



Presents:

“German Heritage and Identity”



Schools Program



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Dear Teacher(s):

The K-W Oktoberfest Schools Committee is proud to present the “**K-W Oktoberfest Schools Program: German Heritage and Identity**”. This Education Program Package and the half day Schools Program Event available to Grade 6 classes are meant to provide a meaningful way to connect Kitchener-Waterloo Oktoberfest and the German culture to the classroom.

The education package is structured as a grade 6 cross-curricular unit plan consisting of activities that can be used individually or as a unit with an engaging summative assignment. It includes aspects of Language Arts, Visual Art, Music, Dance and Social Studies. As an educator, you know the importance and value of providing real-world, relatable activities for your students, and we hope you take advantage of this resource we have provided.

At the end of the Education Program Package, you will find the K-W Oktoberfest Schools Program **Scavenger Hunt** which covers some of the facts the students learn at the event and which can also be found by browsing the K-W Oktoberfest website and researching other German history resources.

We truly hope you enjoy this unique learning experience with your students. ***Oktoberfest ist wunderbar!***

With sincerest thanks,

K-W OKTOBERFEST INC.

A handwritten signature in blue ink, appearing to read "Lisa Fritsch".

Lisa Fritsch
Chair, Schools Committee

K-W Oktoberfest Schools Program: German Heritage and Identity

GRADE 6 UNIT PLAN OVERVIEW

Activity	Duration	Expectations	Synopsis
LANGUAGE ARTS			
Story of Oktoberfest	40 min	Reading: 1.1, 2.1, 2.4	Students read the story of the first Oktoberfest, answer comprehension questions, and make connections to other works of fiction.
Paragraph Writing: Developing and Organizing Content	40 min x 2	Writing: 1.2, 1.5, 2.8, 4.1	Students work through the drafting and revision process to produce a piece of quality writing based on multiculturalism.
Advertising	40 min	Media Literacy: 1.1, 1.2	Students examine various advertisements and must identify the purpose and audience, as well as make connections to themselves, the world, and other texts.
SOCIAL STUDIES*			
Immigration and Multiculturalism	40 min x 2 plus extension	A1, A1.1, A2.2, A3.1, A3.3, A3.4	Students will learn about German immigration to Waterloo Region and will discover any history of immigration in their own families, connecting Canada to other areas of the world.
THE ARTS			
Visual Arts	40 min x 2	D1., D3., D1.4, D3.1	Students will construct a maypole, as well as other Bavarian accessories, using various relevant mediums that allow artistic exploration and investigation.
Dance	40 min	Dance: A1., A3., A1.1, A1.4 Health and PE: A1., A1.1, A1.2, B1.1, B1.2	Students will create and learn an authentic Bavarian dance, which includes a maypole dance, while integrating specific dance steps to work towards a performance.

Music	40 min	C1., C3., C1.1, C3.1, C3.2	Students will learn the song “Edelweiss” while exploring the song’s cultural meaning and how the media has affected the song’s place in society. They will learn about music appreciation and performance.
CULMINATING ACTIVITY			
Oktoberfest Media Assignment	40 min x 3	Social Studies: A1, A1.2, A3.2, A3.3 Language Arts (Media): 3.2, 3.4	Students will create an advertisement through either a poster, a commercial, or radio advertisement trying to persuade students in their school to attend Kitchener-Waterloo Oktoberfest festivities. They choose up to three events on which to focus and must use skills and knowledge they have acquired in the unit (e.g., knowledge of the festival, Germany, Waterloo Region, tourism, media and advertising skills, etc.). They will then reflect on their advertisement and how it demonstrates the influence of international celebrations and cultures on Canadians and Canadian society.

