentrate on his role as a NWMP interpreter. (ST TG pg. 216)

5.2.8 examine, critically, ways of life of non-European immigrants:
Explore: Write a journal entry in the voice of someone who might have travelled the Underground Railroad. (ST TG pg. 155)
Explore: complete a FQR (LM 6-3) to help understand the role of Chinese immigrants in the area. (ST TG pg. 249)

5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation
Explore: Complete Consequences of the Railway (LM 5-1) (ST TG pg. 214)

5.S.1 develop skills of critical thinking and creative thinking:
Extend: Write a letter expressing concern over the way a resource is being used. (ST TG pg. 189)

5.S.2 develop skills of historical thinking:
Building Your Skills: Share historical pictures with a partner, pointing out clues they used to extract information. (ST TG pg. 221)

5.S.3 develop skills of geographic thinking:
Explore: Make riddles, using a map, to locate places on a map. (ST TG pg. 270)

5.S.4 demonstrate skills of decision making and problem solving:
Extend: Select local issue gather information about the issue and present proposed solutions to the problem. (ST TG pg. 189)

5.S.5 demonstrate skills of cooperation, conflict-resolution and consensus building:
Extend: Research global warming and its affect on Polar bears. (ST TG pg. 282) (ST S.7)

5.S.7 apply the research process:
Extend: Create a wildlife web of animals that live in the Canadian Shield. (ST TG pg. 177)

5.S.8 demonstrate skills of oral, written and visual literacy: 5.S.9 develop skills of media literacy:
Building your Skills: Create a display to show how the geography of Canada’s regions help to shape Canada. (ST TG pg. 81)
Theme/Unit: Changing Communities (CC, ER, GC, TCC, I, C, PADM)

1. What shapes a community’s identity?
2. What makes each community special?
3. How do people in the present and the past shape a community’s identity?

<table>
<thead>
<tr>
<th>Many Voices Components</th>
<th>Grade 4 Specific Outcomes</th>
<th>Grade 5 Specific Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4:</strong></td>
<td><strong>Values and Attitudes:</strong></td>
<td><strong>Values and Attitudes:</strong></td>
</tr>
<tr>
<td><strong>Chapter 4: Living with the Land</strong></td>
<td>4.1.1 value Alberta’s physical geography and natural environment:</td>
<td>5.2.1 appreciate the complexity of identity in the Canadian context:</td>
</tr>
<tr>
<td>Who Were Alberta’s First Peoples? (ST)</td>
<td>■ Appreciate how land sustains communities and quality of life (ER, LPP)</td>
<td>■ recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)</td>
</tr>
<tr>
<td>How Did Land Shape Ways of Life? (ST)</td>
<td>■ Recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)</td>
<td>■ recognize how changes in society can affect identity (CC, I)</td>
</tr>
<tr>
<td>How Do We Know About the First Peoples? (ST)</td>
<td>■ Recognize oral traditions, narratives, and stories as valid sources of knowledge about the land, culture, and history (CC, TCC)</td>
<td></td>
</tr>
<tr>
<td>Art of Alex Janvier (PC)</td>
<td>■ Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity (CC, I, TCC)</td>
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</tr>
<tr>
<td>Working Together, the Glenbow Museum and the First Nations (CD-ROM)</td>
<td>■ Recognize the history of the French language and the vitality of Francophone communities as an integral part of Alberta’s heritage (CC, I, TCC)</td>
<td></td>
</tr>
<tr>
<td>“Universe Song” (CD 1:10)</td>
<td>■ Recognize British institutions and peoples as an integral part of Alberta’s heritage (CC, I, TCC)</td>
<td></td>
</tr>
<tr>
<td>Interviews (CD 1:12, 1:13, 2:6, 2:8, 2:10)</td>
<td>■ Demonstrate respect for places and objects of historical significance (I, LPP, TCC)</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 5: New Roots for Alberta</strong></td>
<td>■ Recognize how stories of people and events provide multiple perspectives on events (I, TCC)</td>
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<tr>
<td>What Drew People to Alberta? (ST)</td>
<td>■ Recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC)</td>
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</tr>
<tr>
<td>How Did the Fur Trade Change Alberta? (ST)</td>
<td><strong>Knowledge and Understanding:</strong></td>
<td></td>
</tr>
<tr>
<td>How Did Alberta’s New Roots Start to Grow? (ST)</td>
<td>5.3.1 appreciate how changes impact citizenship and identity:</td>
<td></td>
</tr>
<tr>
<td>How Did Alberta’s Métis Roots Begin? (ST)</td>
<td>■ recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)</td>
<td></td>
</tr>
<tr>
<td>How Did Francophone Communities Grow? (ST)</td>
<td>■ recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)</td>
<td></td>
</tr>
<tr>
<td>Who Were the Protestant Missionaries? (ST)</td>
<td>■ recognize the historical significance of French and English as Canada’s official languages (C, I, PADM)</td>
<td></td>
</tr>
<tr>
<td>What’s in a Name? Places in Alberta (CD-ROM)</td>
<td><strong>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</strong></td>
<td></td>
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<tr>
<td>“Path of the Paddle” (CD 1:4)</td>
<td>■ Value and respect their own and other cultural identities (C, I)</td>
<td></td>
</tr>
<tr>
<td>“Red River Jig” (CD 1:6)</td>
<td>■ Demonstrate respect for the rights, opinions, and values and attitudes:</td>
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<tr>
<td>“Ride, Gabriel, Ride” (CD 1:7)</td>
<td>■ Appreciate how stories of people and events provide multiple perspectives on events (I, TCC)</td>
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</tr>
<tr>
<td>“V’la Bon Vent” (CD 1:11)</td>
<td>■ Recognize how the building of Canada’s national railway affect the development of Canada? (CC, ER, PADM)</td>
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</tr>
<tr>
<td>Interviews (CD 1:14, 1:15, 2:2, 2:4)</td>
<td>■ Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)</td>
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Knowledge and Understanding:

4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
- How can ownership of a discovered artifact be determined? (C, ER, PADM)
- In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:
- How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)
- What do the stories of the Aboriginal peoples tell us about their beliefs and about the relationship between people and the land? (TCC)
- In what ways did Francophones establish their roots in urban and rural Alberta? (CC, I, LPP, TCC)
- How did the Métis Nation and Métis settlements contribute to Alberta's identity? (CC, I, LPP, TCC)
- How did British institutions provide the structure for the settlement of newcomers to Alberta? (GC, I, PADM, TCC)
- How did European immigrants contribute to the establishing of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC)

Skills:

5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:
- How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP)
- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)
- How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC)

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- How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC)
In what ways have music, art, narratives and literature contributed to the vitality of the culture, language, and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)

4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta? (CC, I, LPP, TCC)
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (I, LPP, TCC)
- How does living in a particular community, region, or province help shape individual and collective identity?
- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How has multiculturalism in Alberta evolved over time? (CC, I, GC, TCC)

Skills:
4.S.1 develop skills of critical thinking and creative thinking:
- Critically evaluate ideas, information and positions from multiple perspectives
- Generate original ideas and strategies in individual and group activities.

4.S.2 develop skills of historical thinking:
- Use photographs and interviews to make meaning of historical information
- Use historical and community resources to understand and organize the sequence of local historical events

4.S.3 develop skills of geographical thinking:
- Use a scale to determine the distance between places on a map of Alberta
- Construct graphs, tables, charts and maps to interpret information
- Use historical maps to make meaning of historical events and issues
- Use cardinal and intermediate directions to locate places on maps and globes

problem solving:
- collaborate with others to apply strategies for decision making and problem solving

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- record group brainstorming, planning and sharing of ideas by using technology

5.S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:
- demonstrate commitment to the well-being of the school or community by volunteering to help where needed

