

Extension Activities

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Extension Activities

Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.

Unit 1: Susan Aglukark

RESPOND TO A SONG

Susan Aglukark: O Siem

Explore how familiar the student is with Susan Aglukark's music. Does the student know what kind of music Susan performs and what kinds of things she sings about? Does the student know the song *O Siem*? What other songs by Susan does the student know? Then assist the student in searching online for the lyrics to and a performance of *O Siem*. Have the student listen to the song while reading the lyrics. After the student listens to the song, ask them how the song made them feel, what the main message was, and their favourite part of the song. As a follow-up, show the student how they can post a comment about Susan's songs on YouTube. Assist the student with posting a comment should they decide to do so.

Note: YouTube is a good place to start to find artists performing.

Option: If the student is already familiar with *O Siem*, have the student search for a performance of a song by Susan that they do not know. Before listening to the song, have the student read the title and predict what the song might be about. After listening to the song, discuss the lyrics. Ask the student to describe how the song matched, or did not match, their prediction. Then ask the student how the song made them feel, what the main message was, and their favourite part of the song.



Unit 1: Susan Aglukark

DO SOME RESEARCH

You Be the Interviewer

The student read about the life and work of Susan Aglukark. Ask the student (1) if there is someone with a special talent that they would like to know more about and (2) if they had the chance to interview the person, what questions they would like to ask. Have the student write questions beginning with these words—who, what, where, when, and how—for a total of five questions, one for each word. Then discuss where the student could find the answers to their questions. Ask the student if they would prefer to use the Internet or the library to find the answers. Assist the student in finding the answers to their questions.

USE A MAP

Estimate Distances: Arviat and Ottawa

Susan Aglukark was raised in Arviat, Nunavut. Assist the student in locating, on a map, Arviat, and then Ottawa, where Susan's singing talent was first discovered. Using the scale of the map and a ruler, assist the student in estimating the distance between Arviat and Ottawa. Then provide the student with a map that features population. Direct the student to the map's key to find the populations of Arviat and Ottawa. Then have the student imagine that they are Susan, working in Ottawa, with family and friends back home. Taking into consideration the information they have about distance and population, have the student think about how often they would be able to see friends and family, and how they would travel back and forth between Arviat and Ottawa.



Unit 1: Susan Aglukark

REFLECT

Balancing Responsibilities

The student read about some of Susan’s responsibilities and that she finds it hard to balance her responsibilities: her son, her husband, her family and friends in the Arctic, her faith, and her career. Explore the degree to which the student has to balance responsibilities in their life by asking the following questions:

What responsibilities do you have to balance in your life?

How do these responsibilities affect your learning goals?

How do you try to reach a balance?

Then assist the student in drawing up a simple 2-column chart with the headings “Activity” and “Time Spent Doing Activity.” Have the student think about the last 24 hours and list every activity that they did, including sleeping and eating. Encourage the student to be as detailed as possible. Then have the student estimate how much time they spent doing each activity. When the student has filled in the chart, provide the student with a copy of the questions below. Give the student ample time to read and think about the questions. The student does not have to verbalize their thoughts.

Which activities do you like doing? Dislike doing?

What do you spend more time on: activities you like or activities you dislike?

Does the information in the chart surprise you in any way?

Which tasks can you get someone else to do?

Which tasks can you double up on (e.g. sort and fold laundry while watching TV)?

What activity would you like to see on your list that is not already there? What steps can you take to make time for that activity?

Option: Have the student fill out the chart over a 24-hour period and then bring it to class.



Unit 1: Susan Aglukark

CONSTRUCT A BAR GRAPH

Music in Everyday Life

Music is a big part of Susan Aglukark's life. Not everyone is a famous singer like Susan Aglukark, but many people enjoy music in different ways. Ask the student how music is a part of their life. Ask the student in what other ways people enjoy music. Then have the student fill in a chart like the one below. Encourage the student to include themselves in the results. When the student has filled in the chart, assist the student in constructing a bar graph, using the student's data from the chart and the bar graph on page 8 of Unit 1 as an example.

How many people do you know that...	Number of People
1. listen to music?	
2. play a musical instrument?	
3. like to sing?	
4. enjoy music at local festivals or outdoor events?	
5. know a lot about music and singers?	
6. like to dance?	
7. enjoy music in some other way?	



Unit 1: Susan Aglukark

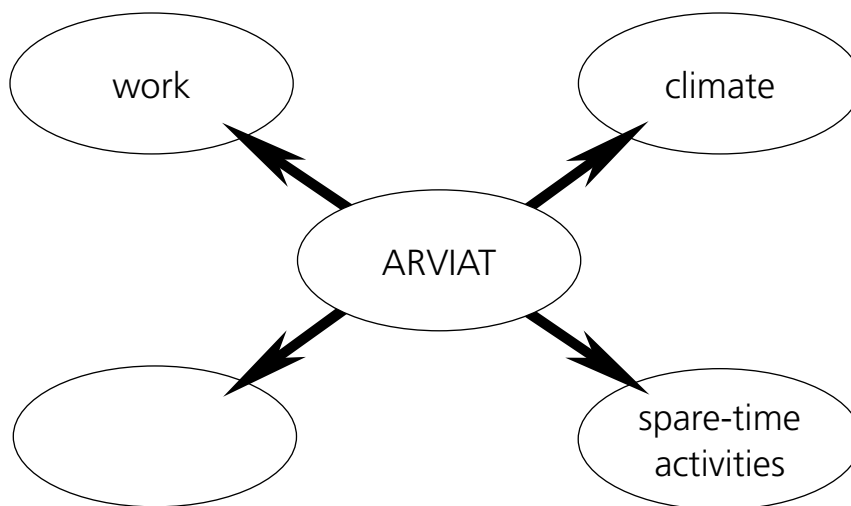
WRITING

Communities: Arviat, Nunavit

Susan Aglukark is from the community of Arviat. Search Google Images or Yahoo! Images, using the search word “Arviat.” Then have the student choose one of the writing activities below:

Activity 1: Descriptive Paragraph

Have the student scroll through the images of Arviat. As the student views the images, discuss what life in Arviat might be like. Then have the student jot down their ideas. Assist the student in organizing their ideas by using a graphic organizer such as a web or chart. Then have the student use their completed graphic organizer to write a descriptive paragraph on what life in Arviat might be like.



Note: Examples of graphic organizers are readily available online.



Unit 1: Susan Aglukark

Activity 2: List Poem

Let the student know that there is no right or wrong way to write a poem and that everyone can do it. One non-threatening way to introduce the student to writing a poem is to write a list poem. Have the student scroll through the images of Arviat. As the student views the images, discuss what life in Arviat might be like. Then have the student write down, on separate pieces of card, ten phrases that describe the images of Arviat. Have the student choose six phrases and arrange them in a list. Encourage the student to move the phrases around until they like the way their poem sounds. The list poem can begin and end with the name “Arviat.”

