

# Canadian Winters

<b>Developed By</b>	Elizabeth MacPherson
<b>Suggested Length</b>	Six 45 minute lessons
<b>Suggested Grade Level(s)</b>	Six
<b>Subject Areas</b>	Social Studies , Visual Arts, Language Arts

## Overview

Teachers can use this unit for Social Studies, Visual Arts, and Language Arts when exploring the role of winters on the lives of Canadians. Students will discuss and learn about: winter sports and activities; geographical information regarding the provinces and territories; and sights to behold during Canadian winters.

## Links to Curriculum Outcomes

*Students will (be expected to)*

- for a selected cultural region, assess the relationship between culture and the environment (Social Studies)
- for the selected cultural region, explore the extent to which sports and games are expressions of culture (Social Studies)
- analyze others' artwork to form conclusions about formal properties, cultural contexts, and intent (Visual Arts)
- make a conscious attempt to consider the needs and expectations of their audience (Language Arts)

## Links to Telling Stories: Themes / Key Words

- Winter in Canada
- Symbols of Canadian Experience

## Art Works

- *Captain Jesse Winsor*, Robert Harris, CAG 78.6 a, b
- *Untitled*, Robert Harris, CAG H-630
- *Sullivan House*, Robert Harris, CAG H-1924
- *Untitled*, Robert Harris, CAG H-2227
- *Untitled*, Robert Harris, CAG H-1426b
- *Untitled*, Robert Harris, CAG H-1403
- *Pressing For the Answer*, Robert Harris, CAG H-2229
- *Putting the Question*, Robert Harris, CAG H-2228
- *A Moonlight Tramp*, Robert Harris, CAG H-2223
- *A Snow-shoe Tramp*, Robert Harris, CAG H-1428



## *Lesson #1: What Do We Know about Winter in Canada?*

**Objective** Students will identify and discuss weather, sports, habitat, and culture in relation to Canadian winters.

### **Materials**

- pencil
- people search
- flip-chart paper
- markers

### **Activities**

1. As a whole group, have students look at Harris' depiction of winter in the works noted. Have students answer the following questions and record their answers on flip-chart paper:
  - What symbols of winter (e.g., snowshoes, sleigh) are present in the works?
  - Which weather systems are portrayed?
  - How might Harris feel about winter?
2. Invite students to work individually to complete their people searches. Instruct students to find the name of one classmate to answer each question, and to use each name only once. Students should record their classmates name and answer in each block. Students may answer one block on their own, and the teacher should participate as well!

### ***Canadian Winter People Search***

Find Somebody Who...

Is involved in a winter sport _____ _____ _____ _____ _____	Has participated in a winter festival _____ _____ _____ _____	Can list three things we can do to stay safe in winter weather _____ _____ _____	Can name a Canadian athlete that has won a medal in the Winter Olympics _____ _____ _____
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<p>Can list three winter sports that are in the Winter Olympics</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can name two activities people can do to stay active in winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Has a favorite hockey team and / or player</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can explain why rabbits change their colour in winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Can list two birds that do not fly south in winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can name three items of clothing that we see mainly in winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can name two animals that hibernate in the winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can explain how to make a snowball</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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<p>Can list the province where hockey originated</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can list the group of trees that stay the same all year</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Can list three weather systems that occur only in winter</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>has an interesting winter fact that they would like to share</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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3. Invite one volunteer per block to share answers with the class, and add any new information to the flip-chart paper. Post these on a wall to allow students to re-visit the information during the unit.



## *Lesson #2: Creating a Winter Mosaic*

**Objective** Students will discuss techniques used by Harris to depict winter scenes, and then create a winter mosaic of their own.

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

- *Captain Jesse Winsor*, Robert Harris, CAG 78.6 a, b
- *Untitled*, Robert Harris, CAG H-2227

### **Materials**

- black construction paper
- small pieces of construction paper
- glue stick
- scissors
- pencil

### **Activities**

1. As a group, have students look at the two Harris works and discuss:
  - focal point in each work
  - light and dark contrasts
  - costume / dress (Would this scene look the same today?)
2. Have students consider that there are many different choices when depicting winter scenes (e.g., landscapes, sports, animals). Starting at one side of the classroom, invite students to share either an idea for a winter scene, or a method of depicting a scene (e.g., sketch, photograph).
3. Invite students to create a mosaic of a winter scene. Have students choose six colours of construction paper (other than black) and cut small pieces of each (about the size of a nickel), separating them into piles. Give each student one sheet of black paper for the background. Ask students to draw their winter scene on the black sheet of paper, focusing only on the larger details. Glue the small pieces of coloured paper onto the black sheet, following the guidelines of the sketch. For instructional purposes, a model can be found in the book *The Jumbo Book of Paper Crafts* by Amanda Lewis.
4. Hang the impressionist mosaics around the classroom, making careful decisions about placement of each in order to add to the overall impact of the exhibition.

## Ideas for Assessment

Do a “tour” of the exhibition with the students. Invite students to present their own mosaic to the class, explaining:

- their choice of scene
- choice of colours
- what they were meaning to convey



## *Lesson #3: Extra! Extra! Read All About It!*

**Objective** Students will choose one of Harris’ works and respond to it by writing a newspaper article for the scene portrayed.

### **Materials**

- newspapers (one copy for each pair of students)
- pencil
- paper

### **Activities**

1. As a whole group, view each winter scene and briefly describe what is happening in each work.
2. In pairs, look at a newspaper and discuss:
  - What is involved in writing an article?
  - What makes the article appeal to its readers?
  - What makes an article a front page story?
  - What sections are in a newspaper?
3. Invite pairs to choose one Harris work and respond to it by writing a newspaper article. Students should consider the work as a snapshot of an event, and invent the accompanying information. While considering their chosen work and writing the article, students should include: the date; an eye catching title; writers’ names; and, answers to the following questions:
  - Who?
  - What?
  - When?
  - Where?
  - Why?
4. Students should revise, edit, and draft a final copy of their article. Students might present their articles to the class and compile them to create a class newspaper!

### Computer Option

- Students might look online for newspaper articles from their own community or other communities in Canada.
- Students might type their articles in columns for their newspaper.



### *Lesson #4: Mapping Canada*

**Objective** Students will create a list of winter activities that are present in the Harris works and in Canada, and label maps of Canada according to specified criteria.

### Materials

- pencil
- paper
- coloured pencils
- atlas for each student
- large map of Canada
- small map of Canada for each student

### Activities

1. As a whole group, have students look at the Harris works and review / create a list of the winter activities that are present. Record these on flip-chart paper, along with any other winter activities, sports, and games that they can think of. Post this in a visible area for future reference.
2. As a whole group, look at a large map of Canada and invite students to point out:
  - bodies of water that border Canada
  - all of the provinces and territories
  - climatic regions
  - physical regions
3. Give each student a small map of Canada and ask them to label their maps according to the criteria noted above, using a different colour for each. Invite students to work in groups of four and use the large map and their atlases for additional information.
4. Assign each group a Canadian province or territory and tell them that the next lesson involves deciding which winter sports and activities can be found in their area. As homework, students might begin to consider the possibilities.

## **Ideas for Assessment**

Circulate and record observations of students' use of various strategies to label their maps and to work collectively within the group.



## *Lesson #5: Mapping Winter Activities in Canada*

**Objective** Students will consider the connections between winter sports / activities and the provinces and territories in Canada.

### **Materials**

- flip-chart information from Lesson #3
- maps of Canada
- white paper (8 x 14)
- pencils
- scissors

### **Activities**

1. Invite students to join the groups assigned to them in Lesson #3, and to share with their group the sports and activities that they feel match their assigned region. Remind students to consider the characteristics of their assigned province or territory when choosing their sports.
2. Invite one member per group to trace their province on white paper using the large map of Canada (remind students that we are not expecting perfection, but that we are expecting their best work). Have another group member cut out their traced province or territory and then have the group decorate their region with pictures and words that represent sports and activities in their area.
3. Post all of the provinces and territories together on the wall, putting the pieces of the map together like a puzzle. Call the masterpiece Mapping Winter Activities in Canada. Allow students to add to the surrounding wall throughout the following months!

### **Computer Option**

- Invite students to search for information online regarding Canadian Winter sports and activities.

## **Ideas for Assessment**

Have students complete a peer evaluation and self evaluation checklist according to criteria decided upon by the class (e.g., participation, respecting others' opinions, additions to provincial "map").

### **Bringing it all Together**

Expand the wall entitled Mapping Winter Activities in Canada to the entire classroom. Invite students to bring in any resources from home or school to be shared and displayed in the classroom (e.g., travel brochures and pamphlets, postcards, road maps, sports equipment). Listen to Canadian music that accompanies the theme, such as “The Good Old Hockey Game” by Stompin’ Tom Connors.

### **Suggested Resources**

- *The Jumbo Book of Paper Crafts* (Amanda Lewis, 2002)
- *Canadian Provinces and Territories* (Ruth Solski, 2000)

### **Possible Extensions**

Invite a guest speaker to the class to talk about one or more of the following: winter sports / activities; playing safely in cold temperatures and snowy conditions; staying active in winter months; birds and animals surviving in winter.

Organize a winter sport / activity for the entire school.