5.S.7 apply the research process:
- determine themes, patterns and trends from information gathered
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions, based on information gathered, to answer a research question
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
| 4.5.4 demonstrate skills of decision making and problem solving:  
- Contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons | ➢ organize information, using such tools as a database, spreadsheet or electronic webbing  
- Reflect on and describe the processes involved in completing a project  

| 4.5.5 demonstrate skills of cooperation, conflict resolution and consensus building:  
- Work collaboratively with others to complete a group task |  

| 4.5.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:  
- Initiate projects that meet the particular needs or expectations of their school or community |  

| 4.5.7 apply the research process:  
- Develop the skills of skimming and scanning to gather relevant information  
- Use graphic organizers to make meaning of information  
- Formulate new questions for research  
- Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations | ➢ create visual images for particular audiences and purposes  
- Identify and distinguish points of view expressed in electronic sources on a particular topic  
- Extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail  
- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes  

| 4.5.8 demonstrate skills of oral, written and visual literacy:  
- Organize and present information, taking particular audiences and purposes into consideration  
- Respond appropriately to comments and questions, using language respectful of human diversity  
- Listen to others in order to understand their perspective  
- Create visual images for particular audiences and purposes  
- Communicate effectively through appropriate forms, such as speeches, reports, and multimedia presentations, applying information technologies that serve particular audiences and purposes | ➢ select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration  
- Respond appropriately to comments and questions, using language respectful of human diversity  
- Listen to others to understand their perspectives  
- Create visual images for particular audiences and purposes  
- Identify and distinguish points of view expressed in electronic sources on a particular topic  
- Extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail  
- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes  

| 5.5.9 develop skills of media literacy:  
- Examine how various people might interpret a media message differently  
- Examine diverse perspectives regarding an issue presented in the media |  

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Theme/Unit: Changing Communities
Connecting Activities

Grade 4 – Chapters 4, 5, 6, 7

4.1.4 analyze how Albertans interact with their environment:

Explore: Use a historical map to determine where forts were built (4 TG pg. 133)

4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time:

Explore: Locate on a map the First Nations mentioned. Remind students that some groups have alternative names. (4 TG pg. 158) (4.S.3)
Explore: Practise a variety of First Nation greetings (4 TG pg. 158)
Explore: Determine what Francophone missionaries gave to Alberta (4 TG pg. 204 Skill Smart)
Explore: In small groups, create a written response to the question: How would the end of the fur trade affect the First Nations and Métis? (4 TG pg. 225) (4.S.8)
Extend: Use a Venn diagram to answer: How was farming done by different communities? (4 TG pg. 252, LM G-1) (4.S.8)

4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

Explore: Discuss the question: What changes did the railway bring? (4 TG pg. 233, LM 6-3)
Elaborate: Discuss the advantages of passing culture and language on to other generations (4 TG pg. 255) (4.S.1)

4.3.3 critically examine Alberta’s changing cultural and social dynamics:

Explore: Answer “Think It Through” questions about Writing-On-Stone Provincial Park (4 TG pg. 166)
Engage: Sort community names into a list of French names and a list of English names (4 TG pg. 190)
Explore: Use a PMI chart to show the impact treaties had on the First Nations peoples. (4 TG pg. 229, LM LJP-8, LM 6-2) (4.S.7)

4.S.1 develop skills of critical thinking and creative thinking:

Explore: Examine an advertisement for the western settlements. Determine the point of view that was used. (4 TG pg. 250, Skill Power) (4.S.1)

4.S.2 develop skills of historical thinking:

Explore: Write a paragraph explaining the many uses of the buffalo (4 TG pg. 162, LM 4-3) (4.S.7, 4.S.8)

4.S.3 develop skills of geographical thinking:

Extend: Measure the distances between First Nations communities (4 TG pg. 159)
Explore: Use a historical map to see how some things have changed and how some things have stayed the same (4 TG pg. 133)
Explore: Compare a map of early First Nations peoples in Alberta to a map of the current reserves (4 TG pg. 229)

4.S.4 demonstrate skills of decision making and problem solving:

Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

4.S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:

Extend: In a small group, think of a need in your community and create a service project that you could do to meet this need (4 TG pg. 205, LM IJP-19)

4.S.7 apply the research process:

Extend: Research the history of the horse—write notes about what you learned (4 TG pg. 164)
Extend: Research the origin of family names in their communities (4 TG pg. 193)
Extend: Research the people of the Hudson’s Bay Company—create a profile or biography for one person from its history (4 TG pg. 197) (4.S.8)

Set Your Skills in Motion: Research an important event—present it in an alternative manner (4 TG pg. 235) (4.S.8)

4.S.8 demonstrate skills of oral, written and visual literacy:

Elaborate: Create a poster to advertise settlements in the West (4 TG pg. 234)
Explore: Find three facts about the communities in the chapter’s pictures (4 TG pg. 251, Skill Smart)

Set Your Skills in Motion: Examine ads for your community. Determine what is being said about your community. (4 TG pg. 261) (4.S.9)

Grade 5: Chapters – 8, 9, 10

5.2.1 appreciate the complexity of identity in the Canadian context:

Extend: Create a day in the life of – flowchart – reflecting what life was like for women (5 TG pg. 338)
Explore: Finish the Think it through (text pg. 273) about life during the depression (5 TG pg. 357)
Explore: Illustrate one of the stories about the Great Depression (5 TG pg. 357)

5.3.1 appreciate how changes impact citizenship and identity:

Explore: Write a diary entry to express how it would feel to be a citizen of a brand new country (5 TG pg. 307)
Explore: Write a pyramid poem to reflect life in Canada during WW1 (5 TG pg. 333)

5.3.2 assess, critically, the changes that occurred in Canada immediately following Confederation

Explore: Finish Quebec and Confederation (LM 8-1) to highlight advantages and disadvantages for Quebec entering confederation (5 TG pg. 306)
Engage: Discuss the concerns the first Nations might have had about Confederation (5 TG pg. 309)

5.3.3 assess, critically, how the Famous Five brought about change in Canada

Explore: Answer and Discuss the Think it Through (text pg. 263) (5 TG pg. 340)
Explore: Research one of the famous five (5 TG pg. 340)

5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada

Explore: List activities that were done for fun during the depression. (5 TG pg. 361)
Explore: Finish Life in Canada (LM 10-3) about life in Canada after WWII. (5 TG pg. 364)

5.S.1 develop skills of critical thinking and creative thinking:

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Explore: In groups have students decide if there were good times during the depressions. Provide reasons why they chose this view. (5 TG pg. 360) (5.S.5)

5.S.2 develop skills of historical thinking

Build your Skills: Make meaning of Historical photographs. Write two captions for the same historical photograph (5 TG pg. 343)

5.S.3 develop skills of geographic thinking:

Extend: Draw a map of Canada (5 TG pg. 310)

5.S.4 demonstrate skills of decision making and problem solving:

Extend: Develop a plan to help others. (5 TG pg. 362)

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

Build your Skills: Honour Five Canadians. Create a list of five Canadians that deserve to be honoured. (5 TG pg. 343) (5.S.8)

5.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:

Extend: Take action – as a class, develop a list of criteria to determine if a situation is fair. (5 TG pg. 338)

5.S.7 apply the research process:

Extend: Take a survey – about car ownership (5 TG pg. 366)

5.S.8 demonstrate skills of oral, written and visual literacy:

Build your Skills: Make a memory box. (5 TG pg. 367)

5.S.9 develop skills of media literacy:

Build your Skills: Interpret Historical Cartoons (5 TG pg. 367)
**Theme/Unit: Becoming a Community and Our Future (C, GC, PADM, LPP, TCC, I, ER)**

1. What influences change within communities?
2. How do communities connect with communities from the past or in the world today?
3. How do your daily actions affect people elsewhere in your community, Alberta, Canada and the world?
4. In what way(s) can you positively contribute to the quality of life in your community?

