

ANorthern Exposure@ to Core Knowledge

Grade level: 3rd

Presented by: Julie Moore, Minneha Core Knowledge Magnet, Wichita, Kansas

Length of Unit: Six lessons

1. ABSTRACT

This unit will expose students to Canada's culture, geography, and people through the use of literature, the Internet, music, art, and television. Students will also identify and classify Canadian animals. Students will share their knowledge of Canada through written and oral presentations. Students will use cooperative learning in preparing for their presentations.

II. OVERVIEW

A. Concept Objectives

1. Students will develop geographical awareness.
2. Students will develop a multicultural perspective which respects the dignity and worth of a people.
3. Students will understand the complex nature of a given culture: its history, geography, landmarks, animals, literature, art, music, and economics.

2. Core Knowledge Sequence Content

1. World Geography
 - a. Spatial Sense
 1. The seven continents
 2. Locate Canada and the United States
 3. Use an atlas, and on-line sources to find geographical information
 2. Geographical terms and features
 3. Canada
 1. Locate relative to the United States
 2. French and British heritage; French-speaking Quebec
 3. Rocky Mountains
 4. Hudson Bay, St. Lawrence River, Yukon River
 5. Divided into provinces
 6. Major cities; including Montreal, Quebec, Toronto
 4. Important rivers of the world
 1. Terms: source, mouth, tributary
 2. North America: Mackenzie and Yukon Rivers
2. The search for the Northwest Passage
 - a. Explorers: John Cabot, Champlain, and Henry Hudson
 2. Geography: ANew France,@ Quebec, The Great Lakes
3. Introduction to classification of animals
 1. Group classification: vertebrae/invertebrate, warm-blooded/cold-blooded
 2. Different classes of vertebrae
4. Language Arts
 1. Reading comprehension and response

1. Orally summarize main points from fiction and nonfiction readings
2. Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction
3. Know how to use a table of contents and index to locate information
2. Writing
 1. Produce a report
 1. Know how to gather information from basic print sources
 2. Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented
 3. pre write, write, rewrite, and present final draft
- C. Skills taught
 2. Review map skills
 3. Higher order thinking skills (Bloom's Taxonomy)
 4. Research information from books and the Internet
 5. Proper use of graphic organizers
 6. How to edit written reports, self edit and peer edit

III. BACKGROUND KNOWLEDGE

1. For teachers:
 1. Canada by Evan-Moor Corp. (EMC 542)
 2. Canada the People by Bobbie Kalman
 3. Our Global Village Canada by Milliken Publishing Co.
- B. For students:
 1. Classifying animals (3rd grade)
 2. North America Geography (2nd grade)
 3. Spatial sense (3rd grade)
 4. Earliest Americans (3rd grade)
 5. Crossing the land bridge (3rd grade)

IV RESOURCES

- A. Activity books
 1. Our Global Village Canada by Milliken Publishing Co.
 2. The Time Traveler Series Canada by T. S. Denison
 3. More Windows to the World by Nancy Everix
 4. Mailbox Primary Edition April/May 1991
 5. Mailbox Primary Edition June/July 1994
2. Literature
 1. Canada the Culture by Bobbie Kalman
 2. Canada the People by Bobbie Kalman
 3. Countries of the World Canada by Jack Brickenden
 4. Time for Kids: News Scoop Edition, April 23, 1999
 5. Building an Igloo by Ulli Steltzer (Henry Holt)

6. An Arctic Community by Bobbie Kalman
 7. Songs are Thoughts: Poems of the Inuit by Neil Philip
3. AV materials
1. Anne of Green Gables (VHS) by Disney
 1. Canadian website: <http://www.pch.gc.ca/>
 3. Website for students <http://www.Yahooligans.com>
 4. Websites for Analytical Rating Guide: <http://6traits.cyberspaces.net/>
<http://www.nwrel.org/eval/writing/>