Here is an example of a list poem:

Arviat

People in parkas

Cold snow caves

Polar bears on ice

Green-blue skies

Handmade moccasins

People beating drums

Arviat

If the student enjoyed the above activities, have them write a descriptive paragraph or list poem about their hometown or city. The student can then copy the poem into their notebook or onto a piece of card stock. If the student likes creative activities, encourage them to illustrate their poem with images, drawings, and photos.



Extension Activities

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Unit 2: Bill Reid

RESPOND TO A FILM

Bill Reid (1979): 27 min 54 sec; Director, Jack Long

This documentary film on Bill Reid is available to watch online on National Film Board of Canada's website at www.nfb.ca/film/bill_reid. The film follows Bill Reid as he works on a traditional Haida totem pole, which eventually stands on the shores of the town of Skidegate in the Haida Gwaii Islands of British Columbia. As the student views the film, have them focus on how Bill Reid created the totem pole—materials, steps involved, carving methods, and raising the totem pole. After watching the film, have the student summarize how to create a totem pole. Then have the student discuss the following questions:

What impressed you most about creating the totem pole?

Were you surprised by any of the information in film?

What is your opinion of the film? What did you like about it? Dislike?

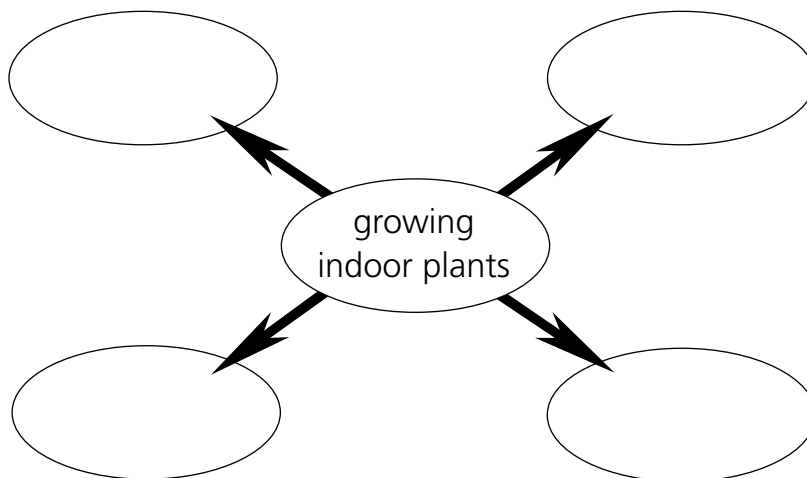


Unit 2: Bill Reid

YOU BE THE EXPERT

What is your special talent?

Not everyone can be a sculptor or jewellery-maker like Bill Reid, but many people are good at working with their hands. Often people take their talents for granted. Ask the student if they have a special talent such as taking pictures, sewing, knitting, doing home renovations, refinishing furniture, baking pies, growing indoor plants, or if they were involved in completing a specific project or activity that they are proud of such as building a birdhouse, fixing a motor, organizing an event, etc. It is especially empowering to the student if they pick something that you know nothing about. Have the student develop a web that shows what is/was involved in doing their craft or project. Encourage the student to think about such things as materials, preparation, steps involved, and any special hints and tips.



Then have the student describe how to do their craft or project, using their completed web as a guide. Follow up by asking the student the following questions about their craft or project:

How did you learn to...?

Why did you get interested in...?

What was the hardest part of learning how to...? Why?

Describe a special moment you experienced in relation to...?

How much time do you spend on...?

Do you spend as much time as you would like on...? Why not?

How do you feel when you...?

Have you taught anyone else how to...?



Unit 2: Bill Reid

WRITING

Free-writing: A Childhood Event

Bill Reid liked to carve miniature tea sets from sticks of chalk when he was a boy. He painted them with nail polish. Ask the student to imagine what Bill's mother or father said when they saw his work. Ask the student if there was anything that they did as a child that showed what they might be interested in as an adult, OR if there is anyone they know whose play as a child shows/showed what they might like to do as an adult? Have the student free-write for five minutes to tell the story. Tell the student they can go back to their piece of free writing afterwards to edit or expand on their favourite thoughts, if they choose.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

USE AN ATLAS

Estimate Distances: How far is Haida Gwaii?

Find a map of Canada in an atlas. If the student is unfamiliar with using an atlas, assist the student with finding British Columbia and Haida Gwaii (formerly the Queen Charlotte Islands).

Then have the student locate their hometown or city on the map. Using a ruler and the map's key, have the student estimate how far their home is from Haida Gwaii. Provide just as much support as the student needs to complete the task.

Susan Aglukark grew up in Arviat, Nunavut; Bill Reid grew up in Victoria, British Columbia. Have the student locate both places on the map of Canada. Then have the student estimate whether their hometown or city is closer to Victoria or Arviat. Have the student estimate how long it would take to travel by road from their home to the closer destination.



Unit 2: Bill Reid

WRITING

Bill Reid's Art

Three of Bill Reid's sculptures are mentioned in Unit 2: *The Raven and the First Men*; *Lootaas*; and the *Spirit of Haida Gwaii*, which is shown on page 12. Have the student review the information in the unit about these three sculptures and then describe what the sculptures *The Raven and the First Men* and *Lootaas* might look like. Then have the student search Google Images or Yahoo! Images, using the search phrase "Bill Reid art." Have the student scroll through the images and identify *The Raven and the First Men* and *Lootaas*, based on what they know and imagine the sculptures to look like. Then have the student pick one piece of art by Bill Reid that is shown in the images. Have the student note the name of the art. Then have the student choose one of the writing activities below:

Activity 1: Descriptive Paragraph

Write a descriptive paragraph of the art for someone who has never seen it. Think about size, colour, materials, and the different components of the art such as shapes and figures. Think about comparisons and adjectives you can use to describe the art. Some of the following adjectives might be helpful in your description: solid, polished, glassy, glossy, smooth, wooden, and abstract.

Activity 2: Narrative

The Raven and the First Men tell the story of creation. Bill Reid created *Lootaas* because he believed the canoe was a great invention. Imagine why the art you chose was created. Imagine what story the art might tell. Tell the story.



Unit 2: Bill Reid

USE THE INTERNET

Do you need to make or do something with your hands?

Open a discussion with the student about how people learn. Suggest that people learn in different ways: by listening, seeing, doing, or a combination of all three. Ask the student how they learn best. Then explain that the Internet offers videos on how to make or do almost anything. Assist the student in searching for how-to videos online, using the search phrase “how to... .” To get started, have the student search for videos on these topics: how to shingle a shed; how to lay tiles; how to knit socks; and how to cook pasta. Then ask the student what they would like to learn how to do. Have them search for a video. While viewing the video, have the student write a list of the steps they saw and heard. The student may have to view the video a few times to get all the steps. Then have the student describe the process they have learned, using their notes as support.

Open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Assist the student in exploring the following features of a website or page:

Does the website belong to a credible source, like an organization or foundation?

Does the speaker/author provide their name and a way to contact them?

Does the domain name end with .org? .gov? .edu? .ca? net.?

Does the information contain a lot of facts and figures?

If so, are the facts and figures cited?



