

The All About Canadian Communities Teacher's Guide

The All About Teacher's Guides support the Student Books of the **All About Series**. For the All About Canadian Communities topic, the Teacher's Guide offers

- activities to supplement the activities found in the Student Books
- support in meeting social studies curricula—strategies, activities, and philosophy
- support in meeting the needs of emerging readers with nonfiction material—strategies, activities, and philosophy
- support in integrating social studies curricula with other subject areas
- a sample outline for an integrated unit using the topic in the **All About Series**
- support in connecting the **All About Series** to provincial and territorial social studies curricula
- lesson plans—one for each All About book in the topic and one to introduce the topic
- culminating activities for the All About topic
- Blackline Masters—related to specific activities, specific skills, and culminating activities, including Blackline Masters for teacher-assessment, student self-assessment, and evaluation
- a list of resources and references for the All About topic, including on-line resources

Using the All About Series to Teach Social Studies

About Social Studies

Social studies can be one of the most relevant experiences for your students, as it is a subject area that encourages them to build their understandings of their world and the people in it. The **All About Series** supports the teaching of the knowledge and concepts, skills and processes, and values and attitudes of social studies curricula.

Definitions of Social Studies

Learning outcomes in social studies curricula across Canada are designed to encourage an in-depth study of our world and the people in it from multiple perspectives—influenced by time, place, culture, and values. Social studies leads students to think critically and make reasoned judgments about their world. Social studies is typically organized through outcomes that focus on knowledge and content, skills, attitudes, and dispositions. These social studies outcomes can be achieved simultaneously in a concrete, practical context through learning activities that combine the acquisition of knowledge with the application of various skills, such as inquiry and research, mapping, communication, and participation. Most provincial and territorial curricula assist students in making connections between historical and current events and issues, and between different places, environments, and cultures. Social studies also makes connections with and between different social science disciplines, the humanities, and other subject areas.

What does this mean in your social studies classroom?

- Discuss what social studies is with your students, and why they are studying it.
- Talk to your students about problem solving and decision making in everyday contexts.
- Help your students develop their own research skills, starting with using teacher-guided research projects, then teaching students to complete independent research projects.
- Talk to students about social studies concepts that connect to other subject areas.

The Goal of Teaching Citizenship in Social Studies

Our students need to be encouraged to develop an understanding of the connection between active learning in the classroom *and* active participation as a citizen. Young students need to be guided to connect their classroom and project activities to what they know and understand about their communities on neighbourhood, national, and

Social Studies Philosophy and Strategies

Each Teacher's Guide offers support for your social studies curriculum—both philosophy and strategies for teaching and assessment.

Integrating Social Studies and Other Subject Areas

Each Teacher's Guide offers a sample unit for using the All About topic to integrate the following subjects:

- social studies
- language arts
- math
- science
- art
- health

About Integrating Social Studies with Other Subject Areas

Example Outline Using the All About Canadian Communities Topic

Unit Focus: Communities	Outcomes	Activity Focus and Examples	BLMs/ Assessment Tools	Using the All About Canadian Communities Topic
Opener: What is a community?	Language Arts: Activate prior knowledge through brainstorming	Ask students to brainstorm about what the word “community” means. Write ideas on a class wall chart.	BLM Brainstorming	In the Topic Introduction, introduce and discuss the definitions of “community” given in the All About Series .
	Language Arts: Shared reading	Read a picture book that is set in a community out loud to students.		Use books about communities, noted in Resources, to read aloud.
	Social Studies: Understand the concept of community	Take the class on a community walk or use titles in the All About Canadian Communities topic.		Choose the All About Canadian Communities book most relevant to your community to discuss the concept of “community” with a familiar example.
Exploring and Comparing Communities	Math: Data collection Comparing	Have students find out the population of their community and make comparisons with the populations of other communities.	BLM Comparison Chart	Have students read one book in the topic, compare the information about population with their own community’s population, and represent the comparison visually.
	Social Studies: Mapping skills	Have students locate their community on a map. Have them note distances or possible routes to another community.	BLM Map of Canada BLM Rubric for Mapping Skills	Ask students to respond to the boxed questions in <i>All About Canadian Communities: Towns</i> “Where is your community located on the map?” and “How would you travel to Amherst?”
	Social Studies: Compare urban and rural communities	Have students find the similarities and differences between urban and rural communities.	BLM Let’s Compare: Venn Diagram	After exploring urban and rural communities through the topic, ask students to create a Venn diagram, then create and illustrate class definitions of each term.
	Science: Explore plant or animal life	Have students study plant or animal life related to a particular community or resource industry.	BLM K-W-L-H BLM Doughnut Research Model	Brainstorm lists of plant or animal subjects suggested by the topic’s books to initiate guided group research projects (e.g., <i>All About Canadian Communities: Fishing Communities—salmon</i>).
	Health: Note safety risks and health resources	Have students identify safety risks and ways to stay safe in communities.	BLM All About Towns—Pictorial Map (or other community type focused upon)	For one type of community in the topic, ask students to identify on the page 5 pictorial map possible safety risks and ways or resources to stay safe. Ask students then to identify the same for their community. Older students might present their lists in safety posters or pamphlets.
Conclusion	Social Studies: Map, understand concept of community	Have students create large-scale maps and lists of their features.	BLMs Rubric and Self-Assessment Checklist for Mapping My Community Culminating Activity	Mapping My Community Culminating Activity
	Art: Represent	Have students create representations of their community.	BLMs Rubric and Self-Assessment Checklist for Mapping My Community Culminating Activity	Mapping My Community Culminating Activity
	Social Studies: Research, express findings in writing	Have students research their own community— environment, resources, people, culture, history, etc.— and describe it in writing.	BLMs Rubric and Self-Assessment Checklist for My Community, A Sample Community	My Community, A Sample Community
	Language Arts: Use nonfiction resources to research; express findings in writing	Have students research their own community and use a model to describe it in writing.	BLMs Rubric and Self-Assessment Checklist for My Community, A Sample Community	My Community, A Sample Community
	Language Arts: Write descriptions	Provide students with sentence stems relating to their community walk, or have older students write a descriptive paragraph about their community.	BLM Reflecting on Canadian Communities	Ask students to respond to the boxed question in <i>All About Canadian Communities: Towns</i> “What is wonderful about your community?”

Curriculum Correlations for Each Topic

The **All About Series** supports key provincial and territorial social studies outcomes, such as the following:

- information gathering, researching
- understanding environments and communities
- map skills
- understanding Canadian citizenship, roles, and responsibilities
- exploring Canadian heritage and culture

Each Teacher's Guide offers correlations to Canada's social studies curricula, highlighting the topic's many links to each province or territory's curriculum.

Introduction to the All About Series Topic

Background material and activities help teachers introduce each topic to students.

All About Canadian Communities

Introducing the Topic: Canadian Communities

The All About Canadian Communities topic focuses on different kinds of physical communities across Canada—towns, large cities, and suburbs plus rural, fishing, farming, forestry, mining, and northern communities. In other words, this group of books in the **All About Series** focuses on physical communities, some urban and some rural, some resource-based.

The All About Canadian Communities topic is designed to support key aspects of Canadian social studies curricula by presenting factual information about social studies: the environment, resources, history, people, and culture of one type of community per book. Each book in the topic offers:

- general information about the kind of community, in text and visuals
- photographs of such communities across Canada
- information about three specific communities of that kind, in text and visuals
- a map locating the sample communities in Canada

Finally, all the books in the topic use parallel structures and information between books, plus simple, predictable language and sentence patterns, to help children experience success as readers.

Teaching Notes: Activities and Assessment

Brainstorming, Cooperative Learning, Expressing Ideas: To introduce students to the concept of communities and to help them access their own prior knowledge about communities, explain to them that a community is a group of people that share many interests; in the kinds of communities that they will be looking at, each community is one in which a group of people live together in the same place. Then explain that all of us belong to a number of different kinds of communities. We all belong to physical communities, such as the neighbourhood and the town, village, or city. Some other kinds of communities are made up of people with a special interest (such as a soccer or hockey team), with a common purpose (like the members of a labour union), with a common religion, or a common profession.

Ask students to brainstorm some of the communities to which they belong. Students may suggest their family, their class at school, their school, their neighbourhood, their sports team, and the congregation at their place of worship. List students' responses on a chalkboard or chart paper where they can see the list. Then ask students the following questions:

- What are some of the things that these communities have in common?
(Students may suggest that all the communities in the list have people who come together for a period of time; that the people in the different communities work together towards some goal; or that the people in

Research Activities

Each Teacher's Guide offers both teacher-directed and independent research activities. Enabling tasks in the lesson plans prepare students for each topic's culminating activities.