V. LESSONS

Lesson One: Northern Exposure

A. Objectives

2. Lesson Content:

1. Locate Canada relative to the United States
2. Divided into provinces
3. Major cities
3. *Concept Objective:* Students will develop geographical awareness.
4. *Skill Objective:*
 1. Complete KW in KWL graphic organizer
 2. Compare/contrast Canada with the United States using a Venn diagram

2. Materials:

1. Class map of North America
2. Chart paper
3. Continent Match-up Game cards (Appendix A)
4. Copy of continents to use with Appendix A (Mailbox Primary June/July 1994, p. 26)
5. KWL graphic organizer (Appendix B)
6. Venn diagram (Appendix C)

C. Prepare background notes:

4. Key vocabulary:

1. continent
2. country,
3. province

5. Procedures/Activities:

1. Skill review: Continent Match-up Game
 - a. Provide one set of precut game cards (Appendix A) and continent cards for every two or three students.
 1. Play Continent Match-up like Memory. Place cards face down on desks. Have students turn over any two cards. If they match (name and continent), the student takes those cards. If they do not match, the student returns the cards face down. Students take turns until all cards have been matched.
 2. When students have finished playing, have students show the correct matches all together.
2. Focus: KWL chart (Appendix B)

K stands for what we Know
W stands for what we Want to know
L stands for what we Learned

1. Bring students close to the class map of North America and chart paper.
 2. Have students tell you all that they know about Canada. Record their information in the K column.
 3. Have students tell you what they want to know about Canada. Record their information in the W column.
 4. Review and introduce key vocabulary: continent and country. Do not have students guess definitions, give them the definition.
3. Instruction:
1. Review and introduce key vocabulary: continent and country. Do not have students guess definitions, give them the definition.
 2. Using the class map of North America, have students locate the country, state, and city where they live.
 3. Identify the other two countries in North America.
 4. Allow students a few minutes to look at the map, focusing on Canada. After a few minutes, make a list of student observations of Canada on a piece of chart paper.
 5. Orally compare/contrast Canada with the United States; provinces/states, capitals, geographical features. Use the students= list of observations.

6. *Evaluation:* Students will use a Venn diagram (Appendix C) to compare and contrast the United States with Canada.

7. *Standardized Test/ State Connection:* Venn diagram

Lessons Two and Three: Canadian Geography

A. Objectives

1. *Lesson Content:*
 - a. Locate Rocky Mountains, Hudson Bay, Hudson River, St. Lawrence River, Mackenzie River, Yukon River, Great Lakes, Provinces, and Territories
 - b. Introduce and discuss Henry Hudson, John Cabot, and Champlain.
2. *Concept Objective:* Students will develop geographic awareness
3. *Skill Objective:*
 - a. Students will be able to locate and label each geographical feature on a map.
 - b. Student will also use dual-coding to help understand the importance of each feature.

B. Materials:

1. Canadian map (Hughes, C., p. 0)
2. Canadian map worksheet (Pofahl, J., p. 9)

3. Dual-coding paper (Appendix D)
 4. Markers or crayons
- C. *Prepare background notes:*
1. Dual-coding is using an illustration with a word or concept.
 2. Cordillera is the western part of Canada. It is the area between the Rocky Mountains.
- D. *Key vocabulary:*
1. source
 2. mouth
 3. tributaries
- E. *Procedures/Activities:*
1. Review previous lesson and reread KWL chart.
 2. Provide students with a Canadian map and a blank map worksheet that can be labeled and colored.
 3. Discuss and locate each feature on the map.
 4. Transfer feature to blank map worksheet and label.
Features:
 - a. Rocky Mountains
 - b. Cordillera
 - c. Hudson Bay
 - d. Hudson River
 - e. Henry Hudson
 - f. St. Lawrence River
 - g. Mackenzie River
 - h. Yukon River
 - i. The Great Lakes
 - j. Provinces
 - k. Territories
 5. Discuss the significance and contributions of John Cabot, Champlain, and Henry Hudson (Hudson Bay Co.)
- F. *Evaluation/Assessment:* Dual-coding
1. Give students two pages of Appendix D
 2. Have students choose six features or people to illustrate, color, and label.
 3. Have students write one-two sentences about the feature.
- G. *Standardized Test/State Test Connections:* Dual-coding (word meaning)

Lesson Four: A New Land

A. *Objectives:*

1. *Lesson Content:* Inuit people, Organize material in paragraphs
2. *Concept Objectives:*
 1. Students will develop geographical awareness.
 2. Students will develop a multicultural perspective which respects the dignity and worth of a people.
 3. Students will understand the complex nature of a given culture: its history, geography, landmarks, animals, literature, art, music, and economics.
3. *Skill Objective:* Students will write a strong paragraph.