Extension Activities

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Unit 3: Conflict Styles

WRITING

Acrostic Poem: Conflict

Conflict and dealing with it can arouse many emotions in individuals, communities, and nations. Writing down thoughts and feelings is one healthy way people deal with emotions. Encourage the student to try their hand at writing a poem. Let the student know that there is no right or wrong way to write a poem and that everyone can do it. One non-threatening way to introduce the student to writing poems is to write an acrostic poem. Take each letter in order from the word “conflict.” Place each letter on a separate line and write a phrase or sentence that says something about conflict. If the student likes creative activities, they can illustrate their poem with images, drawings, and photos.

Here is an example of an acrostic poem about conflict:

Can't agree

On what we want

No way, no how

Flirt with separation

Learn to communicate

Interested in finding a solution

Control temper

Time to heal



Unit 3: Conflict Styles

WRITING

Freewriting: The Funny Side of Conflict

Sometimes we argue over very small things. Share with the student a time you were arguing with someone and suddenly found it funny, or an argument you remember from the past that seems funny now. Ask the student to think of a similar experience. Have the student free-write for five minutes to tell the story. Tell the student they can go back to their piece of writing afterwards to edit, if they choose.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

REFLECT AND WRITE

Identity: Who am I?

The following idea appears in Unit 3: “Like snowflakes, no two people are alike.” It is healthy to realize that all people are different, or unique, and because of this, we should not be surprised when conflict occurs. Introduce the word “identity” to the student. Ask the student what the word means to them and where they have heard it used before (e.g., identity cards, identity theft). Explain that personal identity is how we see or think about ourselves—as caregivers, responsible, skilled at swimming, kind, etc. Explain to the student that they are going to explore their identity. Provide the student with a copy of the questions below. Make sure to give the student ample time to think about the questions. Have the student write down their responses to each question. The student does not have to answer the questions out loud.

What makes you happy?

What makes you sad?

What are your strengths?

How do you relate to others?

What roles do you play (e.g., mom, sister, partner, etc.)?

What is most important to you?

Then provide the student with a copy of the snowflake illustration below. Ask the student to think of themselves as a snowflake, with six points. Have the student choose six words from their written responses to the questions above that describe them best, and place one word at each point of the snowflake.



Unit 3: Conflict Styles

SNOWFLAKE





Unit 3: Conflict Styles

YOU BE THE EXPERT

An Invitation to Give Advice

The literacy practice in Unit 3 focuses on advice columns. Open a discussion on giving advice. Ask the student if they tend to give advice or get advice, or both. Ask the student to suggest when people should give advice and when people should not give advice. Then explain to the student that they are going to have a chance to give advice. Have the student think about what they could give advice on. For example, what problem have they solved successfully? Did they fix something that was broken? Did they cure a pet of a bad habit? Have they coped with a health problem successfully? Do they feel they are especially good at something like bowling or making people feel welcome? Then ask the student what question would need to be asked to get the chance to give their expert advice. Have the student write down the question and pass it to you. Ask the question. Encourage the student to give the advice.

DISCUSSION

Using the Energy of Conflict to Make Change

When change happens in our community, it often begins with someone being angry with or having a strong opinion about a situation. Ask the student to think about what they would like to change in their community. Discuss (a) why the change is important to the student, (b) what positive and negative effects the change might have on the student, their family, and the community, (c) steps needed to work toward the change, and (d) possible barriers to making the change.

As a follow-up, have the student write a paragraph that talks about the change. Assist the student in focusing the topic of the paragraph by suggesting the student choose one of the aspects of the discussion to write on (e.g., describe the change and why it needs to happen; steps to making change happen; possible barriers and how to overcome them).



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Unit 4: Active Listening

RESPOND TO A FILM

Relationships

The short animated films listed below may be helpful to spark discussion and writing. They are from the *ShowPeace* series available online on the National Film Board (NFB) website. The animated characters do not speak, so there is no language barrier. Characters are non-human, so they are ageless and genderless. The themes will be familiar to the student, so they will likely be able to tell stories about themselves, or their families and friends, that relate to the message in the films. Decide, with the student, which film (or films) to view. After viewing the film, ask the student to describe what they saw and what they learned. Then ask the student if they (or someone they know) have had a similar experience. Have the student tell the story in writing.

When the Dust Settles: 7 mins 11 secs (Managing anger)

Elbow Room: 8 mins 19 secs (Conflict styles and steps to problem-solving)

Dominoes: 10 mins 7 secs (Accepting one's differences and appreciating diversity)

Tete a Tete a Tete: 12 mins 46 (Tolerance)

Dinner for Two: 7 mins 15 secs (Conflict, competition, and cooperation and mediation)



Unit 4: Active Listening

DESIGN AND CARRY OUT A SURVEY

What do you think? Education for Adults

The mini-lesson in Unit 4 encourages the student to express their opinions about public schools. Most likely the student has strong opinions about adult education in their community. Encourage the student to express their opinions on adult education by asking the following questions:

Are there enough education programs for adult learners in your community?

How easy is it for learners to find the programs they need?

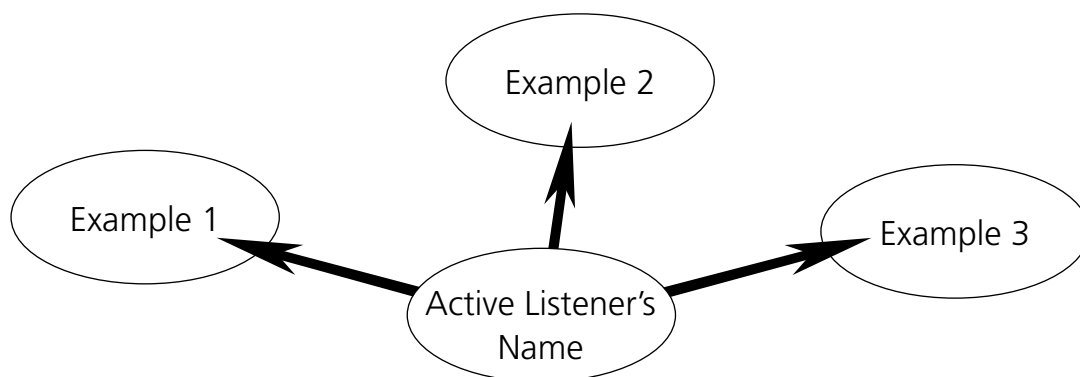
How might adult education in your community be improved?

After discussing the topic of adult education, have the student design a survey with the aim of finding out how people feel about adult education in their community. Ask the student to write down at least ten yes/no questions they could ask adult learners about their experience with adult education. If the student has easy access to other adult learners, encourage the learner to conduct the survey with as many learners as possible. Then assist the student with tallying and analyzing the results of the survey.

WRITING

Paragraph: Introduce Us to a Good Listener

Have the student identify a good listener that they know (or have known). Have the student think of three examples that show this person is/was a good listener and fill in a web with the examples. Then have the student use the web as a guide to writing a paragraph that describes the person as an active listener.





