

ENGLISH LANGUAGE LEARNERS INSTRUCTOR'S NOTES

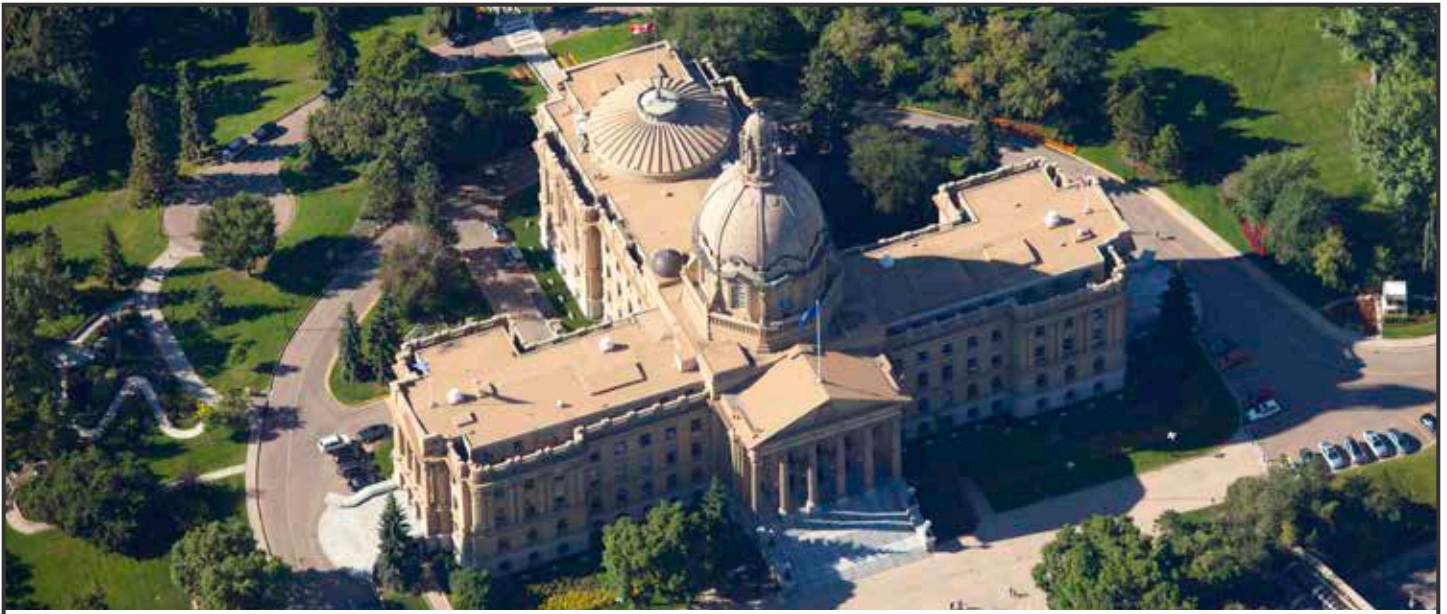
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LEGISLATIVE
ASSEMBLY
OF ALBERTA

Contents

Learner's Activities	3	You and Your MLA	13
<i>Pre-tour Materials</i>		<i>Role-play (20 minutes)</i>	
Symbols	4	Learner's Activity	14
<i>Jigsaw Puzzle</i>		<i>Post-tour Materials</i>	
Symbols	6	Two Styles of Governing	15
Symbols	7	<i>Reading Comprehension</i>	
<i>Jigsaw Reading and Worksheet</i>		<i>Writing a Summary that Compares and Contrasts</i>	
Chief Crowfoot Quotes	8	<i>Writing a Summary Rubric</i>	
<i>Pronunciation</i>		Countering an Argument	18
Chief Crowfoot	9	<i>Writing a Paragraph</i>	
<i>Listening Activity</i>		<i>Paragraph Rubric</i>	
<i>Part 1: Introduction to Chief Crowfoot's Statue</i>		Debating a Current Issue	20
<i>Part 2: Listening Instructions</i>		<i>Speaking Task</i>	
You and Your MLA	12	<i>Notes on Identifying a Topic</i>	
<i>Reading Comprehension (60 minutes)</i>		<i>Debate Rubric for Evaluating a Group of Six</i>	



Learner's Activities

Pre-tour Materials

The pretour activities prepare learners for the Legislature tour. They include reading and speaking activities that expose learners to the vocabulary that they will encounter on the tour and give them a chance to use that vocabulary. They also introduce learners to some of the background knowledge they will need to make the tour more educational.