SOCIAL STUDIES LESSON: Immigration and Multiculturalism

Social Studies Lesson: Immigration and Multiculturalism 40 minutes x 2 plus extension	
Lesson Synopsis	Students will learn about German immigration to Waterloo Region and will discover any history of immigration in their own families, connecting Canada to other areas of the world.
Curriculum Expectations	<p>Overall: A1. Application: assess contributions to Canadian identity made by various groups and by various features of Canadian communities and regions</p> <p>Specific: A1.1 explain how various features that characterize a community can contribute to the identity and image of a country...and assess the contribution of some of these features to Canada's image and identity. A2.2 gather and organize information from a variety of primary and secondary sources using various technologies...that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada A3.1 identify the main reasons why different peoples came to Canada A3.3 identify various types of communities that have contributed to the development of Canada A3.4 describe significant events or developments in the history of two or more communities in Canada</p>
Material and Resources	<ol style="list-style-type: none"> 1. Overview of German Immigration to Canada 2. History of German Immigration to Canada (enough copies for 1 for every 3-4 students, cut into sections for timeline assembly) Developed from: http://www.germancanadiancongress.com 3. World Map Template 4. Mapping Rubric 5. World Map Tree Example 6. Coat of Arms Template http://www.queenofyourownlife.com/wp-content/uploads/COAT_OF_ARMS_P.jpg
Important Terminology	Immigration, Culture, Ethnicity, Settlement, World War I, World War II, Census
Background Knowledge	Students should be aware of Germany's location on a map, relative to Canada's, and that Germany is a country in the continent of Europe. They either need to be familiarized with the concept of a timeline or will be introduced to it in this lesson.
Motivator/ Hook	Ask the students how many of them have some German in their ethnic background. Present this statistic: <i>in 1991, one in every ten Canadians reported to have some German in their ethnic background.</i> Compare this statistic to the ratio of students in the class who do and do not have a German ethnic background.
Lesson Overview	<p>Part 1:</p> <ol style="list-style-type: none"> 1. Discuss with your students how a timeline is constructed and how it works. Explain that a timeline is a way to chronologically place dates and activities on an object (usually a line) to help one learn about and remember facts. 2. Read the Overview of German Immigration to Canada to your class. 3. In groups of 3 or 4, have students work together to put points of the timeline in order (some have dates and some do not). Once they think they have completed the timeline, check for accuracy and have the students paste the timeline in order on a piece of paper. Have the students jot down any words they do not understand. The first group finished could write or draw the timeline out on chart paper to display in the classroom. 4. Once all groups are finished, review any words the students are unsure of and discuss German immigration to Canada as a class. <p><i>Key Questions:</i></p> <ol style="list-style-type: none"> a) How have German immigrants affected Waterloo Region? (Mennonites, language, culture, celebrations like Oktoberfest, etc.) b) Do you think it is important to celebrate culture and heritage? c) Do you celebrate culture or your own heritage in any way? (Culture can include: song, dance,

	<p><i>language, religion, food, festivals and celebrations, etc.)</i></p> <ol style="list-style-type: none"> Review and send home “My Family Immigration History” handout with students and encourage them to talk to many different family members to complete the worksheet (may be a good idea to assign over Thanksgiving weekend). Ensure groups hand in timelines. Review the list of words they were unsure of as diagnostic assessment for further social studies instruction. <p>Part 2:</p> <ol style="list-style-type: none"> Review “My Family Immigration History” handout and have students share information they collected in pairs, groups and to the whole class. <i>Key Question:</i> In what ways is your story part of the story of Canada? Generate a list of countries from which students’ families have immigrated. On a world map, have students label each country who has sent German immigrants to Canada (Austria, Switzerland, Luxembourg, Hungary, Russia, France and United States) and colour them in RED. Then have students find and label the countries from which students’ families have immigrated (which represents ethnic backgrounds of students in your class) and colour them a different colour. Ensure students add a title, legend and compass to their map, and hand in for assessment once completed. <p>Extension:</p> <ol style="list-style-type: none"> Take “My Family Immigration History” handout and create a “World Map Tree” (on brown mural paper) to display in the classroom or in the school. The world map tree (example attached) is meant to combine students’ cultural and ethnic backgrounds with the concept of a family tree. Is it meant to encourage cultural appreciation, celebrate multiculturalism and represent immigration and growth within their families and all over the world. Each student can either paste their immigration history sheet or coat of arms (see Materials for template link) they created that represents their family history on the mural paper and draw a line to the countries from which their families have immigrated. Label the countries and ask students how they can tell which country or culture is most represented in their class (will have the most lines leading to it) and what the map shows (can discuss equality, multiculturalism, etc.). Students can write a reflection on what they have learned throughout these lessons on immigration and culture.
Assessments	<p>Part 1: Use time lines and lists of vocabulary as diagnostic assessment for further instruction in the Canada’s Links to the World unit.</p> <p>Part 2: Assess maps for accurate country location, the presence of map features and neatness using rubric below.</p> <p>Extension: Assess students’ written reflections on the unit, if applicable.</p>
Accommodations/Modifications	<p>Group work allows students of varying levels to work together towards a common goal. If students require independent work, timeline sections can be given to a single student put in order.</p> <p>Students can use computer or other electronic aids, if necessary.</p>