<table>
<thead>
<tr>
<th>Many Voices Components</th>
<th>Grade 4 Specific Outcomes</th>
<th>Grade 5 Specific Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 4:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter 8: Becoming a Province</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Did Alberta Become a Province? (ST)</td>
<td>Values and Attitudes: 4.1.1 value Alberta’s physical geography and natural environment:</td>
<td>Values and Attitudes: 5.1.1 value Canada’s physical geography and natural environment:</td>
</tr>
<tr>
<td>How Did Alberta Begin to Change? (ST)</td>
<td>■ appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP)</td>
<td>■ appreciate the variety and abundance of natural resources in Canada (ER, LPP)</td>
</tr>
<tr>
<td>How Did Alberta Become More Diverse? (ST)</td>
<td>■ appreciate how land sustains communities and quality of life (ER, LPP)</td>
<td>■ appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)</td>
</tr>
<tr>
<td>Then &amp; Now (PC)</td>
<td>■ demonstrate care and concern for the environment through their choices and actions (LPP)</td>
<td>■ appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)</td>
</tr>
<tr>
<td>Alberta Photo Album (CD-ROM)</td>
<td>4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</td>
<td>5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:</td>
</tr>
<tr>
<td>Interviews (CD 1:1, 1:15, 2:1, 2:3, 2:5, 2:8, 2:11)</td>
<td>■ How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
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</tr>
<tr>
<td>Chapter 9: Preserving the Land</td>
<td>■ How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP)</td>
<td>■ How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment? (ER, LPP)</td>
</tr>
<tr>
<td>Why do we need to protect the land? (ST)</td>
<td>5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</td>
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</tr>
<tr>
<td>What do our national parks preserve? (ST)</td>
<td>■ How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
<td>■ How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</td>
</tr>
<tr>
<td>How can we preserve our parks? (ST)</td>
<td>■ Whose responsibility should it be to ensure the</td>
<td>■ Whose responsibility should it be to ensure the</td>
</tr>
<tr>
<td>The Calgary Zoo and the Swift Fox (CD-ROM)</td>
<td>4.2.1 appreciate how an understanding of Alberta’s history, people and stories contributes to their sense of belonging and identity:</td>
<td>4.3.1 appreciate the factors contributing to the quality of life in Alberta:</td>
</tr>
<tr>
<td>Chapter 10: Celebrate Our Past, Build Our Future.</td>
<td>■ recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC)</td>
<td>■ Value and respect their own and other cultural identities (C, I)</td>
</tr>
<tr>
<td>What Makes Alberta’s People So Diverse? (ST)</td>
<td>■ recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity (CC, I, TCC)</td>
<td>■ Demonstrate respect for the cultural and linguistic diversity in Alberta (C, I)</td>
</tr>
<tr>
<td>How Do We Celebrate the Past? (ST)</td>
<td>■ recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta’s heritage (CC, I, TCC)</td>
<td>■ Demonstrate respect for the rights, opinions and perspectives of others (C, I)</td>
</tr>
<tr>
<td>How Can We Build for the Future? (ST)</td>
<td>■ Demonstrate respect for places and objects of historical significance (I, LPP, TCC)</td>
<td>Knowledge and Understanding:</td>
</tr>
<tr>
<td>I Wonder? (CD-ROM)</td>
<td>4.3.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:</td>
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</tr>
<tr>
<td>&quot;Alberta” (CD 1:1)</td>
<td>■ How are natural resources used, exchanged and conserved in Canada? (LPP)</td>
<td>■ How are landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
</tr>
<tr>
<td>&quot;Goodnight Song” (CD 1:2)</td>
<td>■ Whose responsibility should it be to ensure the</td>
<td>■ Whose responsibility should it be to ensure the</td>
</tr>
<tr>
<td>&quot;Prairie Sky” (CD 1:5)</td>
<td>4.3.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</td>
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<tr>
<td>Interview (CD 1:12)</td>
<td>■ How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
<td>■ How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</td>
</tr>
<tr>
<td><strong>Wrapping Up</strong></td>
<td>5.2.1 appreciate the complexity of identity in the Canadian context:</td>
<td>■ Whose responsibility should it be to ensure the</td>
</tr>
<tr>
<td>&quot;Alberta” (CD 1:1)</td>
<td>■ recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)</td>
<td>5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</td>
</tr>
<tr>
<td><strong>Grade 5:</strong></td>
<td>■ acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)</td>
<td>■ How are landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
</tr>
<tr>
<td>Chapter 11: We are a Country</td>
<td>■ acknowledge British influence and presence in Canada (CC, I, TCC)</td>
<td>■ Whose responsibility should it be to ensure the</td>
</tr>
<tr>
<td>How did Canada change after confederation? (ST)</td>
<td>Knowledge and Understanding:</td>
<td>5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:</td>
</tr>
<tr>
<td>How did Canada get it’s own flag? (ST)</td>
<td>4.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:</td>
<td>■ How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</td>
</tr>
<tr>
<td>How will Canada be governed? (ST)</td>
<td>■ How are landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)</td>
<td>■ Whose responsibility should it be to ensure the</td>
</tr>
</tbody>
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**Chapter 12: Caring for Canada**

What if some of Canada’s resources ran out? (ST)

How do parks and protected areas help? (ST)

How else do Canadians care for their environment? (ST)

**Wrapping Up:**

- How are Alberta’s provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta’s natural environment? (ER, LPP)

**4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following issue:**

- In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)

- How do Albertans deal with competing demands on land use in Alberta (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)

**4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:**

- How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP)

- What movement or migration from within Canada contributed to the populating of Alberta? (LPP, TCC)

- How did the Métis Nation and Métis settlements contribute to Alberta’s identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC)

- How did French and English become the two languages most used in business and politics in Alberta during the 19th and 20th centuries? (CC, I, PADM)

- How did British institutions provide the structure for the settlement of newcomers to Alberta (i.e., NWMP, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)

- How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GCG, I, TCC)

- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)

**5.3.5 assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:**

- How was the Statute of Westminster a recognition of Canada as a country? (C, I, TCC)

- How did Lester B. Pearson’s initiative within the United Nations contribute to Canada’s identity as a peacekeeping country? (GC, I, PADM)

- How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)

- How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity? (I, PADM)

- What factors led to the creation of Nunavut? (I, CC, LPP, PADM)

**Skills:**

- **5.S.1 develop skills of critical thinking and creative thinking:**
  - analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
  - evaluate ideas, information and positions from multiple perspectives
  - re-evaluate personal opinions to broaden understanding of a topic or an issue
  - generate original ideas and strategies in situations of individual and group activities
  - seek responses to inquiries from various authorities through electronic media

- **5.S.2 develop skills of historical thinking:**
  - use photographs and interviews to make meaning of historical information
  - organize information, using such tools as a database, spreadsheet or electronic webbing

- **5.S.3 develop skills of geographic thinking:**
  - construct maps, diagrams and charts to display geographic information
  - use historical maps to make meaning of historical events and issues
4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:
- What key events have impacted the economy of Alberta (i.e., discovery of oil, drought of the 1930s)? (ER, LPP, TCC)
- In what ways have occupations and commerce been impacted by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)

4.3.3 critically examine Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:
- In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)
- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
- How has multiculturalism in Alberta evolved over time? (CC, I, GC, LPP)
- How has the Alberta Francophone become increasingly multicultural? (CC, I, GC)
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)

4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following question:

5.S.4 demonstrate skills of decision making and problem solving:
- determine when a decision needs to be made in dealing with problems and issues
- collaborate with others to apply strategies for decision making and problem solving
- select and use technology to assist in problem solving

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal
- retrieve data from available storage devices, such as a shared folder, to which a group has contributed

5.S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:
- demonstrate commitment to the well-being of the school or community by volunteering to help where needed

5.S.7 apply the research process:
- use graphs, tables, charts and Venn diagrams to interpret information
- draw and support conclusions, based on information gathered, to answer a research question
- cite references as part of research
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
- navigate within a document, compact disc or other software program that contains links
- organize information, using such tools as a database, spreadsheet or electronic webbing
- reflect on and describe the processes involved in completing a project

5.S.8 demonstrate skills of oral, written and visual literacy:
How do recreational sites and activities reflect Alberta’s heritage and strengthen communities? (C, I, CC, ER)

