

CANADA EH

UNIT OVERVIEW

This unit is divided into three parts.

PART I - CANADA (General Information)

The main objectives of the first segment are knowledge-based with students being expected to know the names and locations of the provinces, territories and capital cities. Overhead notes and a map activity are central to this section. Activities are:

- 1) **Map of Canada - Students complete a map of Canada labelling provinces, capital cities and oceans.**
- 2) **Letter Writing To Provinces**
- 3) **Wordsearch**
- 4) **Canada's Coat of Arms**
- 5) **Map Review and Test**

PART II - LANDFORM REGIONS OF CANADA

Part II studies the main landform regions of Canada emphasizing industries important to each area. Student notes follow closely with short assignments related to the regions.

- 1) **Landform Regions Map**
- 2) **Maritime Region (Map Skills)**
- 3) **St. Lawrence Lowlands/Great Lakes Region (Graph Skills)**
- 4) **Prairie Region (Map Skills)**
- 5) **Western Mountain Region (Concept Map or Web)**
- 6) **Canadian Shield (Mapping Skills)**
- 7) **Tundra Region (Discussion)**
- 8) **Canada In Jeopardy (Game)**

PART III - PROVINCES AND TERRITORIES (Travel Agent - Group Project)

In this flexible, student-driven section, students become travel agents trying to attract tourists to their province or territory. Students choose from a wide range of activities which include:

STUDENT NOTES

Student notes, suitable for overhead transparencies accompany the unit. They follow with the material covered in the assignments and give the unit some structure as well as giving the students something to study from. Often, giving notes for the first portion of a class is a good way to settle students down after a break but when and what notes should be given is left at the discretion of the teacher. As well, some teachers may wish to write the notes on the board, dictate the notes or hand out photocopies instead of using the overhead projector.

A.I.F.S.

The reminder (A.I.F.S.) will appear after questions requiring a complete sentence for an answer. **Answer In a Full Sentence**

LESSON #1 - MAP OF CANADA

Student Objectives and Activities

- Students use atlases or a large wall map to complete a political map of Canada showing the territories, provinces, capital cities and oceans.

Suggested Teaching Strategies

- As a fun way to kick off the unit, challenge students to draw a *freehand* map of Canada on a piece of scrap paper in only five minutes. The difficult activity is a bit frantic and although some students are totally helpless, it works as a great motivator. (Try it yourself)
- Before beginning the map activity, hand out a copy of the "Map Rules" page to each student. Students cut out the rules and glue them to the inside of the cover of their social studies notebook for future reference.
- Explain the rules and the reasons for them. (If you already have a format for maps, disregard these rules)
 - 1) Name in top righthand corner.
 - 2) All labels must be *printed in pen*.
 - 3) All labels must be *horizontal*. (except for rivers) Use a ruler!
 - 4) Do not colour entire ocean blue. A *thin blue border* is all that is needed.
 - 5) Colouring is to be done in *pencil crayon* using *light shading*. (No markers please)
- Give each student a blank photocopy of the map of Canada and write the names of the places students will be expected to know on the board. Students copy this list onto the back of their map before starting the map. (Previously, I used to leave the place names on the board overnight for students who did not have time to finish with a P.L.O. (Please Leave On) sign boldly showing. Apparently however, the caretaker confused this sign with a group of people trying to liberate Palestine and invariably the list was erased the next day)
- Students then begin labelling the map by first drawing light horizontal lines in pencil where a label must go. (*Horizontal* lines go the same direction as the *horizon*" is a way to help students remember) The teacher should demonstrate how lining a ruler up with the edges of the page is used to make a horizontal line.
- After labels are printed on (in pen) the lines can be erased. (Some students like to first print the labels in pencil, check with the teacher and then overwrite them in pen later)
- Students colour the map, using light pencil crayon. Dark pencil crayon and marker should be avoided since labels will be impossible to read.
- Atlases can be used for this activity but a large, modern wall map is best.

*** Note For Teachers in Rural Schools ***

It is possible to determine how "modern" your school's supply of maps is by checking to see whether Newfoundland is a part of Canada yet.

LESSON#2 - LETTER TO THE PROVINCES

Student Objectives and Activities

- Students write letters to provincial tourism offices to obtain free information that will help them in part III of the unit.