Overview of German Immigration to Canada

Immigrants with German ethnic background first arrived it Canada in the 1600s. Many different world

events occurred to influence their immigration to Canada from their homelands. Over the years, Canada has seen Germans arrive to Canada from Austria, Switzerland, Luxembourg, Hungary, Russia, France and the United States, to name a few. Many Germans migrated to Waterloo Region. They brought with them their traditional culture and heritage that is now celebrated through festivals like Oktoberfest.

The History of German Immigration to Canada

The first German settlers came to Canada in the 1600s.

Canada's oldest German settlement developed in Eastern Canada between 1750 and 1753 when German farmers and tradesmen from the Southwest of Germany landed with their families in Halifax, Nova Scotia.

The Mennonites, who came from Pennsylvania in the United States, were farmers and came to own large areas of land in Waterloo Region. They created a German colony in the area.

This German colony attracted 50,000 new immigrants from Germany between 1830-1850.

Waterloo Region was known as the community of Berlin (like the city in Germany) until it was renamed "Kitchener" in 1916.

Between World War I and World War II, Germans went from being unwanted in Canada, to encouraged to immigrate here. Canada welcomed 100,000 German immigrants from 1924 to 1930.

After World War II, the Canadian government encouraged people from Europe, who had been affected by the war, to come to Canada.

15,000 Europeans with German background came to Canada from 1947 to 1950, and 250,000 people from Germany came to Canada by 1960.

From 1945 to 1994, 400,000 German speaking immigrants came to Canada.

In 1991, one in every ten Canadians reported to have some German in their ethnic background.

The census of 2006 shows that over 3 million Canadians are of German ethnicity which makes them the third largest ethnic group (after the British and the French) in Canada.

Today, German communities, like Waterloo Region, celebrate their culture in many ways: church membership, cultural clubs, and through festivals and events like Kitchener-Waterloo Oktoberfest, Karneval and German Day.

My Family Immigration History

Name: _____



My family originated from:

They first arrived here in (year): _____

They chose to live in Canada because: _____

My family celebrates our heritage by: _____

We celebrate our cultural traditions because: _____

Mapping Rubric

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding <i>Countries are labelled</i>	Few countries are labelled and there is limited demonstration	Some countries are labelled and there is some demonstration	Most countries are labelled and there is considerable	All of the countries are labelled and there is a high degree of

<i>and map features are present (title, legend, compass, etc).</i>	of knowledge of map features.	of knowledge of map features.	demonstration of knowledge of map features.	demonstration of knowledge of map features.
Thinking <i>Students made good use of planning skills to gather and organize information for map.</i>	Used few planning skills and demonstrated limited organization when gathering information for map.	Used some planning skills and demonstrated some organization when gathering information for map.	Used good planning skills and demonstrated considerable organization when gathering information for map.	Used excellent planning skills and demonstrated a high degree of organization when gathering information for map.
Communication <i>Students communicate information in a clear and logical manner (information is neatly presented and easy to understand).</i>	Expresses and organizes ideas and information with limited effectiveness. Information is messy and difficult to read.	Expresses and organizes ideas and information with some effectiveness. Information could be neater.	Expresses and organizes ideas and information with considerable effectiveness. Information was easy to read.	Expresses and organizes information with a high degree of effectiveness. Information was very neat and presented in a way that was easy to read.

World Map Templates:

<http://www.prntr.com/images/map-world-outline.gif>

http://sljglobal.wikispaces.com/file/view/big_world_map.jpg/164677099/big_world_map.jpg

World Map Tree Example:

