

# 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](http://www.edu.gov.mb.ca/k12/mylearning))
  - My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html))

## PROJECT OVERVIEW

<b>Grade:</b>	4
<b>Main Subject:</b>	Social Studies and English Language Arts
<b>Big Idea:</b>	How can our words and actions right the wrongs of the past?
<b>Title:</b>	ENVIRONMENTAL CITIZENSHIP
<b>Cluster:</b>	Living in Manitoba: Environmental Stewardship and Sustainability
<b>Duration:</b>	2–3 weeks
<b>Materials:</b>	Mentor text, read aloud links, video links, writing material
<b>Short Description:</b>	This integrated social studies and ELA project invites students to investigate environmental stewardship and sustainability through guided inquiry around the question: How can our words and actions right the wrongs of the past? They use a variety of texts to explore these ideas and deepen their understanding of multiple perspectives and opinions. Students are challenged to create free verse poetry to share their thoughts, feelings, and opinions as they consider solutions and actions that they and others can take to be good stewards of their environment.

## LEARNING OUTCOMES

Social Studies: [www.edu.gov.mb.ca/k12/cur/socstud/docs.html](http://www.edu.gov.mb.ca/k12/cur/socstud/docs.html)

4-KL-023, 4-KL-024, 4-V-006, 4-V-006A, 4-S-1-300, 4-S-200, 4-S-301, 4-S-400, 4-S-402, 4-S403

English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/index.html)

Language as: Power and Agency, Exploration and Design, Sense Making, and System

## 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	X	X

Original concept created by: Susan Atcheson, Lisa Goolcharan, and Angela Burdett

## LEARNING EXPERIENCES AND ASSESSMENT

### Essential Question: How can our words and actions right the wrongs of the past?

#### Project Summary

This learning experience focuses on the social studies concept of environmental citizenship, as it relates to General Learning Outcome 2- The Land: Places and People. It targets Specific Learning Outcomes in Cluster 3, Living in Manitoba: Environmental Stewardship and Sustainability. This project is designed for online remote learning. It includes synchronous time with the teacher and peers as well as asynchronous time for independent student work. See detailed instructions in Appendix 1.

#### Student Overview:

1. Think about the essential question and student challenge that your teacher has presented.
2. Listen to a read aloud of the rich text, *Jen and the Great One*, to be introduced to the concepts of environmental stewardship and sustainability; and Indigenous Peoples' traditional relationships with the land and spiritual connections to the natural environment.
3. View a video to learn about environmental stewardship and interview someone in your family or someone else you know, who practices environmental stewardship.
4. Listen to each other's interviews and share what you learned. Use at least one resource to find a possible answer to something you wonder about environmental stewardship.
5. View a video to learn about sustainability. Identify actions in the video that are sustainable and not sustainable.
6. View a video and take on the roles of loggers and conservationists to understand how both groups can feel very passionate about an old growth forest for very different reasons. You will consider the different perspectives and how best to help the workers and still protect the old growth forest.
7. Share your solutions to the problem posed in the Day 5 lesson. Think about a powerful/meaningful message you want to say to make others stop, think and take action to sustain the environment.
8. Share your initial ideas about a powerful/meaningful message you want to send about environmental stewardship. Analyse several free verse poems using the "Poetry Thinking Prompts" to see how the poets share information and feelings about the environment.
9. Share ideas you generated during your asynchronous time. Contribute to a shared writing of a free verse poem and co-create criteria. Write the first draft of your free verse poem.
10. Contribute to a shared revision of the class poem. Participate in a revision conference on the draft of your poem. Use the Peer Conferencing Guide to help focus your conferences. Add the suggested revisions to your drafts, submit to your teacher, and be prepared to share your second draft at the Celebration of Poetry.
11. Share your poem on environmental stewardship and sustainability with your teacher and classmates during the Celebration of Poetry.

## APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

1. Detailed Project Instructions
2. Text Set
3. Provocation: What Do You Notice? What Do You Wonder?
4. Researching My Wondering About Environmental Stewardship Template
5. Decisions and Actions Fillable Template
6. Decisions and Actions Teacher Guide
7. Sustainable or Not Sustainable Handout
8. Poetry Thinking Prompts
9. Generating Ideas Before You Begin to Write Graphic Organizer
10. Peer Conferencing Guide
11. Documentation: Body of Evidence of Student Learning
12. ELA Assessment Tool
13. Social Studies Assessment Tool

# Detailed Project Instructions

## Integrated Social Studies and English Language Arts

### Grade 4 Learning Experience—Week 1

Week 1 introduces students to the essential question, student challenge, and mentor text, *Jen and the Great One* by Peter Eyvindson. The concepts of environmental stewardship and sustainability will be explored through the,

- Essential Question: How can our words and actions right the wrongs of the past?
- Student Challenge: Create a free verse poem to send a powerful/meaningful message to encourage others to care about an environmental issue and enact sustainable practices.

## Day 1

### Overview

**Synchronous Time:** Students will be introduced to the essential question and student challenge. They will listen to a read aloud of the rich text, *Jen and the Great One* to be introduced to the concepts of environmental stewardship. They will also be introduced to Indigenous Peoples' traditional relationships with the land and spiritual connections to the natural environment.

**Asynchronous Time:** Students will listen to the companion story The Great Kapok Tree, watching and listening for evidence of:

- what people are doing and saying that might be **harmful** to the environment
- why the Great Kapok tree is so **important** to the people and animals of the rainforest

### Materials:

Learning Provocation (Link or picture provided in Appendix)

<https://pixabay.com/photos/landscape-change-climate-nature-4684217/>

*Jen and the Great One* (Hardcopy of book)

*The Great Kapok Tree*, by Lynne Cherry, [www.youtube.com/watch?v=J1Teb-jTYI](http://www.youtube.com/watch?v=J1Teb-jTYI)

Chart paper and markers (**All charts will become learning supports that students can reference. Ensure all charts are available to students**)

### Lesson

#### Synchronous Time:

**Note:** Students will need a pencil and paper for this class. Teacher prepare ahead of time three different chart papers: 1) T-chart with the headings, *What we Notice* and *What we wonder* 2) What might people be *Doing* or *Saying* to help the environment? 3) How do you *feel* about what happened in the story? What made you feel that way?"

#### 1. Learning Provocation

- a. First, tell students to create a T-chart with the headings *What I Notice* and *What I Wonder* on one of their pieces of paper.
- b. Then, share image (Appendix 3) and ask students what they notice and what they wonder about the image. Tell students to write and/or draw at least one thing they notice and at least one thing they wonder under the columns on their T-charts. Give them time to record their thinking and then have them share with the class. **Record** students' thinking on the class T-chart under the columns, *What We Notice* and *What We Wonder*.

