

## Museum London Cross-Curricular Teacher Resource – Grade Six



Image: Ted Goodden, *Blackfriar's Bridge*, 1983-1985, lead; clear and stained glass, Collection of Museum London, Gift of Dr. & Mrs. Lorne Taylor, London, Ontario, 1990

### About the Art

Blackfriars Bridge is located in London, Ontario and spans the River Thames. Although cars could travel across it, the bridge was created during the era of horse and cart (1875). It is a bowstring bridge and was constructed with wrought iron. It is 64.6 meters long. It was designated as a heritage site in April of 1992.

Blackfriars Bridge could not withstand the weight of the modern-day car and therefore had to be restored. The renovation cost \$8.6-million and took 13 months to strengthen the bridge." It was reopened to traffic on Dec. 1<sup>st</sup>, 2018.

Stained glass art often refers to the small pieces of coloured glass arranged into patterns or pictures and often held together by strips of lead. These designs are then crafted into windows and secured in a strong frame. Churches frequently have stained glass windows installed in their buildings.

<p><b>Who is the Artist?</b></p>	<p>This artist is Ted Goodden. He lived in London Ontario, Montreal, and London, England. He moved to British Columbia. Ted Goodden is a stained-glass artist. He loved to restore and preserve local history and did so through 36 snapshots captured in 12 stained glass window depictions of Blackfriars Bridge.</p>
<p><b>About the Art Elements</b>  Line;  Shape;  Colour;  Texture;  Value;</p> <p><b>Principles:</b>  Contrast;  Repetition and Rhythm  Variety  Emphasis  Proportion  Balance</p>	<ul style="list-style-type: none"> <li>➤ This is a picture of a window. Inside the window there are 4 pictures, or views.</li> <li>➤ Consider all the sections that are part of the square frame, and the four interior views. Which sections have borders that are easily determined? Why does an artist use clearly defined borders or blended borders?</li> <li>➤ Of the four centre illustrations which would be considered in the South East direction? In the Ojibwe, Cree, and Odawa cultures rotating is in a clockwise direction and almost always started in the East where the sun rises. Starting in this South East illustration, then rotating clockwise, describe each of the four interior panels.</li> <li>➤ From which viewpoint would the artist had to have been standing to view the scene depicted? How would one of those views change if you were standing right in the middle of the bridge? How would each of those views change if you were a three-year-old looking at it?</li> <li>➤ Ted Goodden actually drew 36 scenes involving Blackfriars bridge. Why do you think he would choose to put multiple views within one window?</li> <li>➤ When you 'read' and interpret this art piece, and all the ones to follow in this unit, you are doing the same as Indigenous people. They 'read' their wampum belts.</li> <li>➤ The Indigenous, when reading the belt and retelling its history, are using the same actions that you are doing by retelling the story of this art.</li> </ul> <ul style="list-style-type: none"> <li>➤ When an artist works with stained glass which, do you think, would be easier to manipulate: geometric lines and shapes or organic lines and shapes? Why?</li> <li>➤ How does the artist direct the viewer's attention through the use of line?</li> <li>➤ How does the Ted Goodden use colour to create naturalistic images? To create a sense of strength or fragility?</li> <li>➤ Is there one focal point or more than one point of emphasis?</li> <li>➤ How does he use value to express ideas? What are those ideas?</li> <li>➤ How is proportion used to convey importance? Depth? A path for your eye to follow?</li> </ul>

	<ul style="list-style-type: none"> <li>➤ There is a lot of repetition happening in the square frame parts. Is it repetition of colour or shape or both? Give an example of random repetition and an example of regular repetition.</li> <li>➤ Concentrate on just the foreground. What details do you notice that you did not notice before? Repeat for the middle ground. Repeat for the background.</li> <li>➤ Where is there symmetry and where is there asymmetry?</li> <li>➤ How do the exterior shapes create a sense of balance? How do the interior shapes also create a sense of balance yet they are very different?</li> </ul>
<p><b>Social Studies</b>  <b>A</b> 1.1 community characteristics contribute to identity and image of country; 1.2 ethnic and religious groups can make Canadian identity; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.1 reasons for coming to Canada; 3.2 economic, political, cultural, and social aspects of settler life; 3.3 various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities;  <b>B</b> 1.2 Government response to social and international issues; 1.3 various international issues; 2.1 question impact on environmental issues; 2.2 think about global issues;</p>	<ul style="list-style-type: none"> <li>➤ List at least five types of materials used to create Blackfriars Bridge. Were all those items created in Canada or did some of those materials originate in other countries?</li> <li>➤ List three occupations connected to bridge building. Why would it be beneficial to include multiple cultures in the building of a project? How would that influence Canada's identity in a positive way?</li> <li>➤ In the 1800s this land used to be a forest and belonged to Anishinaabe and Haudenosaunee peoples. In 1826 London, Ontario, the village, was founded. The area had been nicknamed The Forest City to tease Governor Simcoe because when he named the site in 1793, he claimed it was going to be a big, and important city, when in reality it only became a little village surrounded by trees. Even so, how would the immigrants from Europe have changed the lives of the Indigenous people living in the area?</li> <li>➤ By 1800 the Chippewas of the Thames Community was established (1760) and in 1840 the Oneida Community was established, as well as the Munsee-Delaware Nation. List four cultural conflicts that might have arisen when London was settled in 1826 by European settlers? List four cultural positives that would have occurred with the meeting of the various groups.</li> <li>➤ In 1855 London is incorporated into a city. How would the increased population have further altered the Indigenous way of life? List both positive and negative changes.</li> <li>➤ How did the government of the time deal with the additional environmental impact caused by the influx of people?</li> <li>➤ How would settlers coming from an established city in Europe have felt when they encountered the frontier elements of the land where they settled? What cultural identity factors would they carry over to the new land?</li> </ul>

	<ul style="list-style-type: none"><li>➤ Think of some community celebrations that happen in the present day that are a result of the various nationalities settling in Canada.</li><li>➤ What pull factors would settlers have for coming to Canada?</li><li>➤ What push factors would those same settlers have for leaving their original country?</li><li>➤ How would religion have played a role in their lives before and after their move? How did those different religions incorporate themselves into present day Canadian identity?</li><li>➤ How would religion continue to cause conflicts in the new world? Why would it sometimes be easier to settle those conflicts in the new world then it was to settle them in the old world?</li><li>➤ Cholera is a result of inadequate water treatment, poor sanitation, and inadequate hygiene facilities available. There were now more people using the Thames River and the hygiene demands were not like they are today. How would London's cholera outbreak in 1832 have affected all the people in the area? Water would have to be boiled in order to sanitize the water. Why is boiling water still an issue for some communities today? Why is that not just?</li><li>➤ Blackfriars Bridge was built in 1875. At the time it connected Petersville (later to be called London West) to London. How would landscape, religion, ethnic neighbourhoods, education, and financial stability all play a role in how taxes were spent? Do those concepts still influence how today's funds are dispersed? Are these same issues encountered in other parts of the world?</li><li>➤ By this time there were multiple groups of people living in London. Which groups would have had the best access to the use of horse and cart bridge?</li><li>➤ When railroads were established why could influential people successfully demand that they be located not in their rich neighbourhood?</li><li>➤ What options would the poor, and those of certain nationalities, have when their homes were expropriated, destroyed and they were not compensated for the bridge or railroad passing through or over their land?</li><li>➤ People living in poverty, or those like the elderly living in old age homes, often do not have their concerns addressed. This can be a local issue, a provincial issue, a national issue, and a global issue. Explain how the different Canadian levels of government are dealing with the issue.</li><li>➤ Why did Indigenous people, women, immigrants of certain cultures, disabled people and, Black people not have the same rights as the European white men settlers at that time?</li></ul>
--	---

	<p>Why is that still an issue for some groups today? Explain how this is still a global issue.</p> <ul style="list-style-type: none"> <li>➤ How is Canada responding to systemic racism in 2020?</li> <li>➤ What kind of social bridges should Canadians be building?</li> </ul>
<p><b>Literacy</b></p> <p><b>Oral:</b> 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p><b>Reading:</b> 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p><b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ Create a storyboard with captions. The concept is that you transport into the stained-glass window, walk across the bridge and end up in another year. The world you transport into is North America (Ontario) in 1880s. You may choose to create this activity as part of a group so that the pictures are large and clear to understand. If you do this activity on your own be sure to keep your drawings as large as possible so that details are clear.</li> <li>➤ Discuss each drawing block, and details, before putting pencil to paper. Identify the point of view and the information and ideas that will be conveyed through the drawings and written descriptions. Research what you can to portray accuracy.</li> <li>➤ By now London has already suffered through the cholera outbreak in 1832, had the fire of 1845 which had destroyed most of the wooden buildings, and had an established military garrison (1838) as well as a railway station.</li> <li>➤ Living in London, Ontario and nearby areas were French, English, Irish Catholic and Irish Protestant, Welsh, and Scottish immigrants as well as people from the Oneida, the Chippewas of the Thames, and Munsee-Delaware Nations.</li> <li>➤ There were stonemasons, saddlers, shoemakers, tailors, blacksmiths, weavers, dry goods wholesaler, newspaper journalists, brewery owner, carpenters, labourers, farmers, doctor, veterinarian, stable hands, mill and Inn owners, soldiers, government officials, and religious leaders to name a few.</li> <li>➤ Your storyboard will have 7 large blocks for illustrations and 7 smaller blocks for writing. It would be good to place the word block under each drawing block. Use the 'five Ws and How'.</li> <li>➤ Block <b>one</b> shows you transporting into the stained- glass window. Show nearby buildings, the state of the road, and any people and traffic to help identify your location in the year 2020. A written description of what is happening would be the opening paragraph of your story.</li> <li>➤ Block <b>two</b> answer 'when' by illustrating the century through method of travel, the season (use plants to help show the season), and the time of day, Show nearby buildings, the state of the road, and any people to help identify your location in the 1880s. In the word block continue the story</li> </ul>

	<p>touching on your confusion and wonderment for landing in that century. Use vivid language.</p> <ul style="list-style-type: none"> <li>➤ Block <b>three</b> involves <b>where</b> you landed. Provide clues to the 1880s (housing? Plant life? animal? People working) In your written part draw on your knowledge of what your readers may also recognize.</li> <li>➤ Block <b>four</b> answers close-ups of <b>what</b> the people are wearing. Make sure they are dressed appropriately and try to include various immigrants. You may want to do some research to provide accuracy. In this word block use lots of descriptive words to describe their clothing.</li> <li>➤ Block <b>five</b> describes <b>who</b> the people are. Choose one to three people and clearly show their role in society through a close-up of their work/living environment. Add details to make their role in life very clear. Vary your sentences to make your story interesting.</li> <li>➤ Block <b>six</b> shows <b>why</b> people are busy. Show one to three activities that happen in the 1880s. Think of the tools required and the end result of their labour. Use vivid verbs to describe the actions.</li> <li>➤ The last block, block <b>seven</b> depicts <b>how</b> people travel from the 1880s era back to your entry travel port so that you can come back to the present year. Make it as authentic as possible.</li> <li>➤ When you have completed everything read your story aloud to see if it reads smoothly. Do you need to add some transition words?</li> </ul>
<p><b>Math</b>  <b>Numeracy</b>  Estimate; Oral whole and decimal numbers to 1 000 000; read and write whole numbers; compare and order fractions with unlike denominators; use percent benchmarks: 10%, 25%, 50%, 75% and 100%; solve real-life situation problems; identify composite and prime numbers; add and subtract decimals to thousandths;</p>	<ul style="list-style-type: none"> <li>➤ Identify the following triangles: acute, right, obtuse, and straight angles? Estimate the degrees of each angle.</li> <li>➤ Look at the four triangles (one in each corner of the stained-glass art). What kind of triangles are they?</li> <li>➤ Cut out 10 of the same kind of triangles that Ted Goodden created. Make sure that all 10 triangles are the same size. Arrange, and rearrange, any number of the triangles to create different polygons. What shapes can be created? Name your shapes and state their angles, number of sides, and number of vertices.</li> <li>➤ Rotate one of the triangles 90 degrees. Compare it to a second triangle that is rotated 180 degrees.</li> <li>➤ Use the percentage benchmarks, 10%, 25%, 50%, 75% and 100%; to answer the following:</li> <li>➤ Approximately what percent of the art piece is triangles? Write it in decimal form and in a fraction.</li> <li>➤ Approximately what percent of the art piece is mini rectangles? Write it in decimal form and in a fraction.</li> </ul>