B. *Materials:*

1. One box of sugar cubes per student
2. Granulated sugar
3. 8"x 8" cardboard squares (one per student)
4. Glue
5. Plain white paper
6. Markers or crayons
7. Time for Kids, April 23, 1999

C. *Prepare background notes:* Information on the Inuit and Nunavut can be found at <http://www.yahooligans.com>.

D. *Key vocabulary:*

1. Inuit
2. Territories
3. Nunavut

E. *Procedures/Activities:*

1. Review the Land Bridge and Inuit people.
2. Discuss the changes in Nunavut this year.
3. Have students make an igloo to represent the old way of life and a Nunavut flag to represent present day.
4. Read Building an Igloo by Ulli Steltzer (Henry Holt)
4. Give each child a piece of cardboard.
5. Using the sugar cubes, begin to build an igloo. (You may want to use granulated sugar to fill in the spaces between the sugar cubes.) Allow to dry.
6. Have students draw and color the Nunavut flag.

F. *Evaluation/Assessment:* Students will write a strong paragraph to answer the prompt. The prompt is: Judge whether or not this change is best for the Inuit, support your answer.

G. *Standardized Test/State Test Connections:* Topic, main idea, and details

Lesson Five: Edible Canada

A. *Objectives:*

1. *Lesson Content:* Canadian Geography
2. *Concept Objective:* Students will develop geographical awareness.
3. *Skill Objective:* Students will demonstrate mastery in identifying and labeling Canada.

- B. *Materials:*
1. Smooth peanut butter
 2. Dry milk
 3. Honey
 4. Chocolate chips
 5. Peel-n-eat Twizzlers
 6. Sprinkles
 7. Plastic knives or toothpicks (one per student)
 8. Paper plates
 9. Blank maps of Canada
- C. *Prepare background notes:* If students are allergic to peanut butter, use sugar cookie dough. Then bake the students= maps.
- D. *Key vocabulary:* Review vocabulary from previous lessons.
- E. *Procedures/Activities:*
1. Make edible play dough.
 - 2c. of smooth peanut butter
 - 2c. of dry milk (add extra if needed, dough should not stick to fingers)
 - 2/3c. honey *Mix ingredients together in a large bowl*
 2. Give each student a plate with a large spoonful of dough on it.
 3. Have students shape dough into the shape of Canada.
 4. Give students a knife and few of the candies. These will be used to identify the main geographical features.
 5. Use knife to designate the Territories and Provinces
- F. *Evaluation/Assessment:* The completed edible map is the evaluation of Canada=s geography.
- G. *Standardized Test/State Test Connections:* Map skills

Lesson Six: Province Projects

- A. *Objectives*
1. *Lesson Content:* Canadian geography, animal classification, reading, writing, and literature terms.
 2. *Concept Objective:*
 1. Students will develop a multicultural perspective which respects the dignity and worth of a people.
 2. Students will understand the complex nature of a given culture: its history, geography, landmarks, animals, literature, art, music, and economics.
 3. *Skill Objectives:* Students will take notes on specific topics. Students will write their reports according to the Analytical Rating Guide (ARG, also known as Six-Trait Writing).
- B. *Materials:*
1. Sources for students to complete research
 2. Three - four weeks to research and write reports.
- C. *Prepare background notes:* Seeing With New Eyes by Northwest Regional Education

Laboratory is a great resource on ARG.

