

Curriculum Connections

Alberta: A Sense of the Land

GENERAL OUTCOME

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and palaeontology are integral to the landscapes and environment of Alberta.

VALUES AND ATTITUDES

Students will:

Value Alberta's physical geography and natural environment:

- Appreciate the diversity of elements pertaining to geography, climate, geology and palaeontology in Alberta.
- Appreciate the variety and abundance of natural resources in Alberta.
- Appreciate the environmental significance of national and provincial parks and protected areas in Alberta.
- Appreciate how land sustains communities and quality of life.
- Demonstrate care and concern for the environment through their choices and actions.

KNOWLEDGE AND UNDERSTANDING

Students will:

Examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- Where is Alberta located in relation to the other provinces and territories of Canada?
- What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)?

- What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)?
- What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)?
- How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment?

Examine, critically, how geology and palaeontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues:

- What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)?

Analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:

- In what ways do the physical geography and natural resources of a region determine the establishment of communities?
- How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)?

The Stories, Histories and Peoples of Alberta

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Alberta's history and to contemporary society.

GENERAL OUTCOME

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

VALUES AND ATTITUDES

Students will:

Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:

- Recognize how stories of people and events provide multiple perspectives on past and present events.
- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.
- Recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities.
- Demonstrate respect for places and objects of historical significance.

KNOWLEDGE AND UNDERSTANDING

Students will:

Assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- What movement or migration within Canada contributed to the populating of Alberta?
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities?

Alberta: Celebrations and Challenges

GENERAL OUTCOME

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

VALUES AND ATTITUDES

Students will:

Appreciate the factors contributing to quality of life in Alberta:

- Value and respect their own and other cultural identities.
- Demonstrate respect for the rights, opinions and perspectives of others.
- Demonstrate respect for the cultural and linguistic diversity in Alberta.
- Appreciate the influence of the natural environment and resources on the growth and development of Alberta.
- Value and respect their relationships with the environment.

KNOWLEDGE AND UNDERSTANDING

Students will:

Examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:

- In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)?
- How has multiculturalism in Alberta evolved over time?
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)?

- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time?
- How does living in a particular community, region or province help shape individual and collective identity?

Examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:

- How do recreational sites and activities reflect Alberta's heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)?

Alberta Education. (2006). *Social studies kindergarten to grade 12*. [Webpage]. Retrieved from <https://education.alberta.ca/media/456107/ss4.pdf>

Lessons and Activities

Class Discussion: Islamic Architecture

Background information on the decoration of Islamic buildings:

Geometric patterns and arabesques have developed over the centuries in Islamic decoration. Arabesques are linear patterns of scrolling and interlacing foliage, tendrils or plain lines. To Muslims these create an infinite pattern that symbolizes the nature of creation by Allah and the Islamic worldview. Islamic art does not have the figurative iconography that other religions do and in fact it is not permitted to recreate living forms because that is the work of God. There are two modes to Islamic decoration. In the first mode each repeating geometric form has a built-in symbolism ascribed to it. The second mode is based upon the flowing nature, of plant forms. In addition, upon inspection of the many examples of Arabesque art, some would argue that there is in fact a third mode, the mode of Arabic calligraphy.

- Wikipedia. (2015, July 3). *Islamic geometric patterns*. [Webpage]. Retrieved from https://en.wikipedia.org/wiki/Islamic_geometric_patterns

Videos:

1. National Geographic. (2013). *Ancient megastructures: The Alhambra*. [Video file]. Retrieved from <http://www.natgeotv.com/ca/ancient-megastructures/videos/the-alhambra>
2. National Geographic. (2013). *Ancient megastructures: The Alhambra: wonder of Islam*. [Video file]. Retrieved from <http://www.natgeotv.com/ca/ancient-megastructures/videos/wonder-of-islam>
3. National Geographic. (2013). *Ancient megastructures: The Alhambra: the watchtower*. [Video file]. Retrieved from <http://www.natgeotv.com/ca/ancient-megastructures/videos/the-alhambra-the-watchtower>
4. National Geographic. (2013). *Ancient megastructures: The Alhambra: palaces and gardens*. [Video file]. Retrieved from

<http://www.natgeotv.com/ca/ancient-megastructures/videos/the-alhambra-palaces-and-gardens>

5. National Geographic. (2013). *Ancient megastructures: The Alhambra: water*. [Video file]. Retrieved from <http://www.natgeotv.com/ca/ancient-megastructures/videos/the-alhambra-water>

Activity: Vidcasts

Curriculum Connection: Grade Four Social Studies

Choose one of the videos above and write down all the way that it connects to what you have learned about Alberta. For instance, if you chose to watch about water you can talk about irrigation in the Alhambra and irrigation for farming. How are they similar and how are they different?