Unit 4: Active Listening

REFLECT

Active Listening at Home

Active listening at home can help us know when our children, partners or friends need some help from us. However, homes are often busy places and many things can prevent us from paying attention to people when they talk to us. Even the thoughts that go through our minds can be distracting. Have the student think about times that their family or friends want them to listen (e.g., early in the morning, while the student is dealing with a chore, just before bedtime, just as the student is leaving for class). Ask the student to think about what can make it difficult to listen actively at each of these times. Have the student write down their ideas. Then encourage the student to think about action they can take that will help them listen more actively (e.g., explain to a friend why late afternoon is not a good time for a phone conversation and suggest another time). Have the student write down their action ideas.

Example:

Janet always phones late in the afternoon. I'm too busy to talk. The kids are just home from school and I'm getting ready to go to class.

I can explain to Janet that I'm always busy late in the afternoon, and ask her to call me earlier.

READ A BODY

Interpret Body Language

We learn to understand people by “reading” them with our eyes as well as listening to them with our ears. Have the student tell you what they remember about body language from Unit 4. Remind the student that the unit tells us that body language conveys 93 percent of meaning. Have the student look through some magazines or newspapers for a picture of one person or several people together. Have the student cut out the picture without reading the accompanying story. Encourage the student to “read” the body language they see in their picture. Have the student suggest how the person is feeling and what they might be thinking. Ask the student to explain their suggestions in terms of the body language they see. Then ask the student to suggest a title for the picture. Ask the student if the picture suggests a story or situation. If yes, have the student either write the story or describe the situation.

Note: You may want to provide the student with, or brainstorm together, a list of common adjectives that describe people and emotions. Here is a start: curious, interested, impatient, irritated, caring, amused, surprised, confused, stressed out, frustrated, disappointed.



Unit 4: Active Listening

LITERACY PRACTICE

Write a Letter

The mini-lesson in Unit 4 focuses on forming opinions. Provide the student with a copy of the editorial page from a local newspaper. Discuss the purpose of an editorial page and point out to the learner the various parts of an editorial page. Together with the learner, scan through the letters to the editor to get an idea of what topics the writers are addressing. Have the learner choose the topic they are most interested in and give their opinion on the topic. Then have the learner write a letter to the editor expressing their opinions on the topic. Provide the learner with just as much support as they need to complete their letter.

USE THE INTERNET

Just for Fun: Taking Surveys

The literacy practice in Unit 4 focuses on taking surveys. We learn that people sometimes take surveys just for fun. Numerous short, fun surveys are available to take at www.quizarama.com/fun_quizzes.php. Scroll through the survey topics and have the student choose which surveys they would like to do.



Extension Activities

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Unit 5: Why Vegetarian?

USE THE INTERNET

Living Next Door to a Pig Farm

Ask the student to give reasons for how they would feel if a factory pig farm was about to move onto the land next to them. Then have the student search the CBC Archives at archives.cbc.ca for two of the video and audio clips about factory pig farming listed below, using the clip's title as the search phrase. (The clip will load at the bottom left hand corner of the page. Click on the picture to begin the clip.) After listening to/viewing the clips, have the student tell you what they learned about living next door to a pig farm. Then have the student imagine that a huge pig farming operation might open in their area. Open a discussion about how people and communities can learn about and voice their opinions on important issues in their area. If possible, connect the discussion to a current issue in the student's community.

Family Farms vs. Factory Farms (Video clip aired Nov. 1993); 9 min 46 sec
Small farmers talk about factory farming pigs.

Living with Pigs (Audio clip aired Feb. 2001); 2 min 31 sec
Residents of a small rural town in Manitoba describe what it is like to live near a large-scale pig operation.

Manure under the Microscope (Audio clip aired Feb. 2001); 4 min 51 sec
A biologist explains the effect pig manure has on the environment.

Inside a Hog Farm (Audio clip aired Feb. 2001); 4 min 56 sec
A journalist takes a tour of a hog barn.



Unit 5: Why Vegetarian?

APPLY WHAT YOU KNOW

Compare Nutrition Labels

Have the student bring two packaged food items from home. Make sure the packages have food labels on them. Encourage the student to bring food that they buy often. Then have the student decide which vitamins, minerals, and nutrients they would like to compare. Have the student compare their two foods, using a chart like the one below. Then ask the student (1) if there were any surprises in the comparison and (2) if they might change how frequently they eat these foods, and why or why not.

	Cheddar Cheese (2 slices)	Tomato Soup (1 cup)
Calories		
Fat		
Sodium		
Fibre		
Sugar		
Protein		
Vitamin A		
Vitamin C		
Iron		

DO SOME RESEARCH

Food From Around the World

Go to a grocery store with the student and note all the countries where fresh fruit and vegetables come from, including Canada. Then using an atlas or the Internet, assist the student with locating all the countries on a map of the world. (A wall map would work best.) Have the student label each country on the map with the food that it supplies to Canada. (Sticky notes would serve the purpose.) Have the student analyze the results by discussing these questions:

How many countries export food to Canada? Does this surprise you?

Which country exports the most food to Canada? Does this surprise you?



Unit 5: Why Vegetarian?

Which food comes from farthest away? How do you think the food is transported? Is this food expensive to buy? If yes, why do you think it is so expensive? If no, why do you think it is so affordable, even though it comes from so far away?

Which food is grown in Canada? Is any of this food grown in your area of Canada?

Why do you think Canada imports food from other countries? Imagine Canada stopped importing food. How would this affect you?

If interest level remains high, provide the student with a map of Canada. Then assist the student in researching where the major food growing areas are in Canada (e.g., wheat in the prairie provinces; the Niagara Fruit Belt; produce in the Okanagan Valley; fisheries in Newfoundland and Labrador; cattle in Alberta). Have the student rough in and label the food-growing areas on the map.

Note: This research activity can include having students also note cost of the food. Students can think about and compare the cost of food grown in Canada with the cost of imported food, as well as the relationships between cost and distance.

KEEP A FOOD LOG

What Do You Eat?

Ask the student to think about their usual eating habits and complete these sentences:

1. I think my diet is (i) very healthy (ii) healthy (iii) not very healthy (iv) unhealthy.
2. I think this because _____.

Explain to the student what a log is and that they are going to keep a food log. Encourage the student to note down a list of everything they eat and drink for the next 24 hours and to bring their food log to the next class. Encourage the student to be as detailed as possible in terms of noting what they eat and drink, and how much. Then provide the student with a copy of Canada's Food Guide, which is available to download from Canada Health's website. Review the Food Guide with the student. Explain that the Food Guide is an ideal and that most people find it difficult to follow to the letter. Then have the student analyze their food log by identifying ways in which their diet follows the recommendations in Canada's Food Guide. Then have the student check back to the two sentences they completed about their diet and think about whether they need to make any changes to what they wrote. Finally, have the student think about how they could adjust their diet to make it follow Canada's Food Guide even more.



Unit 5: Why Vegetarian?