<p><b>Geometry</b>  sort polygons; build 3-D polygon models; measure and construct angles; create rotations of 90 and 180 degrees; use and create translations</p>	<ul style="list-style-type: none"> <li>➤ Approximately what percent of the art piece is the outside square? Write it in decimal form and in a fraction.</li> <li>➤ Approximately what percent of the art piece are the four interior views? Write it in decimal form and in a fraction.</li> <li>➤ Approximately what percent of the art piece is one interior view? Write it in decimal form and in a fraction.</li> <li>➤ Add all the decimal forms. Add all the percentages. Add all the fractions.</li> <li>➤ Place the fractions in order. Choose any three fractions and find their sum.</li> <li>➤ Try to find an example of vertical, horizontal, and diagonal symmetry lines.</li> <li>➤ Use various polygons to create a bridge resembling the one in the art piece.</li> <li>➤ Estimate the total number of mini rectangles found in this stained-glass art. Is it a composite number or a prime number? Find the closest prime number or the closest composite number.</li> <li>➤ Estimate the total number of pieces of glass used to create the completed art piece then use the base 10 blocks to show that number.</li> </ul>
<p><b>Art</b>  1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ Choose one of your scenes depicted in your storyboard. Turn it into stained glass art.</li> <li>➤ At this point you may want to research stained glass windows found in churches as you will be asked to create a stained glass look with a black marker.</li> <li>➤ Expand the size of your scene and make revisions where you see needed. Keep the scene simple and without details. Think of how you will show depth by using light and dark, and size of objects.</li> <li>➤ Plan by sketching out a rough copy. Draw your foreground, your middle ground, and your background. Keep your objects or people big and clear of detail. You only want to use the contour lines.</li> <li>➤ Think of what will be your focal point. What is the first thing you want people to notice?</li> <li>➤ From this point on you can choose the option you like, however if you have already experimented with one of these options try a different one:</li> <li>➤ Get a piece of plexiglass and use markers to colour your scene; create a stained glass look with a black marker; hang it in a window. OR</li> </ul>

- Get a piece of cling wrap (like Saran Wrap) and glue on cut pieces of tissue paper; create a stained glass look with a black marker; hang in window. OR
- Get a piece of foil paper and use markers to colour your scene, create a stained glass look with a black marker. OR
- Draw your scene on a large piece of paper. Once you have drawn your scene and are pleased with the result create a stained glass look with a black marker. As a last step spill a little vegetable oil on your paper and it will soak through to give a transparent look. (Don't use too much oil!)
- Sit back and admire your work.



Image: Brian Jones, *Yard Scene # 1*, 1978, oil on canvas, Collection of Museum London, Gift of Richard and Beryl Ivey, London, Ontario, 1989

### **About the Art**

Brian Jones began his career as a photorealist. Photorealism is a very realistic style of painting and drawing that began in the 1960s. An artist takes a photo of what he wants to paint. The artist then studies the painting until the subject is so well known that it can be reproduced as realistically as possible using pastels, paints, charcoal, pencils, or pen and ink. Sometimes a photorealist painting can be mistaken for an actual photograph.

Gradually Brian Jones changed his style of art. He would make his people (or other subjects) with longer, wider, more rounded bodies. He would give them a more abstract shape. Brian Jones began to use sharper, brighter colours. Although he gave some subjects in the paintings a simple, magnified shape he maintained a photorealist effect in other parts of his paintings.

The scene depicted in 'Yard Scene #1' could be located almost any suburb in Southwestern Ontario.

<p><b>Who is the Artist?</b></p>	<p>This artist is Brian Jones. He lived in Chatham and London, Ontario.</p>
<p><b>About the Art Elements</b>          Line;          Shape;          Colour;          Texture;          Value;</p> <p><b>Principles:</b>          Contrast;          Repetition and Rhythm          Variety          Emphasis          Proportion          Balance</p>	<ul style="list-style-type: none"> <li>➤ Look at the people in this painting. How does Brian Jones use exaggerated proportions to guide the viewer's eye and convey the order of importance?</li> <li>➤ Find a variety of line weights (thick, thin). What is the purpose of varying the weights of line in a painting?</li> <li>➤ How does he use line to direct the viewer's attention?</li> <li>➤ Why do you think that Brian Jones decided to paint the people with organic lines and mostly everything else with geometric lines?</li> <li>➤ Why does he not use facial expressions on his characters?</li> <li>➤ How does overlapping shapes and forms express distance? Give four examples found in the artwork.</li> <li>➤ How does the use of proportion help the viewer to determine distance?</li> <li>➤ Why does the process of just concentrating on the foreground (or middle ground or background) help you see the painting in a more focussed format?</li> <li>➤ Describe the texture of real trees. How does the artist imply the texture of his trees?</li> <li>➤ How does the artist play with shadows? What makes shadows in real life? Either check out your shadow outside or use an inside light force to create a shadow. Notice the differences between your shadow and the shadow in the painting. Usually shading suggests volume. Does that happen in this painting? Support your answer.</li> <li>➤ Do you think the artist chose to paint people and plants this way because he was unable to paint them more realistic looking?</li> <li>➤ Read the description under the painting. Explain why the artist chose this specific style of painting.</li> <li>➤ Explain why it is beneficial to use realism and non realistic concepts in the same picture? What was Brian Jones saying with his painting?</li> </ul>

## Social Studies

**A** 1.1 community characteristics contribute to identity and image of country; 1.2 ethnic and religious groups can make Canadian identity; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.1 reasons for coming to Canada; 3.2 economic, political, cultural, and social aspects of settler life; 3.3 various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities;  
**B** 1.2 Government response to social issues; 1.3 various issues; 2.1 question impact on environmental issues; 2.2 think about global issues;

- Coronavirus 2020 is a social disaster that will forever change the world. Look at this painting and identify how these peoples' neighbourhood was affected. At what stage of the Coronavirus outbreak are they at? Support your answer.
- Do you think these people were born in Canada or moved here from another country? What makes you think that?
- London and other Canadian cities have experienced other natural disasters such as flooding and tornadoes. List 4 ways these people could prepare for flooding and 4 preparations to protect them from tornadoes.
- Not all yards are as pristine looking as this one. Create an organizer with 12 sections (three rows of 4 blocks).
- In the top row draw a backyard showing a summer yard in four different Canadian landscapes: British Columbia mountains; Prairie rural flatlands; Ontario city; And Halifax shoreline.
- In the middle row show the same yards in the Canadian winter season.
- In the bottom row draw the yard after a natural disaster hit their place. Choose natural disasters that would actually happen in that area of Canada.
- List two economic, two political, two cultural, and two social differences between a settler's life in their new world and in their old country in 1850.
- When newcomers come to Canada, they often gravitate to settle in the same neighbourhoods created by people from their original country or region. Why is that a good thing? (consider education, language, social comfort, government services, climate adaptability, economic factors, family, racism, loneliness, etc.) Why is that not a good thing? (consider the same factors). (*Example: It's great that they can communicate in their own language, especially in medical emergencies however it would take them a great deal longer to learn English to help themselves understand the signs, application forms, and job needs if they never practice the new language.*)
- Identify significant ways that these settlers would have changed the identity of Canada. Discuss their influences in diet and clothing; family life and the roles of men, women, and children; agricultural practices; work habits; education

ideas; and social and service clubs.

- In the early 1900 Black people began to settle in Halifax. Oppression caused them to create a settlement on the outskirts of Halifax. They named the settlement Africville. It was becoming a reasonably prosperous seaside community. How would the strong anti-black feelings have affected how much of the city tax funds would be directed to the healthcare, education, and human rights of Africville? In the 1960s the racism was so strong that their entire community was purposely burnt to the ground. Besides the Halifax mayor's apology in 2010 what efforts could people do to right this historic wrong?
- These people look happy to be going somewhere. First, they are off to see their grandpa's name on the local war memorial. How does that war memorial explain Canada's identity?
- Next, they will visit the local museum. There is a showing of Canada's native animals and symbols. List 4 mammals, 4 birds, 4 fish, and 4 symbols that everyone recognizes as Canadian.
- And finally, they are going to see two gallery showings at the local Museum. The exhibitions are about the Japanese internment in Canada and how the Chinese were treated during the building of the TransCanada railroad. Research 4 things they would have read about in those gallery showings.
- Repeat the outing this family just took but this time assume it is a family that has just moved here from a country that does not speak English, perhaps even from China or Japan. How does that change the results of the outing?
- What does the Canadian government do to help newcomers create a happier life for themselves? How are the economic, social, and cultural aspects of the newcomers considered?
- How do the feelings of newcomers change if they came to Canada because of persecution, economic issues, or because part of their family are already established in Canada?
- How might people, who were persecuted in their home country, feel about walking around the neighbourhood in the daytime? At night?

## Science

### Life Systems

**biodiversity;** 1.1 pts of view on issues; propose actions; 1.2 products from plants give human benefit 3.1 identify and characterize different groups of plants and animals; 3.2 biodiversity is variety of life on earth; 3.3 need variety to maintain species; 3.4 need variety to maintain resilience; 3.5 interrelationships between species; 3.6 identify products; 3.7 invasive species;

## Science

### Structures flight;

1.1 benefits and costs of aviation; 2.2 properties of air; 2.3 living things that fly 2.5 use appropriate vocabulary; 3.3 identify and describe the four forces: lift, weight, drag, and thrust; 3.5 control of flight;

- The people in the painting are so excited. After the Coronavirus lockdown they finally get to go shopping. List 7 items they want to buy first.
- Of those 7 items list which products originated from plants or animals.
- What are the most common animals participating in the human food chain?
- What are the most common plants participating in the human food chain? Place them in categories.
- Why are animals good for plants?
- How are animals destructive to plants?
- How are plants destructive to animals? To humans?
- Should humans raise animals (including fish) just to use for food consumption? Support your answers.
- Should humans raise plants just to use for food consumption? Support your answers.
- Why can monoculture (using the same plot of land to plant the same plant every year) be harmful to both the soil and the growing plants?
- What would happen if an invasive species entered a fish farm? A cotton field? A cattle farm?
- On the way to their shopping expedition the people in the painting pass a small forest. They look at all the trees. Is it better for the trees to be all the same kind or should there be a diversity of trees in the forest?
- How do animals help reduce loneliness and depression?
- One of the stores they stopped at was a kite store where they purchased not only a kite but also a model airplane.
- Which three birds came into mind when the child looked at the kite? Why those birds?
- When the people looked at the model airplane, they thought of the trip they were hoping to plan to go to Vancouver to visit their cousins. What would have been the benefits of flying over driving?
- Compare the costs of 3 people flying to Vancouver over three people driving to Vancouver (don't forget lodging and food).
- What are the ideal weather conditions for kite flying? Why?
- What flies better: the kite or the model airplane? Why?
- Explain your answers again using the words life, weight, drag, and thrust.

