

Lisa Eliuk
Hazelton SDA School
Leliuk@hotmail.com
Teacher K-9

Canada: Families Past and Present
Thematic Unit
Gr.4-6

Description:

This is a thematic unit, which incorporates the subjects of Reading, Writing, Social Studies, Art, and Computer Technology. In this unit we hope to learn about the life and times of families living in Canada's past. How does what we live like today compare? How is it different?

Faith Integration:

During this unit we will be learning about Canada and it's family's. In the Bible we learn about men and women, their families, and how they lived in the past. Because the Bible keeps a Family record of their genealogy and their life stories we can learn a lot from their triumphs and mistakes. This ties in nicely with our theme because we can learn from people in the Bible as well as our own families. The students will learn through discussions of Bible families such as Abraham's and his descendants, Jesus and his family, and our church family.

Curriculum Benchmarks:

- 1. The students will learn to use the keyboard and other common input and output devices (including adaptive devices when necessary) efficiently. Nets 1**
- 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. Nets 1, 2**

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. Nets 2
4. Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. Nets 3, 4
5. Use telecommunications and online resources (e.g., email, online discussions, Web environments) to participate in collaborative problem solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. Nets 4,5
6. Use technology resources (e.g., calculators, data collection probes, videos, and educational software) for problem solving, self-directed learning, and extended learning activities. Nets 5, 6
7. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. Nets 5, 6

Materials/Hardware/Software:

Computers

Scanner

Digital camera

Microsoft Power Point Presentation

Kid Pics Deluxe Program

CD's

Journals

Clay

Pottery set of tools

Paints

Brushes

Paper

Photographs

Photograph paper

Printer

Bible

“Canadian Pioneers” written by Maxine Trottier and published by Scholastic Canada Limited.

“A Pioneer Christmas” written by Barbara Greenwood and published by Kids Can Press.

“In Pioneer Days” written by Ruth Solski and published by S & S Learning Materials.

“Canada” written by Jane Pofahl and published by Instructional Fair (TS Denison).

“Dear Canada Series” published by Scholastic Canada. There are twelve books in all. We are centering our study on “Trail of Broken Dreams” written by Barbara Haworth-Attard.

Teacher Preparation:

This is a thematic unit that will be spread over a period of a month to have time to properly complete the assignments, learn new computer programs, software, web search, and read books as required. The teacher will have a prepared a PowerPoint Presentation to illustrate a Family Tree to the students and to show them what is expected. A Kid Pics presentation will be prepared on Families. This presentation will be for the lowest grade. Clay will be used as an art material. A model of a family and pioneer homestead will be created to give an example of how clay can be molded. The teacher will research the Bible concerning selecting Bible texts concerning Families and clay and will share these during class time.

Student Preparation:

The students will need to know how to use a computer such as turning it on/off and how to open a program. The highest grade will need to know how to perform the basics in operating a printer, scanner, and digital camera.

Activities/Procedures:

Assignment 1: Each student will be given two separate journals. Journal 1 is to record their everyday family life at home or at school. Journal 2 is to write about what it would be like to live in this town or anywhere in British Columbia during the pioneer times. They will need to choose a time period, place, and then do research on it. The student will need to know what it was like for children during the time chosen

and make a realistic journal entry. This assignment will begin the first day of class as well and will continue on for approximately a month. An excellent resource is the “Dear Canada” series of books, especially, “A Trail of Broken Dreams”, “A Ribbon of Shining Steel”, and “An Ocean Apart”. These three books in particular deal with the life and times of three girls who live in three separate areas of British Columbia and time periods. The students can research their character using the internet, newspapers, library books or microfilm, museum, etc.

Assignment 2: Students will learn how to perform basic operations on the computer such as turning it on/off, selecting a program, file, and begin to take a look at the Kid Pics program. The students will also review proper computer etiquette, what is appropriate and inappropriate behavior.

Assignment 3: We will review quickly what was learned in last class and the each student will make a picture of their family using the Kid Pics which will need to be saved. This slide may be added to the next assignment.

Assignment 4: The students will be given the project of making a slide show about who is in their family, where they live, how they live, and what they think family is all about. This project will need to have at least 4 slides. One slide is required to be a map of Canada and where we live in Canada.

Assignment 5: The students will learn the basics of how to use Power Point presentation for a Family tree project. In this process we will also look at how to use a scanner, and digital camera. The Family Tree project will be making a PowerPoint Presentation of their Family, starting with themselves and going as far back as possible. Information that they need to include is names, birthdays, anniversaries, deaths, any important information that may be interesting such as letters, newspaper clippings and pictures of family members that can be scanned in or down loaded from a digital camera. The students may also research information for this assignment using websites, such as the Provincial Archives of British Columbia for example, that carry family tree data that is required for their report. The students will need to save their programs to a CD so that they can

take it with them and carry on with it if they so choose on their own time. Eventually, I would like to launch these on our school website.

Assignment 6: In the Bible, we will be taking a look at Families. We will start with Adam and Eve and work our way through to Jesus and his family. In class, the students will take a look at selected families such as Abraham through to Joseph, Ruth, David, Solomon, Esther, and Jesus. We will discuss their families and how they related with each other and how these people relate to us today.

Bible Texts:

Genesis 5: 1-32

Genesis 11: 10-32

Genesis 25: 1-26

Genesis 35: 23-26

Ruth 4:13-22

Matthew 1: 1-17

The student will choose a Bible character that they have studied about in class and will report on this character. They will not only tell information about this person, but how they can relate to them and why. How is their family similar or different? The students can use MS Word to type it and can use Kid Pics to illustrate the Bible character or family that they have chosen.

Assignment 7: Families will also be incorporated into our art class as well. The students will be using clay to create a home and family from the time period and place that they have been studying. Also the students will be painting a picture of their families to be displayed on our bulletin board which displays student work.

These assignments will take time and may be extended if there is a need so it may be subject to change.

Assessment/Evaluation:

The students will be assessed through observation, discussion, rubrics, assignments, and quizzes. I will be taking a look at how much effort, work and detail were put into each project and grade accordingly.

Follow-up Activities:

Pioneer Research:

Activity 1: Building a House

Compare building a pioneer home to building a modern home.

Activity 2: Cleaning a House

Compare how a pioneer woman cleaned to the way a modern day woman cleans.

Activity 3: Cooking Meals

Compare how a pioneer woman cooked her meals to the way a modern woman cooks.

Activity 4: Storing and Preserving Food

Compare the ways a pioneer woman stored and preserved her foods with the way a modern day woman does.

Activity 5: Washing Clothes

Compare how a pioneer mother washed her family's clothes with the way a modern mother washes her family's clothes.

Activity 6: Ironing Clothes

Compare how a pioneer mother ironed her family's clothes with the way a modern day woman irons.

Activity 7: Keeping Clean

Compare the ways that the pioneers kept clean to the ways people of today keep clean.

These activities will help the students to understand what it was like for our families in the past and now in the present.

HyperStudio/Powerpoint Appearance and Content : Family Tree Powerpoint Presentation

Teacher Name: **Mrs. Eliuk**

Student Name: _____

CATEGORY	4	3	2	1
Sounds -planning	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Digital Camera Use	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but is it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.