Symbols

Jigsaw Puzzle



Official Flower: Wild Rose

The wild rose, or prickly rose (*Rosa acicularis*), was designated the floral emblem of Alberta in 1930. Its bright pink blossoms enhance the countryside in all parts of the province. The wild rose is also useful: its colourful red berries (or hips) feed many species of birds and add a unique flavour to teas and jellies.



Official Bird: The Great Horned Owl

A king assigned Alberta its first coat of arms, but it was the province's citizens (primarily schoolchildren) who chose the official bird. They voted in 1974 for the great horned owl (*Bubo virginianus*), a year-round resident of the province. The Legislature approved their choice in 1977. A resourceful and resilient bird, the great horned owl exemplifies the best traits of Alberta's people both past and present.



Official Tree: The Lodgepole Pine

The lodgepole pine (*Pinus contorta* var. *latifolia*), a western tree prevalent in the Rocky Mountains, became Alberta's official tree in 1984, a culmination of four years' effort by the Junior Forest Wardens of Alberta. Lodgepole pine was an important source of railroad ties during Alberta's settlement and since has played an important role in Alberta's economic development. It has even been suggested that the lodgepole pine may have been used by certain First Nations to make teepee poles (hence its name). Even today the long, straight lodgepole pine is in great demand in the lumber industry.

Symbols



Official Mammal: Bighorn Sheep

In 1989 the Assembly designated the Rocky Mountain bighorn sheep (*Ovis canadensis*) Alberta's official mammal after contacting Alberta schools to gauge their support of this choice. The bighorn sheep is commonly seen in the Rocky Mountains and was given its scientific name in 1804 by botanist George Shaw as based on his observations near Exshaw. With its proud carriage, crowned by magnificent horns, the bighorn sheep is a majestic inhabitant of our province.



Official Fish: The Bull Trout

In 1995 the bull trout (*Salvelinus confluentus*) became the provincial fish of Alberta. Bull trout are actually a char and closely related to other members of the char family, such as lake and brook trout. Bull trout generally have light-coloured spots on their bodies and do not have any dark spots or markings on their dorsal fins. Depending on their environment and food supply, they can weigh 20 pounds (approximately 9 kilograms) or more and can live more than 20 years.



Official Grass: Rough Fescue

Rough fescue (*Festuca scabrella*) is a perennial bunchgrass with stiff, narrow leaves that are rough to the touch. Alberta has the largest area of rough fescue grassland in the world and is the only place in North America where all three types—plains, foothills and northern fescue—occur. Fescue grasslands provide vital food for wildlife and livestock year-round. On May 7, 2003, rough fescue was adopted due to the efforts of the Prairie Conservation Forum.



Pronghorn Antelope

Representing Alberta on the Alberta coat of arms, the pronghorn were (and still are) very common on the prairie and an important source of food for First Nations people and early settlers. They have white patches on their rumps, sides, bellies and necks and are the fastest land mammal in North America.



Bison

The largest mammal in Alberta, bison were an important source of food, clothing, shelter and tools for the First Nations people. Like the beaver, bison also played an important part in the fur trade. By the end of the 19th century, bison had been hunted almost to extinction.



Alberta Tartan

A tartan is a woven cloth with horizontal and vertical bands of colors. Alberta's tartan pays tribute to the Scottish component of our heritage. The colours represent our abundant natural resources: green for forests, gold for wheat fields, blue for clear skies and lakes, pink for wild roses and black for coal and petroleum. The tartan was designed by the Edmonton Rehabilitation Society for the Handicapped (now Goodwill Industries) and was officially recognized in 1961.

Symbols



Beaver

The beaver was a key part of the fur trade that led to the exploration and settlement of both Alberta and Canada. It became a symbol of the Hudson's Bay Company and later a symbol of Canada. At the peak of the fur trade 100,000 beaver pelts were being shipped yearly to Europe to satisfy the demand for beaver-pelt hats. By the middle of the 19th century, the beaver was almost extinct. Fortunately, the demand for beaver pelts ended as silk hats came into fashion in Europe.