To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment? (ER, LPP)

In what ways do interests concerning tourism and the natural environment conflict? (ER, LPP)

Skills:

4.5.1 develop skills of critical thinking and creative thinking:
- Evaluate significant local and current events, distinguish between fact and opinion
- Critically evaluate ideas, information and positions from multiple perspectives
- Re-evaluate opinions to broaden understanding of a topic or an issue

4.5.3 develop skills of geographical thinking:
- Use a scale to determine the distance between places on a map of Alberta
- Construct graphs, tables, charts and maps to interpret information
- Use historical maps to make meaning of historical events and issues
- Use cardinal and intermediate directions to locate places on maps and globes

4.5.4 demonstrate skills of decision making and problem solving:
- Contribute and apply new ideas and strategies to decision making and problem solving, supported with facts and reasons
- Identify situations where a decision needs to be made and a problem requires attention

4.5.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- Demonstrate an awareness of the skills required for compromise and consensus building
- Work collaboratively with others to complete a group task
- Share information collected from electronic sources to add to a group task

- Select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others to understand their perspectives
- Create visual images for particular audiences and purposes
- Identify and distinguish points of view expressed in electronic sources on a particular topic
- Extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
- Communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

5.5.9 develop skills of media literacy:
- Examine diverse perspectives regarding an issue presented in the media
4.S.7 apply the research process:
- Develop the skills of skimming and scanning to gather relevant information
- Draw and support conclusions based on information gathered to research question
- Access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations
- Navigate within a document, CD or software application that contains links

4.S.8 demonstrate skills of oral, written and visual literacy:
- Organize and present information, taking particular audiences and purposes into consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspective
- Create visual images for particular audiences and purposes
- Use selected presentation tools to demonstrate connections among various pieces of information
- Communicate effectively through appropriate forms, such as speeches, reports, multimedia presentations, applying information technologies that serve particular audiences and purposes

4.S.9 develop skills of media literacy:
- Compare information on the same topic from print media, television, photographs and the Internet
- Examine diverse perspectives regarding an issue presented in the media
## Theme/Unit: Becoming a Community and Our Future
### Connecting Activities

**Grade 4: Chapters 8, 9, 10**

### 4.1.4 analyze how Albertans interact with their environment:

- **Explore:** Discuss what “breadbasket of Canada” means (4 TG pg. 287)
- **Explore:** Write a journal entry about life in Alberta’s dust bowl (4 TG pg. 288) (4.S.8)
- **Engage:** Think-pair-share what landforms were present before communities began (4 TG pg. 309)

### 4.2.2 critically assess how the cultural and linguistic heritage and diversity of Alberta has evolved over time:

- **Explore:** Determine what communities in Alberta where named by the CPP. Use a map and read pg. 216 for information (4 TG pg. 286) (4.S.3)
- **Explore:** Chart a list of the countries of origin, reasons for moving and kind of work wanted by settlers (4 TG pg. 291)
- **Explore:** What makes Alberta a multicultural province? (4 TG pg. 292) (4.S.7)

### 4.3.2 critically assess the challenges and opportunities that Alberta has faced in its growth and development:

- **Engage:** Complete a T-Chart (LM 9-7) responsibilities/actions (4 TG pg. 321)
- **Elaborate:** In what ways has Alberta’s past influenced how we live today? (4 TG pg. 353) (4.S.7)

### 4.3.3 critically examine Alberta’s changing cultural and social dynamics:

- **Elaborate:** In what ways do you think a diverse population makes Alberta unique? (4 TG pg. 345) (4.S.1)
- **Elaborate:** How can learning about other cultures help me understand more about Alberta? (4 TG pg. 366) (4.S.7)

### 4.S.1 develop skills of critical thinking and creative thinking:

- **Explore:** Draw, paint or find images of places where one can enjoy the landscape (4 TG pg. 311) (4.1.4)
- **Explore:** Read pg. 211 as a class and discuss the four perspectives on where the Alberta border should be. Vote to reach a decision. (4 TG pg. 282) (4.S.8)
- **Explore:** Come up with reasons for and against preserving a grain elevator (4 TG pg. 348) (4.S.7)

