

Making Do With What You Have

Lesson Plan

Grades K-4, Cycle 1-2

Pedagogical Intent

Students learn about immigrants who came to Canada between 1800 and 2000 by identifying plant and animal materials used to make household objects, completing the Match the Object to the Material Activity Sheet, and engaging in a classroom discussion about materials people use to make objects.

Grade: Kindergarten-Grade 4; Quebec Cycle 1-2

Subjects: Social Studies, Geography, History and Citizenship Education, Language Arts, Arts Education

Themes: Immigration to Canada 1800-2000, immigrants, diversity, communities in Canada, change and continuity, meeting needs, resources, similarities and differences

Objectives and Competencies: Use information, communicate appropriately; observe, describe, summarize, reason, use critical thinking, compare, use creativity, cooperate with others, listen to others, use oral communication

Duration: 120-180 minutes

Web Resources

- Crossroads of Culture web module
www.civilization.ca/tresors/immigration/index_e.html
- [Match the Object to the Material - Teacher's Answer Sheet](#)

Optional Technical Equipment

- Computer with Internet access for each pair of students

Teacher Preparation:

1. Ensure students have been introduced to the concept of immigration prior to this lesson.
2. Write two headings on a large sheet of paper: "Animals and Plants", "Not Animals and Not Plants". Leave enough room beneath each to write the names of several objects.
3. Post a map of the world or display a globe.
4. If you would like to do the optional computer-based activities, visit the [Crossroads of Culture web module](#). Select the Objects tab, and view the available categories of objects.

Student Handouts

One copy per student:

- [Match the Object to the Material Activity Sheet](#)

Other Equipment

- A map of the world or a globe



Ball
(87-143)

Procedure

1. Select and sort objects.

Ask students to look around the classroom and choose one object that they see. It can be a piece of furniture, clothing they are wearing, or something on their desk.

Point to the two headings: "Animals and Plants", "Not Animals and Not Plants". Explain that you would like to list the objects under the heading that best describes what the object is made from. One by one, ask students to name the objects they have chosen. Ask them under which heading the object belongs, offering hints if needed, and write the object name under the correct heading.

When you have listed all of the objects, ask the students to tell you what they observe about the two lists. They should notice that there are few objects in the "Animals and Plants" list, and many in the "Not Animals and Not Plants" list.

2. Explore the category of plant and animal materials.

Brainstorm with your class about what is similar about plants and animals: plants and animals are living; they can be grown, or collected or harvested from nature; they are found all around the world.

From the list made by the students, select an object made from an animal. Explore what animal it comes from (for example, yarn from sheep, leather from cow) and what part of the animal was used (yarn from fleece, leather from skin). Repeat this with an object made from plants (wooden furniture/wood/tree trunk, cotton t-shirt/cotton plant/cotton boll on plant).

Ask children where the plants and animals used to make these objects come from. Sheep and cows are raised on farms. Plants come from places like farms, gardens and forests. Explain that people all around the world have always used plants and animals as resources to meet their needs for food, clothing and shelter because they can grow or collect them.

3. Quickly review the subject of immigration.

Remind students that people have been coming to Canada from all over the world for a very long time,

and that most of the students in the classroom are, in fact, immigrants or related to immigrants. When people come to Canada, they bring special things with them. Explain that the students are now going to look at pictures of objects that were made by immigrants in the country they left.

4. Introduce the Activity Sheet.

Ask students to work in pairs. Hand out one Match the Object to the Material Activity Sheet to each student. Look at the first object together: a trunk. Ask students to name it and to discuss what they think it was used for. Then ask what they think it was made from. Ask them to draw one or more lines from the object to the materials used to make the object: animals, plants, or neither animals nor plants. Ask them to complete the Activity Sheet.

Optional, if computers with Internet access are available: Allow students to consult the database themselves so they can see the colour version of the image.

5. Review the Activity Sheet answers.

When students have completed the worksheet, review the answers together as a class; refer to the Teacher's Answer Sheet for correct answers. How many objects were made from plants? How many were made from animals? How many were made from materials other than plants and animals? Refer back to the list of objects and materials the class made in Step 1, showing few classroom objects made from plants and animals. Why is there such a difference?

6. Ask the class to describe the purpose, materials and origin of each object.

For each object, ask students to describe the following, helping them as needed: what it was used for, the materials used to make it, the plant or animal the materials came from, how the materials were obtained, and, by pointing to the map or globe, where in the world the objects are from.

Here are the answers:

- **Trunk (artifact 73-25.1):** for storing objects; made from wood harvested from a tree in Germany
- **Hand seeder (artifact 85-127):** for spreading seeds in a field; made from a gourd picked from a garden in Haiti
- **Apron (artifact 76-186):** used to protect a cook; made from linen from flax harvested from a field in Ukraine
- **Toque (artifact 88-257):** to keep a head warm; made from wool shorn from a sheep in Peru
- **Doll (artifact 74-1066):** to play with; made from wheat straw harvested from a field in Byelorussia
- **Ball (artifact 87-143):** to play with; made from rattan harvested from a tree in Thailand
- **Inzad (artifact 2000.135.1.1):** to play music; made from a gourd picked from a garden, leather skinned from a goat, string cut from the tail of a horse in West Africa.

7. Compare the objects to objects used by students

Does anyone own something that is similar to any of these objects? Name some similar objects, such as a toy trunk, toque, doll or ball. What materials are they made from? Why do we use different materials to make these objects? Why didn't the people who made these objects use the materials we have? Explain that people used materials that were available to them in their environment to make the objects. We now have access to many more materials than people did in the past; as a result, our objects are made from many more materials.

Extension Ideas

Make Your Own Quiz: Create your own quiz by selecting images from the database and pasting them over the images on the Activity Sheet.

Computer-based Challenges: Ask students to find objects in the database made from specific materials, or from as many materials as possible. Ask students to find objects in the database that are similar to objects used today, but made from different materials.

Where in the World? On a map, stick removable stickers of where the objects on the Activity Sheet are from. Stick stickers of where families of children in the class come from. Discuss that many people have come from other countries throughout Canada's history.

French as a Second Language: Use the French version of the artifact record in the database. Ask students to describe the artifact in French using the information in the database to assist them.

English as a Second Language: Ask students to think about an object they use at home that is similar to one of the artifacts. Ask them to present their object by naming it, naming the similar artifact, describing the object, and talking about what it is used for, how it is used, what it is made from, and who uses it.

Arts Education: What would you use to make various objects if you could only use materials found in your natural environment? For example, how would you make a shirt? A hat? How about a toy? Make a toy or other object from materials available from plant and animal materials you collect.

If you could visit the place where one of the objects was made, where would you go? What would you see there? Ask students to select an object, and draw a picture of a person using the object in the place where the object is from.