- How can you alter the flight of your kite if you add coins to the kite? Where would be the best place to add the coin, or coins? Why?
- If you can go fly your own kite.

How does a pilot of a real plane control the airplane when it is in the air?

**Math**  
**Numeracy**  
 Estimate; Oral whole and decimal numbers to 1 000 000; money value; place value to 1 000 000; read and write whole numbers; compare and order fractions with unlike denominators; use percent benchmarks: 10%, 25%, 50%, 75% and 100%; solve real-life situation problems; identify composite and prime numbers; add and subtract decimals to thousandths; multiply 4 digit by 2 digit whole numbers;  
**Geometry**  
 sort polygons; measure and construct angles;

- Spring has arrived and it is time to plant a city park garden. Following are the prices for various plants:

Lily	\$8.79	Butterfly bush	\$3.89
Sage	\$2.49	Mosquito Plant	\$24.69
Daisy	\$2.25	Cedar Mulch	\$5.49
Petunias	\$2.45	Geraniums	\$2.99
Begonias	\$1.79	Impatiens	\$1.69
Marigolds	\$1.59	Parsley	\$1.39

- You think about buying seventeen of EACH of the plants, including the mulch, between \$2 and \$6. Describe two ways you can calculate the total cost. Write your estimate using words not numbers. These are not part of your order yet.
- Start your order.
- In your order you put 36 mosquito plants, 19 butterfly bushes and twenty-five lilies. ESTIMATE the total of your order. Explain how you do your estimation. What is the actual cost? Write the total in words. You have \$3 600. Write down this total is a separate subtotal column. Put the total cost (rounded to the dollar) over 3 600 to create a fraction. Put that fraction aside.
- What is the balance of money that you have left?
- Calculate the cost of purchasing twenty-seven of EACH of the plants not chosen. The easiest way to do that is to round off to the nearest half dollar. Explain how that is done. Explain two different ways to estimate the total. What is the estimated total? What is the actual cost just for this separate bunch? Write down this total is a separate subtotal column. Put the total cost (rounded to the dollar) over 3 600 to create a fraction. Put that fraction aside.
- What is your balance of money at this point?
- You enquire about the hanging plants in the front of the store. They are 2 pots for \$25 for the smaller ones and 2 pots for \$35 for the larger ones. You need a lot of hanging plants. You ask for 37 small and 31 large hanging plants. What will be the total cost of the small hanging plants? Write down this total is a separate subtotal column. Put the total cost

	<p>(rounded to the dollar) over 3 600 to create a fraction. Put that fraction aside.</p> <ul style="list-style-type: none"> <li>➤ What will be the total cost of the large hanging plants? Write down this total in a separate subtotal column. Put the total cost (rounded to the dollars) over 3 600 to create a fraction. Put that fraction aside.</li> <li>➤ Place your fractions in order.</li> <li>➤ Your order sheet is ready but you need to add the subtotal column to find the actual total.</li> <li>➤ Keep in mind that you now need to calculate the tax at 13%. What is the new total?</li> <li>➤ How much money do you have left from your \$3 600? What will you buy with the leftover funds? Remember you are accountable for that money to your city planners.</li> <li>➤ Approximately what benchmark percentage (10%, 25%, 50%, 75% and 100%;) (economically) are the mosquito plants? The combined hanging plants?</li> <li>➤ Which of the following numbers are composite numbers and which are prime numbers: 36, 19, 25, 27, 35, and 31?</li> <li>➤ You are finished shopping so you can now go to the park and plant the 8 gardens.</li> <li>➤ On a grid paper create 8 gardens. Each garden has its own unique polygon shape: rectangle; quadrilateral, pentagon, hexagon, heptagon, octagon, nonagon, and decagon.</li> <li>➤ Name the angles in each polygon.</li> <li>➤ Your hanging plants will be hung on hooks in each garden. Divide the hanging plants as equally as possible. Place the rest of your plants, as evenly as possible, in each of your polygon gardens. Choose one polygon garden and list the plants, and their numbers, that will be planted there.</li> </ul> <p>This is hard work and it is hot out don't forget to drink lots of water.</p> 
<p><b>Literacy</b></p> <p><b>Oral:</b> 1.1 purpose for listening; 1.4 understand information and ideas; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p>	<ul style="list-style-type: none"> <li>➤ Like the people in the painting, you too want to go for a walk. Picture yourself, as a child, in the 1880s in the middle of city of London, Ontario. You will design a poster showing the many activities happening in your recently declared city (1855).</li> <li>➤ Brainstorm ideas. Create a web with 7 to 10 activities that you want to accentuate. Who are you? What is your role in life? What is your cousin doing? Is your cousin male or female and what is their age? Will that change the activity? What is your auntie doing? Your uncle? An elder? Think of the style of housing and the various businesses that are in London, Ontario in 1880. Think of the clothing each person is wearing and the tools of their trade.</li> </ul>

<p><b>Reading:</b> 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied;</p> <p><b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ Write a short dialogue between yourself and your cousin discussing one of the jobs you would like to do (when you are an adult) and the steps to do that employment.</li> <li>➤ On a large piece of Bristol board (to give yourself lots of space) design London, Ontario in the 1880s. Include as many of your brainstorming ideas as possible.</li> <li>➤ Write 2 or 3 paragraphs describing your city in words. Use descriptive words wherever possible. Vary your communication sentences so that the reader stays interested. Do research to make sure your facts are accurate. Order your main ideas and keep on topic.</li> <li>➤ Have someone observe your city while listening to you read your paragraphs. Can they find the items/activities that you are describing?</li> <li>➤ Share, and discuss, your poster with your family, stressing the main ideas you want to get across.</li> <li>➤ Have fun and be creative.</li> </ul>
<p><b>Art</b></p> <p>1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ Like the people in this scene you are excited to be off to visit a travel agency. You have been given the opportunity to travel back in time to be with the inhabitants of London, Ontario in 1880. You were promised that the travel agency had some beautiful, and very informative, travel brochures showing natural and human developments of the times.</li> <li>➤ Try to include the different communities that created Canada.</li> <li>➤ Design the travel brochure. Perhaps this can be completed as a group activity so that the drawings are clear and can include valid historical facts. There will be seven sections for this brochure. They will show one of each of the following features: a skill displayed by a labourer, the method of travel over Blackfriars Bridge, a human feature created by an immigrant, one of the local churches, a famous shoemaker’s shop, the farming community, and a feature of your choice. Label each feature and remember that it is 1880.</li> <li>➤ Keep your drawings as large as possible. Be aware of space and your foreground, middle ground, and background in each of the seven sections. Decide on the advantages and disadvantages of using primary and secondary colours versus monochromatic colours for a travel brochure. Use intensity of colour and the illusion of texture wherever possible.</li> </ul>



Image: Bernice Vincent, *Tea Ceremony*, 1978, acrylic on board, Collection of Museum London, Gift of the artist, 2006

### About the Art

Bernice Vincent liked to create her paintings while looking at real objects or landscapes. Since she did not take photographs to help her study the object or scene, she had to spend a long process of looking. She would look at ordinary, everyday, domestic objects and turn them into realist paintings. Because she saw them from different points of view, and painted them in that usual format, they had a surrealist tone.

Surrealism art uses symbols and a sort of dream-like visual. It's a little bit unusual and unexpected. Often everyday objects, or characters, like cats, pears, bedsheets, and ironing boards, are assembled in a bizarre kind of way or from a very unexpected viewpoint. The artist helps the viewer to see life and motion in ordinary items and that gives those objects a more powerful existence.

In Surrealism art organic lines are more prominent than geometric lines. Surrealism encourages spontaneity and creativity in the viewer.

The tea plant is an evergreen of the **Camellia** family that is native to China, Tibet and northern India. Tea is harvested by hand and only select leaves are chosen. The leaves are taken to a factory to be processed. They are sorted into black, green, or white tea. They are also graded for quality.

Ireland has three official tea times and plenty of choices of kinds of milk and various flavoring (chocolate, nuts, cinnamon) to add to the tea. The first serving is around 11 a.m. with scones and cookies (which they call biscuits). The second tea time is mid afternoon with a bit of cake or something sweet to eat. The third tea time is served with the evening meal around 6 p.m. It is served with a full meal and often includes servings of cheese.

Ojibwa tea is made from leaves and roots that can be harvested and made into tea immediately. Spruce needles ferns, raspberry, peppermint; burdock (not the nettle), and beebalm could all be used to make tea. The linden tree produced spring flowers which could be brewed into tea as well as licorice root. In the olden times tea was smoked, not brewed.

<p><b>Who is the Artist?</b></p>	<p>The artist is Bernice Vincent. She has lived in Woodstock and in London.</p>
<p><b>About the Art Elements</b>          Line;          Shape;          Colour;          Texture;          Value;</p> <p><b>Principles:</b>          Contrast;          Repetition and Rhythm          Variety          Emphasis          Proportion          Balance</p>	<p>She liked to make her painting look real but in a different way and a from a different point of view. Sometimes she would even add tiny, dried flowers, thistles, stems, and seeds.</p> <ul style="list-style-type: none"> <li>➤ How does the artist use weight of line to display the delicacy or strength of each object painted?</li> <li>➤ If you removed some items could you place the following lines of symmetry: vertical, horizontal, and diagonal?</li> <li>➤ How does Bernice Vincent show that the spoon is on the plate and not the other way around?</li> <li>➤ If you look straight down at the painting can you see the depth more clearly? Why? What is unique about painting a bird's eye view?</li> <li>➤ How are the placement and composition of images used in this art piece a possible reflection of Bernice Vincent herself? A reflection of the owner of the house? Could you say the same about your bedroom?</li> <li>➤ Which area has the most detail to paint: foreground, middle ground, background? Which area would be the most enjoyable to paint? Why?</li> <li>➤ Are these real or implied textures? Which textures would be the most pleasant to touch in real life? Why? The ickiest? The smoothest? The bumpiest? Look carefully at each item and observe how she expresses the different textures. Which implied texture would be the easiest for you to paint? The hardest?</li> <li>➤ Why did Bernice Vincent soften the edges of both the table and the stove? Why do you think she didn't just draw sharp, geometric shapes?</li> <li>➤ How does she use colour to create a sense of balance?</li> <li>➤ How does she use distribution of shapes to create balance?</li> <li>➤ What elements of design does she use to create the impression in weight or importance?</li> </ul>

## Social Studies

**A** 1.1 community characteristics contribute to identity and image of country; 1.2 ethnic and religious groups can make Canadian identity; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.1 reasons for coming to Canada; 3.2 economic, political, cultural, and social aspects of settler life; 3.3 various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities;  
**B 1.1** participation in international and accords and organizations; 1.2 Government response to social and international issues; 1.3 various international issues; 2.1 question impact on environmental issues; 2.2 think about global issues;

- Drinking tea is a rather British event. Canadians seem to prefer coffee. Create a Venn diagram to compare Britain and Canada; consider climate, language, food, sports, travel methods, symbols, education, communities, healthcare, and human rights.
- Canadians like to think that we are not racist but not everyone would invite everyone into their homes for a nice cup of tea. Over the years there have been many cultural issues. Why would some groups, like Asians in British Columbia, Blacks in Southern Ontario, and Indigenous peoples encounter racism? What can today's community do to alter systemic racism?
- Why would some people think it was okay to refuse to serve people who had a different culture, religion, or gender from them? Do you think that happens today? How can we encourage people to treat everyone equally?
- In many Indigenous cultures it is the women who are the leaders and guide the major decisions for their communities. When the French arrived in Canada how would that be a conflict with how they led their communities?
- Explain how the poor, in the early 1800s, had a difficult life. List at least five difficulties they would have encountered. (Consider food, clothing, housing, jobs, and social stigma, as well as the physical, emotional, spiritual, and mental aspects of the body.) How were some of those difficulties resolved?
- Compare that to people who are financially poor in 2020. How does the Canadian government address poverty in Canada? What international organizations does Canada participate in in order to address the issue of poverty?
- How would the Coronavirus have altered the financial status of many people today? What avenues would they be able to access for help? How did Coronavirus affect the short-term goals of families? Long-term goals of families?
- How did the Canadian government address the economic, emotional, physical, and mental issues that arose due to Coronavirus? Compare that to the response by one other country.
- How was the environment affected during the Coronavirus?
- How was the world affected by Coronavirus? How did what was happening in other countries, at this time, affect the lives of Canadians?

	<ul style="list-style-type: none"> <li>➤ In the 1800s the upper class would invite their callers into the parlour and enjoy tea and scones and biscuits. List 7 other things that the upper class would have experienced, or felt was their right, in the 1800s. Compare each of those experiences, or rights, to the working class of the 1800s.</li> <li>➤ Think of 4 differences between the frontier living of the 1880s and the established city of London of the same era.</li> <li>➤ At social teas there is often a fundraiser to help raise funds to help communities who experienced social and natural disasters. How do the people raising the money decide how the money will be spent?</li> </ul>
<p><b>Science</b>  <b>Life Systems</b>  <b>biodiversity;</b> 1.1 pts of view on issues; propose actions; 1.2 products from plants give human benefit 2.2 investigate organisms; 3.1 identify and characterize different groups of plants and animals; 3.2 biodiversity is variety of life on earth; 3.3 need variety to maintain species; 3.4 need variety to maintain resilience; 3.5 interrelationships between species; 3.6 identify products; 3.7 invasive species;  <b>Energy</b> electricity; 1.1 short- and long-term environmental effects; 1.2 reduce electricity consumption; 2.3 experiment with static electricity; 3.1 distinguish between current and static electricity; 3.3 good conductors and</p>	<ul style="list-style-type: none"> <li>➤ How many kinds of tea are there?</li> <li>➤ Where does tea come from?</li> <li>➤ How does the consumption of tea in Canada affect the tea farms in China, India, SriLanka, and Kenya?</li> <li>➤ How do the government rules in another country affect the tea that people drink in Canada?</li> <li>➤ It was only about 20 years ago that some of those countries' governments banned leaded gasoline. How does the lead from gasoline still affect the soils that grows tea plants?</li> <li>➤ How does the Canadian government ensure that the tea leaves we receive in Canada are not infected with lead?</li> <li>➤ Why is it good to have a wide variety of tea plants?</li> <li>➤ What would happen if your family liked mint tea but an invasive species attacked all the mint?</li> <li>➤ British Columbia is beginning to grow their own tea plants. Why don't other Canadian provinces grow their own tea plants?</li> <li>➤ What energy force is used to make tea?</li> <li>➤ Is it better to heat the water on an electric stove? A gas stove? In an electric kettle? Support your answer.</li> <li>➤ How could a family reduce their electricity consumption?</li> <li>➤ What are the short-term benefits for reducing electricity, and/or natural gas, consumption? The long-term benefits?</li> <li>➤ When you make tea what kind of container do you put the tea in? Why?</li> <li>➤ When you get a hot tea at McDonalds what is it served in? What do they sometimes add to the cup as an insulator to protect your hand?</li> <li>➤ If you have a plastic comb available run it through your hair several times and then place the comb over some small pieces of paper, or tiny bits of Styrofoam. What happens?</li> <li>➤ What happens sometimes when you take socks out of a dryer and try and pull them apart?</li> </ul>

<p>insulators 3.6 use of electricity changed over time</p>	<ul style="list-style-type: none"> <li>➤ What happens when you shuffle your feet on a carpet, particularly if you are wearing a wool sweater, and then touch someone?</li> <li>➤ How is static electricity different from current electricity?</li> <li>➤ How has the consumption of electricity changed over time?</li> <li>➤ How has the production of electricity changed over time?</li> </ul>																
<p><b>Math</b> <b>Numeracy</b> Estimate; Oral whole and decimal numbers to 1 000 000; money to \$1 000; place value to 1 000 000; read and write whole numbers; compare and order fractions with unlike denominators; use percent benchmarks: 10%, 25%, 50%, 75% and 100%; solve real-life situation problems; identify composite and prime numbers; add and subtract decimals to thousandths; multiply 4 digit by 2 digit whole numbers; divide 3 digit by 1 digit; multiply and divide decimal numbers; use rates and ratio; relate simple fractions to decimals <b>Geometry</b> sort polygons; build 3-D polygon models; measure and construct angles; create rotations of 90 and 180 degrees; use create translations</p>	<ul style="list-style-type: none"> <li>➤ Describe the relative locations (beside, near, under, over etc.) of the teapot, teabags, cups, spoons etc.</li> <li>➤ The urn for making tea holds 36 cups of hot water. How many different ways could you have different numbers of people share equal amounts of cups of hot water?</li> <li>➤ There are five urns. What is the total number of cups of hot water available?</li> <li>➤ Today we have used 159 teabags. Yesterday we used 292 teabags. There were only 839 teabags altogether. How many teabags do we have left for tomorrow?</li> <li>➤ A box of Red Rose tea has 72 tea bags for \$4.77 or a box of Red Rose tea bags package of 216 for \$9.27. What is the best deal?</li> <li>➤ In order to have had at least 839 bags to start with how many boxes of Red Rose tea bags did you buy and what was the total cost?</li> <li>➤ If a cup of tea cost \$2.90 how many different ways could you use coins to pay for that cup of tea?</li> <li>➤ For the official tea ceremony tomorrow, you are expecting about 350 people. You had to purchase some extra items.</li> </ul> <table border="1" data-bbox="467 1171 1412 1331"> <tr> <td>Cupcakes</td> <td>\$2.25</td> <td>Cucumbers</td> <td>\$1.27</td> </tr> <tr> <td>Carrot cake</td> <td>\$8.58</td> <td>Strawberries</td> <td>\$3.94</td> </tr> <tr> <td>Box of tea bags</td> <td>\$5.79</td> <td>Raspberries</td> <td>\$6.97</td> </tr> <tr> <td>Mayonnaise</td> <td>\$3.87</td> <td>Bread</td> <td>\$2.47</td> </tr> </table> <ul style="list-style-type: none"> <li>➤ Put your items in order of prices.</li> <li>➤ You know you have enough tea bags. You need to order cupcakes. You know they come in packages of half a dozen. You want to have at least 350 cupcakes. How many do you have to order? What is this subtotal?</li> <li>➤ The Carrot cakes can be cut into 12 pieces each. How many carrot cakes do you have to order? What is this subtotal?</li> <li>➤ One large cucumber can make 3 sandwiches. How many cucumbers do you have to order? What is this subtotal?</li> <li>➤ One pack of strawberries should serve 7 people. How many strawberry packs do you have to order? What is this subtotal?</li> <li>➤ The raspberries should serve 6 people. How many raspberry containers do you have to order? What is this subtotal?</li> <li>➤ There are about 24 slices of bread in a loaf but that also includes the heels of the bread. You need two slices per</li> </ul>	Cupcakes	\$2.25	Cucumbers	\$1.27	Carrot cake	\$8.58	Strawberries	\$3.94	Box of tea bags	\$5.79	Raspberries	\$6.97	Mayonnaise	\$3.87	Bread	\$2.47
Cupcakes	\$2.25	Cucumbers	\$1.27														
Carrot cake	\$8.58	Strawberries	\$3.94														
Box of tea bags	\$5.79	Raspberries	\$6.97														
Mayonnaise	\$3.87	Bread	\$2.47														

	<p>sandwich. How many loaves do you have to order? What is this subtotal?</p> <ul style="list-style-type: none"> <li>➤ Add all the subtotals. How much was your total receipt?</li> </ul>
<p><b>Literacy</b></p> <p><b>Oral:</b> 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p><b>Reading:</b> 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p><b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ This is an opportunity for two people to work together or you can write both parts. Imagine that, over tea, you will partake in an interview. One of you is an immigrant settler living in the city of London, Ontario in 1880. The other person is a member a First Nation Community in the 1880s. Before you begin writing you need to decide if you are the interviewer or the interviewee so that you know who is asking the question and who is answering the question.</li> <li>➤ Seven questions will be asked but asked in such a way that the interviewer is also giving us a glimpse into their own century. Question one is provided for the interviewer, <i>"In my garden we plant the three sisters: corn, beans, and squash because they help to support each other. We make a very delicious three sisters' soup. I see your people toiling the land. What foods are you growing and why are your animals kept inside and not allowed to roam the land freely like ours?"</i></li> <li>➤ Here is a list with a topic for each question to be asked by the interviewer: <ul style="list-style-type: none"> <li>➤ Question 1: <i>provided</i></li> <li>➤ Question 2: a game or sport specific to your ethnicity</li> <li>➤ Question 3: a rule or law</li> <li>➤ Question 4: a tool</li> <li>➤ Question 5: a way of travelling</li> <li>➤ Question 6: animals and/or plants specific to your area</li> <li>➤ Question 7: a question and answer of your choice</li> </ul> </li> <li>➤ Make sure to summarize your ideas clearly before you actually start your interview and read your questions (and answers) out loud to make sure that they make sense. Connect your knowledge to life experiences.</li> <li>➤ You might also interject your interview with a comment or two about the 'tea' you are serving or being served so that we see further evidence of your role in that society. Perhaps some of your neighbours have walked by and you respond to them so we know their trade etc. Do not have too many run-on sentences in your interview or you may lose your audience.</li> <li>➤ Paint your questions and answers clearly so the audience can easily picture the scenes.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ If you are doing this lesson online because of Covid 19, or homeschooling, and you have a sibling in another grade, have them replace one of the roles with a character from the century they are studying.</li> <li>➤ Once your proofreading and corrections are completed "perform" your interview.</li> </ul>
<p><b>Art</b>  1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ In the 1880s many people had tea parties. Unfortunately, it was mostly only the elite that could dress up fancy have tea and cakes served to them on the front lawn or in their parlour.</li> <li>➤ Imagine four different kinds of tea parties: one with the elite women in their frilly dresses and gloves while the men wore their fancy topcoats; one in a local farmer’s kitchen; one in the military garrison of the 1880s; and one in an immigrant labourer’s home.</li> <li>➤ If possible, create a group of four. Each person chooses one of the tea parties to illustrate.</li> <li>➤ This could be created as a bas-relief scene. A rough sketch should be drawn first.</li> <li>➤ When drawing your scene just sketch it in using contour shapes at first. That will give you an idea of where to place your objects.</li> <li>➤ Concentrate mostly on the clothing for your scene and the items that would be included in your scene. It needs to be identified as a scene from 1880 so you may only want to have one or two people in your scene. Perhaps little labels or an attached legend could be included to further clarify the scene.</li> <li>➤ Use a playdoh or plasticine to create your bas-relief scene (basically a 3-D drawing on a stiff piece of cardboard).</li> <li>➤ If you research bas-relief art work you will see that there doesn’t have to be a lot of colour but you can certainly use lots of colour if that is desired.</li> <li>➤ Be aware of proportion and be sure to create a sense of balance.</li> <li>➤ Compare the scenes from your group. How can you tell which group was financially wealthy and which group struggled to find enough funds to support their family?</li> </ul>



