

CANADA, OUR NEIGHBOR TO THE NORTH

Grade Level: Third Grade

Presented by: Paula Lowthian and Shannon Millican, Platte River Academy, Highlands Ranch, Colorado

Length of Unit: Six Lessons

I. ABSTRACT

This third grade unit focuses on Canada, its geography and history. Students will demonstrate their knowledge of spatial sense in locating Canada's regions, provinces, major cities, and landforms. Students will work together in groups to gather information and write an informative paragraph, which will lead to a final lesson activity in which students will create a brochure. Students will have an understanding of how French and British history helped shape Canada as a nation. Students will also understand how the heritage of Canada can impact what the country is like today. Students will have an opportunity to use their imagination and creative skills to step back in history. Students will also be able to relate how people can work through language barriers and become unified. Students should have a deeper understanding of Quebec's French speaking people along with the history of Canada as it pertains to the French and British.

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness and understanding of geographical skills.
2. Recognize how geography shapes lifestyles.
3. Understand how a country's heritage can shape what they are like today.
4. Recognize how differing cultures can co-exist in the same region.

B. Content

1. Locate Canada relative to the United States
2. Locate regions of Canada
3. Locate provinces and major cities, including Montreal, Quebec, and Toronto
4. Locate the Rocky Mountains
5. Locate Hudson Bay, St. Lawrence River, and Yukon River
6. French and British Heritage
7. French-speaking Quebec

C. Skills

1. Students will locate regions, mountains, waterways, provinces, and major cities using geographical terms and maps.
2. Students will compare the regions of Canada to regions in the United States.
3. Students will analyze why the most populated areas are near the waterways.
4. Students will compare and contrast provinces.
5. Students will construct a time line of French and British events in order to understand the history of Canada
6. Students will role play some of the historical events in the timeline in order to have a better understanding of Canada's history
7. Students will work together in groups while speaking two different languages in order to comprehend how the French and British co-exist as one country.
8. Students will create an informative paragraph that will lead to the creation of a brochure for a Canadian province.

III. BACKGROUND KNOWLEDGE

- A. For the Teacher
1. Discover Canada by P. Ouellet & J. Provencher
 2. Cultures of the World: Canada by Guek-Cheng Pang
 3. A Unit About Canada by Jane Coe
 4. The regions of Canada are similar to the regions of the United States. Students should have some familiarity with the regions of the United States. Review the regions of the United States (plains, mountains, etc.) before teaching the regions of Canada. It is also important for the teacher to research the history of Canada in order to understand and teach the time line.
- B. For the Students
- Students should have prior background knowledge of spatial sense when working with maps from first and second grade. They should also be familiar with the location of Canada relative to the United States from previous grades. This unit should follow “The Search for the Northwest Passage” unit so that students will be familiar with the early explorers such as Cabot, Champlain, and Hudson.

IV. RESOURCES

- A. Discover Canada by P. Ouellet & J. Provencher
- B. Cultures of the World: Canada by Guek-Cheng Pang
- C. A Unit About Canada by Jane Coe

V. LESSONS

Lesson One: Six Regions of Canada

- A. Daily Objectives
1. Lesson Content
 - a. Geographical awareness: working with maps
 - b. Location of Canada relative to the United States
 - c. Vocabulary and background knowledge of Canada’s waterways, mountains, and regions
 - d. Locate important waterways: Hudson Bay, St. Lawrence River, and Yukon River
 - e. Locate landforms: Rocky Mountains
 - f. Understand how regions of Canada are similar to regions of the United States
 2. Concept Objective
 - a. Develop an awareness and understanding of geographical skills.
 - b. Recognize how geography shapes lifestyles.
 3. Skill Objectives
 - a. The students will locate regions, mountains, and waterways according to their description using geographical terms.
 - b. The students will understand the relative location of landforms and waterways.
 - c. The students will compare the regions of the United States and Canada using maps and information gained through the lesson.
- B. Materials
1. Wall map of Canada and the United States
 2. Overhead projector
 3. Overhead of map of Canada and the United States (Appendix A)

4. Student handout of unlabeled map of Canada (Appendix B)
 5. Student handout of descriptions of regions, mountains, and waterways (Appendix C)
 6. Markers/Crayons
 7. Pencils
 8. Overhead markers
- C. Background Notes
- This lesson is a review of spatial concepts. Teacher may want to become familiar with the regions of the United States and Canada. Regions of Canada: Atlantic, Canadian Shield, Lowlands, Interior Plains, Cordillera, and Arctic. Refer to Appendix C.
- D. Key Vocabulary
1. bay – body of water forming an indentation of the shoreline
 2. region – part of a whole space
 3. island – land that is completely surrounded by water
 4. coast – land next to the sea
 5. plains – nearly flat land
 6. prairie – large grassy, level or slightly rolling area of land
 7. landform – the shape of an area of land
 8. shoreline – the line where shore and water meet
 9. tundra – vast, treeless plain of northern arctic regions
- E. Procedures/Activities
1. Display wall map of Canada and the United States.
 2. Discuss the location of Canada relative to the United States. Possible questions to ask:
 - a. Which direction is Canada from the United States?
 - b. Compare the sizes of the two countries. Which seems larger?
 - c. Compare the landforms of both countries. What differences and similarities do you see?
 3. Explain how Canada is divided into six regions. List the names of the regions on the board.
 4. Put students into groups of 3 or 4. Hand out a copy of the map and descriptions of regions to each student. (See Appendix A and B and C)
 5. Explain to the students that they will be using the descriptions of the regions to locate the regions on the map. They are to label the region by writing its name in pencil. Give the class 15 minutes to complete this task.
 6. Once the groups are finished, bring the class back as a whole. Use the overhead map to discuss and correct their findings. Have the students color in each region corresponding to the overhead map.
 7. As the teacher and students locate each region, discuss the landforms of each region and the other important features of each region.
 8. Compare the Canadian regions to the United States regions. Possible questions:
 - a. Is this region comparable to a region in the United States? If so, in what way?
 - b. How do the regions affect the lifestyles of the people who live there?
 - c. Why is there such a large population near the waterways?
 - d. Why do you think Quebec is the most populated region?
 - e. Thinking back to Hudson, Cabot, and Champlain, why do you think they settled in the areas that they did?

- f. Compare the regions. Why is one more populated than others? Why are the northern regions more densely populated?
- F. Evaluation/Assessment
The maps should be labeled and colored in correctly, corresponding to the overhead map.
- G. Douglas County Standard Connection
 - 1. Primary Language Arts 6.2
 - 2. Primary Geography 1.2, 1.3, 3.1, 3.2, 3.3, 4.2, 6.2, 6.3, 7.1

Lesson 2: Locating Provinces and Territories (May take more than one class period)

- A. Daily Objectives
 - 1. Lesson Content
 - a. Geographical awareness: working with maps
 - b. Vocabulary and background knowledge: provinces and territories
 - c. Locate major cities: Montreal, Quebec, and Toronto
 - d. Locate provinces and territories: Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and Northwest Territory
 - e. List provinces and territories and their capitol cities
 - 2. Concept Objectives
 - a. Develop an awareness and understanding of geographic skills.
 - b. Recognize how geography shapes lifestyles.
 - 3. Skill Objectives
 - a. The students will locate provinces and territories and their capitals.
 - b. The students will analyze why the most populated areas are near waterways.
 - c. Students will compare and contrast the provinces and their resources.

- B. Materials
 - 1. Wall map of Canada with provinces outlined
 - 2. Overhead of Canada with provinces outlined (Appendix D)
 - 3. Overhead markers
 - 4. Student handout of map of Canada with provinces outlined (Appendix D)
 - 5. Pencils
 - 6. Atlas, globe, maps of Canada, and resource books of Canada
 - 7. Slips of paper with a province or territory name written on it (one of each)
 - 8. Basket or container to put slips of paper in

- C. Background Notes
This lesson will identify Canada's provinces and territories and their capitals. The teacher should become familiar with the provinces, their population and resources.

Province/Territory

Newfoundland
 Prince Edward Island (PEI)
 Nova Scotia
 New Brunswick
 Quebec
 Ontario
 Manitoba
 Saskatchewan
 Alberta

Capitol

St. John's
 Charlottetown
 Halifax
 Fredericton
 Quebec City
 Toronto
 Winnipeg
 Regina
 Edmonton

British Columbia
Yukon Territory
Northwest Territory

Victoria
Whitehorse
Yellowknife

D.

Key Vocabulary

1. Province(s) – administrative division or unit of a country
2. Territory(ies) – land and water under the jurisdiction of a nation,
3. sovereign, etc.
4. State(s) – one of the political units that together make up a federal union
5. Resources – collective wealth of a country or its means of producing
6. wealth
7. Ethnic – a group of people of the same race or nationality sharing common and distinctive cultural characteristics
8. Native – person born in a particular place or country
9. Settlers – people who have moved to and populated an area

E.

Procedures/Activities

1. Display wall map of Canada with provinces outlined.
2. Review regions of Canada. Possible questions:
 - a. Can anyone name the regions of Canada?
 - b. What do you know about these regions?
3. Tell the students that Canada is divided into ten provinces and two territories. Possible questions:
 - a. Why do think they are called provinces and territories instead of states?
 - b. Why do they have provinces and territories and they are not all one name?
 - c. Compare the number of states in the United States to the number of provinces and territories. Why do you think there is such a large difference?
4. Explain to students that they will be working in groups of two to identify and locate a province and its capital. They will also locate any information important to that province, such as population, resources, landforms, and ethnicity of the population. They will write a short paragraph informing the class of this information
5. Put the students into groups of two.
6. After the students have been grouped, have each group draw a slip of paper out of the basket. The province or territory name on the slip of paper is the area they will be identifying and locating.
7. Hand out a copy of the Canadian map, with their provinces outlined, to students.
8. Spread the resources throughout the room so the students are not crowded in one area of the classroom. If your school has a library that would be a perfect place to work on this activity. If not, visit the public library and get as many resources as possible.
9. Once the groups have completed the assignment, call the students back together and call on each group to locate their province or territory and capital on the overhead map. Have the students fill in their own map as the class completes the overhead map.
10. As each group locates their province or territory and capitol, have the group give information they obtained for their province or territory. Possible questions:
 - a. Why do you think this province or territory is more populated (or less populated) than another province or territory?