Teacher-Directed Research: To help students become familiar with the concept of physical communities and how they have distinct features, model identifying natural and built features, safety features, services, and so on using one All About Canadian Communities book.

- Use a verbal interview to assess student understanding of the concept of community.
- Model the associated skills using mini-lessons, if appropriate, on using retrieval charts, collecting, gathering, analyzing, and presenting information.

Independent research: Alternatively, ask students: What are some of the natural and built features in our community and other communities? Have students work in groups to answer the question. Direct them to use the All About Canadian Communities books and to take a community walk to research their answers. Ask them to use visual tools such as retrieval charts to collect, gather, organize, analyze, and present information to answer the question.

- You might ask students to use the Blackline Master "All About a Canadian Community: Descriptive Matrix" to help record their findings.

Culminating Activities

Three culminating activities for each topic enable students to demonstrate their knowledge and understanding of the topic's key social studies concepts, their social studies skills, and their language skills. Corresponding Blackline Masters support both teacher assessment and student self-assessment. Activities for the All About Canadian Communities topic are

- Mapping My Community
- Urban and Rural
- My Community, A Sample Community

Culminating Activity—Mapping

Have students create large-scale maps of their own community and its extent to which they

- have synthesized and personalized the concept of community
- understand that communities—including their own community—have features
- can record and express their observations and understandings in fashion

Ask students to create their large-scale maps once they are familiar with the contents and concepts in the All About Canadian Communities book. They have had a chance to use the books in their own reading. As they draw on the knowledge of different kinds of communities, they will draw on the knowledge of different kinds of communities.

As general resources, students may use the pictorial maps on the All About Canadian Communities book. However, students may find the perspective two-dimensional map will be appropriate for this activity.

Preparing

Familiarize yourself with the BLM "Rubric for Mapping My Community" and distribute copies of the BLM "Self-Assessment of Culminating Activity" to students.

You will want to have some materials on hand for students to use. Canadian Communities books, you could have road maps of your community, and community newspapers or newsletters.

Some Internet Web sites that you may find helpful for your students include the following sites. Older students may

- Mapquest Canada, which gives detailed road maps from <http://www.mapquest.com/maps/main.adp>
- The Atlas of Canada from Natural Resources Canada Gallery <http://atlas.gc.ca/site/english/index.html>
- Community Profiles (from the 2001 Census) from <http://www12.statcan.ca/english/profil01/Places>

Stage 1

With students, brainstorm the different features of their community. Identify the natural and built features in the community. Get the resources that they need. Ask them about their community. Point out to students that war memorials are features of the community's culture. Make a class list of the features of the community's culture.

Ask students to write down the class list of community features on their research notes for preparing their map.

For younger students, you may choose to limit them to a walk around the school neighbourhood. For older students, have students work together either in groups

Stage 2

With younger students, you may choose to do this stage of the activity as a class. With older students, have them work in pairs to write some research questions that they will need to answer as they plan the content of their community map. Refer students to the research questions in the BLM "All About Towns—Research Questions." Model for students how they can adapt those questions so that they can use them for research about their own community. For example,

- What do we mean by the environment of our community?
- What are some of the resources in our community that people use to fill their needs?
- How do people transport people and goods in our community?
- What occupations do people work at in our community?

To find answers to these questions, students can use the All About Canadian Communities book that covers their community type, the research materials that you have gathered about your community, recommended Internet Web sites, and personal knowledge. Students could also use their research questions in interviews with their family members and other members of the community.

Stage 3

Once again, for younger students, you may wish to do this stage as a class activity. Ask students to review their labels on the BLM "All About Towns—Pictorial Map" and to carefully study any elements in the pictorial map that they may find helpful for their large-scale map. Suggest to students that they consider the following as they plan their maps:

- what size of paper they would like to use
- whether they might build their map in sections and then tape the sections together
- how they might orient their map on the paper
- which major landmarks of their community they should include
- what the outer limits of their map will be

Older students may be asked to add a compass rose to their maps to show direction within their community.