Process:

1. Choose images and/or create small vignettes to go with your dialog.
2. Create your storyboard,
 - a. Arrange the images and vignettes in the sequence that you will want them to show in your vidcast.
 - b. Once the images and vignettes are arranged sequentially, write down short phrases and explanation for each one.
3. Using your storyboard as your outline, write your script.
4. It is important to practice reading your script aloud so that you have the right accentuation, tone and clarity when you are being recorded.

This is an extensive project and will require time. It is recommended that the aim of the project is well planned out and organized before starting. However, it is more than worth it in the end when you see the growth in your students.

What is a vidcast?

A vidcast is more than a podcast in that it places a greater importance on the visual component. Therefore it is audio with corresponding images. For instance, you can have a series of powerful images and video clips representing the audio in the background.

What is a podcast?

Interactive123. (2013, August 20). *What is a podcast?* [Video file]. Retrieved from https://www.youtube.com/watch?v=oerm5Q_9u2A

If your school uses MacBooks you will use GarageBand and iMovie, which already come on all Mac computers. If your school uses PC computers will need to download Audacity, which is easy to learn how to use.

GarageBand Tutorial Video:

Timmer, E. (2015, February 7). *GarageBand tutorial 2015 - How to record a podcast with GarageBand.* [Video file]. Retrieved from <https://www.youtube.com/watch?v=BiNjUNNKvzE>

iMovie Tutorial Video:

Cox, D. A. (2015, May 17). *iMovie 2015 - full tutorial.* [Video file]. Retrieved from <https://www.youtube.com/watch?v=j9LcLEncENE>

Activity: Flat Stanley

Curricular Connections: Grade Four Social Studies

There are several options open to a teacher to make friends with students in an Islamic school. Alberta has several Islamic schools that teach the Alberta curriculum along with religious studies. There are also international schools all over the world where student go to an English speaking school in a Muslim nation, for instance Tunisia. The teacher can contact either a local or an international school and ask if they would be willing to start a Flat Stanley project, AKA pen pals.

<https://www.flatstanley.com>

Go to the Flat Stanley website and click on *Exchange*, or use this link, https://www.flatstanley.com/find_host, you will be able to find teachers around the world who are looking for pen pals.

Connect the Alberta curriculum to the content of your letters to your pen pals. For instance, grade 4 is all about Alberta, which would already be a topic of interest for international students.

Activity: Story Bird

Curricular Connections: Grade Four Social Studies

Once you have established a strong connection with your pen pals close at home, or overseas, you can begin to create stories based on what the children have been discussing and learning using Story Bird.

A group of students can share an account and co-author a story together. If the children speak more than one language, have them create a dual language book.

To learn more about Story Bird click on, use this link, <https://storybird.com/about/>.

Activity: Making Perfume

Curricular Connections: Grade Four Social Studies

You will need:

- Two trays (baking sheets or glass trays)
- Plastic wrap
- Cold pressed coconut oil
- Scented flowers

Process

Day One:

1. Spread a thin layer of coconut oil on the tray.
2. Lay each individual flower (petals) face down side-by-side covering the entire surface of the coconut oil.
3. Gently lay the second tray onto of the pressed flowers and coconut oil. This will act as a weight.
4. Wrap the trays in a plastic wrap and set aside for 48 hours.

Day There:

1. Cut off the plastic wrap and remove the top tray.
2. Gently remove the layer of pressed flowers, careful not to take the coconut oil with the flower. The oil will be your perfume.
3. Now add a fresh layer of scented flower petals face down into the coconut oil covering the entire surface.
4. Gently lay the second tray on top and wrap with plastic wrap.
5. Set aside for 48 hours.

Day Five:

1. Remove the plastic wrap, the top tray and the layer of presses flower petals.
2. Using a spatula, remove the coconut oil from the tray and put it into a decorative container.
3. You now have perfume.

For more information of a demonstration, you can refer to Google and/or Youtube.