- b. What region does this province or territory belong to?
 - c. What ethnic group lives in this province? What do you think attracts this ethnic group to this area?
 - d. Does the geography of this area have anything to do with the population?
 - e. What resources do you think are in abundance in this area?
11. Inform students that the province or territory they drew from the basket is the area they will be doing their travel brochures on at the end of this unit.
- F. Evaluation/Assessment
The map of Canada should be completed with all provinces, territories and capitals labeled. Each group should have a written paragraph of the important information they found on their province or territory. The paragraph should contain a topic sentence and complete sentences with the correct punctuation. The paragraph will be assessed using a rubric. (Appendix E)
- G. Douglas County Standard Connection
- 1. Primary Language Arts 1.4, 2.2, 3.1, 6.1, 6.2, 6.3
 - 2. Primary Geography 1.2, 1.3, 2.3, 3.1, 3.2, 3.3, 4.2
 - 3. Primary Social Studies 4.1

Lesson 3: The French and British History of Canada (This will take several class periods to complete)

- A. Daily Objectives
- 1. Lesson Content
 - a. French and British Heritage
 - 2. Concept Objective
 - a. Understand how a country's heritage can shape what they are like today.
 - 3. Skill Objective/Standard
 - a. Students will construct a time line of the British and French History of Canada.
- B. Materials
- 1. List of Timeline Events (Appendix F)
 - 2. Overhead Copy of Time Line Events
 - 3. 3x5 Lined Index Cards
 - 4. 11x17 Inch Sturdy, Plain, White Art or Construction Paper (This needs to be cut in half long ways so you have strips that should measure 5 1/2 x 17 (Each student will need 2-4 strips)
 - 5. Pencil, Markers, Crayons, Colored Pencils, Ruler, Glue
 - 6. Wall map of Canada (to use as a reference)
 - 7. Completed Individual Student maps from Lesson 2 (to use as a reference)
- C. Background Notes
It is important that the teacher is familiar with the events on the timeline and the History of Canada (See Appendix F and the Bibliography). The timeline will also require more than one class period to complete and you may choose to have the students design the pictures at home. The teacher should focus on the French and British settlements of Canada that make Canada what it is today. Students should already be familiar with the early explorers of Canada and this lesson provides a brief review.
- D. Key Vocabulary
- 1. Timeline – A list of historical events in the order they occurred. Timelines are usually displayed in an orderly fashion

2. Fur trade – The earliest people used the furs of Canadian Animals as a means of money.
 3. Colony – a group of people who form in a new land and are subject to the parent country
 4. Missionary – Someone who goes to a group of people to tell them about their religious beliefs and try to convert them to their religion
 5. Industry – Factories that manufacture products
 6. New France – The region in what is today the city of Quebec was named New France because the French first settled there
 7. Federal government system – government system similar to a democracy; instead of 3 branches of government there are only 2 branches
 8. Immigrates – People who come from another land
 9. Trading Post – A place where people brought their goods to be traded for other necessities.
- E. Procedures/Activities
1. Students will use their ruler to draw a straight line (long ways) down the middle of their strip of paper. (Appendix G)
 2. Students will tape or glue 2 or more strips of paper together in order to make a long timeline. (Appendix G)
 3. The teacher will discuss each event on the timeline as students copy one event on each index card. (Appendix F)
 4. Students will glue each event written on the index card onto the timeline. (Appendix G)
 5. After all the events have been glued in order, students will draw 5 or more pictures above different events to go with that event. (Appendix G)
- F. Evaluation/Assessment
Students will have a quiz over the History of Canada. (Appendix H)
- G. Douglas County Standards Connection
1. Primary Geography 4.2, 4.3
 2. Primary History 1a.1, 1b.3, 2b.3, 2c.1, 5c.1, 6b.1
 3. Primary Social Studies 2.7, 4.3, 5.1

Lesson 4: Understanding the French and British History of Canada (This may take a couple of class periods.)

- A. Daily Objectives
1. Lesson Content
 - a. French and British Heritage
 2. Concept Objective
 - a. Understand how a country's heritage can shape what they are like today.
 3. Skill Objective/Standard
 - a. Through role playing students will have a better understanding of the history of Canada depicted on the timeline.
- B. Materials
1. Timeline of Canadian History (Appendix F)
 2. Student constructed timeline from Lesson 3.
 3. Index Cards with different Historical Events written on each one. These should be taken from the Teacher's timeline of Canada. (Appendix F) The teacher should pick out several events for students to role-play and write these on the index cards.

- C. Background Notes
This lesson is designed to help students understand the events on the timeline by role playing them. It is a reiteration of the French and British history of Canada. By each student role playing their event and watching the other events being acted out, the students should have a better understanding of Canadian History. This lesson also gives students an opportunity to be creative and use their imagination.
- D. Key Vocabulary
1. Role playing – acting out a situation; much like a skit
- E. Procedures/Activities
1. Briefly review the events on the timeline from Lesson 3
2. Explain to children how they will need to use their imagination to come up with a creative skit in order to act out the event.
3. Act out a sample event with a few students in order to model the expectations of the skit.
4. Divide the students into groups (2-5 students in a group).
Groups should have different amounts of students in each group
5. Give each group an index card with their event.
6. Allow students to practice acting out an event. The teacher should circulate and make sure students are on the right track and that they have a clear understanding of their event. In some cases students will have to use their imagination and be creative in order to portray their event.
7. Let each group perform their event in front of the class.
8. After each group, the teacher should promote a discussion of how the students performed and what happened in the event. Possible questions could be:
a. What did you like about their skit?
b. What could they have done better?
c. Is how they acted out the event what you pictured in your mind when you first heard the event? How is it the same or different?
d. Was this a French or British event? How do you know?
e. Why is this event important?
f. How did this event help shape Canada?
- F. Evaluation/Assessment
Students will be given a quiz over Canadian History. (Appendix H) Grades can also be taken for their performance in the skit using a rubric scale (Appendix I).
- G. Douglas County Standards Connection
1. Primary Geography 4.2, 4.3
2. Primary History 1a.1, 1b.3, 2b.3, 2c.1, 5c.1, 6b.1
3. Primary Social Studies 2.7, 4.3, 5.1

Lesson 5: Understanding how two different languages can coincide in one country

- A. Daily Objectives
1. Lesson Content
a. French-speaking Quebec
b. French and British heritage
2. Concept Objective
a. Understand how a country's heritage can shape what they are like today.
b. Recognize how differing cultures can co-exist in the same region.
3. Skill Objective/standard

- a. The class will be split and have two different languages to speak. They will then be divided into small groups with students in each group speaking two different languages. The small groups will then have to work together on a mutual activity and communicate with each other.
- b. Through teacher/student discussion students should better understand how the French and British feel about co-existing in one country and how history has made them the way they are today.