Suggested Teaching Strategies

- Begin by dividing students into groups and having each group choose a province or territory to write to.
- To insure that each student receives something in the mail, it is best if each student writes and sends a separate letter. (This will reduce feuding over who gets to keep this extremely valuable information if students send letters as groups.)
- Before students write the letters, discuss what should be in the letters and go through to old "first impressions" routine stressing why a letter should be perfect.

LIST OF TOURISM OFFICES

| | | |
|--|---|--|
| State Ceremonial Dept. of the Secretary of State of Canada Ottawa, Ontario K1A 0M5 Telephone: 819-944-1616 | Tourism Saskatchewan 189-1621 Albert St. Regina, Saskatchewan S4P 2S5 Tel: 877-237-2273 Toll Free Canada & U.S. | Department of Tourism P.O. Box 8700 Confederation Bldg. 2 nd Floor, West Block St. John's Newfoundland A1B 4B6 Tel: 800-563-6353 Toll Free Canada & U.S. |
| Ontario Tourism Marketing Partnership Corp. 10 Dundas St. E Suite 900 Toronto, Ontario M7A 2A1 Tel: 800-263-7836 Toll Free Canada & U.S. | Travel Alberta 400-1601 9 Ave. SE Calgary, Alberta T2C 0J4 Tel: 800-782-3782 Toll Free Canada & U.S. | N.W.T. Arctic Tourism P.O. Box 610, 5016-52 nd St. Yellowknife, Northwest Territories X1A 2N5 Tel: 800-661-0788 Toll Free Canada & U.S. |
| Tourism Quebec 399, rue Saint-Joseph Est Quebec, Quebec G1K 8E2 Tel: 877-783-1608 Toll Free Canada & U.S. | New Brunswick Tourism Inquiries Box 12345 Campbellton, New Brunswick E3N 3T6 Tel: 800-561-0123 Toll Free North America | Tourism Yukon P.O. Box 2703 Whitehorse, Yukon Y1A 2C6 Tel: 866-661-0494 Toll Free Canada & U.S. |
| Department of Tourism - Nova Scotia 300 Horseshoe Lake Dr. Halifax, Nova Scotia B3S 0B7 Tel: 800-670-4357 Toll Free Canada & U.S. | Travel Manitoba 155 Carlton St., 7 th Floor Winnipeg, Manitoba R3C 3H8 Tel: 800-665-0040 Toll Free Canada & U.S. | Nunavut Tourism P.O. Box 1450 Building 220 Sinna St. Iqaluit, Nunavut X0A 0G0 Tel: 866-686-2888 Toll Free North America |
| Tourism PEI P.O. Box 2050, 25 Queen St. 3 rd Floor. Charlottetown, PE C1A 7N7 Tel: 866-566-5008 Toll Free North America | Tourism British Columbia 510 Burrard St. 12 th Floor Vancouver, British Columbia V6C 3A8 Tel: 800-822-7899 Toll Free North America | **Note** To obtain free information about the cost of arms, flag and national anthem, write to: Dept. of Canadian Heritage Ceremonial and Protocol Ottawa, Ontario K1A 0M5 |