WRITING

Freewriting: Ethical Behaviour

Unit 5 states that some people become vegetarian for ethical reasons. Review with the student the meaning of *ethical*. Then have the student share their understanding of the following sentence: Ethical behaviour leads to peace of mind. Then have the student freewrite their thoughts on ethical behaviour for five minutes. Tell the student they can go back to their piece of writing afterwards to edit, if they choose.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.

LITERACY PRACTICE

Find a New Recipe

Share with the student a favourite meal, or recipe, that uses no or little meat. Then ask the student to share a favourite recipe with you. Write out your recipes and exchange them. Provide the student with just as much support as is needed to complete the activity. Then provide the student with three cookbooks. Give the student time to look through the cookbooks. Ask the student which cookbook they like best. Show the student how the cookbook is organized by looking at the contents page, chapter titles, etc. Compare the organization of the cookbook with the organization of the other two cookbooks (e.g., how the recipes are organized). Invite the student to use the cookbooks to find a new vegetarian recipe, or a recipe that uses little meat. Have the student make a copy of the recipe by writing it out or photocopying it.



Extension Activities

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Unit 6: Conscious Eaters

TRY AN EXPERIMENT

Conscious Eating

Unit 6 includes words connected to our senses: taste, smell, and touch. Have the student bring a whole fresh fruit to class. Explain to the student that they are going to do an experiment in conscious eating. Have the student experience the fruit in these three stages:

Take time looking at the fruit. Describe how the skin looks, feels, and smells.

Peel or cut into the fruit. Describe the sensation of peeling or cutting into the fruit. Describe the feel, look, and smell of the inside of the fruit.

Taste the fruit. Chew it slowly. Describe the taste. Describe the texture. Describe the sensation of eating the fruit.

If the student was already familiar with the fruit, ask them if they noticed anything new about the fruit. If the student chose a fruit new to them, ask them if they would eat the fruit again, and why or why not.

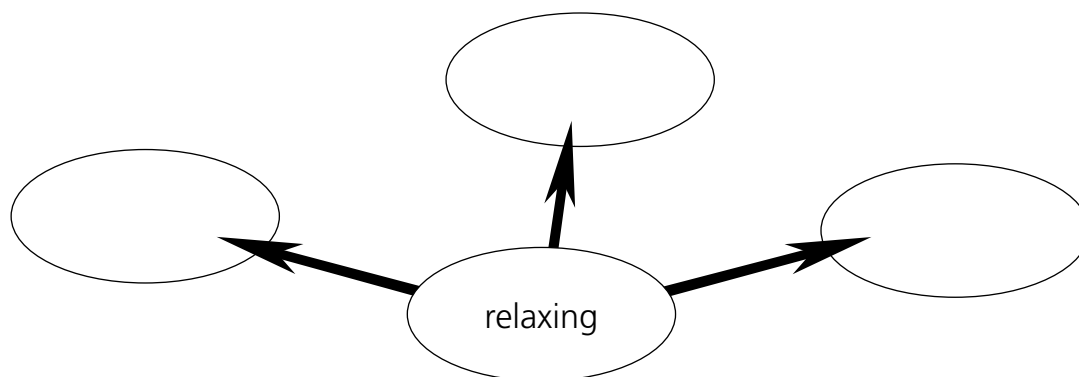
WRITING

Paragraph: Slow Down and Relax

Invite the student to share their ideas of how to relax (e.g., go for a walk, take a bath, do yoga) and how to slow down their mind from racing (e.g., focus on a simple task). Then have the student write a paragraph that includes when they like to relax, what they do to relax, and why their methods work for them. Encourage the student to develop a web to help them organize their ideas.



Unit 6: Conscious Eaters



DO SOME RESEARCH

Food: Mixed Messages

We may want to be healthy. Our doctor may tell us how to eat healthy, but sometimes eating healthy can be difficult. One reason for this is that we see very tempting ads for unhealthy food all the time. Have the student brainstorm where they see food ads. Then have the student describe one or two specific food ads they can easily remember. Have the student think about whether the ads they remember promote healthy food or unhealthy food. Have them think about why these particular ads are easy to remember. Then provide the student with three popular magazines. Choose magazines that have a lot of food ads in them. Have the student set up a chart like the one below. Explain to the student that they are going to do some research. Encourage the student to predict whether the magazines will have more ads for healthy food or unhealthy food. Have the student flip through the magazines and keep a tally of how many ads promote healthy food and how many promote unhealthy food, filling in the chart as they go. After the student has filled in the chart, ask the student to analyze the results by answering the following questions:

Did the results match your prediction? Did the results surprise you in any way? How? Why?

Which magazine had the most number of healthy food ads? The least number? Why do you think this is so?

What other kinds of magazines might have a lot of healthy food ads? What other kinds of magazines might have a lot of unhealthy food ads?

Society sends us mixed messages about food. Explain what you think this means.



Unit 6: Conscious Eaters

	Ads showing healthy food (#)	Ads showing unhealthy food (#)
Magazine 1 (name)		
Magazine 2 (name)		
Magazine 3 (name)		

APPLY WHAT YOU KNOW

Create a Food Ad

Review the literacy practice in Unit 6. Then have the student create an ad for their favourite kind of food. Have the student think about (a) a catchy name for the food, (b) how they would package the food, (c) the main message they want to send about the food, and (c) how they would convey the main message. Then have the student sketch out the food ad, including any text.



Unit 6: Conscious Eaters

USE THE INTERNET

Fruits and Vegetables: Fresh, Frozen or Canned?

The “For Your Information” box in Unit 6 states that almost half of Canadians do not buy fresh fruit and vegetables, even though Canada’s Food Guide recommends that adults should eat 8 to 10 portions of fruit and vegetables every day. In many places in Canada fresh foods can be expensive. Ask the student if fresh fruit and vegetables are expensive in their area. Ask the student whether they think buying frozen or canned fruit and vegetables is as good as buying fresh. Then have the student use the Internet to find information on buying frozen, canned, and fresh fruit and vegetables, using the following search phrase as a start: “fresh canned frozen fruit and vegetables.” Assist the student in locating the information they want on each web page by modelling scanning and skimming strategies (e.g., looking at headings, looking for key words, skipping information that does not address the topic or question). As the student searches, have them take note, in a chart like the one below, of the advantages and disadvantages of buying fresh, frozen, and canned fruit and vegetables. When the student has finished researching, ask the student what new information they have learned.

	Advantages	Disadvantages
Fresh		usually more expensive
Frozen		
Canned		



Extension Activities

Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.

Unit 7: Global Warming

RESPOND TO A VIDEO

Global Warming: What is Your Opinion?

Global warming is a subject that many people feel strongly about, but not everyone has the same opinions. Some people believe global warming is a serious problem; others believe global warming is a myth. Some people believe the main cause of increased global warming is greenhouse gases caused by human activities; other people believe that global warming is a natural occurrence. Some people believe global warming will have devastating effects on the world; other people believe that these beliefs are exaggerated.

Have the student search for videos on global warming in Google Videos or Yahoo! Videos, using the search phrase “global warming.” Have the student scroll through the results and choose one video to view. As the student views the video, have them think about what the video says in relation to the following question: Is global warming something we should worry about? Why or why not? After viewing the video, have the student tell you the key points or arguments they remember from the video. Then have the student talk about which points and arguments they agree or disagree with, and why.

USE THE INTERNET

Weather Forecasts

Ask the student if they like to know what the weather will be every day, and why? Ask them how they find out about local weather. If they don’t already go online to get weather forecasts, introduce the student to the weather forecasts available at www.weatheroffice.gc.ca. This site can also be reached using the search phrase “weather environment Canada.” Have the student click on their city on the map of Canada to get the local weather forecast. If the student’s city does not appear on the map, have the student click on their province or territory. Major cities and



Unit 7: Global Warming

towns will appear. Have the student click on their city or town, or the closest major centre, and scroll down to find the weather forecast for their area. Then have the student compare the forecast with a forecast in a local newspaper. Discuss why forecasts may differ.

WRITING

Creative Writing: Fifty Years from Now

Ask the student if they have a favourite season of the year. Have the student close their eyes and imagine that season. Then have students look 50 years into the future. Have them imagine how their favourite season might change as global warming changes the climate. Have them think about how the changes will affect their enjoyment of the season. Then have the student think about broader changes in such things as growing seasons, drinking water, and weather events such as hurricanes, floods, and tornadoes. Have the student write down their thoughts about the possible changes to come in the next 50 years. Remind the student that they are using their imagination, so there are no right or wrong ideas.

YOU BE THE EXPERT

Bills, Bills, Bills

There are many good reasons to make our carbon footprints smaller. For example, we all like to cut costs on our bills. By unplugging all electrical appliances at night, we can cut the cost of bills, and help the planet. Have the student think about and list tips they can share on how to use less resources and lower electricity, heating or water bills. Compile your own list of tips at the same time. Then exchange tips with the student. If possible, have the student share their tips with other learners.



Unit 7: Global Warming

APPLY WHAT YOU KNOW

Cause and Effect

The following two activities reinforce the idea of cause and effect, which was introduced in the mini-lesson in Unit 7.

Activity 1

Have the student think of an event or action in their life that led to a chain of events. Have the student draw a chain of boxes, then enter the cause in the first box and list each effect in turn in the following boxes. More than three boxes may be needed. If applicable, the student can add more boxes to include possible future effects. The future effects can be drawn in a different colour. Colour-coding can also be used to distinguish positive and negative effects.

Activity 2

In the creative writing activity above, the student wrote about how their world might change over the next 50 years. Have the student review their writing and look for cause-effect relationships. Have the student draw cause-effect idea maps that illustrate the ideas in their writing.

LITERACY PRACTICE

Diagrams: Instruction Manuals

The literacy practice in Unit 7 focuses on reading diagrams. Many items that we buy come with instruction manuals that include diagrams. Instruction manuals can be helpful if, for example, an appliance breaks down and we need to explain the problem when we return the appliance to the store. Have the student bring in an instruction manual for something they have bought. Have the student look at the diagram, read the labels, and identify any unfamiliar words that are not explained. Have the student give their opinion on how helpful the diagram is and how the instruction manual can be improved.



Extension Activities

Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.

Unit 8: Melting Ice

EXTEND YOUR KNOWLEDGE

The Inuit People

The passage in Unit 8 says that “The Inuit people struggle to adapt to changes caused by the melting ice.” Explore with the student the life of the Inuit people. One place to start is the Inuit Culture Online Resource at icor.ottawainuitchildrens.com. The site offers podcasts featuring various aspects of Inuit culture; information on Inuit history, traditional and modern life, etc.; and links to additional sites that focus on Inuit life and culture. YouTube also offers video clips about the Inuit people, including the effects of climate change on the Inuit people. Let the student’s specific interests and interest level guide the exploration of these online resources.

RESPOND TO A MOVIE CLIP

The March of the Penguins (2005), Director, Luc Jacquet; Narrator, Morgan Freeman

The passage in Unit 8 says that “Emperor penguins used to march like ants across the ice to their breeding grounds” and that the penguins need the firm ice to breed. Have the student search YouTube for a clip of the movie *March of the Penguins*, using the search phrase “National Geographic March of the Penguins.” After viewing, ask the student if the information about emperor penguins in the passage of Unit 8 means more to them. If yes, have the student explain why and how. If interest level remains high, the student will probably enjoy watching the full movie. Copies are most likely available from your local library.



Unit 8: Melting Ice

DO SOME RESEARCH

Arctic Animals

Polar bears live in the Arctic, but there are other animals that call the Arctic their home as well. Bring up images of Arctic animals in Google Images or Yahoo! Images, using the search phrase “Arctic animals.” Then have the student pick an animal that they would like to learn about. Have the student complete the questions below with their ideas. Then assist the student in searching for the answers to all the questions, using online as well as print resources. After the student has found answers to their questions, ask the student to what extent they think the animal will be able to adapt to global warming.

Note: The student may need help choosing online sites that are appropriate in terms of print size and reading level.

What food does the animal eat?

How does it survive the cold?

When _____ ?

Where _____ ?

What _____ ?

How _____ ?

Why _____ ?

APPLY WHAT YOU KNOW

Preview, Predict, and Read

The literacy practice in Unit 8 focuses on the parts of a newspaper article. Have the student look through a local newspaper and choose an article that interests them. Encourage the student to preview the articles by looking at headlines, straplines, photographs, captions, and the first paragraph to help them make their choice. After the student chooses an article, have the student predict what the article might be about and what kinds of information the article might include. Then have the student read the article to check their predictions.



Unit 8: Melting Ice

WRITING

Sentences: A Picture Is Worth a Thousand Words

Have the student imagine the Arctic region and write a sentence for each of the topics below. Then have the student search Google Images or Yahoo! Images, using the topics as search phrases. After the student searches a topic, have them add one or two sentences to their original sentence, based on an image, or images, they see. Encourage the student to use active verbs (e.g., “Walrus sun themselves on the beach” and “Colourful flowers grow between the rocks” as opposed to “There are a lot of walrus” and “The Arctic has lots of colourful flowers.”)

Arctic wildlife

Arctic sky

Arctic plants

Arctic location

CREATE AN ON-SCREEN COLLAGE

The Environment: Your World View

At times it seems that all the news we hear about the environment is negative. Ask the student what comes to mind when they hear the word “environment” (e.g., animals in their natural environment; animals under stress; mountain scenes; waterfalls; forests; flowers; smokestacks; traffic). Then bring up images on the environment in Google Images or Yahoo! Images, using the search word “environment” as a start. Have the student scroll through the images and drag the images that depict their world view on the environment into a word document to make an on-screen collage. If the student wants a particular image, encourage them to refine their search words and phrases.

Note: Show the student how to draw text boxes in a word document, including how to adjust the size of text boxes and format borders using the formatting palette. The student will have more control over where the image places on the page if they draw text boxes first. If the text box is too big or small for the image, the student can adjust the size of the text box to accommodate the image.



Extension Activities

Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.

Unit 9: The Acadians

EXTEND YOUR KNOWLEDGE

The Mi'kmaq

The passage in Unit 9 says that “The Mi'kmaq people showed the Acadians how to hunt and what to plant.” Explore with the student the history of the Mi'kmaq people through viewing images in the Mi'kmaq Portraits Collection, which is provided by the Nova Scotia Museum at museum.gov.ns.ca/mikmaq. The Portraits Collection can be explored by region (e.g., Cape Breton, mainland Nova Scotia, etc.) or by time period (e.g., 1500–1800; 1801–1850; etc.). As the student scrolls through the images, have them choose three images that stand out for them. Have the student (a) explain why they chose each image, (b) think about what the image suggests about the Mi'kmaq people, their history or culture, and (c) write down any questions that arise from viewing the image. Give the student ample time to scroll the images. Then assist the student in finding answers to any questions that have arisen, using online or print resources.

Note: Let the student's specific interests and interest level determine the direction and length of this activity.

DISCUSSION

Making a Move

Encourage the student to think about how the Acadians may have felt about being forced to leave their homes, by having the student describe a move they have made in their life (e.g., moving from the country to a town or city, or from one province or territory to another; coming to Canada from a different country). Here are some questions to help promote discussion:

How did you feel about the move? Why?

What challenges and opportunities came with the move?

Think about the Acadians' move in terms of the questions above. In what ways was your move similar to the move the Acadians had to make? What was different?



Unit 9: The Acadians

Then suggest to the student that moves in life are not only physical, or from place to place. Have the student think about other kinds of moves people experience in life (e.g., in their jobs, in relationships, in their way of thinking, etc.). Have the student describe a way that they, or someone they know, has “moved” in life.

RESPOND TO A PAINTING

Put a Painting into Words

Unit 9 contains two paintings of the Acadians by Claude Picard. Have the student look at the paintings—page 81 (*Acadian Homes and Farms: Early Acadia*) and page 82 (*Ships Take Acadians into Exile*)—and compare them by answering the following questions:

What do you see in each painting?

How do you feel when you look at each painting? Why?

What thoughts come to mind when you look at each painting? Explain why.

Do you like either of the paintings better than the other? If yes, give a reason for your choice. If no, explain what you like about both of the paintings.

Then remind the student that Claude Picard painted four other murals telling the story of the expulsion of the Acadians from eastern Canada in 1755. The titles of the paintings are:

Acadians Sign the Oath

Villages are Burned

The Deportation Order

Returning Home

Have the student search Google Images or Yahoo! Images, using the title of the paintings as the search phrase (e.g., Claude Picard Acadians Sign the Oath). After the student has viewed each painting, have the student choose one painting and free-write about the painting for five minutes. Tell the student they can go back to their piece of writing afterwards to edit, if they choose.

As a follow-up, arrange a visit to an art exhibition. Encourage the student to view the art and respond to it by discussing how the art makes them feel and what thoughts the pieces of art bring to mind.

Note: Libraries, companies, and civic centres often feature art exhibits that are free to the public; art galleries often schedule times when exhibits are open to the public at reduced rates, or free.

Free-writing is a pre-writing strategy that de-emphasizes the rules of writing to encourage learners to write down their ideas without stopping to question such things as spelling, grammar, and organization.



Unit 9: The Acadians

RESPOND TO A SONG

History in Song: Acadian Driftwood (1975); Robbie Robertson

The “And what do you think” box in Unit 9 mentions the song *Acadian Driftwood*. Many events in history are recorded in song. Explain to the student that because the song is about an event in history, it may contain references to places or happenings that are unfamiliar to them. Also explain to the student that historical events described in songs are not always described accurately (artists’ licence); however, many songs based on history convey emotions representative of the historical event. Assist the student with finding the lyrics to and a performance of *Acadian Driftwood* online. Have the student listen to the song while reading the lyrics. After listening to the song, encourage the student to give their opinion on the song through answering the following questions:

Did you like the music? Why or why not?

Which lyrics stood out for you? Why?

How did the song and music make you feel?

WRITING

Narrative: Keeping Our History Alive

The history of people and families is important and is often passed to children, grandchildren, and great-grandchildren through the telling of stories. Often these stories are not written down and can be lost. Have the student think of experiences in their own life, their family’s life, and in their community. Have the student think about which of these experiences have become stories that are told over and over again. If appropriate, encourage the student to bring in personal photos that connect with the stories in some way. Then have the student pick the story (and photo) they like best. Have the student record a small piece of history by writing the story down. Provide just as much support as is necessary for the student to complete the activity.

APPLY WHAT YOU KNOW

Read a Map: How much do you know about your city or province?

It is often said that visitors see more of a place than the people who live in the place. Have the student imagine that tourists are coming to their city, town, or province or territory. Have the



Unit 9: The Acadians

student brainstorm a list of places of interest in their region. Then provide the student with a visitors' map of their city, town, or province or territory. (Free visitors' maps are usually available from tourist information offices.) Have the student locate where they live. Then have the student study the visitors' map's key and describe what information the key provides. (The key may show the location of beaches, campgrounds, hiking trails, ski hills, museums, and other places of interest.) If necessary, remind the student what they learned about reading map keys in Unit 9. Then have the student answer the following questions:

Which places of interest shown on the visitors' map did you list?

Which places have you visited?

Which places are new to you?

Which places would you like to visit? Why?

Which places could you take a day trip to?

Would animal lovers like to visit your city, town, or province or territory? How about people who like history? Campers? People who like night life? Who else would like to visit your area? Give reasons for your answers.

As a follow-up, have the student create an ad to attract tourists to their area. The ad can take any form such as an ad in a newspaper or magazine, a poster, a radio announcement, a TV spot, or a billboard.

PLAN A TRIP

Plan A Visit to a Historic Site

Some of the places that were important to Acadians in Nova Scotia are now national historic sites, which are looked after by Parks Canada. Have the student search the Parks Canada site at www.pc.gc.ca/eng/index.aspx for a location that they might like to visit in their province or territory. Then have the student imagine that they are going to visit the site along with a friend, their family, or their class, and plan a trip. Assist the student in exploring the Parks Canada site to find the information they need to plan their trip. Have the student consider such things as distance, best way to travel and best route; costs involved; best times to go (daytime or evening; weekend or weekday; summer or winter; etc.); and special events at the site. Then have the student present their travel plans along with an online image of the site.



Extension Activities

Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.

Unit 10: Settling the Prairies

RESPOND TO A FILM

The Immigrant Experience in Canada

The literacy practice in Unit 10 gives a brief overview of immigration numbers in the first half of the 1900s. The following films, available free online on Canada's National Film Board site, portray immigrant life in Canada after World War II.

1. *Our Street Was Paved With Gold* (1973), 28 mins 37 secs; Narrator/Filmmaker: Albert Kish (www.nfb.ca/film/Our_Street_Was_Paved_with_Gold)

Filmmaker Albert Kish revisits Montreal's St Lawrence Boulevard in the 1970s. The street, also known as "The Main," is a little Europe with many languages, foods, and small courtesies that make a stranger feel at home.

As the student views the film, have them think about the challenges and opportunities immigrants experience in their new country, Canada. After viewing the film, have the student share what they learned about the challenges and opportunities that the immigrants experienced. Then have the student discuss the following questions:

Why do you think the film is entitled *Our Street Was Paved With Gold*? Do you think the title of the film is a good one? Why or why not? Think of another title.

The narrator and filmmaker is Albert Kish. What does he say about growing up as an immigrant in Montreal? How do you think he feels about "The Main." How do you know?

The film was made in 1973. In what ways do you think the neighbourhood shown in the film is the same today? In what ways do you think it has changed?

Think about your neighbourhood. How is it the same as the Montreal neighbourhood shown in the film? How is it different?



Unit 10: Settling the Prairies

2. *Ted Baryluk's Grocery* (1982), 10 mins 19 secs; Directors: Michael Mirus & John Pasklevich (www.nfb.ca/film/ted_baryluk_grocery)

Ukrainian-Canadian Ted Baryluk's grocery store has been a fixture in Winnipeg's North End for over 20 years. In this photo study, Ted talks about his store, the customers who have come and gone, and the social changes his multicultural neighbourhood has seen. But most of all he wonders what will become of his store after he retires. He hopes his daughter will take over, but she wants to move away. The film is a wistful rendering of a shopkeeper's relationship with his daughter and a fascinating portrait of a neighbourhood and its inhabitants.

After viewing the film, have the student discuss the following questions:

Who do you identify with more—Mr. Baryluk or his daughter, Helen?
Explain why.

What changes has Mr. Baryluk seen in the neighbourhood?

What concerns does Mr. Baryluk have?

Do you think Helen will change her mind and take over the store?
Why or why not?

Would you like to be a regular customer at Mr. Baryluk's grocery?
Explain why or why not.



Unit 10: Settling the Prairies

LEARN FROM DIFFERENT SOURCES

The Canadian National Railway

The mini-lesson in Unit 10 outlines the chronology of building the railway in Canada. Have the student reread the passage on page 96 and look at the photo. Ask the student what they learn about building the railway. Ask the student in what other ways they can learn about a historical event (e.g., movies, the Internet, museums, etc.). Then have the student choose one of the activities below:

Activity 1: History in Film

The Romance of Transportation in Canada (1952), 11 mins 20 secs; Director: Colin Low
(www.nfb.ca/film/canada_vignettes_news_canada)

This lighthearted animated short about how Canada's vast distances and great obstacles were overcome by settlers places the building of the Canadian National Railway in a broad context of Canadian history.

Canada Vignettes: The Horse (1978), 1 min; Director: Michael Mills
(www.nfb.ca/film/canada_vignettes_the_horse)

This animated short illustrates how horses provided man with unprecedented mobility until the arrival of the iron horse, which brought this era to an end.

Have the student view the two films and pay particular attention to the segments of the films that focus on the national railway. The student may have to view the shorts more than once to capture as many of the details as possible. After viewing the films, ask the student what they learned about building the railway. Then have the student compare the passage and photo on page 96 in the workbook with the two films in terms of content and presentation (e.g., The passage had a lot of dates of when parts of the railway were finished; the films showed what happened before and after the building of the railway.). Finally, ask the student what questions, if any, have arisen for them about building the railway. Assist the student in finding answers to their questions.



Unit 10: Settling the Prairies

Activity 2: History in Song

Canadian Railroad Trilogy (1967), Gordon Lightfoot (from *The Way I Feel*)

Assist the student in finding lyrics to and a performance of *Canadian Railroad Trilogy* by Gordon Lightfoot, using the search phrase “Canadian Railroad Trilogy Gordon Lightfoot.” Have the student listen to the song while reading the lyrics. The student may have to listen more than once to capture as many of the details as possible. After the student has listened to the song, encourage the student to give their opinion on the song through answering the following questions:

Did you like the music? Why or why not?

Which lyrics stood out for you? Why?

How did the song and music make you feel?

What did you learn about building the railway?

Finally, ask the student if the song raised any questions for them about building the railway. Assist the student with finding answers to their questions.

REFLECT AND WRITE

A Disappointment: How do you cope?

Disappointments are a part of life. Settlers to the Canadian prairies were promised that they were going to a land of “milk and honey.” Some went home when they found that life was so much harder than they expected. Others stayed. The people who stayed must have been good at dealing with disappointment. Have the student think of a time they faced a disappointment but were able to cope with it. Then provide the student with a copy of the questions below. Make sure to give the student ample time to think about the questions. Have the student write down their responses. The student does not have to answer the questions verbally.

Who helped you get through this time?

What other supports did you have?

What advice do you have for others who might experience the same situation?



Unit 10: Settling the Prairies

CREATE A PERSONAL TIMELINE

The mini-lesson in Units 9 and 10 focus on chronological order and some important dates in the history of Canada. Have the student think back on their life and list the most important events in their life (e.g., births, marriages, moves, returning to education, and any other event that the student feels comfortable listing). Then assist the student in creating a timeline, using the timeline on page 97 as a model. If the student has a firm goal in mind for any aspect of their life, they could put a goal at a point further on in the timeline. A different colour could be used to show that this event is an aspiration.

DO SOME RESEARCH

Who settled your province?

Explore what the student knows about the history of groups of people that settled in their province or territory. Ask the student if they belong to a group that came to Canada long ago, or much more recently? Does the student belong to Canada's indigenous peoples? Then ask the student if they are familiar with other groups of people that settled their province or territory. Have the student choose one group that they would like to find out more about. Assist the student in preparing a K-W-L chart (see example below) to record what they know about the group they are interested in. Then have the student prepare some questions that they would like answered. Encourage the student to use a variety of questions words: when, why, who, what, where, and how. Then assist the student in finding the answers to their questions, using library resources, print resources or the Internet.

What do I know?	What do I want to learn?	What did I learn?
Polish immigrants worked in the mines in Ontario in the 1950s and 1960s.	Why did they come to Canada? How did they get to Canada? Where else did they work?	



Unit 10: Settling the Prairies

APPLY WHAT YOU KNOW

Interpret a Line Graph

The literacy practice in Unit 10 presents a line graph that shows how the number of immigrants coming to Canada over a period of years has increased. Line graphs are also used to show weather trends. Have the student search the web to find a 14-day temperature forecast in their area, using the search phrase “Tofino 14 day weather trend,” for example. Then have the student review the parts of the line graph and, based on what they learned about line graphs in the literacy practice in Unit 10, explain to you how the line graph is set up. Finally, have the student describe in general terms what to expect in terms of temperature changes over the next 14 days.

WRITING

Prose and Poetry: Riding the Rails—The Train in Your Life

The Canadian railroad links Canada from the east coast to the west coast. Ask the student if trains have touched their lives in any way (e.g., a train journey; living in a community through which a train passed; hearing a train whistle; seeing a train and longing to escape on it to some other place; etc.). Then have the student write about their train experience, using one of the forms of writing that have been presented in the extension activities for *The Active Reader Book 4*:

List Poem: Unit 1

Free-writing: Unit 2

Acrostic Poem: Unit 3

Paragraph Writing: Unit 6