B. Materials

1. Wall map of Canada (for reference)
2. Student maps of Canada (for reference)
3. Student time line of Canadian History (for reference)
4. Directions and list of Pig Latin words (Appendix J)
5. A deck of cards for each small group

C. Background Notes

Pig Latin is a made up language where the first letter or first two letters of a word are moved to the end of the word and the letter “a” is added to that. (Appendix J) Half the students will communicate in Pig Latin while the other half will communicate in English. Together they have to play a card game. The teacher then will lead a discussion to help students understand what it feels like to try and live with someone who speaks a different language and has a different heritage, along with an understanding that Canada has consistently struggled with having two completely different heritages co-exist as one country.

D. Key Vocabulary

1. Pig Latin – a made up language where the first letter or first two letters of a word are moved to the end of the word and the letter “a” is added to that.
2. Co-exist – reside or live together
3. Heritage – Historical roots or traditions

E. Procedures/Activities

1. Review where the city of Quebec is located. Review how the earliest French colonies settled there and why it was a good place to live. Remind the students of the importance of the fur trade and how the St. Lawrence River impacted their settlement. Discuss how the French dominates Quebec. The French originally founded Quebec. Later the English moved into Canada and dominated the nation. The French were deeply rooted in their traditions and heritage and did not want to convert to British traditions and the English language. Throughout the years they have had conflicts over this issue. A duke came over and decided to unite as one country (Canada) in order that they could become more industrialized like the United States. Even after this unification, Quebec has strongly fought for their right to speak French and hang onto their heritage. Even today there is still a struggle between the French and British descendants. The French and British had to compromise on several issues. Today the schools, street signs, etc. are both in English and French. Please refer to the timeline (Appendix F) for the events that divided and united the French and British.
2. Survey the class to see who knows Pig Latin.
3. If only a few students know the made-up language then choose them along with a few other students. You should pick half of the class to speak Pig Latin. If most all of the students know Pig Latin then pick half the class to be the ones to actually speak the language.
4. Review or teach the students how to speak Pig Latin. (Appendix J)

5. Divide the students into groups with about four students in each group.
 6. Give each group a deck of cards.
 7. Students have a choice to play one of the following games: Go Fish, Slap Jack, Old Maid, or Crazy Eight. Students should be familiar with one or more of these card games. If they aren't the teacher may want to review how to play them or have the students play a couple of games in English first.
 8. Students need to communicate with each other to decide on a game and then they must work together to play the game.
 9. It is important to emphasize to the students that those who are to speak Pig Latin can only speak Pig Latin and not English. Those who speak English can only speak English even if they know Pig Latin or pick it up.
 10. After taking a few minutes to play the card game students will come back together as a class to discuss their experience with the teacher. The teacher may want to write down important points on the board. Discussion questions can include:
 - a. Who do the Pig Latin people represent? How are they the same as the French? How are they different?
 - b. How did you feel about working with someone who didn't speak your language?
 - c. How does the activity we did relate to the French and British in Canada today and in history?
 - d. How would you feel about co-existing in Canada with the French? How would you feel if you knew French and not English?
 - e. How do the English and French Canadians manage to live together?
 - f. Do you think that the English and French will always be able to live together and be united as one country? Why?
- F. Evaluation/Assessment
There will be an essay question on the quiz about French and English speaking Canada (Appendix H)
- G. Douglas County Standard Connection
1. Primary History 2c.1, 5c.1, 6b.1
 2. Primary Social Studies 2.7, 5.1

Lesson 6: Province/Territory Brochure (May take more than one class period)

- A. Daily Objectives
1. Lesson Content
 - a. History and geography of a Canadian province/territory
 - b. Informative writing
 2. Concept Objective
 - a. Develop an awareness and understanding of geographical skills.
 - b. Recognize how geography shapes lifestyles.
 - c. Understand how a country's heritage can shape what they are like today.
 - d. Recognize how differing cultures can co-exist in the same region.
 3. Skill Objective/Standard
 - a. The students will create a brochure containing information about a particular province/territory.
 - b. The students will locate information about a province/territory from varying resources.

- B. Materials
 1. Resources pertaining to Canada: literature, atlas, encyclopedia, etc.
 2. Construction paper (preferably light colors)
 3. Marker/crayons/pencils
 4. Scissors
 5. Maps from previous lessons
 6. Paragraph from Lesson 2
 7. Examples of brochures
- C. Background Notes

The students will use the province/territory that they chose in Lesson 2. Accumulate as many resources as possible on the topic of Canada and its provinces/territories.
- D. Key Vocabulary
 1. Brochure – a pamphlet describing a particular place
- E. Procedures/Activities
 1. Place students in groups from Lesson 2.
 2. Return paragraphs from Lesson 2 to students.
 3. Explain to students that they will be making a brochure for the province/territory they had chosen in Lesson 2.
 4. They may use the resources in classroom for this project.
 5. The brochure should include: the paragraph from Lesson 2, a labeled map of their province, including the capital, important historical facts, and statistics of the province.
- F. Evaluation/Assessment