- c. Next, ask students, “If there were people in this image, what do you imagine them doing or saying that might help the environment? Students share their ideas orally or in the Chat. **Record** the students’ responses on the chart labelled, ‘What might people be *Doing* or *Saying* to help the environment?’
2. Introduce the story *Jen and the Great One*, written by Peter Eyvindson and illustrated by Rhian Brynjolson.
    - a. Show the cover of the book and ask students to think about what they notice and what they wonder. Students share their thinking orally or in the Chat with the class. Draw students’ attention to the Great One’s face. Ask why the illustrator might have chosen to draw The Great One with a face. Introduce the Indigenous concept of spiritual animism and the connection between Jen and the Great One.
    - b. Read aloud, the book, *Jen and the Great One*. As you read aloud, point out parts of the story where the author and the illustrator represent the relationship with the land or the spiritual connection between Jen and The Great One.
    - c. Ask students to think about how they feel about what happened in the story. What made them feel that way? Give them think time and then have them share their feelings and their reasons with the class orally or in the chat. **Record** each student’s response on a third piece of chart paper. This is a great opportunity to demonstrate for students how to respond to a question with an answer supported with a reason or piece of evidence from the story. \*If needed, provide an example such as, *I felt angry **because** the businessman only thought of himself and didn’t think about all the animal homes he would be destroying when he cut down all the trees.*
  3. Explain the asynchronous task.
    - a. Explain that students will listen to a second story called *The Great Kapok Tree*, by Lynne Cherry. They will be listening for examples of,
      - i. what people are doing and saying that might be **harmful** to the environment
      - ii. why the Great Kapok tree is so **important** to the people and animals of the rainforest including Indigenous relationships and connections to the natural environment
    - b. Tell students to record their thinking and be prepared to share their ideas next class.

### Asynchronous Time:

1. Listen to the read aloud of *The Great Kapok Tree*.
  - a. Watch and listen for examples of:
    - i. what people are doing and saying that might be **harmful** to the environment
    - ii. why the Great Kapok tree is so **important** to the people and animals of the rainforest including Indigenous relationships and connections to the natural environment
  - b. Record your thinking and be prepared to share your ideas with your class.
  - c. Share your work with your teacher.

## Day 2

### Overview

**Synchronous Time:** Students will learn about the concept of environmental stewardship and Indigenous Peoples' spiritual connection to the natural environment (Land, water, sky).

**Asynchronous Time:** Each student will interview someone they know that practices environmental stewardship.

### Materials:

Chart paper and markers

*Jen and The Great One*

*The Great Kapok Tree*

*A Minute with Nature*, [www.youtube.com/watch?v=9FpL2UghXlg](https://www.youtube.com/watch?v=9FpL2UghXlg)

Teacher—Create your own picture (6a) and interview (6b) as examples for the asynchronous task.

### Lesson

#### Synchronous Time:

1. Morning Meeting:
  - a. Each student will share their examples of one piece of evidence that supports:
    - i. what people are doing and saying that might be **harmful** to the environment
    - ii. why the Great Kapok tree is so **important** to the people and animals of the rainforest
  - b. Record students' examples on chart paper.
  - c. Do a quick review/picture walk of *Jen and The Great One*.
  - d. Invite students to think of both stories and discuss the feelings the characters felt for the Great Trees in these stories.
  - e. Record students' responses on chart paper.
2. Like Jen and her friends, have you ever taken care of something in the environment? Remember the environment is everything around us the air, soil, water, plants, and animals. Jen and her friends took care of the pine trees by planting the seeds from the Great One's pinecones that had fallen on the ground. When you take care of something in the environment, we call this **Environmental Stewardship**.
3. Watch the video, *A Minute with Nature*, [www.youtube.com/watch?v=9FpL2UghXlg](https://www.youtube.com/watch?v=9FpL2UghXlg), that explains environmental stewardship.
4. Discuss the key points of the video and create a class chart of "Important Terms" such as **environmental stewardship**—the job of being responsible for and taking care of the environment. As this learning experience unfolds, continue to add terms and definitions that are important in helping students understand environmental stewardship and sustainability.
5. Ask students, have you ever taken care of the air, the land, water, a plant(s) or an animal(s)? If you have, you have practiced **Environmental Stewardship**. Record students' examples of environmental stewardship on chart paper.

6. Explain and demonstrate the two activities they will complete during their independent learning time.
  - a. Students will draw and colour a picture of the kind of environmental stewardship they are currently practicing or would like to start to practice. This could be used as a formative assessment.
  - b. They will interview someone in their family or someone they know who is practicing environmental stewardship. They will ask the following questions in their interview:
    - i. What is your name?
    - ii. What part of the environment do you care for and why?
    - iii. What actions are you taking to make sure this part of the environment stays healthy and continues to carry on for a long period of time?
    - iv. Create one or more question (s) of your own that you are curious about after listening to the person?

### Asynchronous Time:

Today we talked about the term ***environmental stewardship***—the job of being responsible and caring for the environment.

1. Draw and colour a picture showing the type of environmental stewardship you do or would like to practice? Are you or will you be caring for the air, the land, water, plants or animals in your picture? When your picture is finished share it with your teacher.
2. Interview someone older than you who is practicing environmental stewardship. Ask your guest to answer the following four questions:
  - a. What is your name?
  - b. What part of the environment do you care for and why?
  - c. What actions are you taking to make sure this part of the environment stays healthy and continues to carry on for a long period of time?
  - d. Create one or more question(s) of your own that you are curious about after listening to the person?
3. Share your completed interview sheet with your teacher.
4. Be prepared to share your interview during the Day 3s lesson.

## Day 3

### Overview

**Synchronous Time:** Students listen to each other's interviews and share the type of stewardship, what they learned about it, and what they still wonder about environmental stewardship.

**Asynchronous Time:** Students will use at least one resource to find a possible answer to something they wonder about environmental stewardship.

### Materials:

*Researching My Wondering about Environmental Stewardship* template—See Appendix 4

### Lesson

#### Synchronous Time:

1. Review the definition of environmental stewardship.
2. Explain that they will be meeting in small groups in Breakout Rooms to share information from their interviews. They will be expected to share three things:
  - a. The type of stewardship their guest described in the interview.
  - b. One thing they **learned** about the actions that are involved in taking care of this part of the environment.
  - c. One thing they **wonder about** after listening to all the information the guest shared about this type of environmental stewardship.
3. Send students to Breakout Rooms to share their interviews.
4. When students return to the Main Room, ask them to share their wonderings aloud or in the Chat. Chart students' wonderings as they share. Write each student's name beside their wondering.
5. Ask students, who they think they could ask or where they could go to find an answer to their wondering. Generate a list of resources such as, an Elder/Knowledge Keeper, an expert, the internet, a book, a video, the library, etc. Explain that during asynchronous time they are expected to access at least one resource from this list.
6. Demonstrate for students how to complete the template, *Researching My Wondering about Environmental Stewardship*.

#### Asynchronous Time:

1. Complete the template entitle, *Researching My Wondering about Environmental Stewardship* and then share it with your teacher.

# Day 4

## Overview

**Synchronous Time:** Students learn about the concept of sustainability.

**Asynchronous Time:** Students will view a video on sustainability. They will then identify actions in the video that are sustainable and not sustainable.

## Materials:

*What is Sustainability? Mocomi Kids*, [www.youtube.com/watch?v=gTamnlXbggc](http://www.youtube.com/watch?v=gTamnlXbggc)

*Decisions and Actions* Fillable Template—See Appendix

*Decisions and Actions* Template—Teacher Reference—See Appendix

*Jen and the Great One*—Show the following pages from the book. A picture of Jen and The Great One, a picture of the Big Businessman, A picture of the Silver-tongued politician, and a picture of the road builder.

*Sustainable or Not Sustainable* handout—See Appendix

*Sustainability for Kids*, [www.youtube.com/watch?v=bSjdzUh81-Q](http://www.youtube.com/watch?v=bSjdzUh81-Q)

*Sustainability for Kids (Whiteboard Animation)*, [www.youtube.com/watch?v=5ACfPVA-EE8](http://www.youtube.com/watch?v=5ACfPVA-EE8)

## Lesson

### Synchronous Time:

1. Explain that yesterday students had the opportunity to learn more about stewardship as they listened to each other share the information they collected from their interviews. The last question they asked the person they interviewed was, what they were doing to make sure that part of the environment stays healthy and continues to carry on for a long period of time.
2. Ask if anyone knows the word, we use to describe what people do to keep something in the environment going for a long period of time (Sustainability). Write on chart paper or the computer screen as you explain the definition of sustainability by breaking it into parts so that students can understand it better.
  - a. The first part of the word is **sustain**. *Sustain* means to keep something going for a long time.
  - b. The second part of the word is **ability**. *Ability* means that you are able to do something.
  - c. Put **sustain** and **ability** together and you get **sustainability**. This means you are very good at being able to keep something going for a long time. (The Touring Teacher, 2017)
3. Add this word to the “Important Terms” chart.
4. Watch video, *What is Sustainability? Mocomi Kids*.
5. Have students list the characters in the story *Jen and the Great One*. Display the *Decisions and Actions* template with each of the story characters’ names listed. Read the heading at the top of each column. Model for the class how to fill out the chart by using The Great One as the example. Later as students share the decisions and actions of their characters, you will record their thinking in this template.
6. Divide the class into small groups. Send each group to a Breakout room to fill in the chart for one character.
7. Then, bring the class back together as a whole group. As the groups share their information, record their responses in the template you used to model The Great One. Your chart will be complete when every group has shared.
8. Explain and demonstrate how to complete the, *Sustainable or Not Sustainable* chart which students will completed after watching the assigned video during asynchronous time.

### Asynchronous Time:

1. Today we talked about the word **sustainability**—being able to keep something going for a long time. Before watching a video about sustainability review the directions to complete the *Sustainable or Not Sustainable* chart.
2. Watch the video entitled, *Sustainability for Kids (Whiteboard Animation)*  
[www.youtube.com/watch?v=5ACfPVA-EE8](http://www.youtube.com/watch?v=5ACfPVA-EE8)
3. Complete the chart and share it with your teacher.

# DAY 5

## Overview

**Synchronous Time:** Students will view the video, *Logging War*. They will take on the roles of loggers and conservationists (may include Indigenous ways of knowing and being) to understand how both groups of people can feel very passionate about the old growth forest for very different reasons. They will consider the different perspectives of loggers and conservationists (may include Indigenous ways of knowing and being) and how best to help the workers and still protect the old growth forest.

**Asynchronous Time:** Students will think of a possible solution (may include Indigenous ways of knowing and being) that meets the needs of the conservationists and the loggers to ensure the old growth forest is sustainable for many more decades.

## Materials:

[www.abc.net.au/btn/classroom/logging-war/10530620](http://www.abc.net.au/btn/classroom/logging-war/10530620)

**Video caution see Appendix 2**

## Lesson

### Synchronous Time:

1. Remind students that in the story *Jen and the Great One* we met characters who want to save the forest (Jen and her friends) and other characters who want to cut down the forest (The Big Businessman and Road Builder). Introduce the video *Logging War*, by explaining that it takes place in Tasmania, Australia which has a massive **old growth forest** similar to the ones we have on our west coast in British Columbia. Explain that Australia also has Indigenous Peoples who have a special relationship and connection to the natural environment. Ask students what they think is meant by the term "old growth forest." Add this to the important terms chart.  
*An **old growth forest** is a forest that has grown for many, many years without interference from human beings. Because an old growth forest has been left alone, many different living things have moved into this forest over the years and created a community.*
2. Discuss with students the two things you shared about the video. The title of the video – *Logging War* and the location of the logging war - Tasmania, Australia where millions of hectares of land are covered by old growth forest. Knowing these two pieces of information ask students to predict what they think they will learn in the video.
3. Watch the video.
4. After watching the video, revisit students' predictions and discuss other connections they may have made after watching the video.
5. Revisit the feelings you discussed and recorded after reading *Jen and the Great One* and *The Great Kapok Tree*. (Responses may include sad, upset, anger, hopeless, frustrated and discouraged.)
  - a. Have students think about the video they just watched. Ask them to think of some very intense feelings the loggers and conservationists a.k.a. protestors, experienced (passion - expressing or showing a strong emotion).
  - b. What were both groups passionate about? Are they passionate about the old growth forest for the same reasons? Explain that the two groups are passionate about the forest for different reasons; therefore, they have what we call different **perspectives**. **Perspective means the way you see something.** Provide a couple of examples of differing perspectives (Including Indigenous perspectives) from *Jen and The Great One*. Include ideas such as beliefs, values, and the actions characters take in the story. Now that they know the definition of perspective, ask:
    - i. What is the Loggers' perspective about the forest? In other words, how do the loggers see the forest?

- ii. What is the Conservationists' perspective about the forest? How do the conservationists see the forest?
6. Assign each student the role of a conservationist or a logger. Explain that in a minute, they will watch the video for a second time. Their job is to watch the video from the perspective they have been assigned and to record in pictures and/or words anything that supports their perspective in the logging war. Demonstrate for students by writing and/or drawing one thing from the video that supports each role's perspective.
7. Show the video a second time. Students view from the perspective of their assigned role.
8. After watching the video, assign groups to Breakout Rooms and remind students to record the ideas they hear so they can share them in the second breakout session. Send students to Breakout Rooms with the following instructions:
  - a. Students who are "Loggers" will go to their assigned break out rooms to discuss and list all the reasons they feel **logging should continue** in the old growth forest.
  - b. Students who are "Conservationists" will go to their assigned break out rooms to discuss and list all the reasons they feel **logging should not continue** in the old growth forest.
9. Bring students back to the Main Room. Explain that they will be going into a second Breakout room but this time there will be both Loggers and Conservationists in each Breakout room. Their job is to share their lists of reasons they felt they should continue (loggers) or not continue (conservationists) logging in the old growth forest.
10. Send students to second Breakout Rooms.
11. Bring students back to the Main Room. Discuss the following. Did you understand the opposing perspective? What did you hear that helped you understand others' perspectives? How did you feel when someone felt differently than you about logging?
12. Explain and demonstrate the asynchronous learning experience. Explain that the students will be a leader in the community. As a leader, they know it is always important to listen to both side of every issue. Their job is to create a solution that will allow the loggers and the conservationists to work together to ensure the old growth forest is sustainable for many more decades. Explain the three different ways students can choose to represent their solution.

#### Asynchronous Time:

1. You are a leader in the community. As a leader, you know it is always important to listen to both sides of every issue. Your job is to create a solution that requires the loggers and conservationists to work together to ensure the old growth forest is sustainable for many more decades and meet the needs of both groups.
2. You can choose to represent your solution in one of these ways:
  - a. Make a recording explaining your solution
  - b. Create a 2-D representation your solution. Include labels if necessary to explain.
  - c. Build a 3-D representation of your solution. Include labels if necessary to explain.

# Detailed Project Instructions

## Integrated Social Studies and English Language Arts Grade 4 Learning Experience—Week 2

Students will continue to, explore the essential question: **How can our words and actions right the wrongs of the past?** They will use information gathered from last weeks' inquiry to inform their decision making for the student challenge—to use free verse poetry to send a powerful/meaningful message to encourage others to care about an environmental issue and enact sustainable practices.

### Day 6

#### Overview

**Synchronous Time:** Students will share their solutions to the problem posed in the Day 5 lesson. Students will begin thinking about a powerful/meaningful message they want to send to make others stop, think, and take action to sustain the environment. The teacher will model by sharing their thinking aloud to demonstrate for students how to choose a main idea/topic for their poem.

**Asynchronous Time:** Students will think about what they want to say to others to encourage them to care about an idea/topic and do something to sustain the environment. They will have a discussion with an adult to explain why they care about this idea/topic and how they will explain it to their classmates.

#### Materials:

Chart paper and markers

#### Lesson

##### Synchronous Time:

1. Review last week's asynchronous learning scenario:

You were a leader in the community. As a leader, you know it is always important to listen to both sides of every issue. Your job was to create a solution that would require the loggers and conservationists to work together to ensure the old growth forest is sustainable while meeting the needs of both groups.

You were able to represent your solution in one of the following ways:

- Make a recording explaining your solution
  - Create a 2-D representation your solution. Include labels if necessary to explain.
  - Build a 3-D representation of your solution. Include labels if necessary to explain.
2. Explain that they will have the opportunity to share their representations of their solutions with a small group of classmates in Breakout Rooms.
  3. Send students to the Breakout Rooms to share their solutions.
  4. Bring students back to the Main Room. Explain that in the last several days they have learned a lot about environmental stewardship and sustainability. They have:
    - read *Jen and the Great One*, and *The Great Kapok Tree*
    - discussed Indigenous relationships and spiritual connections to the land
    - watched the videos, *A Minute with Nature*, *What is Sustainability?*, *Sustainability for Kids*, and *Logging War*
    - had conversations as a whole class and in small groups
    - interviewed someone who shared their knowledge about environmental stewardship
    - researched environmental stewardship

5. Tell students to think about all of these experiences and what powerful/meaningful message they want to send others to help sustain the environment. In other words what is it they want to say to make others stop and think about their message and take action to sustain the environment? Explain that poetry is a powerful way to share how you feel about something and that they will be writing a poem to share their powerful/meaningful message with others.
6. Explain and demonstrate the asynchronous learning experience by thinking aloud for your students to share how you might choose your main idea/topic for your poem. Share your main idea and explain why you feel passionately about it? Include how it connects to sustainability.

#### Asynchronous Time:

1. You will be writing a poem to share a powerful/meaningful message to help sustain the environment.
  - a. Think about all that you have read, viewed and heard. What do you feel passionately about and why? What do you want to say to others to encourage them to care about this idea/topic and do something to sustain our environment?
  - b. Talk to a family member about your idea/topic and discuss why you care about this idea/topic and how you will explain this your classmates. You may have to do some research.
  - c. Think of two or three sentences that you could **say** that will explain your thinking. For example, you might say, *"My poem is going to be about saving endangered animals. The Burrowing Owl is endangered in Manitoba and I think this is important because Burrowing Owls help to balance their ecosystem."*
  - d. Your teacher will be recording a list of everyone's ideas on chart paper. If it helps you to remember your ideas, write them down so you are prepared to share.

# Day 7

## Overview

**Synchronous Time:** Students will share their initial ideas about a powerful/meaningful message they want to send about environmental stewardship in their community. They will analyse several free verse poems using the “Poetry Thinking Prompts” to see how the poet shares information and feels about the environment.

**Asynchronous Time:** Students will begin to write their poem. They will do some pre-thinking, which may include brainstorming, filling out a graphic organizer (*Generating Ideas Before You Begin to Write*), or simply starting to write. They will share their thinking with their teacher.

## Materials:

Chart paper and markers

Generating Ideas Before You Begin to Write

*Leave the Whales Alone, Please!* by Tony Bradman, [www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures](http://www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures)

*The Global Warming Poem* by Ana Camile Valdez, [www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all](http://www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all)

*Dreamer* by Brian Moses, [www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures](http://www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures)

*Generating Ideas Before You Begin to Write* (graphic organizer)—Appendix 9

## Lesson

### Synchronous Time:

1. Have each student share their thinking about the powerful/meaningful message they have chosen to communicate in the poem they will write. Chart the students’ ideas. Students who may have difficulty thinking of a main idea/topic and/or a meaningful message for their poem can borrow an idea from the list.
2. Introduce *The Global Warming Poem* written and illustrated by grade four student, Ana Camile Valdez. Emphasize that a Grade 4 student wrote the poem.
3. Read the poem aloud two times. Use the **Poetry Thinking Prompts** below, to guide students as they analyse the poem. Ask:
  - a. What is this poem saying to you? What words and phrases provide evidence or examples of this message?
  - b. Who is the audience for this poem? Who do you think the poet is writing this poem for?
  - c. What is the information the poet has shared to help readers understand the problem/issue and the solution the poet suggests?
  - d. How does the poet feel about this issue? What words and phrases describe these feelings to you, the reader?
  - e. Do you think the poet is passionate about this topic/issue? Why? What words and phrases do they use in the poem to show their passion?
4. Together with your students notice and discuss the different free verse poetry features. (Example: title, word choice, line breaks, white space, repeated words/lines etc.)
5. Divide students into groups and assign a poem (*Dreamers* or *Leave the Whales Alone, Please!*) to each group. Provide each group with the **Poetry Thinking Prompts** used to discuss *The Global Warming Poem*.

6. Assign the following roles to each group:
  - a. **Reader**—reads the poem aloud twice
  - b. **Recorder**—records the group's responses
  - c. **Presenter**—presents the group's thinking when everyone returns to the Main Room.
7. Send students to Breakout Rooms.
8. Bring students back to the Main Room and ask each presenter to share their group's responses related to their assigned poem. Discuss these ideas as appropriate. Show the parts of the poem as the presenters share their responses.
9. Explain and demonstrate the independent learning experience. Explain that we can show our thinking in many different ways. For example some people like to brainstorm ideas on a piece of blank paper, some people like to use a graphic organizer, some people just like to start writing. Students can show their pre-thinking using any written form they like. The important thing is that the students' thinking shows the following:
  - a. What do you want your poem to say?
  - b. Who are you writing your poem for? Who is your audience?
  - c. What words and phrases will you use to paint a picture in the reader's mind?
  - d. How do you feel about this issue?
  - e. What feelings do you want to share with the reader?
  - f. Are you passionate about this topic /issue? Why?
  - g. What words and phrases do you want to use in the poem to show your passion?

Remind students that if they are having a difficult time thinking of words and phrases that describe their topic, they can review their interview and the charts of information that the class created during Week 1 of the learning experience. Remind students of where they can access these charts. Model the graphic organizer, *Generating Ideas Before You Begin To Write*, option for students.

#### Asynchronous Time:

1. Before you begin to write your poem, it is important to do some pre-thinking. You can show your pre-thinking using any written form you like. You can complete a brainstorm, fill out a graphic organizer (*Generating Ideas Before You Begin To Write*) or simply start to write. The important thing is that you show your thinking about the following questions in a written format.
  - What do you want your poem to say?
  - Who are you writing your poem for? Who is your audience?
  - What words and phrases will you use to paint a picture in the reader's mind?
  - How do you feel about this issue?
  - What emotions do you want to share with the reader?
  - Are you passionate about this topic /issue? Why?
  - What words and phrases do you want to use in the poem to show your passion?
2. When you are finished share your thinking with your teacher.

## Day 8

### Overview

**Synchronous Time:** Students will share the ideas they generated during their asynchronous learning experience. The teacher will begin by demonstrating how to write a free verse poem and then inviting students to contribute to this shared poem about environmental stewardship and sustainability. After writing the poem, the teacher and students will co-create criteria for this writing assignment.

**Asynchronous Time:** Students will write the first draft of their free verse poem.

### Materials:

Chart Paper and markers

*Global Warming Poem.* [www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all](http://www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all)

### Lesson

#### Synchronous Time:

1. Send students to Breakout Rooms to share and receive feedback on what they created during their asynchronous time on Day 7. Remind students to be respectful and give useful feedback that will deepen and extend their thinking.
2. Demonstration and shared writing of a free verse poem. Remember to:
  - a. Think aloud as you write. For example, how do I want to start my poem... with a statement or a question? Where do I place ....? What idea am I going to write about next?
  - b. Use the *Poetry Thinking Prompts* to demonstrate how to organize your ideas.
  - c. Highlight or underline powerful words and phrases or places in your poem that you know you want to return to later to add more feeling or meaning.
  - d. Re-read your poem as you write it.
3. At some point (mid-way), invite students into the creation of the poem by asking students for their ideas and writing them down.
4. Together with your students re-read the poem.
5. After re-reading the poem, co-create criteria for this assignment. For example:
  - The poem has a powerful/meaningful message.
  - The poem includes important information to help the reader understand the problem/issue and suggests solutions to this problem/issue.
  - The poem contains words and phrases that show the poet's feelings, which affect the reader to take action.
6. Reread the poem as a class and check if it meets all the criteria. Make revisions and edits as needed.
7. Students will begin their first draft of their free verse poem. Remind students of all the resources they have to draw from when creating their poem (See below).

### Asynchronous Time:

1. Today you are going to write the first draft of your poem! You have the *Poetry Thinking Prompts* and many other resources to draw from when writing your poem. Think about the,

#### Thinking Supports

- *Poetry Thinking Prompts*
- pre-thinking organizer ex., *Generating Ideas Before You Begin to Write*

#### Texts

- *Jen and The Great One*
- *The Great Kapok Tree*
- examples of poems, *Global Warming*, *Dreamers*, *Save the Whales Please*
- shared poem
- videos, *A Minute with Nature*, *What is Sustainability?*, *Sustainability for Kids*, and *Logging War*

#### Information Gathering

- class conversations
- small group conversations
- interview
- research on environmental stewardship

2. Be prepared to share your poem with a peer tomorrow during your revision conference.

## Day 9

### Overview

**Synchronous Time:** Teacher will begin by modelling revisions to the shared poem written last class and then invite students into a shared revision process. Students go to Breakout Rooms to do revision conferences. Students will use the Peer Conferencing Guide to help focus their conversations.

**Asynchronous Time:** Students will add the suggested revisions to their drafts and submit to the teacher. Students come prepared to share their second draft at the Celebration of Poetry.

### Materials:

Shared poem created during the last class

Drafts of their poems

*Peer Conferencing Guide* (See Appendix 10)

Writing materials

### Lesson

#### Synchronous Time:

1. Model thinking about how to revise the poem using the *Peer Conferencing Guide*. Remember to use the sequence and sentence starters in the guide and record revisions on the poem as you model. When you feel it is appropriate, invite students to join in this shared process to complete the revision of the poem. Explain the expectations of the Breakout Room revision conference process.
2. Send pairs (or trios if you have odd numbers) to Breakout Rooms to do peer revision conferences using the *Peer Conferencing Guide*. Remind students that half of the conference time will be to share their poem and half of the time will be for their partner to share. If your virtual platform has an announcement button, inform students to switch rolls. If you do not, make sure you tell students how much time each person will have to share, before they leave the Main Room.
3. Students return to the Main Room after their conferences are completed.
4. Explain that during asynchronous learning time; students will make the suggested revisions and check to make sure they have met all the criteria for their poem.

#### Asynchronous Time:

1. You have conferenced with your partner who provided you with revision suggestions, which you wrote on your first draft. Begin your second draft by adding the suggested revisions and making sure you have met all the co-created criteria for a free verse poem.
2. Submit to your teacher, your first draft with the revisions you recorded and your second draft that you will be sharing at the Celebration of Poetry.
3. Practice reading your poem aloud. Think about how you will emphasize certain parts of your poem for effect. How do you want your poem to sound when you read it? Be prepared to share your second draft at the Celebration of Poetry.

# Day 10

## Overview:

### A Celebration of Poetry!

“Because our main purpose in poetry writing is to free kids up to write, to make poetry writing fun and easy, and to give all kids confidence in their abilities as writers, we do not use sharing time to critique. Sharing time is primarily for congratulating writer’s efforts. Occasionally, as students recognize the superior quality of a poem, they break into spontaneous applause. At times, I will quickly point out something that the writer has done especially well. But mostly, we just listen to and appreciate each writer’s efforts. Sharing time goes quickly. Because poems are seldom more than a page, everyone who chooses to share can do so.” (Routman, 2000)

**Synchronous Time:** Teacher and students will gather as a whole class to listen to students share their poems on the topic of environmental stewardship and sustainability. We encourage the publication of students’ work in an anthology. If you wish to publish students’ poems in some form of collection, provide students with feedback for a final edit/revision prior to doing so.

**Asynchronous Time:** Teacher will determine if asynchronous time is needed.

## Materials:

Copies of students’ poems.

## Lesson

### Synchronous Time:

1. Provide students with the choice to read aloud or have the teacher read their poem to the class. The hope is that students will want to share their poem during the ‘Celebration of Poetry.’ Encourage students to show appropriate audience appreciation for each reading. However, if a student does not feel comfortable reading their poem aloud, their request should be honoured.
2. (Optional) After the ‘Celebration of Poetry’, discuss how the poems could be published in a class anthology. Consider the following to create your anthology: Will you offer to type the poems and then have the students draw and colour an illustration? Will each student type or print their own good copy of their poem and include an illustration? Will students create audio recording of their poems? Will they have an audio recording with an illustration? Explain the asynchronous learning experience.

### Asynchronous Time:

1. Teacher will determine what you need to do to publish your poem in the class anthology.

## References

1. Facing History and Ourselves. (2021). *Spoken Word Mind Map*. [www.facinghistory.org/chunk/spoken-word-mind-map](http://www.facinghistory.org/chunk/spoken-word-mind-map). Accessed on March 2, 2021.
2. Manitoba Education and Youth. (2003). *Integrating Aboriginal Perspectives into Curricula: A resource for curriculum developers, teachers, and administrators*. [www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab\\_persp.pdf](http://www.edu.gov.mb.ca/k12/docs/policy/abpersp/ab_persp.pdf). Accessed on March 15, 2021.
3. The Touring Teacher. (2017). *Sustainability for Kids*. [www.youtube.com/watch?v=bSjdzUh81-Q](https://www.youtube.com/watch?v=bSjdzUh81-Q). Accessed on March 2, 2021.
4. Routman, R. (2000). *Kids’ Poems-Teaching Third and Fourth Graders to Love Writing Poetry*. NY: Scholastic.

## Environmental Stewardship Text Set

### Images

Untitled Image of a landscape. Half of the land is growing and vibrant and the other half is dry and cracked.  
<https://pixabay.com/photos/landscape-change-climate-nature-4684217/>

### Picture Books

*Jen and The Great One* by Peter Eyvindson. (2015). In this text, giant trees are falling because of arrogance and greed. It seems like no one is listening. Jen and her friends learn how they can make a positive difference.

*The Great Kapok Tree* by Lynn Cherry. (2018). In the Amazon Rainforest, a man is chopping down a great Kapok tree. He is exhausted from his labor, so he puts his axe down and rests. As he sleeps, the animals who live in the tree plead with him not to destroy their world. (7:53)  
[www.youtube.com/watch?v=J1Teb-jTyI](http://www.youtube.com/watch?v=J1Teb-jTyI)

### Poems

*Dreamer* by Brian Moses (2010).  
[www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures](http://www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures)

*Leave the Whales Alone, Please* by Tony Bradman. (2010).  
[www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures](http://www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-our-earth-in-pictures)

*The Global Warming Poem* by Ana Camile Valdez. (2018).  
[www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all](http://www.pri.org/stories/2018-12-21/lesson-fourth-graders-poem-about-climate-change-our-future-jeopardy-can-all)

### Videos

*A Minute with Nature with Lauren Azoury* by CivicCenterTV. (2018). West Bloomfield Parks Naturalist discusses environmental stewardship and how it impacts our local environment. (2:36)  
[www.youtube.com/watch?v=9FpL2UghXlg](http://www.youtube.com/watch?v=9FpL2UghXlg)

*Logging Wars* by Sarah Larsen on ABC. (2013). Similar to issues occurring in Canada, the video discusses the natural reserves of Tasmania and the issues around old growth logging. It shows how conservationists and those in government are working together to help workers and protect forests. (3:48)  
[www.abc.net.au/btn/classroom/logging-war/10530620](http://www.abc.net.au/btn/classroom/logging-war/10530620)

**Video Caution:** To avoid violent protesting content pause the video at 1:21 and resume at 1:40.

- Copies can be requested from the Winnipeg Public Library at  
[https://winca.ent.sirsi.dynix.net/client/en\\_US/default/search/detailnonmodal/ent:\\$002f\\$002fSD\\_ILS\\$02f0\\$002fSD\\_ILS:189540/ada?qu=Jen+the+Great+One&d=ent%3A%2F%2FSD\\_ILS%2F0%2FSD\\_ILS%3A189540%7EILS%7E0&h=8](https://winca.ent.sirsi.dynix.net/client/en_US/default/search/detailnonmodal/ent:$002f$002fSD_ILS$02f0$002fSD_ILS:189540/ada?qu=Jen+the+Great+One&d=ent%3A%2F%2FSD_ILS%2F0%2FSD_ILS%3A189540%7EILS%7E0&h=8)

*Sustainable Development for Kids* by Sustainability Illustrated. (2015). This video uses whiteboard animation to explain sustainability with a superhero named Ecoman and a villain named Dump-it-man (4:25)  
[www.youtube.com/watch?v=5ACfPVA-EE8](http://www.youtube.com/watch?v=5ACfPVA-EE8)

*What is Sustainability?* by Mocomi. (2013). This informative video explains what we mean by 'sustainability' and how to know if something is sustainable. (2:53)  
[www.youtube.com/watch?v=gTamnlXbgqc](http://www.youtube.com/watch?v=gTamnlXbgqc)

## What Do You Notice? What Do You Wonder?



## Researching My Wonderings about Environmental Stewardship

My wondering is...

The resource(s) I checked are...

The answer to my wondering was provided by...

I could not find the answer to my wondering, but I did learn...



## Decisions and Actions Fillable Template

Character's Name	Character's Action or Decision in Story	Sustainable YES or NO Explain why/why not	If you answered <b>NO</b> in column 3, what could they do differently to sustain the environment?
The Great One			
Big Businessman			
Silver-tongue Politician			
Road Builder			
Jen and her Friends			

## Decisions and Actions Fillable Template

Character's Name	Character's Action or Decision in Story	Sustainable YES or NO Explain why/why not	If you answered <b>NO</b> in column three, explain what they could do differently to sustain the environment.
The Great One	<p>"..birds sheltered in his rich green boughs."</p> <p>"...held onto the earth...held back the snow and rain... sheltered the bird and beast...give humans air to breathe"</p>	<b>YES</b> , because the Great One can live for a very long time. It is very large and strong and there is plenty of room for creatures to live and thrive.	N/A
Big Businessman	<p>Listens to money talks</p> <p>Inferred:</p> <ul style="list-style-type: none"> <li><i>decided to buy the land the forest was on</i></li> <li><i>decided to hire road builder to cut down all of the trees</i></li> <li><i>decided to sell the logs to the factory</i></li> </ul>	<b>NO</b> , because, now The Great One is the only tree left standing.	<p>The Big Businessman could hire people to replant the same type of trees they cut down.</p> <p>Instead of cutting down <b>all</b> the trees, they could leave several Great Ones so the area could reseed itself.</p>
Silver-tongue Politician	<p>Listens to money talks</p> <p>Inferred,</p> <ul style="list-style-type: none"> <li>Thinks of only money and getting re-elected. Listens to the Big Businessman because he wants his vote in the next election.</li> </ul>	<p><b>NO</b>, eventually the forest will be gone and the Big Businessman will be gone. There will be no money to "listen to".</p> <p>Those who want to protect the forest will refuse to vote for him.</p>	<p>He could pass a bill stating that companies have to replant forests after they cut trees down.</p> <p>He could pass a bill that protects these ancient trees by banning logging in old growth forests.</p> <p>This would show the protectors of forests that he cares about sustaining the natural environment and they might vote for him.</p>
Road Builder	Cut down all the trees but the Great One with his "slashing yellow beast machine"	<b>NO</b> , because, eventually if he cuts down <b>all</b> the trees, there will be no more trees to cut and he will be out of a job.	He could, cut down some of the trees and leave others alone so they naturally reseed the land. This would allow those trees to continue to grow and become Great Ones.
Jen and her Friends	Plant the seed found in each pinecone that had fallen on the ground.	<b>YES</b> , because the seeds will grow into seedlings, which will eventually grow into an entire forest of Great Ones.	N/A

# Sustainable or Not Sustainable?

Watch the video and record four different actions. You may write or draw and label your actions. You must have **at least one sustainable action** and **at least one action that is not sustainable** recorded in your chart.

Sustainable Actions	Not Sustainable Actions

## Poetry Thinking Prompts

What is this poem saying to you?  
What words and phrases provide evidence/examples of the message?

Who is the audience for this poem?  
To whom does the poet want to send a message?

What information has the poet shared to help you, the reader understand the problem/issue and the solution the poet suggests?