D. *Key vocabulary:*

Review:

1. vertebrae
2. invertebrate
3. warm-blooded
4. cold-blooded

E. *Procedures/Activities:* Students can be paired or put into small groups to complete reports.

1. Assign each pair or group of students a province.
2. Research is done cooperatively, but reports are written individually.
3. The following are topics that should be covered in the reports.
 - a. Geography
 1. Canadian map marking the province and its capital.
 2. Full page map of province only, labeling all features researched and written about.
 - b. Wildlife
 1. Illustrate wildlife found in province
 2. Classify each animal; vertebrae/invertebrate, warm-blooded/cold-blooded, and which class of vertebrae.
 - c. Industries and resources
 1. What are the major industries of the province?
 2. What are its natural resources?
 - d. Culture
 1. Major cities and 2-3 points of interest.
 2. Language(s) spoken
 3. Music/Art
 4. Sports
 5. A famous person and what made them famous
 6. Two - three interesting facts about the province
 7. Titles and authors of five books about Canada.

F. *Evaluation/Assessment:* Students written reports will be graded based on ARG.

Analytical Rating Guide has six traits.

1. Idea/Content - Main idea and details
2. Organization - Sequencing, beginning, middle, and end
3. Voice - Feeling
4. Word Choice - Use of vocabulary in an exciting way.
5. Sentence Fluency - Flow of the writing, What does it sound like when it is read aloud?
6. Conventions - Spelling, grammar, punctuation, paragraphing

G. *Standardized Test/State Test Connections:* Use literature (Appendix E) and graphic organizers to reinforce each trait of the ARG.

VI. CULMINATING ACTIVITIES

A. Students are to creatively present Province Projects to the class, through the form of a

poster, flags, dioramas, song, stories, skits, etc.

B. Watch Anne of Green Gables on video. Have students take notes on things that are mentioned about Canada.

VII. HANDOUTS/WORKSHEETS

See attached Appendices A-E

VIII. BIBLIOGRAPHY

Hughes, Carolyn. Our Global Village Canada. St. Louis: Milliken Publishing Co., 1994, 1100 Research Blvd., St. Louis, MO 63132, ISBN 0-7877-0002-9

Mailbox Primary Edition June/July 1994. Greensboro: The Education Center, Inc., 1994, 1607 Battleground Ave., Greensboro, NC, 27429, (800) 334-0298

Pofahl, Jane. The Time Traveler Series Canada. Grand Rapids: TS Denison, 1996, 2400 Turner Ave. NW, Grand Rapids, Michigan 49544, ISBN 513-02377-1

Seeing With New Eyes. Portland: Northwest Regional Education Laboratory, 1999, 101 SW Main Street, Suite 500, Portland, OR, 97204

Time For Kids: News Scoop Edition. New York: Time Inc., 1999, PO Box 30609, Tampa, FL, 33630, (800) 777-8600, ISSN 2084-0168

Appendix A: ANorthern Exposure@to Core Knowledge

Asia	North America
Europe	South America
Africa	Antarctica
Australia	

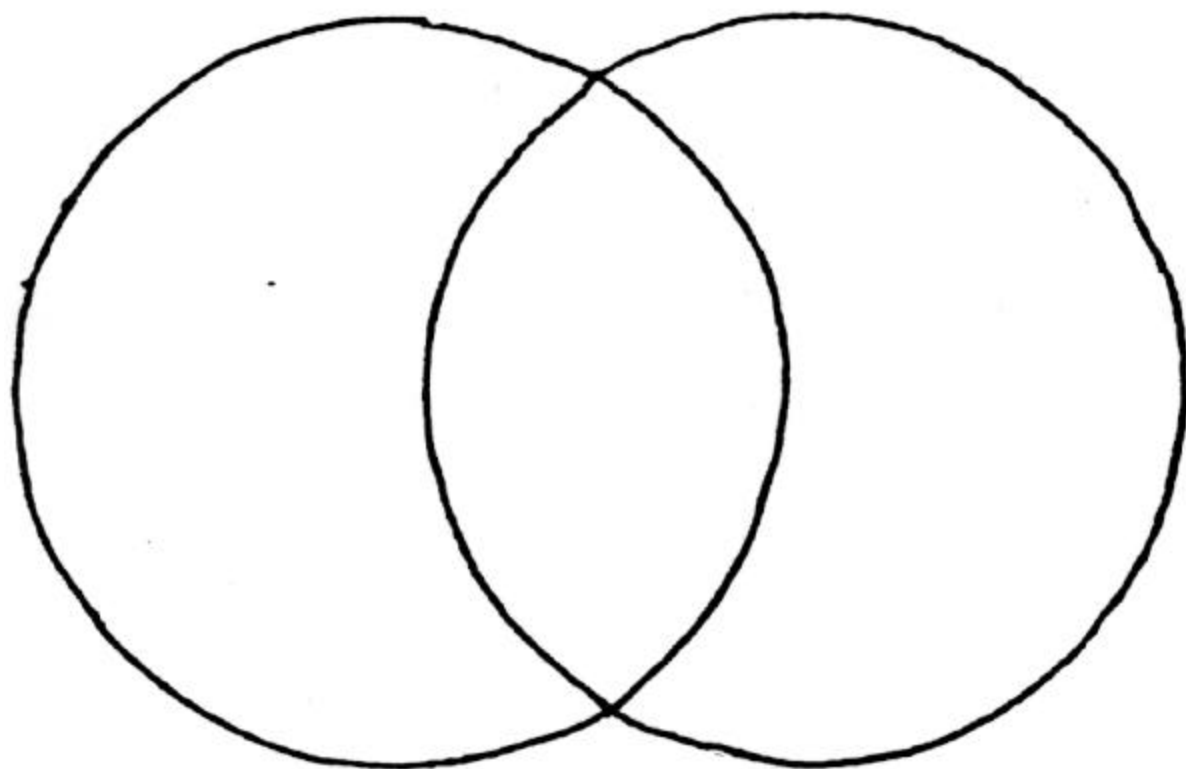
Appendix B: ANorthern Exposure@to Core Knowledge

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Appendix C. "Northern Exposure to Core Knowledge



Appendix D: ANorthern Exposure@to Core Knowledge

Appendix E: ANorthern Exposure@to Core Knowledge

Linking Literature to the Analytical Rating Guide

<p>Ideas and Content</p> <p>Miss Neslson is Missing by Harry Allard Very Last First Time by Jan Andrews Miss Rumphius by Barbara Cooney Wilfred gordon McKonald Partridge by Mem Fox Amazing Grace by Mary Hoffman Dear Mr. Blueberry by Simon James Stephanie's Ponytail by Robert Munsch</p>	<p>Organization</p> <p>The Pain and the Great One by Judy Blume Fortunately by Remy Charlip Rotten Ralph by Jack Gantos Alphabet City by Stephen Johnson Meanwhile Back at the Ranch by Trinka H. Noble Rosie and Michael by Judith Viorst</p>
<p>Voice</p> <p>The Jolly Postman by Janet and Allan Ahlberg Grandma According to Me by Karen M. Beil Voices in the Park by Anthony Browne Fly Away Home by Eve Bunting Julius, Baby of the World by Kevin Henkes Tar Beach by Faith Ringgold If I Was in Charge of the World by Judith Viorst</p>	<p>Word Choice</p> <p>Whipping Boy by Sid Fleischman Possum Magic by Mem Fox Chrysanthemum by Kevin Henkes Lily's Purple, Plastic Purse by Kevin Henkes Eyes of Grey Wolf by Jonathan London The Red Poppy by Irmgard Lucht</p>
<p>Sentency Fluency</p> <p>Wombat Divine by Mem Fox Edward the Emu by Sheena Knowles Wombat Stew by Marcia K. Vaughan</p>	<p>Conventions</p> <p>Come Away from the Water, Shirley by John Burningham Never Spit on Your Shoes by Denis Cazet Amber on the Mountain by Tony Johnston Suddenly! by Colin McNaughton Fumblerrules: A Lighthearted Guide to Grammar and Good Usage by Safire</p>