### 4.S.4 demonstrate skills of decision making and problem solving:

- **Explore:** Find a problem in your school or community and develop a solution (4 TG pg. 352) (4.S.5, 4.S.6)

### 4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- **Extend:** Have students discuss the book *Boy of the Deep*, focusing on the different perspectives (4 TG pg. 289)

### 4.S.7 apply the research process:

- **Extend:** Research grasshoppers to form a conclusion about the best way to handle a grasshopper problem (4 TG pg. 289) (4.S.4)
- **Explore:** Determine the difference between Alberta’s ethnic makeup before and after 1905 (4 TG pg. 292)
- **Extend:** Research a historic event in Alberta and write a day-in-the-life account of what happened (4 TG pg. 350) (4.S.8)

### 4.S.8 demonstrate skills of oral, written and visual literacy:

- **Extend:** Create a mural depicting an event from Alberta’s past (4 TG pg. 350)

### 4.S.9 develop skills of media literacy:

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**ST**=Student Textbook  
**TG**=Teacher Guide  
**CD-ROM**=Interactive Multimedia CD-ROM  
**PC**=Photo Card  

▷=Selected ICT outcomes are indicated by this symbol

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Extend: While researching, use information from a variety of sources (4 TG pg. 289)

Grade 5 – Chapters 11 & 12

5.1.1 value Canada’s physical geography and natural environment:

Engage: Complete the Ranking Ladder (LM-12-1) to rank natural resources, discuss. (5 TG pg. 412)
Explore: Complete a Venn Diagram (LM – G-2) comparing national and provincial parks to urban parks (5 TG pg. 417)

5.2.1 appreciate the complexity of identity in the Canadian context:

Explore: Discuss why it was important to have colors that represented France and Britain in Canada’s flag (5 TG pg. 388)
Extend: Make a collage of symbols that represent Canada’s sense of identity. (5 TG pg. 390)

5.1.2 examine, critically, the physical geography of Canada:

Extend: Write a poem about Canada’s parks that highlights the importance of these areas. (5 TG pg. 418)

5.1.3 analyze how people in Canada interact with the environment:

Explore: Complete the Over to you (text pg. 327) considering what other types of energy we could use. (5 TG pg. 421)
Building your Skills: Create a brochure to encourage people to visit a park. (5 TG pg. 424)

5.3.5 assess, critically, how historical events shaped collective identity in the Canadian context:

Explore: In pairs have student’s research aspects of the United Nations. (5 TG pg. 385)
Explore: Write a paragraph explaining what makes a good peace keeper (thinking it through) (5 TG pg. 385)
Explore: Create a time line from WW1 to the creation of the Charter. (5 TG pg. 393)

5.S.1 develop skills of critical thinking and creative thinking

Extend: Research Human Rights in other nations. (5 TG pg. 394) (5.S.7)

5.S.2 develop skills of historical thinking:

Explore: Looking at the photo of Vimy Ridge and discuss the caption. (5 TG pg. 385)

5.S.3 develop skills of geographic thinking:

Extend: Make a computer slide show about the new territory of Nunavut (5 TG pg. 396)

5.S.4 demonstrate skills of decision making and problem solving:

Extend: Solve a community problem (5 TG pg. 419) (5.S.5) (5.S.7)

5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

Extend: Select a class flag (5 TG pg. 390)

5.S.6 develop age-appropriate behavior for social involvement as responsible citizens contributing to their community:

Building your Skills: Consider your environmental footprint – make a board game. (5 TG pg. 424)
5.S.7 apply the research process:
Extend: Complete Source Record Sheet (LM – G-10) recording a writer’s bias. (5 TG pg. 390) (5.S.9)

5.S.8 demonstrate skills of oral, written and visual literacy:
Extend: Write a story about the maple leaf. (5 TG pg. 389)

5.S.9 develop skills of media literacy:
Extend: Draw a political cartoon. (5 TG pg. 394)