

## Canadian Symbols Lesson Plan

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### Description:

After learning about symbols of the United States and the importance of each, students will then learn about the symbols of Canada and how these symbols help to provide an identity for Canada.

### Grade Level:

4<sup>th</sup> - 8<sup>th</sup> Grade

### Subject:

Social Studies

### Duration:

90 minutes

### Goal:

The goal is to help students understand why places and regions are important to human identity and how symbols can help to unify society. This lesson will also allow students to compare and contrast the important symbols of the United States and Canada.

### Objective:

The student will:

- Learn about symbols that helped the United States develop a national identity [previous lesson];
- Learn about important symbols of Canada and how these symbols provide an identity for Canada;
- Compare the human characteristics of Canada and the United States by learning about the important symbols of each country.

### Standards:

This lesson meets state and local standards set by the state of Oregon and is adaptable to national standards for the social studies.

### Background Information:

In the weeks leading up to this lesson, the students will learn about the Revolutionary War and how the United States gained its independence from Great Britain. During this time period, students will reinforce their knowledge of symbols important to the U.S., such as the American flag, the eagle, the liberty bell, the statue of liberty, etc. Students will also be introduced to Cornell Notes prior to this lesson.

### Materials:

- Computer/internet access with projector or a SMART Board
- Video segment, Brainpop Jr.
- Flat stones or rocks / clay
- Outline of Canadian Maple Leaf
- Computer/Internet access for Internet searches

## Procedures:

1. Anticipatory Set: Think / Pair / Share – students will get three minutes to individually **think** about and write a good definition of a symbol. They will also list as many symbols of the U.S. as they can. They will then **pair** up with a partner to compare lists and brainstorm together. A few of the groups will **share** their lists with the class and develop a comprehensive list of symbols important to the U.S. The class will review these symbols and discuss the importance of each.
2. The class will watch the free video, “U.S. Symbols” on Brainpop Jr. and discuss. (optional)
3. The class will then briefly discuss Canada, our “neighbor to the north” and why it is important to not only learn about our culture and history, but that of our neighboring countries as well.
4. There will be stations set up around the classroom; at each station students will take part in an activity to learn about a specific symbol of Canada and the importance of that symbol. Students will be broken up groups and assigned to a station. Every 15 to 20 minutes, students will rotate to the next station until they have been to each one.

Station #	Activity	Supplies Needed	Description of Activity
Station #1	Learning about and building an inukshuk	Article about inukshuk Pictures of various inuksuit and the Olympic Flag Rocks, stones, clay	Students will read an article about the inukshuk and look at several pictures of inuksuit including the 2009 Olympic flag. Using clay or rocks, students will then build an inukshuk.
Station #2	Writing a haiku poem about Canada on an outline of the Maple Leaf	A short description of the importance of the maple leaf to Canada. Outline of a maple leaf	Students will read a short description about the importance of the maple leaf to Canada. Students will then write a haiku about Canada on the leaf and decorate it.
Station #3	Creating a postcard from Canada	Computer / Internet Blank Paper Markers	Students will briefly research a region of Canada; they will then create a postcard: one side will include a picture and the other will include a written description with at least one symbol from that region.
Station #4	Read the article, “A Brief History of the Beaver” and take Cornell Notes on it	Copies of the article Cornell Note Paper	Students will read the article about the Beaver and the reason it is an important symbol to Canada. Students will then take Cornell Notes on the article. The students will focus on 10 important facts about the Beaver.

5. Closing activity: Class will briefly share artwork and hold a discussion about station #3 and what other symbols they came across during their research on Canada.

**Assessment:**

1. Teacher will make informal observations and be on hand to answer questions while students are at stations.
2. Prizes will be given for the best Inukshuk.
3. Maple leaves and postcards will be graded on creativity and neatness.
4. Cornell Notes will be graded on format.

**Possible Extensions:**

Additional stations could be set up to include a variety of activities beyond simply covering the symbols of Canada. Students could analyze a population chart or graph of Canada and answer questions; they could do a mapping activity to learn about each province of Canada; they read an article on NAFTA and answer questions; they could read a poem about Canada and respond to it; the possibilities are endless.