Students will have their brochure graded based on a rubric scale (Appendix K)
- G. Douglas County Standards Connection
 1. Primary Language Arts 2.2, 3.1, 3.2, 6.2
 2. Primary Geography 4.2, 4.3, 6.2
 3. Primary Social Studies 2.1, 3.3, 4.1

VI. CULMINATING ACTIVITY

For the final activity students can bring in Canadian, French, or British foods. The students will have an opportunity to taste and discuss the various foods. Then the students will use their maps and timelines to generate questions about Canada on index cards. The teacher will then collect the cards and play Jeopardy. The teacher will draw a scoreboard on the chalkboard just like the one in Jeopardy. If time permits, the teacher can divide the board into categories according to the questions on the cards. The teacher will then divide the class into two or three teams. Each team must decide on a team captain and only the captain can give the answer after discussing it with the team. Each team picks a dollar amount and the teacher reads the answer on the index card. The team then has to give the question. Just like in Jeopardy the team must say “What is...” or “Who is...” when giving the question. If a team is taking too long the class can sing the Jeopardy theme song and then the team must answer at the end of the song. If a team misses an answer that question still remains on the board. Each team continues in order. The team with the highest score wins.

VII. HANDOUTS/WORKSHEETS

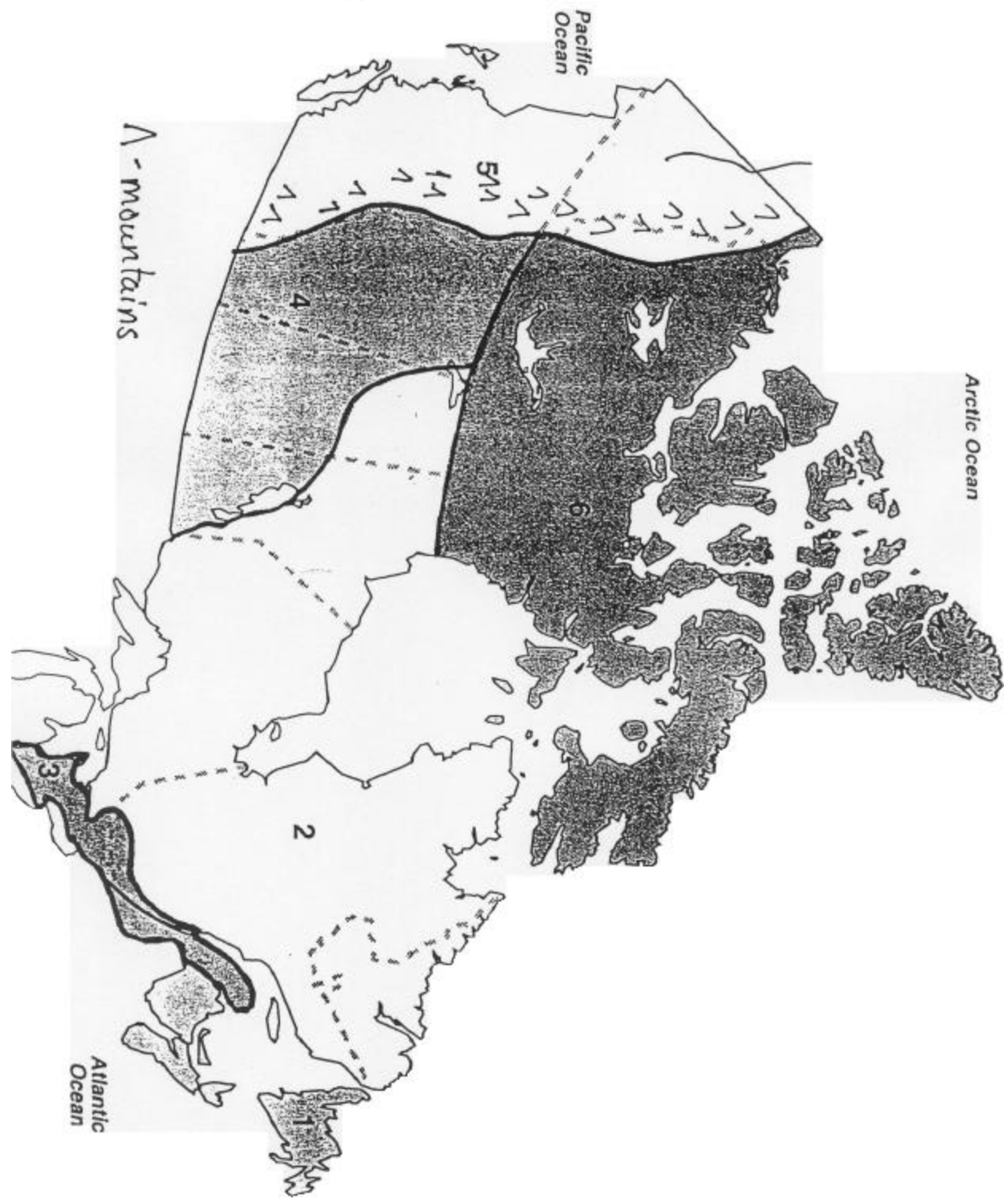
Appendix A – (not included) Map of Canada and the United States
 Appendix B – Map of Canada’s regions
 Appendix C – Descriptions of regions, waterways and landforms
 Appendix D – (not included) Map of Canada’s provinces/territories

