

# Hi Neighbor! A Journey through Canada

**Grade Level:** Third Grade

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**Length of Unit:** Six Lessons

## I. ABSTRACT

Through active participation, learners will develop a global awareness of our neighbor to the north, Canada. Learners will explore the complex nature of the Canadian culture by examining significant historical Canadian events. Spatial sense skills are exposed and extended through various hands-on, multi-sensory lessons. To ensure that individual needs are met, learners will express their own appreciation of learning by sharing their new knowledge with others. This unit will establish a solid foundation that will embrace both skills and knowledge for future learning.

## II. OVERVIEW

### A. Concept Objectives

Learners will develop a global awareness of Canada.

Learners will understand the complex nature of the Canadian culture.

### B. Core Knowledge Sequence Content

Content examined in this unit includes spatial sense terms (Canada, the Rocky Mountains, the Hudson Bay, the St. Lawrence River, the Great Lakes, the Yukon River) and various Canadian explorers.

### C. Skills to be taught:

Skills highlighted in this unit include spatial sense, diagramming, drawing inferences, dictionary skills, comparing and contrasting, summarizing, cause and effect, predicting, expressive writing, measurement, problem solving and drawing conclusions.

### D. On Going Activities

#### ☆ Leafing Through Canada

Learners will summarize learning from each lesson in a Maple leaf shaped booklet.

#### ☆ Internet Surfing

Learners will utilize the Internet to search for daily objectives.

#### ☆ Maps of Canada

Wall maps will aid learners in locating information.

## III. BACKGROUND KNOWLEDGE

### A. For teachers:

*Maps and Globes* by J. Knowlton

*Canada* by P. Miller

*Geography* by J. Knowlton

### B. For students: Review second grade Core Knowledge terms (valley, desert, oasis, prairie and coast).

## IV. RESOURCES

The most important resources needed for this unit are maps of Canada, North America, and the world. There is not one single source that includes all information needed to effectively teach this unit. To facilitate the teaching of this unit, a Canadian history book is highly recommended.

## V. LESSONS

### A. Lesson 1: Hi Neighbor!

1. Objectives  
Learners will identify Canada on a globe and world map.  
Learners will identify the equator, oceans, continents, hemispheres and poles on both a globe and world map.  
Learners will utilize a map key, symbols, and a compass rose to apply map skills.  
Learners will demonstrate an understanding of distance on a map by using a nonstandard bar scale.
2. Materials  
lima beans  
world map  
globe  
map of Canada  
map of North America  
*Maps and Globes*  
*Canada*
3. Procedures
  - a. Introduce the map of Canada and locate the continents on a globe while reviewing cardinal directions.
  - b. Locate Canada and North America on a world map and globe. Compare the size and location of both Canada and North America.
  - c. Read aloud *Maps and Globes*. Define the equator, oceans, continents, hemisphere, poles, map key, and compass rose. Discuss the importance of using on-line services to search for information. Search the Internet for Canada geography.
  - d. Show learners various maps. Discuss how maps are smaller than the land actually is. Tell students that distance scales are used to measure distance on maps.
  - e. Learners will work in small groups using a map of Canada and a bag of lima beans to measure the distance across Canada both north and south as well as east and west.
  - f. Students label North American countries and north and south poles on a world map.
  - g. Learners will record new learning in *Leafing through Canada*.
4. Assessment  
The labeled world map will demonstrate knowledge of spatial sense terms.

### B. Lesson 2: Mr. Monte's Neighborhood

1. Objectives  
Learners will identify channel, boundary, delta, isthmus, plateau, strait, channel, reservoir, and river on a world map.  
Learners will identify and locate Canada, the Rocky Mountains, the Hudson Bay, the St. Lawrence River, the Great Lakes and the Yukon River.  
Learners will understand the contributions made by Henry Hudson, Samuel de Champlain, Jacques Cartier, and John Cabot.  
The learner will create directional problems using cardinal and intermediate directions.
2. Materials  
*Geography from A to Z*  
brown pipe cleaners

colored tissue paper  
blue construction paper  
blue yarn  
light blue yarn  
index cards

3. Procedures
  - a. In small groups, learners will design a world map using colored tissue paper (continents), and construction paper (background). The continents, north/south poles, hemispheres and equator will be labeled.
  - b. Read aloud *Geography from A to Z*. Review second grade Core Knowledge terms (valley, desert, oasis, prairie and coast).
  - c. Introduce third grade Core Knowledge terms (channel, boundary, delta, isthmus, plateau, strait, channel, reservoir, and river).
  - d. On a world map, have students locate Canada, the Rocky Mountains, the Hudson Bay, the St. Lawrence River, the Great Lakes and the Yukon River. Search the Internet for each of the places listed above.
  - e. Learners will add the Rocky Mountains (brown pipe cleaners), the Hudson Bay (light blue tissue paper), and the St. Lawrence River and the Yukon River (blue yarn) to the group world map.
  - f. Display group world maps in the classroom.
  - g. Review cardinal and intermediate directions. Using index cards, have learners create directional problems.  
Example: The Rocky Mountains are (west) of the Hudson Bay. Save for Lesson 3.
  - h. Record new learning in *Leafing through Canada*.