Image: Eric Atkinson, *Huron Series 4 & 5*, 1994, acrylic and graphite with sandpaper, Collection of Museum London, Gift of the Estate of Ethel May Horn, 2007

### About the Art

Eric Atkinson was considered a Canadian Abstract Landscape Painter.

Abstract artists do not paint from photographs nor do they try to make realistic work. They freely use line, colour, shape, texture, and form to leave concepts and ideas to the viewer's interpretation. Although abstract artists may have studied a scene, such as a lake or farm, until they know it well, they self-interpret how that scene should be portrayed.

The abstract artist still needs to use their personal skills, and the elements and principals of design, to create sound compositions. Although the finished painting is not an accurate depiction of realistic landscape it is a depiction of what the artist had in their mind. The viewer is left to self-interpret what they see.

<p><b>Who is the Artist?</b></p>	<p>This artist is Eric Atkinson. He lived in London, England and in London, Ontario. He liked to do paintings about scenery.</p>
<p><b>About the Art Elements</b> Line;</p>	<p>Eric Atkinson liked paying attention to the water, weather, and the light around Lake Huron. Sometimes he liked to use sandpaper and sand in his paintings.</p>

<p>Shape; Colour; Texture; Value;</p> <p><b>Principles:</b> Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance</p>	<ul style="list-style-type: none"> <li>➤ Does the artist show a preference for organic lines and shapes or geometric lines and shapes?</li> <li>➤ What is the importance of changing the weights of lines? Support your answer by using examples.</li> <li>➤ How do you know which objects are closer and which are further? Give three reasons.</li> <li>➤ If proportion is used what size do you think that those objects in the distance actually are?</li> <li>➤ What is Eric Atkinson saying when he applies the use of space the way he does?</li> <li>➤ Are the lines and shapes closer or further apart in the background compared to the foreground? What is the effect?</li> <li>➤ Use your whole arm to follow the path of the 'ribbon' across the bottom of the page. How does this make you feel? How does it indicate emotion? Where does the 'ribbon' start? Where does it end? How can you tell?</li> <li>➤ Describe the colours and the emotional effect they have on the viewer. How would those feelings change if the colours became bold and bright primary colours?</li> <li>➤ How does his use of value help him create distance?</li> <li>➤ Give an example of implied texture.</li> <li>➤ What would you say is the point of emphasis in this painting? Why?</li> <li>➤ Where is the viewer positioned?</li> <li>➤ How would this painting differ if the artist was looking at the shoreline of Toronto?</li> <li>➤ How do you feel an Indigenous person would have painted this picture in 1695? What medium would they have used and would the painting have been meant to keep for a long time?</li> </ul>
<p><b>Social Studies</b> A 1.1community characteristics contribute to identity and image of country; 1.2 ethnic and religious groups can make Canadian identity; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.1 reasons for coming to Canada; 3.2 economic, political, cultural, and social aspects of settler</p>	<ul style="list-style-type: none"> <li>➤ Ethnic groups can help to change the Canadian identity. The Irish labourers helped to develop the canal systems of the Great Lakes. Huge numbers of Irish immigrants flooded to the new land to escape the Irish Potato Famine, disease, and political persecution. Why would the settlers be leery of this high influx of people coming to live in their area?</li> <li>➤ List several Irish activities/foods/events that are part of Canada's identity.</li> <li>➤ Most of the Irish immigrants were protestant in religious belief. How would this have affected any settlers or Indigenous people living in the area?</li> <li>➤ Lake Huron provides the opportunity for swimming in the summer and playing hockey in the winter. Both sports would have been looked at differently in the late 1800s than today. How would these two sports change the economic, political, cultural, and social aspects of the lives of various</li> </ul>

<p>life; 3.3 various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities; <b>B 1.1</b> participation in international and accords and organizations; 1.2 Government response to social and international issues; 1.3 various international issues; 2.1 question impact on environmental issues; 2.2 think about global issues;</p>	<p>groups? Choose two of the following groups to compare: French, English, Irish, Indigenous, Dutch, Germans, Loyalists, Quakers, and Mennonites.</p> <ul style="list-style-type: none"> <li>➤ Which of the above two groups would have the most positive interactions? The most negative interactions?</li> <li>➤ Choose any 4 significant events or contributions that are part of Canada’s identity that have been introduced by people coming to Canada from other countries (maybe think of your own heritage and relate to that).</li> <li>➤ How does the government of Canada respond to the following three international issues: invasive species in Lake Huron; ocean fishing affecting fish stocks in Canadian waters; and global warming of the Arctic? Provide support for your answers.</li> <li>➤ Why is an invasive species in Lake Huron an international issue?</li> <li>➤ Why should it be a concern to Canada about who owns the Arctic waters?</li> <li>➤ Why are carbon dioxide emissions a global concern? How does our government respond to this issue? How were carbon dioxide emissions change during the Coronavirus? What are some responses by each individual family that could maintain that environmental change?</li> <li>➤ Why would deforestation in Brazil affect Canada? Should the Canadian government become involved with another country’s environmental policies? Support your answer.</li> <li>➤ Why would Canada be expected to play a major role in the ownership and availability of fresh water, such as Lake Huron?</li> </ul>
<p><b>Science</b> <b>Life Systems biodiversity;</b> 1.1 pts of view on issues; propose actions; 1.2 products from plants give human benefit/ biodiversity diminished; 2.2 investigate organisms; 3.1 identify and characterize different groups of plants and animals; 3.2 biodiversity is variety of life on earth; 3.3 need variety to maintain</p>	<ul style="list-style-type: none"> <li>➤ Giant Hogweed is an invasive plant that has been introduced to Canada from some European countries. The Giant Hogweed is now being identified along the coastal shoreline of Lake Huron. It has a watery, clear sap. When human skin, or the nose of an animal, comes into contact with the sap and then goes in the sunlight severe burning and blistering can occur a few days later. The effects can last for several months and sometimes years. How does this affect the Lake Huron tourist and camping industries?</li> <li>➤ Zebra mussels are another invasive species that is now found in Lake Huron. How can their sharp shells be a danger to swimmers?</li> <li>➤ How does their gathering and clinging to intake and outflow pipes of the Bruce Power plant affect that business?</li> <li>➤ Zooplankton is an important source of food for tiny fish and different organisms, such as aquatic worms, insects, and</li> </ul>

<p>species; 3.4 need variety to maintain resilience; 3.5 interrelationships between species; 3.6 identify products; 3.7 invasive species;</p>	<p>snails. Zebra mussels, which can multiply at phenomenal rates, also eat zooplankton. How does this affect whitefish and smelts?</p> <ul style="list-style-type: none"> <li>➤ Zebra mussels can't filter out all the contaminants that they swallow. The contaminants stay in their bodies. How does this affect the ducks and other fish that feed off the zebra mussels?</li> <li>➤ They also attach themselves to the bottoms of recreational boats and cause increased drag. They can get into the engine cooling systems. How does this affect the owner of the boats?</li> <li>➤ What harm can be caused when too many mussels attach themselves to navigational buoys and to dock pilings?</li> <li>➤ List 4 examples of each of the following that would be directly connected to Lake Huron and its surrounding shoreline: invertebrates; mammals; reptiles; amphibians; birds; and fish.</li> <li>➤ Create a Venn diagram comparing Lake Huron water creatures and Lake Huron shoreline creatures.</li> <li>➤ Compare different points of view about a dam that was built to divert water to a city but caused flooding on Indigenous land and gathering grounds.</li> </ul>
<p><b>Math</b> <b>Numeracy</b> Estimate; Oral whole and decimal numbers to 1 000 000; money to \$1 000; place value to 1 000 000; read and write whole numbers; solve real-life situation problems; add and subtract decimals to thousandths; multiply 4 digit by 2 digit whole numbers; divide 3 digit by 1 digit; multiply and divide decimal numbers; relate simple fractions to decimals</p>	<ul style="list-style-type: none"> <li>➤ You are on your way to go camping for the weekend, by Lake Huron. Generally, the country roads have traffic signs for 80km/h. It is 378km before you reach the camp site. You leave at 10:30 in the morning. When will you arrive at camp? Support your answer.</li> <li>➤ In the car you play a fractions game. Your older brother says that <math>\frac{9}{4}</math> is less than <math>2\frac{1}{2}</math>. Is he correct or not? Support your answer.</li> <li>➤ You challenge him to see who can figure out how many quarters are in \$4.50. What was your answer?</li> <li>➤ He thinks of a pattern challenge: 5, 12, 19, 26. What is the next number?</li> <li>➤ Your pattern challenge is: 2, 3, 5, 8, 12... What is his answer?</li> <li>➤ Your parents are in charge of the camping fiesta this weekend at the Lake Huron Camp. They buy seven cases of 24 cans of soda pop. Each case cost \$5.69. What was the sub-total cost?</li> <li>➤ Your parents were approximating 2 cans of soda pop per person. Approximately how many people did they think would be at the fiesta?</li> <li>➤ They thought that making smores might be a fun thing to do. They would like each person to have at least 3 smores each. They think there will probably be about 80 people at the fiesta.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Each smores uses 2 marshmallows. The bags come in packages of 56 marshmallows for \$2.75. How many people will one bag serve? To serve 80 people how many bags of marshmallows need to be bought? What is the sub-total cost?</li> <li>➤ Each smores requires one piece of chocolate. If a chocolate bar has 8 squares how many people will one bar serve (remember each person gets 3 smores)? How many bars are needed for 80 people? If each bar is \$1.49 what is the sub-total cost?</li> <li>➤ The final ingredient is wafers. You need 2 wafers for one smore, 3 smores per person, 80 people. Each box holds 40 wafers so it will serve how many fiesta people? How many boxes are needed in order to serve the 80 guests three smores each? If each box is \$3.27 what is the sub-total cost?</li> <li>➤ Add the sub-total for the soda pop, marshmallows, chocolate, and wafers. Don't forget to add the tax on the items that would have tax applied to them. Write each of these numbers as words.</li> <li>➤ Read each of the sub-total and total prices as a decimal number.</li> <li>➤ Read each of the sub-total and total prices as a fraction.</li> <li>➤ How much is the cost of just one smore?</li> <li>➤ Did the parents stay under their budget of \$150? If so, how much change was left? If not by how much did they go over?</li> <li>➤ Describe the taste of a smores to an Indigenous child living in 1825. Which of these four fiesta items were invented in time to create a smores over an open fire, and drink some soda pop, in 1825?</li> </ul>
<p><b>Literacy</b></p> <p><b>Oral:</b> 1.1 purpose for listening; 1.4 understand information and ideas; 1.6 connect to experience; 2.7 use visual aids to support</p> <p><b>Reading:</b> 1. 1 read variety of text; 1.2 identify purpose; 1.6 connect to personal knowledge and experience;</p> <p><b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information;</p>	<ul style="list-style-type: none"> <li>➤ Design a monopoly board. There will be 7 squares on each side, for a total of 24 squares (4 corners and 5 in between each corner). This theme can be easily used with any of the other grade 6 units.</li> <li>➤ In one corner print the word <b>HUMANS</b>. In the second corner print the word <b>PLANTS</b>. In the third corner print the word <b>ANIMALS</b>. In the fourth corner print the word <b>START</b>.</li> <li>➤ In the 20 spaces that are left print words that have to do with the grade 6 life systems unit. They may include words, or word phrases, having to do with the various bio diversities; (like: classification, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, organisms, habitats, monocultures, arthropods, primates, bacteria, species, territory, prey, adverse conditions, genetic differences, environment, invasive species, sustenance, propose action etc.)</li> </ul>

<p>1.4 sort information; 1.5 order main ideas; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ Find a token play piece (a coin, pebble, button etc.) for each player. You can play this game by yourself or with 2 or 3 partners. The game is played by rolling a die. Everyone begins the game by placing the playing piece on the corner marked "Start". Roll the die. Move that number of spaces. Whatever block you land on determines the word that you have to explain AND you must also provide additional information about the topic.</li> <li>➤ As an example: <i>If you land on "monoculture" you could explain that it means to reuse the exact same soil for planting instead of rotating that field and allowing it to regenerate every 3 or 4 years. It leads to less nutrients in soil so farmer has to use fertilizers which pollute the land and water around the farm.</i></li> </ul> <p>The game ends when someone successfully makes it all the way around the board.</p>
<p><b>Art</b></p> <p>1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ Biodiversity is a variety of life on earth.</li> <li>➤ Divide a canvas (approximately 23cm by 30 cm) into 4 even blocks. If no canvas is available use a large piece of heavy cardstock or painting paper. Also make the 4 block divisions interesting but keep the dividing lines smooth.</li> <li>➤ This is a painting project but if no paints are available then use markers, crayons, oil pastels, or whatever items are available.</li> <li>➤ Keep each separate picture as large as possible with as few details as possible. Only the animal will be painted or coloured.</li> <li>➤ In one block paint the contour shape of the mammal of your choice BUT the mammal but be connected to Lake Huron. Use as much of the space as possible to illustrate just the mammal. Use ONLY ONE COLOUR to paint your contour shape. Do not put anything in the space surrounding your mammal. Repeat for each of the other four blocks but illustrate what is suggested in the following statements.</li> <li>➤ In the second block paint a fish of your choice.</li> <li>➤ In the third block paint an amphibian of your choice.</li> <li>➤ And in the fourth block paint a bird of your choice.</li> <li>➤ Once the paint is dry switch to a black pencil. Use the pencil to sketch in the habitat for each creature you painted.</li> <li>➤ Notice the effect when one thing has a solid block of colour and the rest is black and white.</li> <li>➤ Discuss your painting with a partner.</li> </ul>



Image: Clark McDougall, *St. James Church*, 1963, acrylic, Collection of Museum London, Gift of Mrs. Marion McDougall, St. Thomas, Ontario, 1988

### About the Art

Though Clark McDougall started out painting in watercolour he eventually changed to Fauvism. Fauvism is the use of intensely vivid and non-naturalistic colours. It was started by French artists and lasted from 1903 to 1908. After his coronary in 1957, Clark was forced to use photographs to help him create his art. At that time, he decided that the outline of the form was to play a major role in his art work. He painted in his own style of Fauvism.

Fauvism uses unnatural colours. The brilliant colours create emotional reactions to the paintings. The paint is applied, often right from the tube of paint, to create massive explosions of colour and feelings. Spontaneity and the sometimes clashing of colours play with value and intensity. The heavy black enamel outlines create a strong, unified work that appears flat on the canvas.

<p><b>Who is the Artist?</b></p>	<p>This artist is Clark McDougall. He lived in St Thomas, Ontario but for a little while he lived in Toronto and Buffalo, New York.</p>
<p><b>About the Art Elements</b> Line;</p>	<p>Like Jack Chambers, Clark McDougall liked to take photographs. He loved to take pictures of things he saw around St. Thomas.</p>

<p>Shape; Colour; Texture; Value;</p>	<p>After he printed the photos, he would study them over and over again. He would draw little pictures of the photos. Sometimes he would draw things a little bit differently each time. When he felt that he was ready he would paint the big picture.</p>
<p><b>Principles:</b> Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance</p>	<ul style="list-style-type: none"> <li>➤ Why does the use of organic lines or geometric lines work well together in this painting? Consider man versus nature. Which lines are used to represent mankind? Which lines represent the natural environment?</li> <li>➤ Examine the range of colours used. Locate solid blocks of colour. Locate mixed tinted colours. Do they fit into a specific colour theme? What emotions does the viewer experience while looking at the colours?</li> <li>➤ How did he use white to give him a wider range of colours?</li> <li>➤ In this painting how does Clark McDougall make use of the foreground, middle ground, and background to create a sense of depth? Which section has the most detail?</li> <li>➤ How does he choose to use value? Did he apply shadows? Why? or Why not? What affect does this have on the overall painting?</li> <li>➤ What effect does out-lining in black create? Draw three simple flower shapes. Leave one flower as is. Outline one flower with a thin black line. Outline the last flower with a thick black line. Which effect do you prefer? Why?</li> <li>➤ Is this an urban church or a rural church? Support your answer.</li> <li>➤ How does the artist create implied texture on the ground by the railroad? What is the age of the railroad? Is this an active railroad?</li> <li>➤ How do you know what season it is?</li> <li>➤ Compare the proportions between the flowers and the house. Explain.</li> <li>➤ Today we go to a store and purchase paint. In 1800s the Indigenous people could not do that. Choose any three colours and determine how the Indigenous painters could have achieved those colours to paint on animal hides or on the tips of important people?</li> <li>➤ Explain how the arrangements of the elements of design were used to create the impression of equality in weight or importance.</li> </ul>
<p><b>Social Studies</b> <b>A</b> 1.1 community characteristics contribute to identity and image of country; 1.2</p>	<ul style="list-style-type: none"> <li>➤ Religious groups have greatly influenced the Canadian identity. Think of three positive influences and three negative influences.</li> <li>➤ One of the biggest negative influences has been the residential schools. The first one to open was the Mohawk</li> </ul>

<p>ethnic and religious groups can make Canadian identity; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.1 reasons for coming to Canada; 3.2 economic, political, cultural, and social aspects of settler life; 3.3 various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities;</p> <p><b>B 1.1</b> participation in international and accords and organizations; 1.2 Government response to social and international issues; 1.3 various international issues; 2.1 question impact on environmental issues; 2.2 think about global issues;</p>	<p>Institute in 1831 by the Presbyterian Churches. Children were taken from their families causing huge emotional and psychological effects. It is well documented that they were also physically and sexually assaulted. The Mohawk Institute closed in 1970 however other Residential Schools remained open until 1996. In the Indigenous culture it is said that the tragedies of the past are imprinted on the DNA of today. Explain how those actions of the past still greatly impact the Indigenous peoples of today.</p> <ul style="list-style-type: none"> <li>➤ Does your family belong to a community group? How does that community contribute, meaningfully, to Canada's identity?</li> <li>➤ Are you part of a Church community? Think of three ways that your religious community has influenced your own identity?</li> <li>➤ Have you ever contributed to a community fundraiser? How were the funds distributed and who made those decisions? Were you able to play a role in making that decision?</li> <li>➤ What is the importance of community in family life?</li> <li>➤ When community is ripped away from people (as in the case of many Indigenous families, people fleeing persecution, and on a much lesser scale through the coronavirus) and you are denied the right to socialize, speak, follow your customs and traditions, or be a part of your community how does that affect a person's mind, body, spirit, and soul?</li> <li>➤ What are some short-term affects? Long-term affects?</li> <li>➤ Not everyone is equally represented in government. Perhaps some ethnic groups or social groups are not represented. How does the government try to ensure that these groups are considered in decision-making policies?</li> <li>➤ How can students play a role in helping to decrease systematic racism?</li> <li>➤ How does systematic racism play a role in the location of undesirable services such as fertilizer plants, human waste plants, infectious disease hospitals, nuclear plants, low income housing, and prisons?</li> <li>➤ How does systematic social and economical influences govern where libraries, banks, schools, expensive condos, and elite stores are located?</li> <li>➤ It is said that the drum is the beating heart of the Indigenous Nation. It is said that the church was the beating heart of the settler's village, both for church goers and non-church goers. Explain those two statements.</li> <li>➤ Why is there an Ontario Human Rights Code? What was the need for creating it?</li> <li>➤ Why does Canada need a freedom of religion policy?</li> </ul>
---	--

	<ul style="list-style-type: none"> <li>➤ How can people with intellectual disabilities contribute to a greater Canada?</li> <li>➤ Sometimes neighbours that are very, very different (economically, socially, physically, and/or intellectually) can become the very best of friends? How is this possible?</li> <li>➤ How can getting to know someone change your perspectives on who they are?</li> <li>➤ What does, "You can't judge a book by its cover" mean?</li> <li>➤ Why are systematic racism, poverty, and taking care of the environment all global issues?</li> <li>➤ Should the church rulers and the government rulers have equal responsibility in caring for global issues? Support your answers.</li> </ul>
<p><b>Science</b>  <b>Life Systems</b>  <b>biodiversity;</b> 1.1 pts of view on issues; propose actions; 1.2 products from plants give human benefit; 2.2 investigate organisms; 3.1 identify and characterize different groups of plants and animals; 3.2 biodiversity is variety of life on earth; 3.3 need variety to maintain species; 3.4 need variety to maintain resilience; 3.5 interrelationships between species;  <b>Structures flight;</b> 1.1 benefits and costs of aviation; 2.2 properties of air; 2.3 living things that fly 2.5 use appropriate vocabulary; 3.3 identify and describe the four forces: lift, weight, drag, and thrust; 3.5 control of flight; 3.6 alter four forces;</p>	<ul style="list-style-type: none"> <li>➤ There is an action proposed by the closest city to destroy this field and build a shopping mall. Debate this issue.</li> <li>➤ What kind of trees are in the painting? Compare coniferous and deciduous trees.</li> <li>➤ Name 4 different types of flowers. Would you rather have flowers all over your backyard or ferns? Support your decision.</li> <li>➤ Which kinds of animals would exist in this field? In the lands behind the church?</li> <li>➤ List 4 of each of the following types of animals to be found in and around the fields of St James Church: mammals; cold-blooded reptiles; cold-blooded amphibians; insects; birds; and pet fish.</li> <li>➤ What is the difference between cold-blooded creatures and warm-blooded creatures?</li> <li>➤ Why would it be beneficial to have multiple groups of animals and plants using this field as part of their habitat?</li> <li>➤ How would the plants and animals in this field be beneficial to humans?</li> <li>➤ What soil organisms would be part of soil? What do soil organisms do for plants?</li> <li>➤ Argue the benefits and harms caused by crop dusting.</li> <li>➤ What properties of air help the planes fly?</li> <li>➤ How does wind flow affect the plants and humans within the range of crop dusting?</li> <li>➤ How do the four forces (lift, weight, drag, and thrust) affect the ability of the crop duster to do their job successfully? Why would they alter one of those forces?</li> <li>➤ Planes fly but people learned how to do that after observing various species. What living things fly?</li> <li>➤ What is the difference between an eagle flying and a hummingbird flying? A flying lizard and a bird?</li> </ul>

<p><b>Energy</b> electricity; 1.1 short- and long-term environmental effects; 1.2 reduce electricity consumption; 2.3 experiment with static electricity; 3.1 distinguish between current and static electricity;</p>	<ul style="list-style-type: none"> <li>➤ What is the difference between flying and gliding?</li> <li>➤ If the city builders are successful and a mall is built what will be the long-term environment effects? Short-term environmental effects?</li> <li>➤ How will the mall get its electricity?</li> <li>➤ How can the builders immediately create ways to reduce the mall’s electricity consumption?</li> <li>➤ What kind of electricity will they use: static or current and why?</li> </ul>
---	---

<p><b>Indigenous</b></p>	<p>Some Indigenous people love to paint nature. Some Odawa, Ojibwe, and Cree paint nature, animals, and people in the Woodland Cree Style.</p>	
--------------------------	--	--

Which of the following are the same as Clark McDougall’s painting?

1. Woodland Cree paint scenes of nature.
2. Woodland Cree like to outline in black.
3. Woodland Cree like to use bright, bold colours.
4. Woodland Cree use solid chunks of colour with no shading or details.

<p><b>Math Numeracy</b> Estimate; Oral whole and decimal numbers to 1 000 000; money to \$1 000; place value to 1 000 000; read and write whole numbers; compare and order fractions with unlike denominators; use percent benchmarks: 10%, 25%, 50%, 75% and 100%; solve real-life situation problems; identify composite and prime numbers; add and subtract decimals to thousandths; multiply 4 digit by 2</p>	<ul style="list-style-type: none"> <li>➤ The Blanding Turtles live for about 70 years. If a turtle was 9 times your age how old would it be today? Is it possible the turtle would still be alive?</li> <li>➤ Sometimes it takes 1000 turtle eggs to create one adult turtle. How many groups of 10 in 1000? 10 000? 100 000? How many groups of 100 in 1000? in 10 000? In 100 000? In 1 000 000? How many groups of 1000 in 1000? in 10 000? In 100 000? 1 000 000? Do you have enough base ten blocks to help show any of the answers?</li> <li>➤ How many days does a turtle carry on it’s back? There are 13 of the large blocks (they represent the 13 moons). There are 28 little blocks around its shell (they represent the number of days in the cycle of a moon). Find the total number of days on a turtle’s shell.</li> <li>➤ How many different ways can you skip count to end up at exactly either 365 or 366?</li> <li>➤ Find all the factors of a leap year. Which of those numbers are composite numbers? Prime numbers?</li> <li>➤ Divide the number of days in a year by 2, 3, 4, 5, 6, 7, 8, 9 and 10. Write each number in words; as a decimal; and as a fraction.</li> </ul>
---	---

<p>digit whole numbers; divide 3 digit by 1 digit; multiply and divide decimal numbers; relate simple fractions to decimals</p> <p><b>Geometry</b> sort polygons; build 3-D polygon models; measure and construct angles; create rotations of 90 and 180 degrees; use create translations</p>	<ul style="list-style-type: none"> <li>➤ To travel to St. James Church, for the baptismal celebration, it took us 2 hours by car. It took my aunt only 75% of that time. How many minutes was she in the car?</li> <li>➤ My other cousins took 1/3 of that time. How long were they in the car?</li> <li>➤ Why would it only take the leader of the church 10% of my cousins' time?</li> <li>➤ Change these fractions to decimals: <math>\frac{1}{2}</math>, <math>\frac{2}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{5}</math>, and <math>\frac{3}{4}</math>. Arrange the fractions in order from smallest to largest.</li> <li>➤ Create a creature that would live in the habitats surrounding St. James Church. Use at least 5 different polygons to create your creature. Be careful how you arrange the polygons as your creature should have at least one line of symmetry so you will need to create some translations.</li> <li>➤ Identify each angle in your polygon creature. Sort the angles into categories.</li> </ul>
<p><b>Literacy</b></p> <p><b>Oral:</b> 1.1 purpose for listening; 1.4 understand information and ideas; 1.5 stated versus implied; 1.6 connect to experience; 1.8 identify point of view; 2.1 purpose for speaking; 2.6 use non-verbal cues; 2.7 use visual aids to support</p> <p><b>Reading:</b> 1.1 read variety of text; 1.2 identify purpose; 1.5 inferences from stated and implied; 1.6 connect to personal knowledge and experience;</p> <p><b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3</p>	<ul style="list-style-type: none"> <li>➤ Just like we needed a map and directions, with good landmarks to get to St. James Church, other centuries also needed adequate directions.</li> <li>➤ Create your own map of London, Ontario in 1880. By this time the boundaries are approximately Huron St to the north, Adelaide St to the East, Hamilton Rd to the south, and Wharnccliffe Rd to the West (though it was probably still called Peterville at that time). The area inside this block are generally divided into a precise grid. Check on a map from today and see the differences between that area of the city and the more recent suburbs. You can actually use part of a modern map to help you create your map as many (though certainly not all) streets are still the same names. Do some research for accuracy.</li> <li>➤ Think of multiple locations in your 1880s London city. Enter the following onto your map: St Peter's Cathedral, St. Paul's Church, St. James Church (Wortley Rd and Craig Street), Custom House (City Hall), Labatt's Brewery, The Barracks (Victoria Park), McCormick's, Carolina's Malt House (Waterloo and Pall Mall, Orphan Asylum (Richmond and Grosvenor), Court House, Blackfriars Bridge, Convent of the Sacred Heart (Dundas and Waterloo), Hellmuth Boys' College (Waterloo and St. James), Post Office (Carling and Talbot), and Huron College Chapel (Talbot and St. James). Add other buildings like perhaps banks, homes, grocers etc. Choose two that would be a good distance apart.</li> <li>➤ Label those locations as well as any others you know existed at that time. Add labels where you can. Would a compass rose help?</li> </ul>

<p>use vivid language; 2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ Write a letter to your auntie who is on her way to meet you. Write clear directions explaining how to walk from her location to the place where you are waiting for her.</li> <li>➤ Show your map to someone. Read your directions out loud WITHOUT pointing to the locations. See if they can find your starting and stopping points just by listening.</li> <li>➤ Keep your sentences clear and not too wordy. Short sentences work best. Think of how they are travelling. Give them approximate times to get from one icon to the next.</li> </ul>
<p><b>Art</b> 1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ On a large piece of paper create a grid with blocks approximately 5cm square.</li> <li>➤ Fill in each block with repetitive lines. EITHER use organic lines or geometric lines for each individual block, not both. Change the style and weight of line for each block. Use only one colour. Think of how this painting uses a variety of lines (styles and weights).</li> <li>➤ Completely fill the grid with lines. Keep to only one colour for the entire page.</li> <li>➤ Clark McDougall liked to outline his work in black as he felt it evoked stained glass work.</li> <li>➤ On a piece of black paper (or newsprint, or printed paper, if you have no black paper) draw and cut out something that flies. It can be man made or part of nature. It should be totally recognizable by its contour shape and should be approximately the size of your hand.</li> <li>➤ Place it on your grid work and decide the best location. Attach them together.</li> <li>➤ What effect does the black have when placed on the grid work lines?</li> </ul>



Image: Bob Bozak, *Tim Horton, and Donut*, 1974, enamel, Collection of Museum London, Gift of Ms. Dawn Johnston, London, Ontario, 1993

### About the Art

Representational Imagery is also called Figurative Art. It is a work of art that the viewer easily recognizes. It is not photorealism as the details do not have to be realistic, the shape and form simply have to be recognizable to the viewer. It takes identifiable objects and gives them their physical appearance in general terms. Representational Imagery does not deal solely with figures or landscapes. It can represent objects as well. Colours do not have to be realistic.

Bob Bozak had two themes that he expressed, often, in his art: the idea of the popular hero, or the latest known personality, and the way they used that fame to achieve financial gain.

<b>Who is the Artist?</b>	<p>This artist is Bob Bozak. Some of the places he lived in are Alberta, British Columbia, Toronto, and London, Ontario.</p> <p>He liked to paint famous Canadians. He loved hockey and things having to do with hockey, like hockey sticks, skates, and the Montreal Canadian sweater.</p>
---------------------------	---

<p><b>About the Art Elements</b> Line; Shape; Colour; Texture; Value;</p> <p><b>Principles:</b> Contrast; Repetition and Rhythm Variety Emphasis Proportion Balance</p>	<ul style="list-style-type: none"> <li>➤ Bob Bozak painted two things: a man and a donut. Which one did you see first? What do you think the artist is trying to communicate to the viewer?</li> <li>➤ How does he use proportion and scale to give the man or the donut more importance? Or does that proportion imply equal importance?</li> <li>➤ Does Bob Bozak prefer organic or geometric lines? Support your answer.</li> <li>➤ Where is the use of detail greatest?</li> <li>➤ Look at the weight of his lines, particularly around the face. How does this use of line help to define the facial features?</li> <li>➤ What is implied line? How did Bob Bozak achieve that look?</li> <li>➤ If Bob Bozak only had the primary colours how could he create each of the colours he used in his painting?</li> <li>➤ Did he use space wisely or should he have filled in the space with something? If so what?</li> <li>➤ Divide the painting into foreground, middle ground, and background. How would this help you if you were trying to draw the same picture? Try sketching this painting and see if it helps.</li> <li>➤ Is the donut texture real or implied? How did he use his paint to show you texture?</li> <li>➤ How did value play a role in creating the shadow? How does the shadow help to create a sense of fullness?</li> <li>➤ Where is the focal point in this painting?</li> <li>➤ What elements of design were used to create a sense of balance?</li> <li>➤ The artist is making a political statement. Explain how Tim Horton used his hockey fame to create Tim Hortons the restaurant. Give two examples of when it is wonderful for people to take advantage of their fame. Give two examples of where it was very wrong for famous people to use their fame for profit?</li> </ul>
<p><b>Social Studies</b> <b>A</b> 1.1 community characteristics contribute to identity and image of country; 1.3 various groups contribute to inclusiveness; 2.1 explore different historical perspectives; 3.2 economic, political, cultural, and social aspects of life; 3.3</p>	<ul style="list-style-type: none"> <li>➤ How would refugees who encountered starvation, on a daily basis, feel about the abundance of food that is thrown away by restaurants on a daily basis.</li> <li>➤ How has Tim Hortons become a part of the Canadian identity? How does the company contribute to the image we present as Canadians?</li> <li>➤ How does Tim Hortons contribute to inclusiveness?</li> <li>➤ What ages are the people who generally work at Tim Hortons? How is this different from child labour or cheap labour encountered in other countries?</li> <li>➤ Why would working at a place like Tim Hortons help you</li> </ul>

<p>various communities contribute to Canadian development; 3.4 significant events for different communities; 3.5 interaction between communities;  <b>B</b> 1.2 Government response to social and international issues; 1.3 various international issues; 2.1 question impact on environmental issues; 2.2 think about global issues;</p>	<p>understand your community? How would that differ if you were working at an expensive eat-in restaurant?</p> <ul style="list-style-type: none"> <li>➤ Why would moving to Canada from a non-English speaking community affect the places where you could work?</li> <li>➤ Why do fast food restaurants often pay their employees only minimum wages?</li> <li>➤ What affects the amount of money on your paycheck?</li> <li>➤ How did Tim Hortons contribute, in a positive manner, during the Coronavirus event?</li> <li>➤ How do Tim Horton restaurants play an active role in the economic, social, and cultural aspects of life?</li> <li>➤ List 4 positive ways that the fast food restaurants have impacted the Canadian life. List 4 negative ways.</li> <li>➤ How have fast food restaurants played a major role in environmental issues? Should the Canadian government get involved?</li> <li>➤ Why is it important to listen to Inuit and First Nation elders when discussing climate change?</li> <li>➤ Although Tim Hortons is a Canadian company it is now located in multiple countries including Ireland, Saudi Arabia, the United Kingdom, China, the United States, Kuwait, the Philippines, Mexico, and Thailand. How has this Canadian company affected the lives of families in other countries? Who controls the work rules of Tim Hortons: the Canadian government or the government of the country the fast food restaurant locates itself?</li> <li>➤ What impact does Canada's (and the multiple other countries) consumption of coffee or chocolate have on the people and environment of the producer companies?</li> <li>➤ Many different nationalities gather to share a coffee at Tim Hortons. Community gatherings help to shape our identities. List 4 personal experiences that have helped to shape your own identity.</li> <li>➤ Who decides what the Tim Horton employees wear while they are working?</li> <li>➤ Create an organizer with 12 blocks; three rows of 4 blocks. In the first row, list 4 different ethnic groups within Canada. In row two list some appropriate food items particular to the groups but enjoyed by all Canadians. In the third row, list an appropriate social event particular to the groups but enjoyed by all Canadians</li> <li>➤ Thinking of both Tim Hortons and your own home, list at least 7 items that you can identify as originating, or manufactured, in another country. How did the Coronavirus affect the</li> </ul>
---	---

	<p>availability to obtain these items?</p> <ul style="list-style-type: none"> <li>➤ In a time capsule to be opened 100 years from now, list 7 items that you would like to include that clearly defines who you are at this stage in your life.</li> </ul>
<p><b>Science</b>  <b>Life Systems biodiversity;</b> 1.1 pts of view on issues; propose actions; 1.2 products from plants give human benefit; 3.1 identify and characterize different groups of plants and animals;  <b>Energy</b> electricity; 1.1 short- and long-term environmental effects; 1.2 reduce electricity consumption; 3.3 good conductors and insulators</p>	<ul style="list-style-type: none"> <li>➤ What plant does coffee come from?</li> <li>➤ What plant does cocoa come from?</li> <li>➤ Why does Tim Hortons buy its coffee beans from multiple regions such as Brazil, Colombia, Kenya and El Salvador?</li> <li>➤ What would happen to Tim Hortons business if an invasive species attacked the coffee beans in Brazil?</li> <li>➤ There is a new Tim Hortons plant being built on Manitoulin Island near Little Current (2020). Some people are excited about the project while other people would prefer the fast food restaurant would not be built. List the positive and negative effects of building the first Tim Hortons on Manitoulin Island. (include the concerns of small local businesses versus students looking for jobs, hockey teams, and the smile cookie campaign).</li> <li>➤ Even though Tim Hortons is to be built downtown how will the local plants and animals be affected?</li> <li>➤ Why did Tim Hortons change the design of their coffee cup lids?</li> <li>➤ What will be the short- and long-term effects of a Tim Hortons business using more electricity?</li> <li>➤ What features can the new builders provide to reduce the restaurants electricity consumption?</li> <li>➤ What types of building insulation can they use to reduce the need for additional electrical heating resources in the cold winter environment?</li> </ul>
<p><b>Math</b>  <b>Numeracy</b>  Estimate; Oral whole and decimal numbers to 1 000 000; money to \$1 000; place value to 1 000 000; read and write whole numbers; compare and order fractions with unlike denominators; use percent benchmarks: 10%, 25%, 50%, 75% and 100%; solve real-life situation</p>	<ul style="list-style-type: none"> <li>➤ If you bought 8 <math>\frac{1}{3}</math> dozen donuts and each DONUT cost \$1.19 how much money would you need?</li> <li>➤ If you buy 157 donuts and put 6 donuts in each box how many boxes do you need?</li> <li>➤ Your school ordered donuts for a school celebration. They ordered 2 donuts for each student. The two intermediate classes each have 32 students. The 5 junior classes each have 75% of the intermediate classes while the three primary classes each have 50% of the intermediate classes. How many students in total?</li> <li>➤ If there are 258 donuts and <math>\frac{1}{3}</math> are jelly, <math>\frac{1}{2}</math> the jelly donuts are chocolate chip, and there are 34 sprinkles, how many plain donuts were there?</li> <li>➤ There were 144 chocolate chip donuts and 36 jelly donuts bought. There were 4 times as many cups of coffee served.</li> </ul>

<p>problems; identify composite and prime numbers; add and subtract decimals to thousandths; multiply 4 digit by 2 digit whole numbers; divide 3 digit by 1 digit; multiply and divide decimal numbers; use rates and ratio; relate simple fractions to decimals</p>	<p>Each coffee urn holds 200 cups of coffee. How many coffee urns were made? How many cups of coffee are left?</p> <ul style="list-style-type: none"> <li>➤ You have an array of donuts: 12 columns and 12 rows. Write as many number facts from this array as possible.</li> <li>➤ If you cut each of 127 donuts in half and give everybody each one piece how many people could you feed?</li> <li>➤ For a school party we ordered 123 chocolate chip donuts and 159 donuts with sprinkles. How many donuts did we get? Each of the donuts were on sale for \$0.89 each. What was our cost? Write your cost in words. Write your cost as a fraction. Write your cost as a decimal number.</li> <li>➤ The other team ordered 132 plain donuts and 141 jelly donuts. How many donuts did they get? They had the same sale price. How much did their donuts cost? Write their cost in words. Write their cost as a fraction. Write their cost as a decimal number.</li> <li>➤ What was the total cost of donuts for both teams? Write the cost in words. Write the cost as a fraction. Write the cost as a decimal number.</li> <li>➤ Which team ordered more donuts and by how much?</li> <li>➤ There were 79 donuts left over at the end of the celebration. Five people, from the clean up crew, got to take them home to their 5 different families. How many donuts did each family get?</li> <li>➤ For the Tim Hortons Camp fundraiser day the fast food restaurant near your corner street sold 396 sausage breakfast sandwiches (\$3.99), <math>\frac{3}{4}</math> of that in the egg and cheese breakfast sandwiches (\$2.99); <math>\frac{2}{3}</math> of the sausage one in grilled breakfast wrap (\$3.79); as well as <math>\frac{1}{2}</math> of the sausage one in the farmer's breakfast sandwich (\$4.29). Round each price to the nearest dollar and calculate how much money Tim Hortons made.</li> <li>➤ They will give half of those funds for their camp day plus they will add the \$4 612 they sold in coffee sales. How much money will that Tim Hortons donate?</li> </ul>
<p><b>Literacy</b>  <b>Writing:</b> 1.1 identify purpose and audience; 1.2 generate ideas; 1.3 gather information; 1.4 sort information; 1.5 order main ideas; 2.1 write more complex text; 2.3 use vivid language;</p>	<ul style="list-style-type: none"> <li>➤ Plan a full course HEALTHY meal that you could actually help to prepare, and write out a recipe by following the indicated steps.</li> <li>➤ Choose your favourite celebration. Plan a full course meal for a gathering of less than 10. Remember in the Coronavirus time gatherings had to remain small.</li> <li>➤ Explain the event you are planning for. Explain who will be in your group of 10 and why they are allowed to be part of your Coronavirus bubble.</li> </ul>

<p>2.4 vary sentences; 2.5 identify point of view and support; 2.7 make revisions; 3.1 attention to spelling; 3.4 use punctuation correctly; 3.5 use parts of speech; 3.6 proofread; 3.8 produce published pieces</p>	<ul style="list-style-type: none"> <li>➤ Describe the dishes that you will serve. For example: “ <i>There will be two salads; one salad is a cucumber, tomato, and chives salad with ranch dressing; the second salad will be a raisin, coleslaw salad (finally chopped cabbage and carrots, with raisins and mixed altogether with mayonnaise).</i> ”</li> <li>➤ Write a grocery list of the food items to be included in your meal. Does anyone have allergies? Is there a vegetarian or a vegan in your midst? If so then keep them in mind.</li> <li>➤ Check off what foods you most likely already have at home and describe which foods you still need to purchase. Don't forget juices to drink and a nice dessert.</li> <li>➤ Explain the cooking process, and who cooked what, and the excitement building up to the meal.</li> <li>➤ Comment on the arrival of your guests and how everyone enjoyed the meal and what was discussed during the meal.</li> </ul> <ul style="list-style-type: none"> <li>➤ Choose one item from your meal and describe, in more detail, how that item was prepared for consumption.</li> <li>➤ Assume you couldn't cook a meal for your favourite celebration and ended up going to Tim Hortons to eat. Describe what you ate for your main meal, what you had to drink, and what was your dessert.</li> </ul> <p>Has all this planning made you hungry yet? Go get yourself a snack.</p>
<p><b>Art</b> 1.1 create 2-and-3-dimensional works of art; 1.2 understand composition; 1.3 use elements to communicate ideas; 1.4 use variety of materials; 2.1 interpret art works; 2.2 analyse use elements and principles 3.1 representation of messages and contexts; 3.2 identify how art reflects diverse communities</p>	<ul style="list-style-type: none"> <li>➤ Draw an array of donuts 3 x 4.</li> <li>➤ Decorate them in various themes. Be sure that the colour themes are easily recognizable. Perhaps record the colour theme in the center of the donuts.</li> <li>➤ Include the following colour, line, and value elements in your decorations:</li> <li>➤ Primary</li> <li>➤ Secondary</li> <li>➤ Monochromatic</li> <li>➤ Warm</li> <li>➤ Cool</li> <li>➤ Solid colour</li> <li>➤ Tints</li> <li>➤ Hatching</li> <li>➤ Cross-hatching</li> <li>➤ Implied lines</li> <li>➤ Gradation of value</li> <li>➤ Your choice</li> </ul>