

Domain-Based Unit Overview

Title of Domain: Canada, Grade 3

Learning Time: 8 Days

Big Idea (TP 1)

Canada is an important neighbor to the United States.

What Students Need to Learn (TP 2)

- Canada
 - French and British Heritage
 - French-speaking Quebec
 - Rocky Mountains, Hudson Bay, St. Lawrence River, and The Yukon River
 - Division into provinces and territories
 - Major cities including Montreal, Quebec City, and Toronto

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

Pre-Assessment	
Pre-assessment will be composed of 2 parts - Content (multiple choice/short answer/essay) and vocabulary matching. This layout will be in a similar (but shorter) style to the post-assessment.	
Domain Lesson 1	Visiting Canada, 2 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2
Objectives	<p>Big Question: What are some similarities and differences between Canada and the United States today?</p> <ul style="list-style-type: none"> - Use a map to locate Canada in relation to the United States. (RI.3.7) - Describe the organization of Canada into provinces and territories. (RI.3.1) - Locate Toronto and Ontario on a map. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary; <i>province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol; and of the phrase “elected representative.”</i> (RI.3.4)
Vocabulary	province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol; and of the phrase “elected representative.”
Procedure	<ol style="list-style-type: none"> 1. Introduce the <i>Exploration of North America - Canada</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents 2. Create a KWL chart for what students know and wonder about Canada 3. Introduce Charter 1 “Visiting Canada” in <i>Exploration of North America - Canada</i> CKHG Student Reader 4. Read aloud Chapter 1 and call attention to vocabulary 5. Answer objective question, “What are some similarities and differences between Canada and the United States today?” with a venn diagram 6. Review vocabulary 7. Complete Enrichment activities
Support	Guided Reading Supports on TP 13-15
Enrichment	Compare and Contrast USA to Canada (Whole Group) Planning a Trip to Canada (AP 1.2)
Fiction/ Read Aloud	<i>Exploration of North America - Canada</i> CKHG Student Reader

Saying and Phrases	“elected representative.”
Writing	<i>If Applicable</i>

Domain Lesson 2	The Story of Canada, 3 days
MN Academic Standards	3.3.1.1.1 3.3.1.1.2 3.4.1.2.1 3.4.2.5.1
Objectives	<p>Big Question: What kinds of things do Canada and the United States share in their histories?</p> <ul style="list-style-type: none"> - Describe the cultures of Canada’s indigenous peoples. (RI.3.2) - Summarize the history of Europeans in Canada, including its French/British heritage and that the language spoken in Quebec is French. (RI.3.2) - Locate the St. Lawrence River, Montreal, and Quebec City on a map. (RI.3.7) - Understand the meaning of the following domain-specific vocabulary: <i>settle, Arctic, Inuit, resource, igloo, totem pole, teepee, and longhouse.</i> (RI.3.4)
Vocabulary	settle, Arctic, Inuit, resource, igloo, totem pole, teepee, and longhouse.
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 2 “The Story of Canada” in <i>Exploration of North America - Canada</i> CKHG Student Reader 3. Read aloud Chapter 2 and call attention to vocabulary 4. Answer objective question, “What kinds of things do Canada and the United States share in their histories?” with a turn and talk 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 19-22
Enrichment	<p>Compare and Contrast (adding to activity from Lesson 1)</p> <p>The Story of Canada (AP 2.1)</p> <p>Uncharted Territory Video (www.coreknowledge.org/ckhg-online-resources)</p>
Fiction/ Read Aloud	<i>Exploration of North America - Canada</i> CKHG Student Reader
Visual Arts	<i>Totem Pole Creation</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Places in Canada, 3 days
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MN Academic Standards	3.3.1.1.1 3.3.1.1.2
Objectives	The Big Question: How might people take advantage of the resources found in the places where they live? <ul style="list-style-type: none"> - Describe the different regions in Canada. (RI.3.2) - Explain the significance of the Rocky Mountains, Hudson Bay, the St. Lawrence River, and the Yukon River. (RI.3.2) - Understand the meaning of the following domain-specific vocabulary: <i>climate, capital, industry, lumber, and caribou</i>. (RI.3.4)
Vocabulary	climate, capital, industry, lumber, and caribou
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 3 “Places in Canada” in <i>Exploration of North America - Canada</i> CKHG Student Reader 3. Read aloud Chapter 3 and call attention to vocabulary 4. Answer objective question, “How might people take advantage of the resources found in the places where they live?” with an exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 27-30
Enrichment	Map of Canada (AP 3.1) Domain Vocabulary: Chapters 1-3 (AP 3.2) Visiting Canada Video (www.coreknowledge.org/ckhg-online-resources)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>Exploration of North America - Canada</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. 18 multiple choice content questions (TP 35-37) 2. 9 vocabulary matching questions (TP 38) 3. Performance Task - write a story through the eyes of a European settler (either English or French), an indigenous person, or a Canadian Mountie (TP 39-42)



<u>Cross-Curricular Connections</u>	
Art	•
Media	•
Music	•
P.E.	•