Crown

Headgear worn by a king or queen as a symbol of sovereignty, often made of precious metal and ornamented with gems.



Lion

A symbol of the British Empire, the lion represents power and strength.



Provincial Shield

The Provincial shield represents the geographic features that are seen as you travel from east to west: wheat fields in the east of the province, then the prairies, the foothills and in the far west, the Rocky Mountains.



Red Cross

The red cross of St. George is a reference to the Hudson's Bay Company. Fur traders and explorers with Hudson's Bay Company played a critical role in the early settlement of Alberta.



Wheat

Wheat played an important role in the farming communities that developed in Alberta and in the economy of Alberta. Huge wheat fields are a significant feature of the Alberta landscape.

Symbols

Jigsaw Reading and Worksheet

Purpose

- To give an opportunity for students to use the vocabulary and expressions related to symbols that they may encounter on the tour.

Outcomes

- Students will be able to present detailed information; ask and address relevant questions; show developing awareness of appropriate eye contact, body language, volume and rate.

Notes

- Before handing out the worksheets, give each student a symbol(s) and a few minutes to prepare to explain their symbol to others. Then have students mingle and interview each other about the symbols. Tell students they should take notes on the symbols they learn about because they will be completing a worksheet using what they learned. Then have students work in groups of three to complete the worksheet.

Or

- Put students in groups of two to three and give each group one to three symbols to read. Then regroup the students (with one person from each original group in each new group). Have students each present on their symbols. Tell students to listen carefully because they will need to complete a worksheet based on what they have learned. Collect the readings. Then hand out the worksheet and have students work together to complete the worksheet.
- Tell learners to watch for these symbols on the Legislature tour.

Chief Crowfoot Quotes



Pronunciation

Purpose

- To raise curiosity and familiarize learners with Chief Crowfoot in preparation for the tour, to raise awareness about priorities and strategies for improving pronunciation.

Outcomes

- Students will be able to produce intelligible and communicatively effective pronunciation; express, support and qualify opinions and feelings.

Notes

- Work through each row in the table on the pronunciation handout, explaining each pronunciation problem and tip and illustrating both with the quote.
- Have students discuss the discussion question at the bottom of the page.
- Divide into pairs or groups and assign each group one of the quotes to work on. They should follow the six tips on the previous page to practise the quote and be sure they can say it clearly and smoothly.
- Regroup learners so that there is one “expert” on each quote in the new groups. Learners should take turns reading their quote to the new group and then leading a discussion on the quote (see discussion question at the bottom of the page).
- Tell learners they will learn more about Chief Crowfoot on the Legislature tour.



Chief Crowfoot

Listening Activity

Outcomes

Students will be able to understand an extended presentation on a topic related to the Legislature tour, identify and take note of main ideas and supporting details, identify causes and effects, recognize meaning based on complex structures (perfect tenses), understand common idiomatic language.

Chief Crowfoot

Part 1: Introduction to Chief Crowfoot's Statue

Transcript

Hi, my name is Will and I will be your Heritage Interpreter today. Let's talk about Chief Crowfoot. He was the leader of the Blackfoot First Nations people originally of southern Alberta in the 1800s. Crowfoot and other leaders of first nations peoples of Southern Alberta signed Treaty 7 with the Dominion of Canada. The treaties were an agreement between the First Nations groups and the Crown. These were meant to benefit both groups by aiding the First Nations peoples with farming, education and other things, in exchange for land and the opportunity to expand the railway and settlement. These treaties continue to be controversial because different sides have interpreted them different ways over time.

