

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Grades 4–12
Main Subject:	Social Studies
Big Idea:	Citizenship; Identity, Culture and Community; Historical Connections; Historical Thinking Concepts
Title:	OUR STORIES OUR VOICES
Cluster:	Living in Canada
Duration:	1–2 weeks
Materials:	Art materials such as paper, coloured markers, paints
Short Description:	OurStoriesOurVoices is a project inspired by Canada's History Society which allows students to explore a story that is important in their community's past and share it with Canadians across the country through social media, an optional online contest, an optional virtual youth forum, and a special publication featuring winning projects. By learning about and sharing these stories, Canadians will discover new people, places, and events that illuminate our diverse past and unite us as Canadians. In particular, this project will enhance students' understanding and application of the Historical Thinking Concepts, such as establishing historical significance and using primary source evidence. Students can work on this project independently with teacher check-ins.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4
Cluster 2

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/framework/index.html

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
		X	X	X							X	X	X

Posted with permission from: Canada's History Society
 Contributions received from: Grant Bridgeman and Linda Connor

LEARNING EXPERIENCES AND ASSESSMENT

Overall

Teacher's instructions

The General Learning Outcomes for the [OurStoriesOurVoices](#) project include citizenship, as well as identity, culture and community, along with historical connections. The project is cumulative and targets the outcomes for Grade 4 Social Studies Cluster 4 and Grade 6 Social Studies Cluster 4. The project could be done online or as a hands-on project. Students can work on this project independently with teacher check-ins.

Project steps

The following steps can be found at the [OurStoriesOurVoices](#) website:

1. Taking a Step Back (Before Choosing a Topic)
 - What is a Community?
 - What are some communities that you are connected to?
 - Which community stories do you think people should know about?
 - How can I tell if something is historically significant to my community?
 - How do I know a piece of historical evidence is reliable?
2. Designing a Commemorative Coin: Historical Significance in Canadian History Lesson plan
3. Seeking Sources: Creating a Primary Source Database Lesson plan
4. Starting off on the Right Foot Guide/handout for students on choosing a topic and creative response that work together (CONTEST SUBMISSION OPTIONAL)
5. #OurStoriesOurVoices Online Hashtag contest for classroom prizes (CONTEST SUBMISSION OPTIONAL)
6. Did you complete an #OurStoriesOurVoices activity? (CONTEST SUBMISSION OPTIONAL)

The format of the final project

- As a culminating project, you will submit your project to the contest, and/or present it to your class as part of a gallery walk or community presentation.

Criteria for optional contest submission

- Submission exhibits thoughtfulness and creativity.
- Creative response clearly identifies a topic and is within appropriate parameters (length, word count, etc.).
- Creative response is focused and polished (spell-checked/edited).
- Students are able to clearly convey the historical significance of their topic in their creative response.
- Students should correctly identify and reference any primary or secondary source evidence for their creative response. Any plagiarized content will render the submission ineligible.
- Any music, sound effects, images, or other similar material must be copyright-free or the student must receive permission to use the material from the rights holder. This material should be properly cited.
- Responses to short answer questions concisely and effectively identify choice of topic, explain why their story is important to their community, and describe its significance to Canadian history.

Instructions for students

Follow the [Educators Guide](#) for OurStoriesOurVoices.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 4: Evaluation Rubric.docx

Grade 4: Oral Presentation Rubric.docx

Evaluation Rubric					
Element	4	3	2	1	Points
Planning	The planning completely and clearly demonstrates the project.	The planning demonstrates the project somewhat.	The planning demonstrates the project very little	No evidence of planning	
Organization	The sequence of information is very logical.	There is some logic in the sequence of information.	There is little logic in the sequence of information.	There is no logic in the sequence of information.	
Content	The work covers the subject completely and in depth. The information is clear, appropriate and accurate.	The work includes most essential information. Some information is confusing, incorrect.	The work includes some essential information. The information is confusing, inaccurate or imperfect.	The work includes very little essential information. The information is very confusing, inaccurate or imperfect.	
Multimedia or text design (text, graphics, sound, video, animation)	The choice of media or text design is suited to the presentation and is very attractive to the viewer or reader.	Most of the elements contribute to the subject. Some elements may have too much or not enough text.	A few elements contribute to the subject. Some elements may have too much or too little text.	There are many elements missing.	
Language	Spelling, vocabulary, grammar, the use of punctuation are accurate and correct.	There are minor problems with spelling, vocabulary, grammar, and punctuation.	There are several spelling, vocabulary, grammar and punctuation errors.	There are persistent errors in spelling, vocabulary, grammar and punctuation.	
Appearance	The presentation is very attractive and attractive to the viewer or reader.	The presentation is attractive and attractive to the viewer or reader.	The presentation is somewhat attractive to the viewer or the reader.	Little or no attempt has been made to make the presentation attractive to the viewer or reader.	
TOTAL					/24

Oral Presentation Rubric					
Criteria	4	3	2	1	
Flow of ideas	The ideas presented are well developed and flow in a clear manner.	The ideas presented are generally well developed and flow in a clear manner.	The ideas are presented superficially and do not flow well.	The ideas presented are limited in their development and lack flow.	
Expression	Oral expression is fluent and generally seems authentic.	Oral expression is generally fluent.	Oral expression is understandable and sometimes fluent.	Oral expression is hesitant and is not always understandable.	
Syntax, variety of expressions	Language is varied and idiomatic.	Language is generally correct, varied and idiomatic.	Language is sometimes correct and some idioms are used.	Language is incorrect and/or limited.	
Intonation	Intonation improves communication.	Intonation facilitates communication.	Intonation does not interfere too much with communication.	Intonation interferes with communication.	
Vocabulary	The vocabulary is rich, varied and appropriate.	The vocabulary is varied and appropriate.	The vocabulary is generally varied and appropriate.	The vocabulary is not varied and is unsuitable.	
TOTAL					/20