

Level: LINC 2–3

Topic: Project-based Unit – Canada and my Native Country and What Canada Means to Me

Resources:

Picture dictionary, construction paper, scissors, glue, magazines (e.g. Canadian Geographic), markers

Part 1: Introductory Activity

1. Ask the students to think of something that is important to them from their native country. Compose a list of the important items on the blackboard (e.g. special food, weather, a social ritual, clothing, a flag, a religious symbol).
2. Give each student a small piece of construction paper. Ask them to choose one of the things from the blackboard that is important to them and sketch it on a piece of paper. While the students are working on their sketches, take a large piece of poster board and write a title “What My Native Country Means to Me” across the top of the page. Next, divide the paper in equal-sized rectangles according to the number of the students in your class.
3. Once the students have completed their sketches, have them one by one bring the sketch up to the board, cut it out, and glue it in the rectangle of their choice.
5. Once all pictures are up on the board, each student will describe their picture to the rest of the class.
6. Next, ask the student why the item they depicted in the picture is so important to them: Why did they choose it? Why does it symbolize their country to them?
7. While the students are each describing their picture, write a caption underneath the picture. The caption should consist of their name, a picture description, and the significance of the item depicted in the picture.
8. Lead the class in a discussion in which each student will pose a question to one of their classmates about their section of the poster, and the classmate will answer the question. Review relevant descriptive vocabulary and grammar related to asking and answering questions.

Part 2: What Canada Means to Me

1. Ask the students to describe their impressions of Canada. While the discussion is going on, generate a blackboard list of the important vocabulary and ideas. Have the students comment on why they consider these items special (e.g. nature, donuts, clean air, parks).
2. Explain to your students that in the same way they created a class poster of items important to them from their native countries, they will individually create one that describes their impressions of Canada.

3. Have a selection of magazines with pictures. Give students a piece of poster board and ask them to cut out four pictures that represent their impressions of Canada. Ask them to glue their picture onto the board and write a caption below each picture.
4. Each student will give a 2–3 minute talk in which they explain their pictures, why these pictures are important to them, and how these items are different from ones found in their native country.
5. Students pick one item and write a short paragraph comparing that item with something from their native country. For example, they could write about eating apples in Canada with eating mangoes in their native country.