

TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre!
 Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

Grade: 4 - 8

Key Inquiry Question: What stories do maps tell about people, places, and our relationships to the land?

CURRICULUM LINKS

Social Studies

Balancing Human Needs and Environmental Stewardship (Grade 4):

- Analyse and construct print and/or digital [maps](#), including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada

Defining Perspectives on Social and Environmental Issues (Grade 5):

- Analyse and construct [maps](#) in various formats, including digital formats, as part of their investigations into social and/or environmental issues

Responses to Global Issues (Grade 6):

- Analyse and construct different types of [maps](#), both print and digital, as part of their investigations into global issues, their impact, and responses to them

History

Perspectives in British North America (Grade 7 & 8):

- Analyse and construct maps as part of their investigations into some significant events, developments, and/or issues that affected Canada and/or people in Canada during this period, with a focus on exploring their spatial boundaries

ACTIVATION (PRE-VISIT IDEAS)

- Have students complete a **KWL chart** (see the link in Additional Links to Learning). In this chart, students should complete what they **Know** about Toronto's waterfront community, and what they **Want** to know before attending Harbourfront Centre.
- Have students analyse a map of their school community, determine what the essential features are and then create their own maps of their classroom. Once all maps are complete, have them compare and contrast with another student. Prompt them to notice what the differences are, what information is left out and what the map tells them about their classroom.

EXTENSION (POST-VISIT IDEAS)

- Have your students revisit their **KWL charts** and complete the **Learned** column. Ask students whether what they wrote in the K or W columns was modified or enhanced after participating in the workshop.
- Have students prepare a **reflection** activity based on their experience at Harbourfront Centre. This can take a number of different forms and can build cross-curricular links to support your in-class discussion of the topics addressed onsite.
- Conduct a **class debate** on one of the major topics addressed during the program. Students can use information shared onsite the history of the waterfront, information from your class, as well as conduct additional research as supporting material.

ADDITIONAL LINKS TO LEARNING

(Harbourfront Centre School Visits does not assume responsibility for content on the weblinks in this document. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)

- 1) KWL Chart https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- 2) Conservation Ontario: Our Great Lakes <http://www.learnaboutthegreatlakes.ca/english/index.html>
- 3) Ontario's Invading Species Awareness Program <http://www.invadingspecies.com/>

ASSESSMENT TOOL

Name: _____ Date: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
INTERACTION IN GROUP DISCUSSION	never able to respond to direct questions; never volunteers point of view	rarely able to respond to direct questions; rarely volunteers point of view	responds occasionally to questions; occasionally volunteers point of view	responds frequently to questions; routinely volunteers point of view
LISTENING SKILLS	student does not listen when others talk and follows few of the instructor's directions.	student does not listen when others talk and sometimes follows the instructor's directions	student listens when others talk and often follows the instructor's directions	student listens when others talk and always follows instructor's directions
USE OF TECHNIQUES	applies few of the skills, concepts and techniques taught.	applies some of the skills, concepts and techniques taught.	applies most of the skills, concepts and techniques taught.	applies all (or almost all) of the skills, concepts and techniques taught.
PARTICIPATION	student never participates willingly and acts inappropriately	student rarely participates and occasionally acts inappropriately	student willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