Ask students to use their notes from the class brainstorming session on natural and built features and resources of their community (Stage 1), and the answers to their research questions (Stage 2), to prepare a plan and then a rough copy of their large-scale map. Suggest that they use the BLM "Self-Assessment Checklist for Mapping My Community Culminating Activity" as they move through the planning, drafting, and revising stages of their map project. Also tell them to check their spelling in all of their labels.

Stage 4

Ask students to prepare a final list to accompany their maps, noting the features in their community that their maps show. Ask them to use their notes from the brainstorming session (Stage 1) and answers to research questions (Stage 2) to identify the features in their maps by classifying them as the following:

- natural features
- built features
- places where people work
- routes over which people travel
- routes over which goods travel
- places where people buy the things that they need
- places where people go to school
- places where people live
- places where people play sports or go for entertainment

Students could use a simple three-column table for this part of their culminating activity, with the first column labelled "Feature," the second labelled "Natural or Built," and the third labelled "How We Use This Feature."

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Early Literacy Support

The lesson plans and culminating activities in each Teacher's Guide support emerging readers with such strategies and activities as the following:

- teacher read-aloud
- teacher-modelled writing
- shared reading
- shared writing
- guided reading
- guided writing

Shared Reading

To give students an opportunity to participate and become actively involved in reading, and to support emergent readers, you might choose one All About Canadian Communities book to introduce to them in a shared reading.

First tell them that you will read a book about a particular kind of community called "_____." Ask: Has anyone ever been to this kind of community? Tell us about that.

Emphasize that each book in the topic has a predictable format that provides a lot of information about each kind of community. Tell students that often nonfiction books use headings to help readers understand the information. Guide the children through each page, reading the headings. Ask whether they can predict what the headings mean. For each visual in turn, show the visual and read the caption. Ask children what the visuals and captions help us to understand. Read the parenthetical explanations of each heading.

Then read the book aloud. Take some time to let children look at the visuals on each page spread before beginning to read the text. Encourage children to join in as they recognize each heading name and the predictable sentence patterns.

After the reading, invite children to respond to the book by asking, "What did you like best in this book?" and "What did you learn from this book?" Finally, encourage the children to read the book again with the help of a partner or reading buddy. Remind them to focus on using the headings, captions, and visuals to help them in their reading.

BLACKLINE MASTER

Rubric for Mapping My Community Culminating Activity

Categories/ Criteria	Level 1	Level 2	Level 3
Knowledge/ Understanding	<ul style="list-style-type: none"> demonstrates limited knowledge about the features of community 	<ul style="list-style-type: none"> demonstrates some knowledge about the features of community 	<ul style="list-style-type: none"> demonstrates solid knowledge about the features of community
Thinking/ Inquiry	<ul style="list-style-type: none"> shows limited awareness of relationships among features in community 	<ul style="list-style-type: none"> shows some awareness of relationships among features in community 	<ul style="list-style-type: none"> shows awareness of relationships among features in community
Communication	<ul style="list-style-type: none"> demonstrates minimal planning and organizing skills in map and list 	<ul style="list-style-type: none"> demonstrates some planning and organizing skills in map and list 	<ul style="list-style-type: none"> demonstrates effective planning and organizing skills in map and list
Application	<ul style="list-style-type: none"> lacks clarity in the presentation of information in map and list 	<ul style="list-style-type: none"> shows some clarity in the presentation of information in map and list 	<ul style="list-style-type: none"> shows effective clarity in the presentation of information in map and list

NTL

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Self-Assessment Checklist for Mapping My Community Culminating Activity

- Have I included all of the features on my map from my list of features for my community?
- Have I used my research questions to find out information about my community?
- Have I written careful notes on the answers to my research questions?
- Have I reread the All About Canadian Communities book that is about my kind of community?
- Have I reread the All About Canadian Communities book that is about my kind of community?
- Have I written careful notes about the information from the All About Canadian Communities book that is about my kind of community?

BLACKLINE MASTER

K-W-L-H

What I know about ...	What I want to know about ...	What I learned about ...	How I can learn more about ...

BLACKLINE MASTER

Map of Canada



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Blackline Masters

Blackline Masters in the All About Teacher's Guides offer tools for

- teacher assessment
- student self-assessment
- assessment of culminating activities
- assessment of lesson plan activities
- assessment to support specific social studies skills
- assessment to support emerging readers
- evaluation