ST. LAWRENCE LOWLANDS / GREAT LAKES REGION

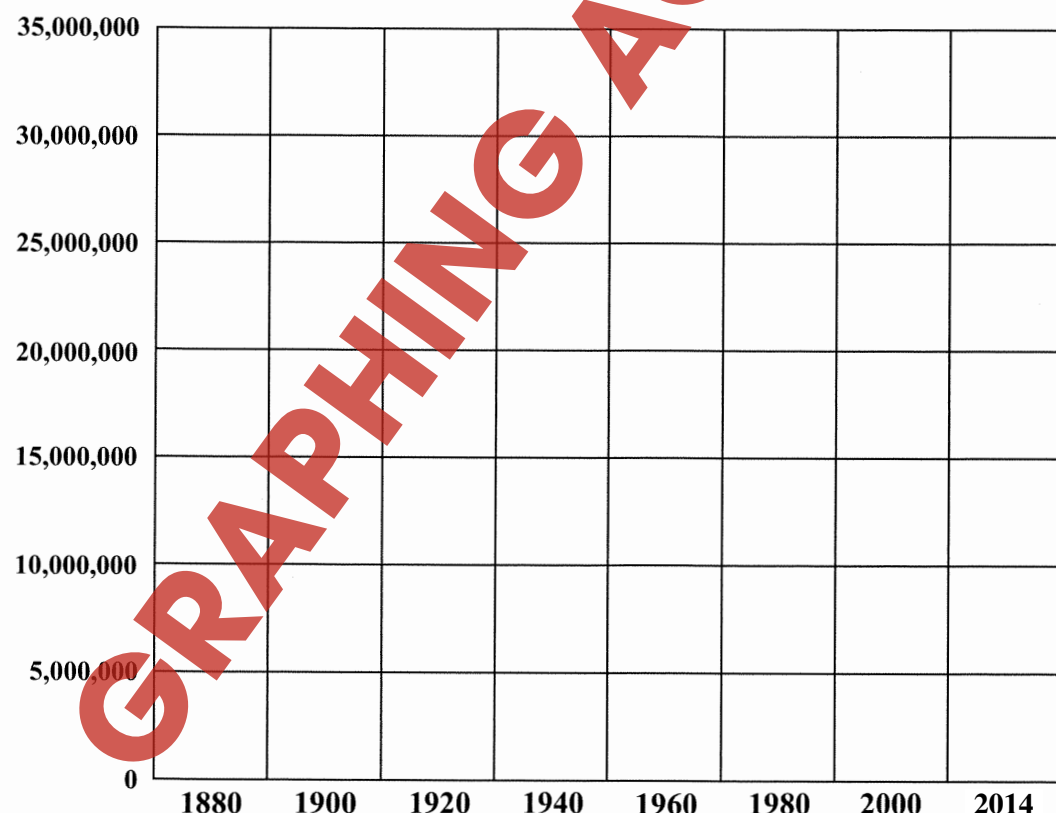
NAME: _____

1. Use the table below to make a bar graph showing the population of Canada.

| YEAR | POPULATION OF CANADA |
|------|----------------------|
| 1880 | 4,000,000 |
| 1900 | 5,000,000 |
| 1920 | 9,000,000 |
| 1940 | 12,000,000 |
| 1960 | 18,000,000 |
| 1980 | 24,000,000 |
| 2000 | 29,000,000 |
| 2014 | 35,163,430 |



CANADA'S POPULATION



PART III - PROVINCES AND TERRITORIES (Group Project)

In this section, students become travel agents trying to attract tourists to their province or territory. (Students should have already selected their province or territory in Part I and hopefully will have received information back from the various tourism boards) A contract format is used with students selecting from a variety of assignments. Note that the first three assignments, Provincial Coat of Arms, Information Factsheet, and Freehand Map, are to be done by all groups. (This information can be found easily in Worldbook Encyclopedia) The remainder of the assignments are much more flexible and creativity should be encouraged.

Each group must select assignments from the outline that add up to 100 marks and fill out a contract to perform these assignments. The groups of 2 or 3 students, must then consult with the teacher **before** beginning the assignments to outline their ideas and designs. Students can be encouraged to "negotiate" any other assignments they might choose to do instead of assignments outlined in the handout.

Evaluation: Product/Presentation

More challenging assignments receive higher marks than easier assignments.

The teacher could be responsible for marking product (any reports, written work, drawings, or other "concrete" material) while students could be involved in evaluation of any presentations that are done.

Group Project Alternatives

Instead of using the contract format which allows students to choose their own assignments, the teacher may pick two or three of the assignments and have all students do the same activities. Assignments that would be most suitable would be:

4. Travel Brochure
5. Radio Commercial
7. Poster
13. Provincial Flower

Students could also write a report on one of the provinces or territories.

CANADA

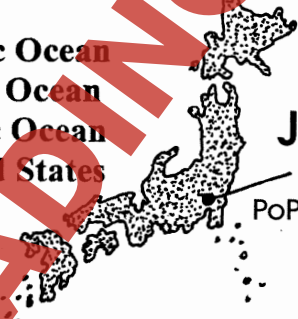
Canada is the second largest country in the world. However, even though it is large in size, Canada does not have a very big population (35,163,430 in 2014). The capital city of Canada is Ottawa. One reason that Ottawa was chosen to be the capital was that it is located on the Ottawa River which divides the provinces of Quebec and Ontario.



FACT FILE - The name Canada comes from the Iroquois Indian word "kanata" which means *the village of the small houses*

Canada is bordered on three sides by water as well as the United States to the south.

East - Atlantic Ocean
West - Pacific Ocean
North - Arctic Ocean
South - United States



JAPAN
Tokyo
PoP: 35,000,000



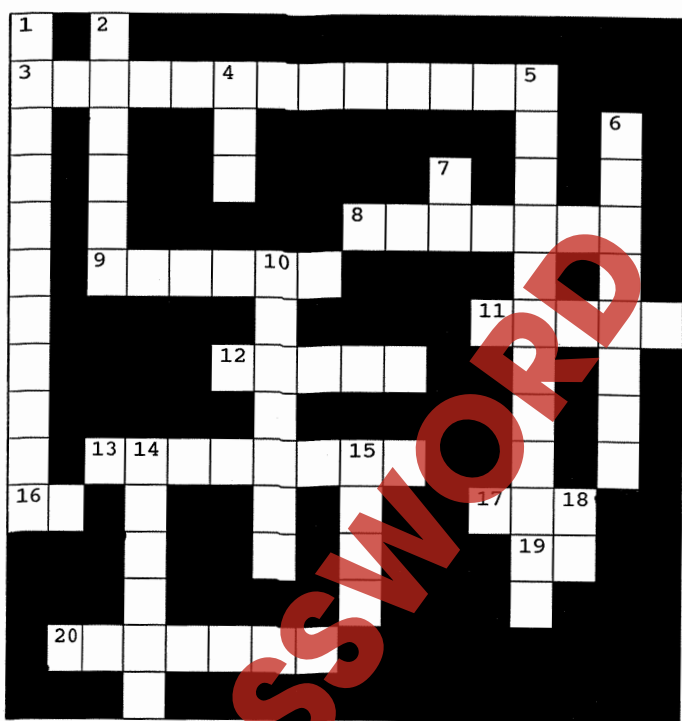
CANADA
PoP: 35,163,430

FACT FILE - The Greater Tokyo Area (consisting of the city of Tokyo and surrounding area) in Japan has about the same number of people living in it as in all of Canada (in 2014)!



CANADA CROSSWORD

NAME: _____



CLUES

Down

1. Mountain chain found in the Maritime region.
2. Felt hats made this animal's life pretty risky.
4. Canada's smallest province.
5. This province is known as "The Rock" and was the last province to join Canada.
6. This capital city was named after a queen.
7. Six down is the capital of this province.
10. These falls are one of Canada's biggest tourist attractions.
14. This word means "village of the small houses" in Iroquois.
15. Canada's biggest oil producing province. (abbreviation)
18. Fredericton is the capital of this province (abbreviation)

Across

3. This is the word for snow and rain together.
8. This ocean is on Canada's west coast.
9. Pile o' Bones
11. Whitehorse is the capital of this territory.
12. A MARI USQUE AD MARI means from sea to sea in this language.
13. This valley in BC is known for fruit growing.
16. The province with Halifax as a capital. (abbreviation)
17. Winnipeg is the capital of this province.
19. Same as eighteen down.
20. Canada's most populated province.



MAP REVIEW

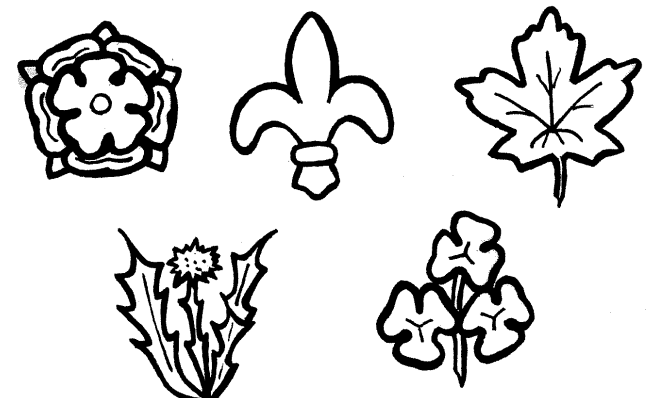
NAME: _____

1. Match each with the right capital.

- | | |
|------------------------------|-------------------|
| a) Newfoundland and Labrador | ___ Winnipeg |
| b) Nova Scotia | ___ Fredericton |
| c) New Brunswick | ___ Edmonton |
| d) Prince Edward Island | ___ Ottawa |
| e) Quebec | ___ Victoria |
| f) Ontario | ___ Regina |
| g) Manitoba | ___ Yellowknife |
| h) Saskatchewan | ___ Whitehorse |
| i) British Columbia | ___ St. John's |
| j) Nunavut | ___ Toronto |
| k) Northwest Territories | ___ Halifax |
| l) Yukon | ___ Quebec City |
| m) Canada | ___ Iqaluit |
| n) Alberta | ___ Charlottetown |

2. Match each symbol with the right country. Two will have no answer.
a) England b) France c) Scotland d) Ireland e) Canada

- ___ Maple Leaf
- ___ Shamrock
- ___ Thistle
- ___ Fleurs-de-Lis
- ___ Union Jack
- ___ Rose
- ___ Lily



CANADA WORDSEARCH

NAME: _____

Find These Words:

BRITISH COLUMBIA
 MANITOBA
 NEW BRUNSWICK
 P.E.I.
 VICTORIA
 WINNIPEG
 FREDERICTON
 CHARLOTTETOWN
 CANADA

ALBERTA
 ONTARIO
 NOVA SCOTIA
 N.W.T.
 EDMONTON
 TORONTO
 HALIFAX
 YELLOWKNIFE
 OTTAWA
 IQALUIT

SASKATCHEWAN
 QUEBEC
 NEWFOUNDLAND
 YUKON
 REGINA
 QUEBEC CITY
 ST. JOHN'S
 WHITEHORSE
 NUNAVUT



A I B M U L O C H S I T I R B
 B S Y N A W E H C T A K S A S
 O N Q P E L T A I R O T C I V
 T H U N E W B R U N S W I C K
 I O E O N I F L X A F I L A H
 N J B T O N N O T N O M D E O
 A T E C K N O T U V A N U N I
 M S C I U I V T A N I G E R R
 M V C R Y P A E J P D T Q V A
 C B I E U E S T I Q A L U I T
 A D T D R G C O T T A W A K N
 N M Y E L L O W K N I F E N O
 A P Z R W O T N O R O T S O D
 D R A F W H I T E H O R S E G
 A L B E R T A J U Y N A K Z X

ANSWER KEY

#3 - WORDSEARCH

Objectives and Activities

The objective of this assignment is to increase familiarity with the place names covered in this section.

Teaching Strategies

Begin the overhead notes on Canada.

After completing the notes, students do the wordsearch first individually, then in pairs.

Answer

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | I | B | M | U | L | O | C | H | S | I | T | I | R | B |
| B | S | Y | N | A | W | E | H | C | T | A | K | S | A | S |
| O | N | Q | P | E | L | T | A | I | R | O | T | C | I | V |
| T | H | U | N | E | W | B | R | U | N | S | W | I | C | K |
| I | O | E | O | N | I | F | L | X | A | F | I | L | A | H |
| N | J | B | T | O | N | N | O | T | N | O | M | D | E | O |
| A | T | E | C | K | N | O | T | U | V | A | N | U | N | I |
| M | S | C | I | U | I | V | T | A | N | I | G | E | R | R |
| M | V | C | R | Y | P | A | E | J | P | D | T | Q | V | A |
| C | B | I | E | U | E | S | T | I | Q | A | L | U | I | T |
| A | D | T | D | R | G | C | O | T | T | A | W | A | K | N |
| N | M | Y | E | L | L | O | W | K | N | I | F | E | N | O |
| A | P | Z | R | W | O | T | N | O | R | O | T | S | O | D |
| D | R | A | F | W | H | I | T | E | H | O | R | S | E | G |
| A | L | B | E | R | T | A | J | U | Y | N | A | K | Z | X |

Author's Note ***

Perhaps one of my happiest days as a teacher was the time I made 23 different wordsearches using the same word list. I gave different wordsearches to unsuspecting members of a grade six class notorious for copying answers. When they tried to steal each others answers the looks to hold were priceless!