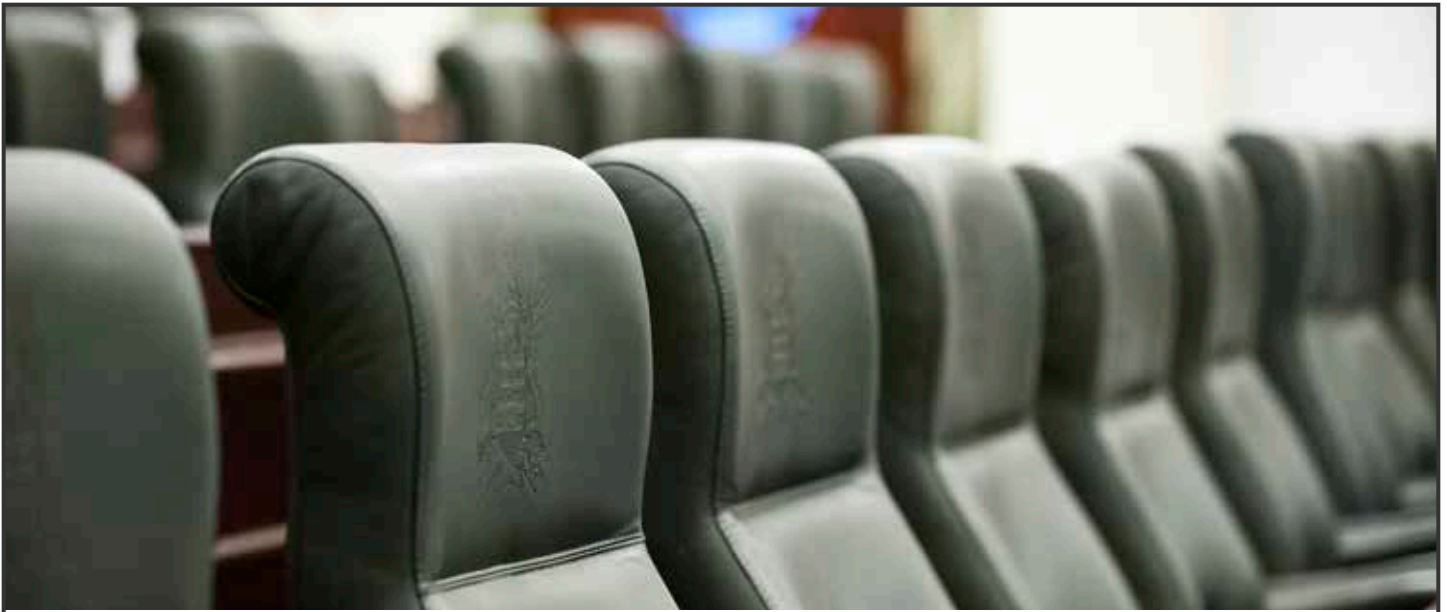
Chief Crowfoot's statue represents leadership, which is of course an important part of how any governmental system works. Around his neck he wears a medal, which he received for signing the Treaty 7. On top of his head is an owl's skull braided into his hair. He wore it every day of his life; it symbolizes protection, power and leadership. On his side he has a spiked riding crop. This reminds us of his horse, another symbol of power in his society. Over his arm he carries a pipe bag. This is a symbol of his prominence in his community as a spiritual leader. Ceremonies involving the smoking of pipes were very common and had cultural and spiritual significance to many First Nations groups.

Chief Crowfoot

Part 2: Listening Instructions

For each section, follow the following procedure:

1. Play the section.
2. Working in groups of three, have students reconstruct what they heard. Their goal should be to capture the main ideas of what they heard, using as much new vocabulary as possible.
3. If your course is focussing on note-taking, you could have one group share the notes for that section with the class, or you could have groups compare their notes on the section. You might discuss such strategies as using abbreviations for key words (e.g., CF for Crowfoot and BF for Blackfoot, gov't for government).



You and Your MLA

Reading Comprehension (60 minutes)

Purpose

- To develop an understanding of parliamentary democracy and the rights and responsibilities of citizens, to help students learn vocabulary that they may encounter on the tour.

Outcomes

- Students will be able to guess the meaning of unknown terms from the context, locate and integrate relevant information across paragraphs/sections of a moderately complex extended description.

You and Your MLA



Role-play (20 minutes)

Purpose

To give an opportunity for learners to use vocabulary that they may encounter on the tour, to develop an understanding of parliamentary democracy.

Outcomes

Students will be able to give detailed information; present solutions and options; ask relevant questions to gather, analyze, share and compare information.

Notes

Assign half the class the “career counsellor” role and half the class the “potential MLA” role. Give students time to work together with others in the same role to prepare for the role-play. Then have students pair up and do the role-play.

Note: You could have counsellors talk to multiple MLAs.



Learner's Activity

Post-tour Materials

The post-tour materials include reading, writing and speaking tasks that encourage learners to make use of the ideas and language gained through the Legislature tour.



Two Styles of Governing

Reading Comprehension

Outcomes

- Students will be able to understand a moderately complex extended description; identify main ideas, attitude, specific details and implied meanings; find, integrate, compare and contrast and analyze information; understand an adequate range of complex sentences and structures; identify the organization of a text and the links between paragraphs.



Two Styles of Governing

Writing a Summary that Compares and Contrasts

Outcomes

- Students will be able to reduce a multipage text to a one-paragraph summary; reduce information to main points with accurate supporting details and no major omissions; convey essential information; use an expanded range of comparison/contrast vocabulary and reporting phrases; avoid plagiarism.

Writing a Summary Rubric

Name.....	Date.....	Rating				Comments
Overall Effectiveness						
Effectively conveys the key ideas and tone of the original article		4	3	2	1	
Analytic Criteria						
Includes a main idea sentence that captures the main idea and includes a reporting phrase and citation		4	3	2	1	
Conveys all essential information		4	3	2	1	
Reduces information to main points with accurate supporting details		4	3	2	1	
Avoids plagiarism by using own words, using reporting phrases and using quotation marks where necessary		4	3	2	1	
Uses appropriate connective words and phrases to clarify comparisons and contrasts		4	3	2	1	
Demonstrates control of simple and complex structures		4	3	2	1	
Makes use of a good range of vocabulary		4	3	2	1	
Demonstrates good control of spelling, punctuation and format		4	3	2	1	
4=achieved with excellence, 3=achieved adequately, 2=partially achieved, 1=not yet achieved		Total Score				



Countering an Argument

Writing a Paragraph

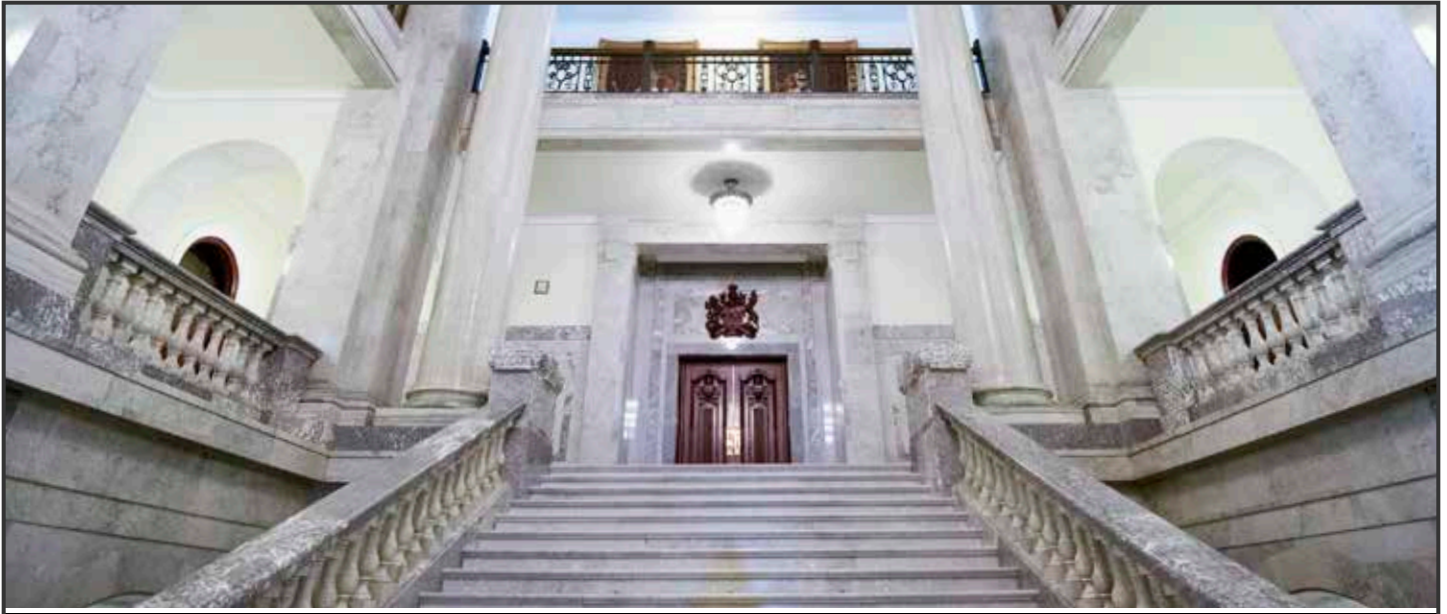
Outcomes

- Students will be able to write a paragraph to express and analyze opinions on a familiar abstract topic*, present text as a coherent whole with good use of appropriate connective words and phrases, avoid plagiarism.

* *Note: the topic should be familiar by this point after the two readings in this package and the Legislature tour. This paragraph could be part of a longer essay on the topic.*

Paragraph Rubric

Name	Date	Rating				Comments
Overall Effectiveness						
Effectively counters an opponent's argument		4	3	2	1	
Analytic Criteria						
Appropriately presents a relevant counter argument		4	3	2	1	
Clearly indicates limitations or disagreement with the counter argument		4	3	2	1	
Clearly expresses his/her stand on the issue		4	3	2	1	
Provides sufficient evidence and details to support his/her stand		4	3	2	1	
Avoids plagiarism by using own words, using in-text references and using quotation marks where necessary		4	3	2	1	
Presents text as a coherent connected whole with the use of appropriate connective words and phrases		4	3	2	1	
Demonstrates control of simple and complex structures		4	3	2	1	
Makes use of a good range of vocabulary		4	3	2	1	
Demonstrates good control of spelling, punctuation and format		4	3	2	1	
4=achieved with excellence, 3=achieved adequately, 2=partially achieved, 1=not yet achieved		Total Score				



Debating a Current Issue

Speaking Task

Outcomes

- Students will be able to indicate opposition or support for a position in one-on-one interactions and small group discussions or meetings, provide detailed information, summarize ideas to clarify and expand understanding, express and qualify opinions, appropriately oppose or support a position, use vocal expression, gestures, eye contact to keep audience engaged.

Notes on Identifying a Topic

You may wish to identify one topic that the entire class works on, or you could have each group identify a separate topic. Having learners listen to the news in the week leading up to the Legislature tour will raise awareness of topics currently being debated. You may wish to limit learners to topics that would reasonably be debated in the context of the Alberta government, or you may wish to allow for a wider range of topics.

Sources of topics could include

- ⦿ Current controversies in the news. For instance, the following are a few of the topics which became relevant over the last few years:
 - Should flu shots be mandated for health care workers in Alberta?*
 - Should Alberta legislate a junk food tax?*
 - Should Alberta ban the sale of flavoured tobacco products?*
 - Should Alberta ban the sale of energy drinks to minors?*
 - Should individuals be allowed to grow marijuana for medical purposes, or should only licensed growers be permitted?*
 - Should highway speed limits be increased/decreased?*
 - Should the government allocate additional funds to... flood relocation? legal aid? schools in suburban areas? combating homelessness? needle exchange programs? youth emergency programs? filling potholes? snow removal? bike paths? LRT in Edmonton? High-speed train between Edmonton and Calgary?*
- ⦿ Current controversies in a community or school. For instance,
 - Should schools ban energy drinks/pop/junk food?*
 - Should schools have a no-zero policy?*
 - Should a particular long-term care centre be closed?*
 - Should all schools be encouraged to develop policies to support and establish gay-straight alliance activities?*
 - Should the speed limit on a particular road be increased/decreased?*
 - Should faith-based schools be publicly funded?*

Debate Rubric for Evaluating a Group of Six

	Name	Name	Name	Name	Name	Name
Appropriately opposes or supports a position (wholistic)						
Is clearly knowledgeable and well prepared						
Expresses opinions; provides arguments, details and evidence to support a position OR Counters an argument: summarizes to confirm understanding; expresses reservation, concern; provides details and evidence						
Uses vocal expression, gestures, eye contact, et cetera to keep audience engaged						
Speaks fluently and at a normal rate						
Uses an expanded range of vocabulary, structures and idiomatic language which may include some common cultural references						
Total Score						
4=achieved easily, 3=achieved, 2=difficulty achieving, 1=not yet achieved						

Legislative Assembly of Alberta - Visitor Services
English Language Learners: Instructor's Notes – 7 to 8

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