How does the poet feel about this issue?  
What words and phrases describe these feelings to you, the reader?

Do you think the poet is passionate about this topic/issue? Why?  
What words and phrases do they use in the poem to show their passion?

## Generating Ideas Before You Begin to Write

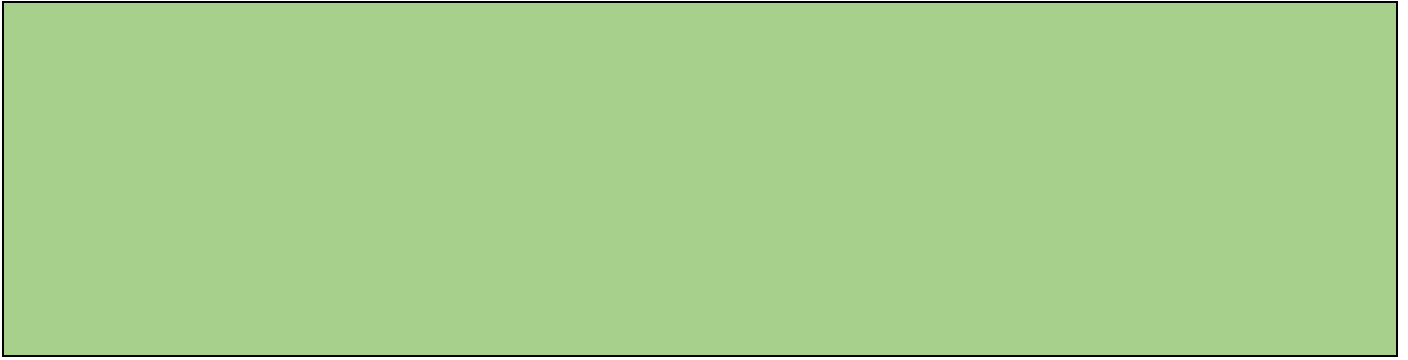
**Directions:** The purpose of this activity is to help you generate ideas for your poem. Remember, if you are having a difficult time thinking of words and phrases that describe your topic, review your interview and the charts of information that we created during Week 1 of the learning experience.

**What do you want your poem to say? What words and phrases provide evidence/examples of your message?**

**Who is the audience for your poem? To whom do you want to send a message?**

**What information have you shared to help readers understand the problem/issue and the solution you suggest?**

**How do you feel about this issue? What words and phrases describe these feelings for your reader?**

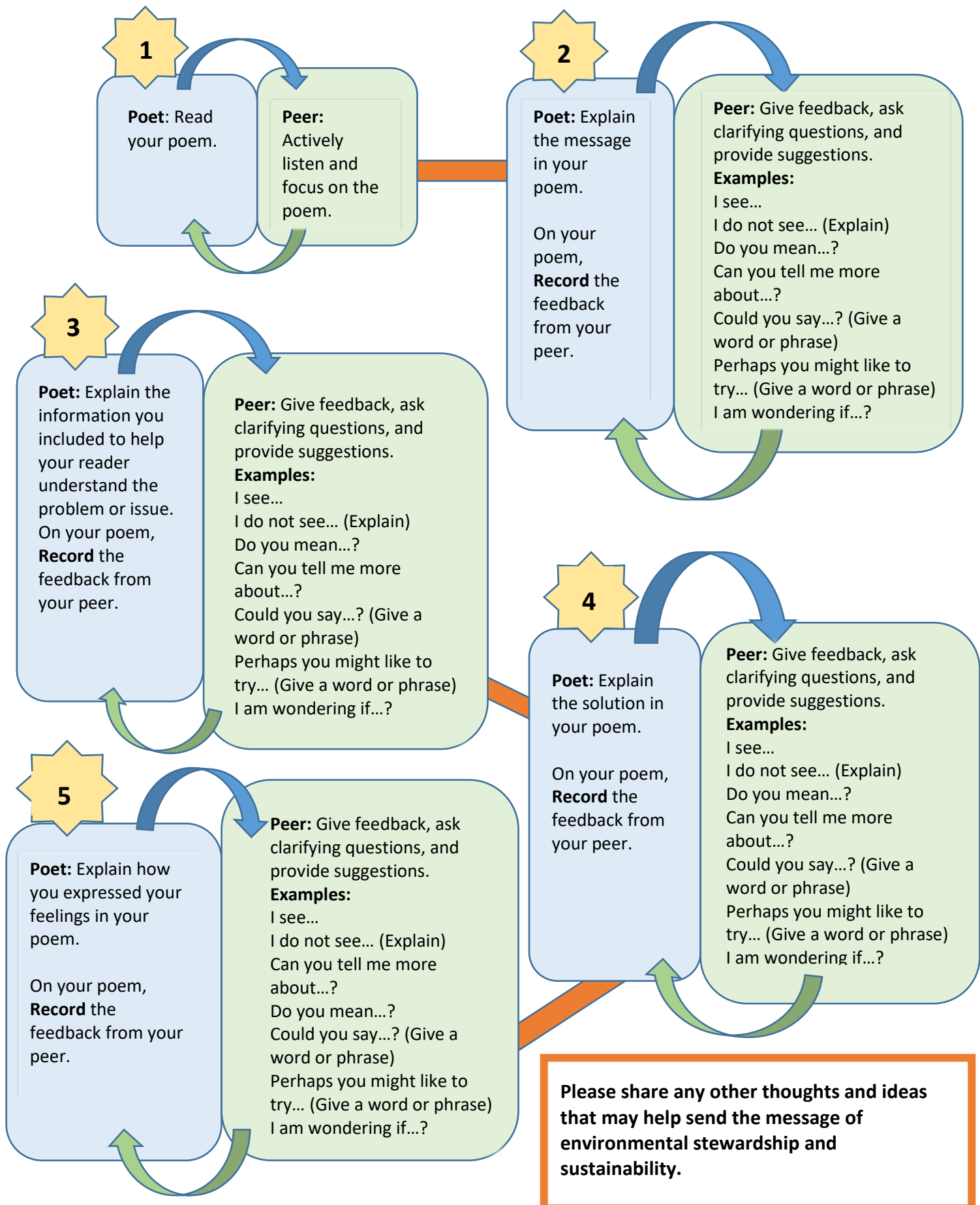
A large, empty green rectangular box with a thin black border, intended for the student to write their response to the first question.

**Are you passionate about this topic/issue? Why? What words and phrases do you want to use in the poem to show your passion?**

A large, empty green rectangular box with a thin black border, intended for the student to write their response to the second question.

## Peer Conferencing Guide

Start your conference by introducing yourselves.



## Documentation: Body of Evidence of Student Learning

Evidence of student learning may be gathered through conversations, observations, products and/or processes (COPPs)

**Essential Question:** How can our words and actions right the wrongs of the past?

**Student Challenge:** Create a free verse poem to send a powerful/meaningful message to encourage others to care about an environmental issue and enact sustainable practices.

**Possible Assessment Evidence:**

1. The three chart papers: What We Notice and What We Wonder, What are People Doing or Saying, How Do You Feel About...(Day 1)
2. Student record of things people do or say to harm the environment and the importance of the Great Kapok. (Day 1)
3. Pictures of kind of environmental stewardship they are practicing or would like to start to practice. (Day 2)
4. Record of interview answers and questions created by the students. (Day 2)
5. Students' Wonderings (Day 3)
6. Researching My Wondering about Environmental Stewardship (Day 3)
7. Decisions and Actions Template (Day 4)
8. Sustainable or Not Sustainable Chart (Day 4)
9. Log Wars—Teacher's anecdotal notes from observations during Breakout Room discussions (Day 5)
10. Solution to logging wars (Day 5)
11. Idea or topic they choose to create their poem about and two or three sentences to explain their thinking (could be written but they don't have to be). (Day 6)
12. Observations during brainstorming, generating ideas (Day 6)
13. Discussions during and after breakout rooms (Day 6)
14. Brainstorm or Graphic Organizer of their poem (could be the Generating Ideas before you write), or outline. (Day 7)
15. Anecdotal notes from shared revision and co-creating criteria (Day 8)
16. First Draft with suggested revisions written in from peer conference (using the Peer Conference Guide). (Day 9)
17. Observations by teacher popping into Breakout rooms during Peer Conferences (Day 9)
18. Second Draft (Day 10)
19. Presentation of Poem (Day 10)

# ELA Assessment Tool

## Grade: 4—Environmental Citizenship

The ELA Assessment Tool is one way you can analyze and record/document what you are noticing in each student's body of evidence. This analysis can help you identify areas of student learning growth, help with communicating learning, and justify your professional judgements on the Manitoba report card. When you analyze a body of evidence of student learning at several points in time, consider:

- Is a student enacting the four ELA Practices, Elements, and 3-5 Grade Band Descriptors?
- To what extent? Is there evidence of independence, breadth, depth, and transformation (IDOL-G)?

Evidence of Learning in English language arts <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#6to8overview">https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#6to8overview</a> <i>*It is important to think about the grade band descriptors in relation to the practices and elements as you look through the body of evidence.</i>		Interrelated Dimensions of Learning Growth (IDOL-G) <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/2205">https://app.mapleforem.ca/en/groups/229/wiki/pages/2205</a>			
4 ELA Practices & Elements		Independence Emerging Expanding Extending	Breadth Emerging Expanding Extending	Depth Emerging Expanding Extending	Transformation Emerging Expanding Extending
<b>Power and Agency</b> <ul style="list-style-type: none"> <li>• Recognize and analyze inequities, viewpoints, and bias in texts and ideas</li> <li>• Investigate complex moral and ethical issues</li> <li>• Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives</li> </ul> Connection to Social Studies Outcomes: 4-S-103, 4-S-400	Learners are expressing and supporting opinions and judgements.				
	Learners are recognizing that point of view has an impact on understanding.  <i>Possible Evidence (Appendix 11):</i> 1, 2, 9, 10,	E.g. <b>Extending:</b> Contributed their ideas to class charts and discussions with peers that shows they recognize different points of view.	E.g. <b>Expanding:</b> Recognized the point of view of the characters in the picture books, the people in the Logging Wars video, and the people they interviewed.	E.g. <b>Expanding:</b> Expressed ideas in poem that show their understanding of point of view is beginning to be internalized and expressed in their own creations.	E.g. <b>Emerging:</b> Shared connections between the different points of view of characters and people in this learning experience but is not yet seeking and initiating new learning about perspectives of other issues.
	Learners are exploring the decision making of text creators.				
	Learners are exploring how ideas like justice, equity, and fairness are complex.				
<b>Exploration and Design</b> <ul style="list-style-type: none"> <li>• Research and study topics and ideas</li> <li>• Interpret and integrate information and ideas from multiple texts and sources</li> <li>• Manage information and ideas</li> <li>• Invent, take risks, and reflect to create possibilities</li> </ul>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.				
	Learners are designing for different purposes and for different audiences.				
	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.				

<p>Connections to Social Studies Outcomes: 4-S-100, 4-S-200, 4-S-300, 4-S-402, 4-S-403</p>					
<p><b>Sense Making</b></p> <ul style="list-style-type: none"> <li>• Access, use, build, and refine schema</li> <li>• Select from and use a variety of strategies</li> <li>• Be aware of and articulate the ways that one engages with text.</li> </ul> <p>Connection to Social Studies Outcomes: S-106, S-301, S-309</p>	Learners are demonstrating an understanding that texts are complex.				
	Learners are using and talking about a variety of strategies and processes to understand and create texts.				
	Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions.				
	Learners are enhancing meaning through dialogue, reflection, and revision.				
<p><b>System</b></p> <ul style="list-style-type: none"> <li>• Recognize, apply, and adapt rules and conventions</li> <li>• Identify, analyze, and apply understandings of whole-part-whole relationships</li> </ul> <p>Connection to Social Studies Outcomes: S-404</p>	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.				
	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.				

## Social Studies Assessment Tool

The Social Studies Assessment Tool is one way you can analyze and record/document what you are noticing in each student's body of evidence. This analysis can help you identify areas of student learning growth, help with communicating learning, and justify your professional judgements on the Manitoba report card. When you analyze a body of evidence of student learning (Appendix 5), consider:

- Is a student demonstrating the knowledge, values, and skills of social studies?
- To what extent? Is there evidence of independence, breadth, depth, and transformation (IDOL-G)?  
<https://app.mapleforem.ca/en/groups/229/wiki/pages/2205>

Evidence of Learning in Social Studies <a href="http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/index.html">www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr4/index.html</a>	Interrelated Dimensions of Learning Growth (IDOL-G) from ELA Curriculum: <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/2205">https://app.mapleforem.ca/en/groups/229/wiki/pages/2205</a>			
	Independence	Breadth	Depth	Transformation
<i>Specific Learning Outcomes</i> <i>(Knowledge and Understanding)</i>	Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending	Emerging Expanding Extending
4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.				
4-KL-024 Give examples of Aboriginal Peoples' traditional relationships with the land.  Possible Evidence (Appendix 11): 2, 3, 7, 8, 10, 11, 14, 16, 18, 19	E.g. Expanding  Provided reasonable responses to prompts about The Great One during read aloud. After peer conference, made appropriate revisions to draft to reflect Indigenous relationship and connection to the land.	E.g. Extending:  Applied what was learned about Indigenous relationships with the land to their interview, the Logging Wars solution, and their poem.	E.g. Expanding:  Researched Indigenous relationships and connections to the land to deepen understanding and inform wondering about environmental stewardship.	E.g. Expanding:  Wonderings throughout the learning experience reflect increased curiosity about Indigenous world views, including relationships to the land and Indigenous conservation practices.
4-V-006 Appreciate Manitoba's natural environment.				
4-V-006A Respect their spiritual connection to the natural environment (land, water, sky).				

### Research and Communication Outcomes

*These outcomes are reflected in the ELA Assessment Tool*

4-S-200 Select information from oral, visual, material, print, or electronic sources.

4-S-400 Listen actively to others to understand their perspectives.

4-S-402 Support their ideas and opinions with information or observations.

4-S-403 Present information and ideas, orally, visually, concretely, or electronically.

**Critical Thinking and Citizenship**

*These outcomes are reflected in the ELA Assessment Tool*

4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.

4-S-103 Make decisions that reflect care, concern, and responsibility for the environment.

4-S-300 Formulate questions for research.

4-S-301 Consider advantages and disadvantages of solutions to a problem.