

# **Communities in Canada: Past and Present**

## **Front Matter**

Social Studies/History Modules  
for English Language Learners with  
Limited Prior Schooling



**Toronto District School Board, 2011**

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## **Acknowledgements**

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## Communities in Canada: Past and Present

The **Communities in Canada: Past and Present** consists of several modules created by the Toronto District School Board for teaching social studies to English language learners (ELLs) with limited prior schooling (LPS). Students with limited prior schooling have not had the opportunities to develop age-appropriate language and literacy skills in any language. They have had varying educational experiences prior to their arrival in Canada.

The modules in the **Communities in Canada: Past and Present** are designed to be used by classroom teachers with ELLs with LPS who are integrated into their mainstream classrooms or who are in multi-level ELD classrooms. Particular attention has been paid to providing ELD teachers with social studies/history content-based language instruction and resources that address key topics found in *The Ontario Curriculum, Social Studies: Grades 1-6 History and Geography, Grades 7 and 8, 2013* document.

The *Introduction to Communities* module is intended to be used at any grade level. It is also designed to establish a common understanding of what a community is in order to launch into the grade-level module of choice.

Each module contains a range of high-yield teaching/learning strategies, suggested resources, ready-to-use worksheets, and is organized according to the following outline:

- Big Ideas
- Focus Questions
- Overall, specific, and modified curriculum expectations

- ELD Examples of Observable Language and Literacy Behaviours, Grades 3-12 (STEP: English Literacy Development Continua, June 2012)
- Links to Prior Knowledge and Skills
- Key Academic Vocabulary
- Modified Instructional Activities and Extensions
- Teacher Considerations/Critical Literacy Questions
- Assessment *as, for* and *of* Learning
- A media-focused culminating activity
- A variety of appropriate graphic organizers/key visuals

The **Communities in Canada: Past and Present** provides engaging and challenging opportunities for ELLs with LPS to build on background knowledge to accelerate learning. Effective instruction must reach back to where the learner is and bridge the gaps created by missed educational opportunities. To make the social studies/history content comprehensible, teachers are encouraged to:

- employ a cross-curricular approach
- use culturally relevant and responsive pedagogy as the foundation for teaching and learning
- provide opportunities to explore multiple points of view and perspectives
- explicitly teach academic language and concepts
- recycle new words, highlight key ideas and instructions
- make frequent use of a variety of concrete and visual supports
- model reading and writing strategies while employing gradual release of responsibility
- provide student work samples, co-created success criteria, modified rubrics and expectations
- post and regularly refer to anchor charts, etc.

- check often for comprehension
- be conscious of words and ideas that need further clarification
- use a variety of accessible resources including picture, bilingual, and learner's dictionaries

When deciding upon appropriate accommodations or modifications, teachers need to consider the individual ELL's English language proficiency, prior knowledge, learning style, readiness, and interests. Consult the Ontario Ministry of Education Curriculum Document *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008* for additional suggestions on how to address the needs of learners with limited prior schooling.

# Module Descriptions

## **Introduction to Communities**

This module is designed to be used at any grade level to establish a common understanding of what a community is. This module focuses on Language Arts expectations.

## **First Nations, Europeans, and Other Communities in Early Canada**

This module focuses on Grades 5 and 6 Social Studies expectations from the Heritage and Identity: Communities in Canada, Past and Present strand. Students will examine Aboriginal communities before their contact with Europeans and the impact of contact on both the receiving and incoming communities, and how these communities have contributed to the heritage and identity of Canada.

## **Challenges, Conflict, and Changes**

This module focuses on Grade 7 History expectations. Students will examine changes that resulted from the interaction among First Nations peoples and French and English settlers and the role that conflict played in shaping British North America.

## **Creating Canada**

This module focuses on Grade 8 History expectations. Students will examine factors that led to the creation of the dominion of Canada and the role that discrimination played in the growth and development of Western Canada.

# Contents of Grade 5/6 Kit

## First Nations, Europeans, and Other Communities in Early Canada

This module focuses on Grades 5 and 6 Social Studies expectations from the Heritage and Identity: Communities in Canada, Past and Present strand. Students will examine Aboriginal communities before their contact with Europeans and the impact of contact on both the receiving and incoming communities, and how these communities have contributed to the heritage and identity of Canada.

### Resources for this Module:

Baker, Jeannie. *Home*. New York: Greenwillow Books, 2004, ISBN 0-06-623935-4

Baker, Jeannie. *Mirror*. Massachusetts: Candlewick Press, 2010, ISBN 978-0-7636-4848-0

Baker, Jeannie. *Window*. New York: Greenwillow Books, 1991, ISBN 978-0-688-08918-4

Barber, Terry. *Tom Longboat, Canada*, Grass Roots Press, 2006, ISBN 978-1-894593-61-8

Beaton, Donna & Dunham, Peggy. *Oxford Picture Dictionary for the Canadian Content Areas-Reproducible Activity Book*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544006-5

Brannon, Barbara. *Discover English Explorers*, New York: Benchmark Education Company, 2005, ISBN 978-1-4108-5155-0

Brannon, Barbara. *Discover French Explorers*, New York: Benchmark Education Company, 2005, ISBN 978-1-4108-5154-3

Brannon, Barbara. *Communities*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-5141-3

Brown, Michelle. *Big Idea: All Connected*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-743-4

Brown, Michelle. *Big Idea: First Contact*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-744-1

Hallman-Chong, Stanley. *Big Idea: Events that Changed Canada*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-750-2

Hendricks, Charlene. *Big Idea: Canada: Movement of People*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-748-9

Kauffman, Dorothy & Apple, Gary. *Oxford Picture Dictionary for the Canadian Content Areas*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544005-8

Linde M., Barbara. *Living in a Community*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4617-4

McNamara, Margaret. *Discover the Iroquois*, New York: Benchmark Education Company, 2006, ISBN 978-1-4108-6443-7

Michaud-Turgeon, Robyn. *Big Idea: First People*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-741-0

# Contents of Grade 7 Kit

## Challenges, Conflict, and Changes

This module focuses on Grade 7 History expectations. Students will examine changes that resulted from the interaction among First Nations peoples and French and English settlers and the role that conflict played in shaping British North America.

### Resources for this Module:

Baker, Jeannie. *Home*. New York: Greenwillow Books, 2004, ISBN 0-06-623935-4

Baker, Jeannie. *Mirror*. Massachusetts: Candlewick Press, 2010, ISBN 978-0-7636-4848-0

Barber, Terry. *Laura Secord*, Canada, Grass Roots Press, 2006, ISBN 978-1-894593-81-6

Beaton, Donna & Dunham, Peggy. *Oxford Picture Dictionary for the Canadian Content Areas-Reproducible Activity Book*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544006-5

Brannon, Barbara. *Communities*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-5141-3

Hendricks, Charlene. *Big Idea: New France*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-742-7

Kauffman, Dorothy & Apple, Gary. *Oxford Picture Dictionary for the Canadian Content Areas*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544005-8

Linde M., Barbara. *Living in a Community*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4617-4

# Contents of Grade 8 Kit

## Creating Canada

This module focuses on Grade 8 History expectations. Students will examine factors that led to the creation of the dominion of Canada and the role that discrimination played in the growth and development of Western Canada.

### Resources for this Module:

Baker, Jeannie. *Home*. New York: Greenwillow Books, 2004, ISBN 0-06-623935-4

Baker, Jeannie. *Mirror*. Massachusetts: Candlewick Press, 2010, ISBN 978-0-7636-4848-0

Barber, Terry. *Louis Riel, Canada*, Grass Roots Press, 2006, ISBN 978-1-894593-45-8

Beaton, Donna & Dunham, Peggy. *Oxford Picture Dictionary for the Canadian Content Areas-Reproducible Activity Book*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544006-5

Brannon, Barbara. *Communities*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-5141-3

Hallman-Chong, Stanley. *Big Idea: Events that Changed Canada*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-750-2

Hendricks, Charlene. *Big Idea: Canada: Movement of People*. Rubicon Publishing Inc., 2014, ISBN: 978-1-77058-748-9

Kauffman, Dorothy & Apple, Gary. *Oxford Picture Dictionary for the Canadian Content Areas*, Don Mills, Ontario: Oxford University Press, 2011, ISBN: 978-0-19-544005-8

Linde M., Barbara. *Living in a Community*. New York: Benchmark Education Company, 2005, ISBN 978-1-4108-4617-4

# Word Charts: Direct Vocabulary Instruction

## Learning English Vocabulary in School

Research has shown that English-speaking children enter Kindergarten with an average of around 1,000 word families and add another 1 000 with every year of schooling, graduating from high school with a vocabulary of about 15 000 word families.\* For ELLs who first start learning English in Kindergarten, this would mean that they are already 1 000 word families behind their age peers who have been learning English since birth. The gap between ELLs and their age peers grows for ELLs who first start learning English in later years of schooling (Nation, 2001).

The adoption by English of hundreds of thousands of words from other languages has produced a vocabulary unequalled in size by any other language. The *Oxford English Dictionary* lists more than 500 000 words and does not include hundreds of thousands of scientific and technical terms. By comparison, German has about 185 000 words, and French 100 000. (Coelho, 2007).

For success in school, children need to learn many thousands of low-frequency words. These words are mostly derived from Latin and are found in books and in more formal oral discourse, such as lectures and presentations, teacher talk and documentary video. Creating a Word Chart is an effective strategy for direct vocabulary acquisition. A word chart is a set of key words that students encounter during intensive reading or in other parts of a lesson. Teachers and students build word-family\* charts over time, creating lists where they can study words in more depth, for example, examining word roots and various forms and meanings.

### Reference

*World of Words: Enhancing vocabulary Development for English Language Learners*. Ontario: the Literacy and Numeracy Secretariat, October 2009, ISBN: 1913 8482 (print) 1913 8490 (online)

\*a word family in this context is defined as a set of words that share a common root word as opposed to words that rhyme or share a common spelling pattern

The following is a Word Chart that could be created for the Grade 5/6 Unit on First Nations, Europeans, and Other Communities in Early Canada:

**TOP FOURTEEN WORDS: First Nations, Aboriginal, and European Communities**

Verb	Noun	Adjective	Related Words	Word Roots	Examples
	community				
		Aboriginal			Aboriginal people are the first Canadians.
	culture	cultural			
adapt	adaptation				
contribute	contribution				
interact	interaction		reaction intersection	inter=between act=do	
explore	explorer				
survive	survival		revive	viv= alive, life	
conflict	conflict				
resolve	resolution		solve dissolve	solve=loosen	
reserve	reserve		preservation	serv=save	
reside	resident	residential			
retain	retention	retained		tain, ten = keep	
	heritage	inherited	inherit, inheritance		

## Word Chart Tips and Considerations

The Word Chart:

- is developed **over time** with new words being introduced as they arise in a particular lesson
- contains examples of a word's use in a sentence rather than a definition\*

\*The effectiveness of having students look up the definition of words in a standard dictionary, write the definition, and then use the new word in a sentence to demonstrate their understanding of a word is highly questionable. Beck, McKeown, and Kucan (2002) assert that dictionary definitions are not effective instructional devices and recommend that words' meanings should be presented to students using a descriptive approach, using everyday language. Marzano (2004) organizes some examples in a table:

Word	Definition	Description
Morbid	Not healthy or normal	Showing a great interest in horrible, gruesome details, especially about death
Improvise	To make, invent, or arrange whatever is on hand	To make something you need by using whatever is available at the moment
Illusion	Appearance or feeling that misleads because it is not real	Something that looks like one thing but is really something else or is not there at all

Using a variety of dictionaries including bilingual, visual, and learner's dictionaries will provide English language learners with a variety of tools to access as they attempt to comprehend new vocabulary.

## References

Beck, I.L., McKeown, M.G., & Kucan, L. *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press 2002.

Coelho, Elizabeth. *Adding English*. Toronto, Ontario: Pippin Publishing 2007.  
ISBN: 0-88751-095-7

Marzano, Robert J. *Building Background Knowledge for Academic Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development 2004.  
ISBN: 0-87120-972-1

Nation, I.S.P. *Learning Vocabulary in another Language*. Cambridge, UK: Cambridge University Press 2001.

# *Assessment for, as, of Learning*

## Planning with Assessment in Mind

Assessment Question	Assessment Type	Assessment Procedure/Step	Assessment Tools
1. What is the purpose of the assessment?	FOR	During this step: <ul style="list-style-type: none"> <li>• determine what to assess</li> <li>• set criteria against which student outcomes will be assessed</li> <li>• ensure that students understand the purpose of assessment activity</li> </ul>	Refer to curricula information, outcomes, expectations, as necessary
2. How will I gather appropriate assessment data?	FOR AS OF	During this step, choose appropriate information-gathering strategies: <ul style="list-style-type: none"> <li>• focused observations</li> <li>• questioning</li> <li>• conferencing</li> <li>• self-assessment</li> <li>• peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• learning logs</li> <li>• checklists</li> <li>• rubrics</li> <li>• journals</li> <li>• entrance and exit passes</li> <li>• portfolios</li> </ul>
3. How will I use this data to inform instruction and improve student achievement?	FOR AS OF	At this step: <ul style="list-style-type: none"> <li>• provide students with accurate feedback</li> <li>• provide students/parents/guardians with ideas for support</li> <li>• differentiate instruction as necessary</li> <li>• provide scaffolding</li> </ul>	For Assessment AS Learning: <ul style="list-style-type: none"> <li>• reflection tools, e.g., strategy checklists</li> </ul> For Assessment OF Learning: <ul style="list-style-type: none"> <li>• rubrics</li> </ul>

Source: *Strategies for Success: Tools for the Second-Language Classroom* by Marcelle Faulds

For more examples of Assessment tools *for* Learning, *as* Learning, and *of* Learning, see "Assessment and Evaluation" on next page.

## Assessment and Evaluation

<p><b>Assessment <u>for</u> Learning</b> is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.</p>	<p><b>Assessment <u>as</u> Learning</b> focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.</p>	<p><b>Assessment <u>of</u> Learning</b> is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.</p>
<ul style="list-style-type: none"> <li>• teacher observations including anecdotal</li> <li>• strategic peer groupings</li> <li>• cooperative learning groups (e.g., Think-pair share)</li> <li>• word charts, vocabulary notebook, concept map</li> <li>• anchor chart of key vocabulary/language prompts</li> <li>• shared common understanding of "Success Criteria"</li> <li>• learning goals</li> <li>• exemplars</li> <li>• adapted reading cards/text</li> <li>• picture cards/visual cues</li> <li>• maps</li> </ul>	<ul style="list-style-type: none"> <li>• anecdotal records of teacher observations</li> <li>• graphic organizers (e.g., Venn diagram, T-Chart, etc.)</li> <li>• work samples</li> <li>• peer feedback</li> <li>• descriptive feedback by teacher</li> <li>• student-teacher conferences</li> <li>• self reflection</li> <li>• reflective journey entries</li> <li>• paragraph frames to guide reflection</li> <li>• interactive journals</li> <li>• interview or surveys</li> <li>• cloze exercises</li> <li>• sequence or matching exercises</li> <li>• timelines</li> <li>• checklist</li> <li>• modified rubrics for ELLs</li> <li>• variety of tasks to demonstrate</li> <li>• home tasks to practice and consolidate learning</li> </ul>	<ul style="list-style-type: none"> <li>• teacher observations</li> <li>• pieces of work chosen for portfolio</li> <li>• oral presentation or report</li> <li>• retelling</li> <li>• journals</li> <li>• role play</li> <li>• demonstrations/experiments</li> <li>• peer teaching (e.g., students teach a skill or idea to a peer)</li> <li>• create a poster</li> <li>• Choice Board</li> <li>• role play</li> <li>• use of technology or alternative assessment</li> <li>• rubric to assess culminating task (modified for ELLs)</li> </ul>

## Revised Bloom's Taxonomy for L2 Learning by Lorin Anderson

Thinking Skills	Strategies
<p><b>Analyzing</b> examine, compare, contrast, find differences, find similarities</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• examine and make comparisons</li> <li>• explain the differences they find</li> </ul>
<p><b>Evaluating</b> give reasons, justify an answer or an interpretation, make recommendations and explain why</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• give reasons and justify an argument or point</li> <li>• make a recommendation and explain why</li> </ul>
<p><b>Creating</b> make, create, design, develop, write, propose</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• create, build, make something new, or suggest a new idea or interpretation</li> </ul>
<p><b>Applying</b> demonstrate, role-play, illustrate, draw, write, use, ask questions of or about new information</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• use the learning in another way</li> <li>• transform the learning into a drawing, a school website post or newsletter item, a skit, etc.</li> <li>• create questions and answers from the learning and interview a partner</li> </ul>
<p><b>Understanding</b> rank or place in order, organize, plan, describe in your own words, discuss, give examples</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• explain ideas</li> <li>• give examples to support their ideas</li> <li>• rank steps, ideas, information, or events in a story in order of occurrence or importance</li> </ul>
<p><b>Remembering</b> make a list, repeat, remember, name, identify, retell, summarize</p>	<p>Ask students to:</p> <ul style="list-style-type: none"> <li>• think about prior knowledge and experiences</li> <li>• summarize previous learning in their own words</li> </ul>

**Higher-Order Thinking Skills**



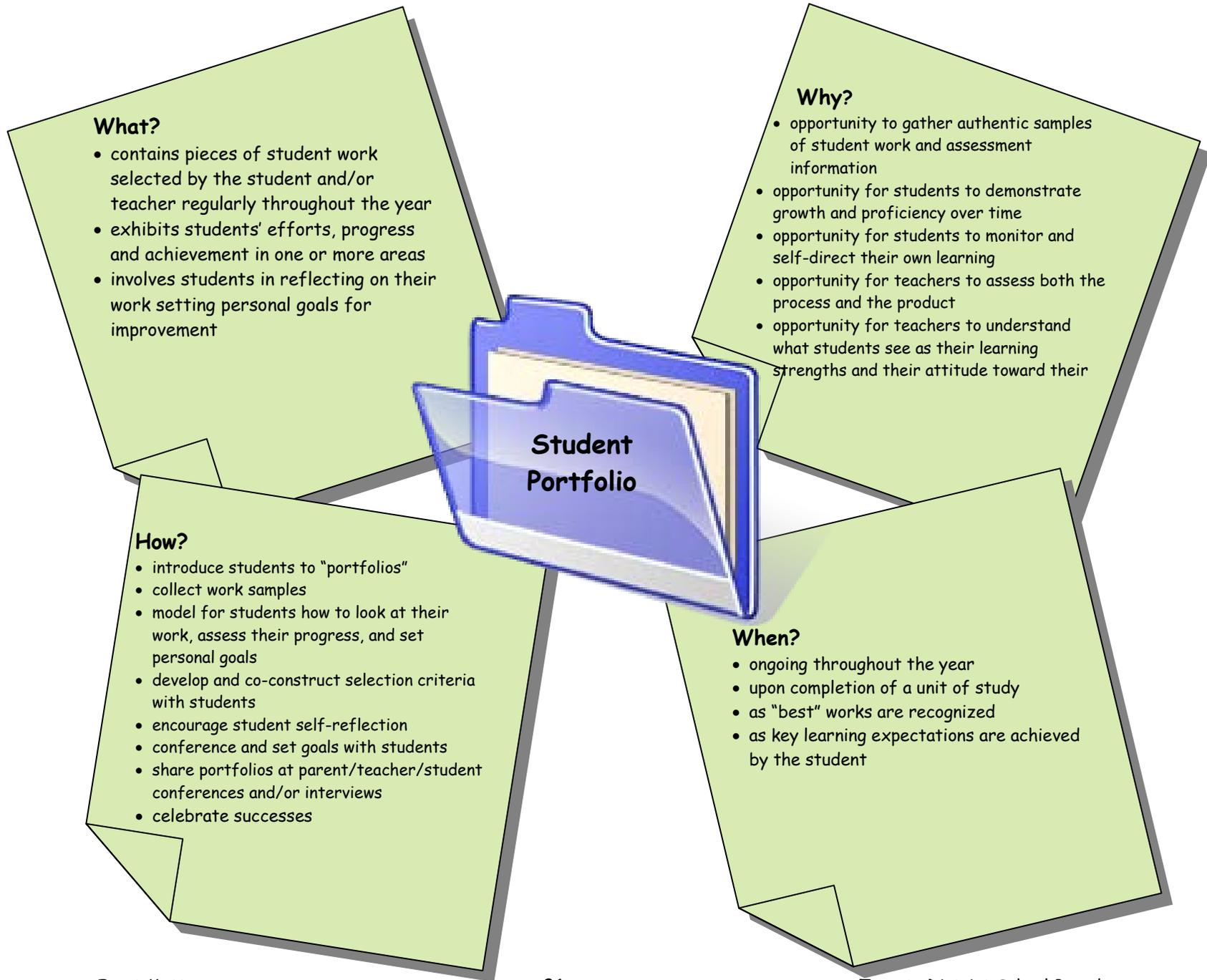
**Lower-Order Thinking Skills**

Source: *Strategies for Success: Tools for the Second-Language Classroom* by Marcelle Faulds

### Thinking Skills and Language Functions for English Language Learners

<b>Levels of Thinking and Language Function</b>	Preproduction (non verbal response) <u>PROMPTS:</u> <b>Show Me, Circle the, Where is, Who has, Draw, Label</b>	Early Production (one word response) <u>PROMPTS:</u> <b>Yes/No, Either/Or, Who, What and How</b>	Speech Emergence (Phrase or short sentences) <u>PROMPTS:</u> <b>Why, How, Explain, questions requiring a short sentence response</b>
<b>Evaluation (Evaluating)</b> appraise, assess, attach, choose, compare, defend, estimate, judge, predict, select, support, value, evaluate	<b>assess, rate, select, choose, attach</b>	<b>+ compare, estimate, value</b>	<b>+ predict, evaluate, examine, judge</b>
<b>Synthesis (Creating)</b> arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up	<b>plan, construct, collect assemble arrange</b>	<b>+ organize, set up, design</b>	<b>+ create, compose, develop, formulate</b>
<b>Analysis (Analyzing)</b> analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	<b>categorize, test examine</b>	<b>+ contrast, experiment, differentiate</b>	<b>+ compare, criticize discriminate, question, distinguish</b>
<b>Application (Applying)</b> apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use	<b>dramatize, choose, illustrate, practice, sketch</b>	<b>+ demonstrate, employ, schedule</b>	<b>+ apply, interpret, operate, use, solve</b>
<b>Comprehension (Understanding)</b> classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	<b>classify, locate, select</b>	<b>+ describe, identify, indicate, recognize</b>	<b>+ express, restate, review</b>
<b>Knowledge (Remembering)</b> arrange, order, define, duplicate, label, name, recognize, relate, recall, repeat, reproduce	<b>label, order, arrange, draw, match</b>	<b>+ name, recognize, repeat</b>	<b>+ define, reproduce, recall</b>

Source: The chart is taken from Windsor-Essex Catholic District School Board's *ELD Science Units*, 2010-2011



## Self-Reflection

Date: \_\_\_\_\_

Title of Work/Product: \_\_\_\_\_

I selected this work for my portfolio because \_\_\_\_\_

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Something I learned \_\_\_\_\_

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One thing I would do differently next time is \_\_\_\_\_

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I would like to get better at \_\_\_\_\_

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## Self-Reflection

Date: \_\_\_\_\_

Title of Work/Product: \_\_\_\_\_

I chose this piece because \_\_\_\_\_

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I learned how to \_\_\_\_\_

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I am proud of \_\_\_\_\_

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Next time, I would like to \_\_\_\_\_

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## Self-Reflection

Date: \_\_\_\_\_

Title of Work/Product: \_\_\_\_\_

When I look at this work I feel:



This piece can tell you that I am good at:

☆ \_\_\_\_\_

☆ \_\_\_\_\_

☆ \_\_\_\_\_

I would like to get better at:

✓ \_\_\_\_\_

✓ \_\_\_\_\_

## References

Faulds, Marcelle, et. al. *Strategies for Success: Tools for the Second-Language Classroom*. Toronto, Ontario: Nelson Education Ltd., 2010, ISBN 10-0-17-613122-1

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools: First Edition, Covering Grades 1 to 12*. Toronto: Ontario Ministry of Education, 2010

*Literacy Assessment Manual - Primary (LAMP)*. Toronto: Toronto District School Board, 2003

*Supporting English Language Learners: A Practical Guide for Ontario Educators Grades 1 to 8*. Toronto: Ontario Ministry of Education, 2008