

## Finding Canada

**WebQuest Description:** Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music.

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:** Canada, language, clothing, food, art, beliefs, customs, music

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## Introduction

Imagine you and your fellow classmates are about to embark on a journey to Canada! Somethings you might need to know is their language, clothing, food, customs, and music can be very different from the USA. Today we are going to discover these things! Lets get on the train and learn about Canada.&nbsp;

## Tasks

Travel Aid and Brochure of Canada! You and your classmates have been asked to create a travel aid for your class trip to Canada. In order to receive the 100 points for this assignment, your group must complete a "Travel Aid". Each group must design and research one of the topics given. The Topics are, Language, Food, Clothing, Music, Beliefs, and Customs of Canada. Make sure your class gets all the information needed for the trip. You would not want the trip cut short because of research not gathered. &nbsp;

## Process

1. Your teacher will split your class into 6 groups with 5 students in each group. You and your team are to become expert travel agents for Canada. You and your group will give a 5 minute presentation to class, with your educational and engaging graphic organizer. You will be given different topics to research.&nbsp;LanguageClothing&nbsp;FoodCustomsMusic&nbsp;Beliefs2. In order to become experts on your topic, you need to research websites below and any additional educational websites.&nbsp; &nbsp; &nbsp; &nbsp; \* This is a two day project, and will be presented on day three.&nbsp;&nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; \*Please pronounce and spell all words correctly throughout presentation and within the graphic organizer.3. Remember while on this journey through Canada to add interesting, engaging, but accurate facts. &nbsp;&nbsp; &nbsp; &nbsp; 4. Once each individual research is completed, discuss information with your group, and begin to create your travel graphic organizer.&nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; \* Each group will receive three pieces of 8 x 12 construction paper. (in case of last minute changes)&nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; \*Be creative and use magazines, stickers, photos, drawings, and anything else you can&nbsp;imagine.&nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; \*In order to receive full credit make sure to check your grammar and punctuation!&nbsp;
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## Evaluation

Evaluation: Your work will be evaluated on your work as a group. Remember that your efforts are essential in helping your group to complete the task.

Category and Score	24-25pts	20-23pts	16-19pts	12-15pts	Score
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.	
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.	
Conventions	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.	
Graphics	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.	
				Total Score	

## Conclusion

After finishing this project you would have learned how to use the internet to find information regarding Canada. You will have also learned many different things about Canada that you did not know before your research. Other skills learned during this project are that of: group work, oral and written communication, critical thinking, research, and use of technology.

## Teacher Page

### Standards

3rd Grade Social Studies

Students will make a "Travel Aid" in small groups using different websites with 100% accuracy.

SSCC 3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

ISTE 1b. Create original works as a means of personal or group expression.

ISTE 1c. Use models and simulations to explore complex systems and issues.

ISTE 1d. Identify trends and forecast possibilities.

ISTE 2c. Develop cultural understanding and global awareness by engaging with learners of other cultures.

ISTE 2d. Contribute to project teams to produce original works or solve problems.

ISTE 3a. Plan strategies to guide inquiry.

ISTE 3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

ISTE 3c. Evaluate and select information sources and digital tools based on the appropriateness to specific task.

ISTE 3d. Process data and report results.

ISTE 4b. Plan and manage activities to develop a solution or complete a project.

### Credits

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Train with flag- iStock-

<http://www.istockphoto.com/photos/trains+with+canadian+flag?facets=%7B%22text%22:%5B%22trains%20with%20canadian%20flag%22%5D,%22pageNumber%22:1,%22perPage%22:100,%22abstractType%22:%5B%22photos%22,%22illustrations%22%5D,%22order%22:%22bestMatch%22,%22f%22>

Trees and Mountains- VOITH- [http://www.voith.com/ca-en/b\\_1280x570\\_vvk\\_insights\\_canada-country-of-hydropower\\_visual-1.jpg](http://www.voith.com/ca-en/b_1280x570_vvk_insights_canada-country-of-hydropower_visual-1.jpg)

A bear- THEDRUM- [http://img01.thedrum.com/s3fs-public/drum\\_basic\\_article/154349/main\\_images/canada.jpg](http://img01.thedrum.com/s3fs-public/drum_basic_article/154349/main_images/canada.jpg)

Websites-

Beliefs- Collections Canada- <https://www.collectionscanada.gc.ca/settlement/kids/021013-2071.10-e.html>

Music- The Canadian encyclopedia - <http://www.thecanadianencyclopedia.ca/en/article/music-history/>

Customs- Kwintessential- <http://www.kwintessential.co.uk/resources/global-etiquette/canada.html>

Food- Thrillist- <https://www.thrillist.com/eat/nation/great-canadian-foods-poutine-montreal-bagels-ketchup-chips-and-more-thrillist-nation>

Clothing- National Clothing- <http://nationalclothing.org/17-nationalclothing/america/canada/11-traditional-dress-of-canada-history-and-examples.html>

Language- Statistics Canada- <http://www12.statcan.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011001-eng.cfm>

**Other**