Appendix E – Rubric for informative paragraph
Appendix F – Timeline events
Appendix G – Example of a timeline
Appendix H – Quiz
Appendix I – Rubric for skit
Appendix J – List of Pig Latin
Appendix K – Rubric for brochure

VIII. BIBLIOGRAPHY

- Brickender, Jack. Canada. New York: Bookwright, 1989. ISBN: 0531181855.
- Coe, Jane M. A Unit About Canada. Monterey, CA: Evan Moor, 1995. ISBN: 1557993904.
- Dahl, Michael. Countries of the World: Canada. Mankato, MN: Bridgestone, 1998. ISBN: 0516208799.
- Geography Department. Canada. Minneapolis, MN: Lerner, 1989. ISBN: 0822518708.
- Harrison, Ted. O Canada. New York: Tichnor & Fields, 1993. ISBN: 0395660750.
- Hausner, Rosmarie. The City Girl Who Went To Sea. New York: Four Winds, 1990. ISBN: 0027434214.
- Jackson, Lawrence. Newfoundland and Labrador. Minneapolis, MN: Lerner, 1995. ISBN: 082252757X.
- Kalman, Bobbie. Canada the Land. New York: Crabtree, 1993. ISBN: 0865052174.
- Kalman, Bobbie and Walker, Niki. Canada from A to Z. New York: Crabtree, 1999. ISBN: 0865053812.
- Law, Kevin. Canada. Philadelphia: Chelsea House, 1999. ISBN: 0791047334.
- Levert, Suzanne. Quebec. New York: Chelsea House, 1991. ISBN: 0791010309.
- Manson, Ainslie. A Dog Came Too. New York: Maxwell Macmillan, 1992. ISBN: 0689505671.
- Ouellet, Danielle and Provencher, Jean. Quebec. Toronto: Grolier, 1996. ISBN: 051606617X.
- Pang, Guek-Cheng. Cultures of the World: Canada. New York: Marshall Cavendish, 1996. ISBN: 1854355791.
- Sateren, Shelley Swanson. Canada, Star of the North. New York: Marshall Cavendish, 1996, ISBN: 0767401997.
- Shepherd, Jenifer. Canada. Chicago: Childrens, 1987, ISBN: 0516027573.
- Suncay, Jane M. Canada. Austin, TX: Raintree, 1993, ISBN: 0811424553.
- Tempelman-Kluit, Anne. Yukon. Toronto: Grolier, 1994, ISBN: 071722810X.
- Willis, Terri. St. Lawrence, River and Seaway. Austin, TX: Raintree, 1995, ISBN: 0811463702.
- Winks, Robin. The St. Lawrence. Morristown, NJ: Wayland, 1980. ISBN: 0382063686.
- Wright, David. Canada is My Home. Milwaukee: Gareth Stevens, 1991, ISBN: 0836808460.
- Wright, David. Children of the World: Canada. Milwaukee: Gareth Stevens, 1991, ISBN: 083680256X.

Appendix B
Map of Canada with regions outlined.



Appendix C

List of descriptions of regions, waterways, and landforms

Atlantic Region

- off the eastern coast of Canada
- includes rocky shorelines, sandy beaches, rich farmland, and thick forests
- includes islands

Canadian Shield

- covers nearly half of Canada
- located between the Great Lakes – St. Lawrence Lowlands and the Interior Plains
- is a rocky land mass
- includes bare rock, thick forests, and cold freshwater lakes

Great Lakes – St. Lawrence Lowlands

- west of the Canadian Shield and North of the Great Lakes and St. Lawrence River
- “Canada’s Heartland”
- majority of Canada’s population live here; majority of country’s manufactured goods are produced here

Interior Plains

- located east of the Canadian Shield and west of the Cordillera region
- flat grasslands, rolling hills => “plains”
- contains natural resources, such as minerals, oil, and natural gas
- famous for grain farming and cattle ranching

Cordillera

- located in the western area of Canada
- includes the Rocky Mountains
- runs north and south through Canada
- coastal forests

Arctic

- northern region of Canada
- contains a large group of islands
- similar land to the tundra at the North Pole

Hudson Bay

- located between the Canadian Shield and the Arctic region
- leads into the Atlantic Ocean
- founded by Henry Hudson

St. Lawrence River

- runs through the Lowlands region
- vessels travel this river to and from the Atlantic Ocean

Yukon River

- flows into the Cordillera region
- in the north-west part of the country

Rocky Mountains

- located in the Cordillera region
- runs from the north to the south

Appendix E

Rubric for informative paragraph

4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor

	4	3	2	1
Topic sentence tells what the paragraph will be about.				
Sentences are connected in a logical manner.				
Sentences are well constructed.				
Correct capitalization and punctuation are used.				

Comments:

Appendix F

Timeline of French and British Historical Events in Canada

Since the Core Knowledge Curriculum focuses on the French and British Heritage of Canada these are the main events listed. Each event listed below needs to be discussed in depth, hence it is important to research the history of Canada prior to this lesson.