4. Assessment  
The labeled world map will demonstrate an understanding of spatial sense terms.

### **C. Lesson 3: Walking through Mr. Monte's Neighborhood**

1. Objectives  
Learners will create a survival dictionary using both French and English.  
Learners will list reasons French and British cultures exist together in Canada.
2. Materials  
index card questions from lesson 2  
*Canada the People*  
French dictionaries  
construction paper  
colored paper  
Post-It Notes  
chart paper
3. Procedures
  - a. Review Lesson 2, Mr. Monte's Neighborhood, by having small teams of learners answer the questions composed in Lesson 2.
  - b. Brainstorm reasons why people move from one place to another. Have learners narrow the list to six reasons. Post each of the six reasons on chart paper in different areas around the room. Have learners write one reason that is most important to them on a Post-It note and take the note to that area of the room. In each of the six areas, teams of students will discuss why that "reason" is most important. One person from each of the six areas will share.

- c. Read *Canada the People*. Discuss the French/British heritage. Focus the discussion on the reasons why both the French and the British came to Canada, how they tolerated each other's culture, and promoted bilingualism in French and English.
  - d. Using French dictionaries, learners will locate the French equivalent to English words needed for survival in a French speaking Canada.
  - e. Each student will create a picture dictionary of the words they feel are most important for survival. The dictionary will be entitled "A Survival Guide for Walking through Mr. Monte's Neighborhood."
  - f. Record new learning in *Leafing through Canada*.
4. Assessment  
Learners will demonstrate an understanding of French words needed for casual conversation.

**D. Lesson 4: Meet Your Neighbors**

- 1. Objectives  
Learners will identify major Canadian symbols.  
Learners will compare and contrast Canada and the United States.
- 2. Materials  
chart paper  
map of the United States  
map of Canada
- 3. Procedures
  - a. Ask learners to list the symbols of the United States. Introduce the Canadian symbols. Lead the discussion to include the Canadian National Anthem, the Maple leaf, the beaver, the Mounties, and the Canadian flag.
  - b. Create a Venn Diagram that displays the differences and similarities between the United States and Canadian symbols.
  - c. Show learners how the United States is divided. Discuss how the United States is divided into fifty states; Canada is divided in ten provinces and two territories. Discuss the differences between the United States and Canada.
  - d. Examine a map of Canada. Locate the large cities, major rivers, lakes and oceans in relationship to what province they are located in.
  - e. In small groups, have learners research the provinces. Learning will be recorded in, Meet Your Neighbors, (name of province).
  - f. Record new learning in *Leafing through Canada*.
- 4. Assessment  
Learners will demonstrate an understanding of the symbols of both the United States and Canada through the Venn diagram.

**E. Lesson 5: City Sites**

- 1. Objectives  
Learners will demonstrate an understanding of cardinal and intermediate directions.  
Learners will name, locate, and describe Quebec, Toronto and Montreal as the major cities in Canada.
- 2. Materials  
map of Canada  
grid chart  
Post-It Notes  
blank postcards

pictures of Quebec, Toronto and Montreal

*Journey through Canada*

3. Procedures
  - a. Ask learners questions about Canadian provinces and Great Lakes by playing a grid game. The game board displays six answers that have been posted randomly on a 5 by 5 grid. Learners will say cardinal and intermediate directions when answering the question. (i.e., What is the largest city in Canada? The answer, Toronto is located in B4, the student would answer go south two squares and east four squares.) Sample questions might include:
    - What is the largest province?
    - What river runs through Montreal and Quebec?
    - What body of water was named after Henry Hudson?
    - What animal was worn upon the heads of Canadians?
  - b. Discuss the characteristics of the three major cities, Montreal, Quebec and Toronto while displaying pictures of each city. In small groups, learners will be given a major city and each small group will write about five attractions that could be found in the city being researched.
  - c. Pass out blank postcards. Learners will choose one city and illustrate it on the front of their postcard. On the back, learners will write a letter to their parents about their field trip to this city. Learners will address their postcard. Postcards will be mailed to the learners' home.
  - d. Using a Canadian map that contains grid lines, learners will locate major cities using coordinates.
  - e. Record new learning in *Leafing through Canada*.
4. Assessment

By completing the postcard, the learners will demonstrate knowledge of one major Canadian city.

**F. Lesson 6: Block Party!**

This lesson is intended to celebrate the learning that occurred in this unit. You can choose one or more of these culminating activities to celebrate the success of the students.

- ☆ Research Canada in the library.
- ☆ Construct projects at home that demonstrate Canadian facts.
- ☆ Create a Canadian portfolio to exhibit learning.
- ☆ Create a gameboard in the shape of Canada. Have learners create comprehension questions from each of the lessons. Play the game in teams!
- ☆ Construct an "I have..., who has game..." reviewing Canadian history.
- ☆ Perform a play written by learners that demonstrates knowledge of Canada.
- ☆ Visit a local museum.
- ☆ Write letters to Canada.
- ☆ Create a class quilt that retells the lessons in the unit. Place on display in a local bank or some other public building.
- ☆ Invite other students to the classroom. Have your class be docents. They can share a wealth of knowledge and appreciation they have gained.

**VI. BIBLIOGRAPHY**

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