

# **We are Reflections of Canada – Our People, Our Places, and Our Landscape**

<b>Developed By</b>	Elizabeth MacPherson
<b>Suggested Length</b>	Four 50 minute classes
<b>Suggested Grade Level(s)</b>	Six
<b>Subject Areas</b>	Social Studies, Visual Arts Language Arts, Math

## **Overview**

Social studies, language arts, and math teachers can use this unit when exploring Canadian identity with their students. Each lesson plan enables students to discover that they are active participants in Canadian culture, while at the same time engaging them in investigation of the past and various symbols of Canada.

## **Links to Curriculum Outcomes**

*Students will (be expected to)*

- explore their concept of culture and demonstrate an understanding of culture in their lives (Social Studies)
- identify and compare events of the past to the present in order to make informed, creative, decisions about issues (Social Studies)
- create and/or present collaboratively and independently, expressive products in the arts for a range of audiences and purposes (Visual Arts)
- communicate an understanding that the visual arts have and show a history (Visual Arts)
- use a range of strategies in writing and other ways of representing to compare their own thoughts and beliefs to those of others (Language Arts)
- solve problems involving the collection, display, and analysis of data (Math)

## **Links to Telling Stories: Themes / Key Words**

- Symbols of identity
- Who are we?

## **Art Works**

- *Untitled*, Robert Harris, CAG H-635
- *Indian Woman Cutting Wood*, Robert Harris, CAG H-112
- *School at Canoe Cove, P.E.I.*, Robert Harris, CAG H-72



## *Lesson #1: Where Have Our Feet Taken Us?*

**Objective** Students will study feet as being unique to each individual and create paper feet that collectively represent the richness of Canada's cultural mosaic.

### **Related Art Work(s)**

- *Untitled*, Robert Harris, CAGH-635

### **Materials**

- map of the world
- white paper
- pencils, crayons, markers, pastels
- scissors

### **Activities**

1. Have the students look at Harris' sketches of feet and consider
  - Whose feet are sketched?
  - Are they male or female?
  - Are they young or old?
  - Also have them think about the position of the feet, and what they think the person attached to them is doing.
2. In a whole class discussion, brainstorm and record ideas about feet. Ponder questions such as:
  - Where do our feet take us?
  - Where have feet taken our ancestors?
  - Where have your feet taken you over the years?
3. Encourage students to make connections about feet and mobility; that they are common to everyone, yet at the same time unique to each of us. Talk about how those who do not have feet still have mobility.
4. Read the poem *If You Could Wear My Sneakers!* This poem draws the parallel that as people we are all alike in some ways, and that we should treat others as we like to be treated.
5. Display a map of the world and mark areas where students' friends and ancestors have originated. Discuss Canada as a cultural mosaic.
6. Have the students trace both sock-feet onto white paper. One foot will represent symbols of Canada and culture, and the other the student and family. Have them decorate each foot on one side only. Once the feet are decorated, they should be carefully cut out.

7. Students can now display the feet around their classroom, as if they were walking. This symbolizes a walking map of their lives!

### **Computer Option**

- Students can search for information about their province on the internet, and compile information to share with their class. A great place to start is the Government of Canada website [www.gc.ca](http://www.gc.ca)



## *Lesson #2: Snapshots of Canada*

**Objective** Students look at a sketch of a Mi'kmaq woman, and sketch "snapshots" of Canadian life.

### **Related Art Work(s)**

- *Indian Woman Cutting Wood*, Robert Harris, CAGH-112

### **Materials**

- flip-chart paper
- white sheets of 5x7 paper (or another uniform size)
- pencils
- eraser
- scrapbook

### **Activities**

1. Have the students look at Harris' *Indian Woman Cutting Wood* for two minutes, without telling them the title. Ask students to pay attention to contour lines and emphasis in the sketch.
2. Students then take five minutes to respond to the sketch in writing.
3. Tell students the name of the sketch and ask them to record an answer to the question:
  - Now that you know the name of the sketch, has your interpretation changed at all?
  - Why or why not?
  - Have students share their interpretation with the rest of the class.
4. As a group, discuss how this sketch represents Canada and can be referred to as a snapshot of Canadian life. Throughout, have students create a list of ideas on flip-chart paper and record symbols of Canadian culture (e.g., people, places, nature).

5. Have the students create their own “snapshots” of Canadian life by sketching with pencils only on the 5x7 sheets of paper. Ask them to refer to Harris’ sketch for use of contour lines and crosshatching. Remind students to think about what they want their emphasis to be in their sketches. Have them title and sign their work in pencil.
6. Place their snapshots of Canadian life together in a scrapbook for all to enjoy! This can be shared with other classes in the school.



### *Lesson #3: Comparing Schools*

**Objective** Students will compare schools of the past to schools of today through group research and a survey of community members.

#### **Related Art Work(s)**

- *School at Canoe Cove, P.E.I.*, Robert Harris, CAGH-72

#### **Materials**

- survey sheets
- pencil

#### **Activities**

1. In a whole class discussion, generate many ideas about school and record answers on flip-chart paper. Consider such aspects as:
  - people in school
  - physical appearance of school
  - our classrooms
  - how we get to school
  - programs offered by school
2. As a class, look for 1-2 minutes at *School at Canoe Cove P.E.I.* Starting at one side of the class, have students share the first word that comes to mind about this painting.
3. In groups of three or four, have students spend 10 minutes recording a list of similarities and differences between their school and the school in the painting.
4. Have each group generate ten possible survey questions (to determine differences between their school and schools of the

past), choose their top two questions, and share these with the rest of the class.

5. Collect the two questions from each group. Use them for a survey of people at home and in their community. Ask students to survey older generations-parents, grandparents, and neighbors. Students should decide as a class the number of people involved in the survey and how many should be surveyed by each individual.



### *Lesson #4: Representing Changing Schools*

**Objective** Students will represent and share results from their community surveys using bar graphs.

#### **Related Art Work(s)**

- *School at Canoe Cove, P.E.I.*, Robert Harris, CAGH-72

#### **Materials**

- survey results
- graph paper
- pencil
- markers
- rulers

#### **Activities**

1. Have the students share community survey results with their original group, tally the results, and create a bar graph to represent some of their data. Remind students to:
  - label their graphs
  - use rulers
  - colour graphs
2. Invite students to share their graphs and discoveries with the rest of the class. Students should be able to explain the results of their own findings.
3. The students might develop a newsletter to follow up what they have learned. The newsletter could discuss changes in schools over time and list some possible reasons for such change. Newsletters could be given to those who participated in the survey and other interested parties.

### **Ideas for Assessment**

Use a peer evaluation form for group participation.

Have students record three things that they learned from the survey in a learning journal.

### **Bringing it all Together / Wrapping up the Learning**

Students can place all of their artwork together in one room for a gallery showing.

They can send out invitations to parents and members of the community.

Remember to display artwork at eye level. Have each student stand near their work to enable them to answer questions about their masterpieces. Baroque music playing softly in the background is an added touch!

### **Suggested Resources**

- art galleries in your own community.
- *M is for Maple, a Canadian Alphabet* (Mike Ulmer, 2001)
- *If You Could Wear My Sneakers* (Sheree Fitch, 1997)