Overview of Canada's History:

The history of Canada is one of immigration and settlement. The French first explored the land and claimed it for their country. The French established colonies and settled mostly near the St. Lawrence River in what is today known as the city of Quebec, hence that is why Quebec still has strong ties to its French Heritage today. The French made their money by trading furs. Later the British came and settled in the rest of Canada. Many of the British colonists came from the United States after the Revolutionary War. When the United States won the war against the British many people still wanted to keep British ties rather than be independent from Britain, so they fled to Canada. Not only did many settlers flee to northern Canada, but also the Hudson Bay Company drew many people to the north. This was a prospering fur trading company. Eventually the French gave Canada to the British because of the Treaty of Paris that ended the fighting between the British and French in both Europe and Canada. Because the French and the British living in Canada speak different languages and come from different heritages they have constantly struggled to live as one nation. The Quebec Act gave the French rights to keep their language and heritage, but there were more British settlers than French living in the land of Canada. Canada was divided on many issues due to the different French and British heritages. Canada was split with the British in the north (mostly near Hudson Bay) and the French in the south (mostly near Quebec City). A lord from Britain came over to unite the French and British. He did this because the U.S. was more industrialized than Canada and Canada could only be a progressive country by being united. After several years Canada became an industrial nation, during this time many immigrants came over from Europe and Canada grew. The controversy over speaking French or English and still continued and it is still an issue today as the French in Quebec would like to separate and become their own nation, yet there are more British descendents in Canada which gives them the upper hand.

TIMELINE EVENTS

(The bolded events are what should be written on the index cards and below it are notes about the event and/or what to discuss.)

1497 – John Cabot (France) explores the East Coast of Canada

Remind students about how the Europeans were looking for a quick trade route to India, instead they discovered North America. Ultimately they were searching for gold and were somewhat discouraged at merely finding a new continent. The teacher can discuss how at about the same time as France was discovering Canada, Columbus from Spain discovered America.

1534 – Jacques Cartier (France) explores the St. Lawrence and claims the land for France

1583 – Humphrey Gilbert (England) claims Newfoundland for Britain

Point out where Newfoundland is on the map.

1599 – A trading post is created by the St. Lawrence River (French)

Discuss with students why this would be a good place to live. Also discuss the value of furs (which was better than the gold they were looking for) and what a trading post is. This area becomes what is known as New France. Discuss why it is named this and how it relates to the United States and New England.

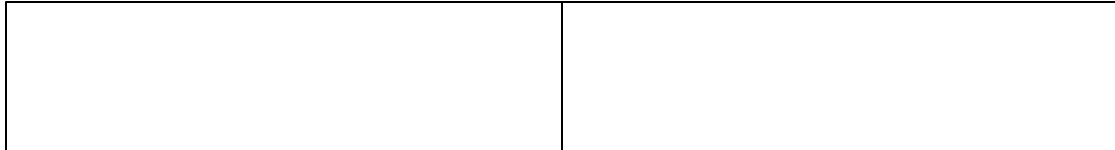
1608 – Samuel de Champlain (France) establishes the city of Quebec

1610 – Henry Hudson (Britain) discovers the Hudson Bay

- Using a map discuss with students the importance of the Hudson Bay and why it might be useful.
- 1628 – War between France and England**
England blocked the St. Lawrence River so no supplies could reach the French; thus the British gained an upper hand. Discuss with students why this is a good military tactic. Have them relate to other times this tactic has been used during war.
- 1642 – Missionaries founded Montreal (France)**
Discuss where Montreal is and how it's founders make what it is today.
- 1670 – The Hudson Bay Company (British) is founded and given much of the Northern land in Canada.**
Discuss how this was a fur trading company and how they might prosper given their location.
- 1755 – The British push the French settlers out of Nova Scotia and New Brunswick**
Discuss with students the location of these provinces and why the British would push them out.
- 1759 - British forces defeat the French near Quebec City.**
“New France” falls to the British
- 1763 – The Treaty of Paris ends several years of fighting in both Europe and Canada between the French and British.**
Because France lost the war they were forced to give up much of their territory in the U.S. and the British set up their government over the French in Canada.
- 1774 – The Quebec Act gives the French political and religious freedom under the British government.**
This was established because the French in Quebec kept rebelling against the British rule since they wanted to keep their traditional ties. The British wanted to unify the provinces, yet give the French no control or rights.
- 1791 – The nation is split into 2 separate colonies with the British in the north near Hudson Bay and the French in the south near the St. Lawrence.**
- 1812 – War of 1812**
This was the only war fought between the U.S. and Canada. The French decided to claim The Great Lakes and the Ohio River Valley. This infuriated the settlers in the 13 colonies. Many battles were fought in Canada. The British, French Canadians, and Native Americans were allies against the U.S. The Treaty of Ghent that ended the war in 1814 gave Canada it's southern boundary with the U.S. and demilitarized The Great Lakes.
- 1815-1855 Many immigrants come to Canada**
Discuss what an immigrant is and why someone would want to come to Canada. Many of the immigrants were fleeing the poverty and poor working conditions of their homeland.
- 1840 – Upper (British) and Lower (French) Canada are unified as one country.**
A lord from Britain came over to try and help settle matters between the French and British. He decided the country should be unified to help benefit everyone. At that time the world was becoming industrialized and Canada was far behind the U.S. It was hoped that by unifying the nation they could become more productive.
- July 1st, 1867 – Canada officially becomes one nation with a federal (democratic type) government.**
Discuss what a federal government is and how it compares to the U.S. and Britain. Also discuss the idea that Canada was still tied to it's parent country (Britain) whereas the U.S. had fought a war for independence.
- 1890's – Canada's industry grew**
Discuss why it might have grown so much during this time. Also discuss how industry can help a country.
- 1931 – Canada is given complete independence from Britain**
- 1990 – A law failed that would have given Quebec special status**
Discuss how even today the French want to have special rights and be separated from the British. Discuss why there is so much division between the French and British. Recap events in the timeline and that have contributed to the divisions.

Appendix G
How to Construct the Timeline

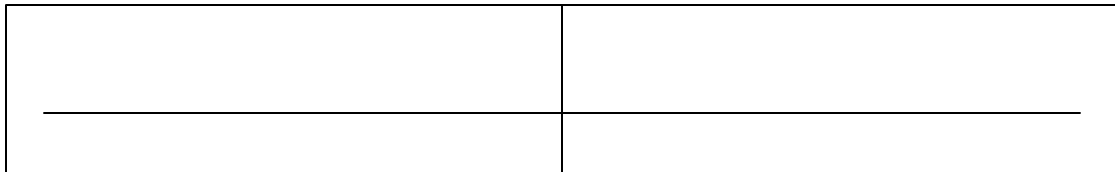
1. Glue two strips of 5 ½ by 17-inch paper together in order to make one long time line. More than one strip may need to be glued together.



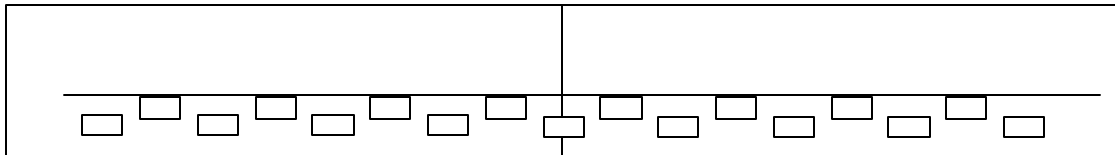
5 ½ x 17 inch

5 ½ x 17 inch

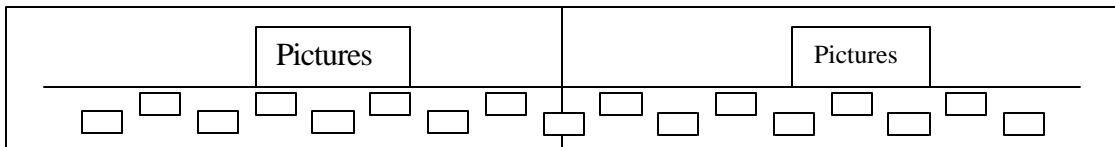
2. Using a ruler draw a line long ways down the middle of the strips.



3. Students will place their index cards on the timeline in the order that the events occurred. These can be arranged in a variety of ways. Displayed below is just one example.



3. Students can then draw pictures above some of the events found on the index cards.



Appendix H

Canadian History Quiz

Label each statement either “B” for British or “F” for French or France.

1. ___ In 1608 Champlain founds Quebec.
2. ___ In 1670 the Hudson Bay Company is founded.
3. ___ The Quebec Act of 1774 gave rights to this group of people.
4. ___ There were more of this group of people living in Canada.
5. ___ This group of people had to give up many of its claims on the lands in Canada and the United States because of a treaty.

Please write true or false in the blank according to whether or not is an accurate statement. If the statement is false please cross out the incorrect part and label what is true about it.

6. _____ Cabot, Cartier, and Champlain were all early explorers of Canada.
7. _____ The treaty of Paris began the fighting between the French and British both in Canada and Europe.
8. _____ When the French settlers came to Canada they found they could make a lot of money through the lumber trade.
9. _____ Montreal was founded by missionaries and it still holds its close ties to Britain.
10. _____ Upper and Lower Canada were united in order to become a more productive industrialized nation.
11. _____ Canada has had many immigrants come to its nation for various reasons.
12. _____ Today the French are happy to be a part of Canada and they want the official language to be English just like most of the rest of the country.
13. _____ Canada became an official nation on the 4th of July in 1998.

Please answer the following questions with a good, complete paragraph on the back of this quiz.

14. Why were the St. Lawrence River and the Hudson Bay important?
15. Explain what divided Canada in history and today. Please discuss some of the events from your timeline. Also explain how you might feel if you lived in Canada.

Test Key Answers

1. F
2. B
3. F
4. B
5. F
6. True
7. False - began should be changed to ended
8. False – lumber should be changed to fur
9. False – Britain should be changed to France or the French
10. True
11. True
12. False – happy should be changed to unhappy
English should be French
just the most of the rest of the country should be just like Quebec
13. False – 4th of July 1998 should be July 1st, 1867
14. Please use the events in the timeline to grade this question
15. Please use the events in the timeline to grade this question

Appendix I

Rubric for the Role Playing Skits

4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor

	4	3	2	1
Did the group use good theater techniques such as speaking loud, speaking clearly, and not turning their back to the audience?				
Did the group accurately portray the historical even?				
Was the group creative or imaginative in their presentation?				
Did the group really understand their event?				
Was the skit well organized? Was the group prepared?				

Comments:

Appendix J

How to Speak Pig Latin

Pig Latin is a made-up language where the person takes the first letter of a word and pronounces it at the end of the word instead of the beginning. The letter “a” is always placed at the end of the word after the first letter has been moved to the end of the word. If a word begins with a blended sound the two letters at the beginning are moved to the end and then the “a” is added. The “a” at the end should be pronounced as a long “a”.

Examples:

Dog = ogda

Cat = atca

Shell = ellsha

Teacher = eacherta

Phone = onepha

Money = oneyma

Pig Latin = igpa atinla

Here is a sentence in Pig Latin and English:

Odayta aswa aa icena ndaa unnysa ayda, on'tda ouya greeaa?

Today was a nice and sunny day, don't you agree?

Appendix K
Rubric for Brochure

4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor

	4	3	2	1
Project done in brochure format.				
Brochure includes map of province with capitol labeled.				
Brochure includes paragraph from Lesson 2.				
Brochure includes at least one historical fact.				
Statistics are provided.				
Correct capitalization and punctuation are used.				
Brochure is neat and organized.				

Comments: