

# Canada: A Land Rich in Beauty and Culture!

**Grade Level:** Third Grade

**Presented by:** Kendra Peters, Elbert County Charter School, Elizabeth, Colorado

**Length of Unit:** Six Lessons

## I. ABSTRACT

This third grade unit focuses on the geography, provinces, and cultural history of Canada. Students will be using their previous knowledge of spatial sense in locating Canada's regions, provinces, landforms, and major cities. Students will work together in small groups to gather information about the various regions of Canada as well as information on the similarities and differences in regard to the provinces of Canada. Students individually will be writing a report about one of the provinces as well as an informative paragraph on a major city in Canada. Through the construction of a timeline, students will be identifying major events in the history of Canada, understanding the importance of French and British heritage in the creation of the nation of Canada, and the uniqueness of Quebec's French-speaking people.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand that societies are diverse. (**Colorado History Standard #3**)
2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. (**Colorado Geography Standard #2**)
3. Students apply knowledge of people, places, and environments to understand the past and present. (**Colorado Geography Standard #6**)

### B. Content from the *Core Knowledge Sequence-Third Grade*

1. Locate Canada in relation to United States
2. French and British heritage; French-speaking Quebec
3. Rocky Mountains
4. Hudson Bay; St. Lawrence River; Yukon River
5. Divided into provinces
6. Major cities, including Montreal, Quebec, Toronto

### C. Skill Objectives

1. Students will locate the country of Canada on a map.
2. Students will recall previous information learned about Canada with a K-W-L chart.
3. Students will find the Rocky Mountains, Hudson Bay, St. Lawrence River, and Yukon River on a map of Canada.
4. Students will compare the geographic similarities and differences in the six regions of Canada.
5. Students will learn that Canada is divided into provinces.
6. Students will recognize that the boundaries of the provinces of Canada are similar to the six regions of Canada.
7. Students will locate the provinces in relation to the six regions of Canada.
8. Students will recall information from previous lesson on the six regions of Canada.
9. Students will create a report about a province of Canada.
10. Students will learn how Canada was founded and settled.
11. Students will understand Canada's British and French heritage.
12. Students will order from greatest to least the number of English and French speaking people in Canada.
13. Students will identify new information learned about Quebec.
14. Students will locate and place on a map the major cities of Canada.

15. Students will write an informative paragraph about one of the major cities of Canada.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *A New True Book: Canada*, by Elma Schemenauer
  2. *Canada: The Land*, by Bobbie Kalman
  3. *Canada*, by Lionel Bender
- B. For Students
  1. Students need to be familiar with the seven continents.
  2. Students need to be familiar with the equator, Northern Hemisphere, Southern Hemisphere.
  3. Students need to know the directions north, south, east, and west.
  4. Students need to know the geographical terms mountains, valleys, plains, coast, prairie, harbor, bay, island.

### IV. RESOURCES

- A. Map of the World
- B. Maps of Canada-physical
- C. Map of North America
- D. Movie, *Colonial Life for Children: The French and Colonial Quebec*
- E. *Canada the Land*, by Bobbie Kalman
- F. *A New True Book: Canada*, by Elma Schemenauer

### V. LESSONS

#### Lesson One: Where is Canada?

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. (**Colorado Standard 2.1**)
  2. Lesson Content
    - a. Location of Canada in relation to the United States
  3. Skill Objective(s)
    - a. Students will locate the country of Canada on a map.
    - b. Students will recall previous information learned about Canada with a K-W-L chart.
- B. *Materials*
  1. Blank map of the world
  2. "Name that Country!" game cards -Appendix B
  3. Overhead projector
  4. Overhead pens
  5. Chart paper and markers
- C. *Key Vocabulary*
  1. Northern Hemisphere-the half of the earth contains the North Pole
  2. North America-a large continent located in the northern hemisphere
- D. *Procedures/Activities*
  1. Using the overhead projector, show a blank map of the world to students.
  2. Tell students they will be playing a game called, "Name That Country!" to find out what country they will be learning about. Tell the class they will be asking the teacher questions which can only be answered with "yes" or "no." Using the question cards, pass the cards out to the class. If you have too many students, group them into teams to

- ask questions. Tell students they will need to jot down notes as the questions are being answered so they can figure out what the country is.
3. After students have identified Canada as being the country they will next learn about, put up a piece of chart paper divided into 3 sections for the
  4. K-W-L chart. (K=What we know, W=What we want to learn, L=What we learned after studying topic)
  5. Ask students what they know about Canada. Remind them it can be anything they already know. Write student responses in the **K** column of the K-W-L chart.
  6. Next, ask students what they want to learn about Canada and write these ideas in the **L** column on the K-W-L chart.
  7. When they've finished, post the chart in the room so it can be used at the end of the unit.
- E. *Evaluation/Assessment*
1. Students' responses to questions in game
  2. Students' information on K-W-L chart

**Lesson Two: From Mountains to Rivers**  
**Lesson may take more than one day to complete**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. (2.2)
  2. Lesson Content
    - a. Rocky Mountains
    - b. Hudson Bay; St. Lawrence River; Yukon River
  3. Skill Objective(s)
    - a. Students will find the Rocky Mountains, Hudson Bay, St. Lawrence River, and Yukon River on a map of Canada.
    - b. Students will compare the geographic similarities and differences in the six regions of Canada.
- B. *Materials*
1. Worksheet-Appendix C
  2. Physical map of Canada
  3. Region map-Appendix D
  4. Webbing sheet-Appendix E
  5. Overhead projector and pens
  6. *A New True Book: Canada*, by Elma Schemenauer
- C. *Key Vocabulary*
1. Canadian Shield-a rocky land mass that lies around Hudson Bay like a huge ring which nearly covers half of Canada
  2. Appalachian Highlands-rounded hills which include Canada's Atlantic Provinces
  3. Lowlands- located beneath the Canadian Shield and the north shores of Lake Ontario, Lake Erie, and the banks of the St. Lawrence River
  4. Great Plains- located to the west of the Canadian Shield, it is a region of Canada known for its vast grasslands, rich soil, and natural resources
  5. The Cordillera- located on the western edge of Canada, it includes the Rocky Mountains, which run north to south, and the Pacific Ocean, as it's western border
  6. Physical Map- a map that shows mountains, rivers, elevation, etc.
- D. *Procedures/Activities*
1. Using several children's atlases, show students a physical map (a map that shows the mountains, rivers, etc.) of Canada.

2. Break students down into small groups. Explain to students they will be locating specific items in Canada. Using the overhead, show students the handout they will be receiving (Appendix C). Tell students you will give them an example of how to do this activity by describing the location of an item in the classroom. Do this with the students. Hand out the worksheet to the groups of students. Remind students to be specific in their descriptions. Using the handout (Appendix C), have students locate the Rocky Mountains. Students then will tell where they are located in Canada, (ex: The Rocky Mountains are located in the western part of Canada. They run north and south, etc.)
  3. Have students locate Hudson Bay and tell where it is located as indicated in step 2. Continue doing this with the following geographical locations: St. Lawrence River and Yukon River as indicated on worksheet.
  4. Using a map (Appendix D) show the six regions of Canada to the students. Discuss with students where each region lies in Canada such as the Cordillera is on the west side of Canada. This area includes the Rocky Mountains and the Pacific Coast of Canada. Read to them from the book, *A New True Book: Canada*, pages 10-20 emphasizing the physical characteristics of each region. Then hand out a blank map (Appendix D) to each student. Instruct students to color each region according to the key on the map.
  5. When students have worked on the map for 10-15 minutes, break the students down into six small groups. Show students the webbing sheet (Appendix E). Tell students they will work in these small groups and find out what the six regions have in common and find out how they are different. Give an example how they will do this by comparing where they live (in the country) to somewhere else (the city). Once students are catching on to this, have them begin.
  6. Let students work for about 30 minutes, finding the geographic similarities and differences in the six regions. Then, have them report to the rest of the class their findings. Ask students if they heard anything different from what they found on their webbing sheet.
- E. *Evaluation/Assessment*
1. Students' use of directional descriptions on worksheet
  2. Students' findings on webbing sheet of the geographic similarities and differences

### **Lesson Three: What is a Province?**

#### **Lesson may take more than one day to complete**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. **(2.2)**
2. Lesson Content
  - a. Canada is divided into Provinces and Territories
3. Skill Objective(s)
  - a. Students will learn that Canada is divided into provinces
  - b. Students will recognize that the boundaries of the provinces of Canada are similar to the six regions of Canada.
  - c. Students will locate the provinces in relation to the six regions of Canada.
  - d. Students will recall information from previous lesson on the six regions of Canada.
  - e. Students will create a report about a province of Canada.

##### B. *Materials*

1. Map of Canada's provinces and territories-Appendix F (as an overhead and a worksheet)
2. Overhead projector and pens
3. Map of Canada's 6 regions-Appendix D
4. *Canada: The Land*, by Bobbie Kalman

5. Chart paper divided into 12 sections labeled with names of provinces and territories
  6. Markers
  7. Province Report Form-Appendix G
  8. Rubric for PRF-Appendix H
- C. Key Vocabulary
1. Province-geographical division in certain countries (similar to a state in the United States)
  2. Territory-a large area of land
  3. Inuit- the native Americans who live in Canada
  4. Boundaries-the lines that divide a state, country, etc.
- D. *Procedures/Activities*
1. Read to students the definition of province except what is in parenthesis. Ask students if they can give an example of what a province is like (a state or country). Tell students that the country of Canada has its boundaries broken into provinces. They also have two large areas that are known as territories.
  2. Using the overhead, show students a map that breaks down Canada into provinces and territories (Appendix F).
  3. Ask students if they notice anything special or interesting about how the provinces are divided. If students are not noticing that the boundary lines are very similar to the boundary lines of the six regions of Canada learned in the previous lesson, then ask them if they can recall what was learned in the previous lesson on Canada. Once students have recognized the similarity, show students the map of Canada's six regions (Appendix D) on the overhead. Overlay the province map (Appendix F) to show the similarities of the boundaries within these regions.
  4. Tell students they will be coloring in a map that shows the provinces of Canada. Students will have to follow the directions on the map in order to color it correctly. (Appendix F-As a worksheet)
  5. After students have finished their maps, tell students they will be recalling what they have learned about the six regions of Canada, and how they might figure out what each province of Canada is like based on this information. Break students down into small groups. Tell students they will need to brainstorm as a group and come up with at least five physical descriptions of what each province and territory is like. Review with students how to describe something physically by describing the area where their school is located, or their state, or city to help facilitate this.
  6. Give each group a piece of chart paper that has been pre-divided into 12 sections and labeled with the names of the provinces and territories so they can begin brainstorming. Let students know they will have 25 minutes to think about what they have learned about the six regions of Canada and to write this information onto their charts.
  7. When students are done, display the charts around the room. Have a spokesperson from each group tell the class what descriptions they came up with. As you go from chart to chart, ask students if they see any similarities or differences between the charts.
  8. Read to students from the book, *Canada: The Land*, pages 8-11 which describes each province and territory. Ask students to raise their hand when they hear a description that was written on the charts they created. After reading the book, ask students to determine and evaluate if what they wrote on their charts was the same information as what was read in the book.
  9. Tell students that now they have some basic information about the provinces and territories of Canada, they will be assigned one to write a report on. Using the Province Report Form (Appendix G), students will research a province or territory. Students will also be given a rubric so they know what is expected of them and when the report is due

(Appendix H). Note: Information gathered in the report will be used as a group project in the Culminating Activity.

E. *Evaluation/Assessment*

1. Students' participation in small groups
2. Students' completion of Province Report Form

**Lesson Four: Who lives in Canada?**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students apply knowledge of people, places, and environments to understand the past and present. **(6.1 & 6.2)**
2. Lesson Content
  - a. French and British Heritage
  - b. Inuit influence in Canada
3. Skill Objective(s)
  - a. Students will learn how Canada was founded and settled.
  - b. Students will understand Canada's British and French heritage.

B. *Materials*

1. Students will need to have learned about the "Northwest Passage" explorers prior to this lesson.
2. Timeline of Canada (Appendix I) put on card stock
3. Websites- ([www.infocan.gc.ca/facts/history\\_e.html](http://www.infocan.gc.ca/facts/history_e.html)) and ([www.mercatpr.geog.utoronto.ca/](http://www.mercatpr.geog.utoronto.ca/))

C. *Key Vocabulary*

1. Explorer- person who explores unknown lands
2. Settlement- a place where people gathered
3. Timeline- a list of historical events in the order they occurred.
4. Culture(s)- the customs, beliefs, and arts of a distinct group of people

D. *Procedures/Activities*

1. Review with students the information they learned about the explorers of the "Northwest Passage." Emphasize the different countries that were involved in exploring the "Northwest Passage."
2. Tell students they will be constructing a timeline about the history of how Canada was settled by the British, French, and Inuit cultures and the events of the history of Canada by these cultures.
3. The teacher will need to construct a timeline to be displayed in the classroom. You will also need pre-made cards about the history of Canada. These cards will be attached to the timeline in the classroom.
4. Tell students they will be going to the computer lab to research facts about the settling of Canada. They will be going to several specific web sites ([www.mercator.geog.utoronto.ca/hacddp/page1](http://www.mercator.geog.utoronto.ca/hacddp/page1)) and ([www.infocan.gc.ca/facts.history](http://www.infocan.gc.ca/facts.history)) to do this research. If students do not have the use of a computer lab, students will need to use various atlases, almanacs or books on Canada to do this research.
5. Instruct students to find one fact about the history of Canada that goes with the year they were given on an index card. They will need to include the date of this event, what was important about this date, and what culture (British, French, or Inuit) was part of this event. Students will write this information on their index card.
6. Once students have finished their fact cards, group students by cultures based upon their fact cards. Then tell students they will be placing their cards on the timeline beginning with the earliest settlers of Canada, to the last.

7. When the timeline is finished, discuss with students how it felt to be grouped by cultures. Ask them to identify the culture that seemed to be the most influential in the settling of Canada.
- E. *Evaluation/Assessment*
1. Students' accurate information on fact card
  2. Students' completion of timeline

### **Lesson Five: Do you speak French?**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand that societies are diverse. **(3.1 & 3.2)**
2. Lesson Content
  - a. French speaking Quebec
3. Skill Objective(s)
  - a. Students will order from greatest to least the number of English and French speaking people in Canada.
  - b. Students will identify new information learned about Quebec.

B. *Materials*

1. English/French speaking chart (Appendix J)
2. Overhead projector
3. Overhead pens
4. VCR and television
5. Movie, *Colonial Life for Children: The French and Colonial Quebec*

C. *Key Vocabulary*

1. Mother tongue-the language spoken first and most by a person

D. *Procedures/Activities*

1. Ask students if they know what the term "mother-tongue" means. If they do not know, give them the definition. Then ask students to identify what their "mother tongue" is, (Spanish, French, English, etc). Ask students if they know what the different languages spoken in Canada are. Once students have identified English and French as being the most common languages spoken in Canada, let students know they will be determining which provinces speak the most English and which provinces speak the most French.
2. Show students the English/French speaking chart (Appendix K) on the overhead projector. Tell students they will be working in pairs or small groups. In their groups, they will be ordering from greatest to least the number of people who speak French and English in the provinces of Canada. Give students an example of ordering by finding out the number of students who have blue eyes and brown eyes in several other classes. Show students the results by ordering the greatest number of brown eyes and blue eyes to the least number in these different classes.
3. Put students into their groups. Hand out a chart (appendix K) to each group. Ask one group if they can start the class out by finding out the greatest number of French speaking people in Canada. (Quebec- 5,700,150) and the greatest number of English speaking people in Canada (Ontario-7,694,635). Have all the groups fill this information in their charts. Then tell students they will need to continue on until the chart is completely filled out. Allow for about 15 minutes for this activity. Once all the groups are finished, show them a completed chart. Have each group check for their accuracy in ordering from greatest to least.
4. Ask students to identify the province with French as the main language spoken there. Once students have identified Quebec, tell them they will be watching a movie about French Speaking Quebec. Tell students that as they watch the movie they will need to identify **six** new things they learned about Quebec and its French-speaking people.

Using index cards, give students six each. At the top of one of the cards have students write Fact # 1. Instruct students to take another card and write Fact #2, and so on until all six cards have a number on them.

5. Show the film to students. If necessary, stop the film periodically so students can write down their information. After the film is over, ask students to share three of their new facts with the class.
  6. Introduce some French phrases or words with the class and have them practice this with you. Ask students to use these new words when appropriate for the next several days.
- E. *Evaluation/Assessment*
1. Accuracy of ordering from greatest to least
  2. Students' information from film

### **Lesson Six: A Tale of Many Cities**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand that societies are diverse.
2. Lesson Content
  - a. Major cities of Canada including Montreal, Quebec, and Toronto
3. Skill Objective(s)
  - a. Students will locate and place on a map the major cities of Canada.
  - b. Students will write an informative paragraph about one of the major cities of Canada.

B. *Materials*

1. Overhead of province map- (Appendix F)
2. Overhead pens
3. Resource books: Encyclopedias, books on Canada, internet web sites
4. Rubric for informative paragraph (Appendix K)

C. *Key Vocabulary*

1. Informative paragraph- a paragraph written that gives the reader information about the topic.

D. *Procedures/Activities*

1. Place the province map from lesson three onto the overhead. Have students get their maps out. Show students where the following cities are located on the map: Montreal, Quebec City, Toronto, Ottawa, Vancouver, and Halifax using the overhead pens.
2. Instruct students to label these cities onto their province maps as indicated on the overhead.
3. After students are finished labeling their maps, tell students they will be writing an informative paragraph about one of these cities. Place enough slips of paper with these city names on the paper into a box. Have students draw a city name from the box.
4. Using encyclopedias, Internet sources, books in the classroom on Canada, students will write their paragraph using the information found in these resources. Give students the rubric for the paragraph and explain what needs to be included in the paragraph (Appendix K).
5. Once students have finished their paragraph, have them share it with the class.

E. *Evaluation/Assessment*

1. Students' completion and thoroughness of their informative paragraph

## **VI. CULMINATING ACTIVITY**

- A. This culminating activity may take more than one day to complete. The teacher will need to group students in pairs according to the similar provinces or territories they wrote about in lesson three. Students will work in cooperative groups to determine what facts, events,

cultural contributions, and features they will want to share with the class. This information will be presented as a guided tour of the specific province or territory. Students will be required in their presentation to show on a blank map where the province is located, a major city of the province, and then give their facts and so on. Students will be encouraged to include photos, artifacts such as creating a flag of the province, food, clothing, and cultural customs in their presentations. After students have done their presentations, ask students to explain what they have learned about Canada. Record this information in the L section of the K-W-L chart displayed in the room.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A- Background Information
- B. Appendix B- "Name that Country!" game cards
- C. Appendix C- Worksheet
- D. Appendix D-Region map of Canada
- E. Appendix E-Webbing sheet
- F. Appendix F- Map of Canada's provinces and territories
- G. Appendix G-Province Report Form
- H. Appendix H-Rubric for Province Report Form
- I. Appendix I-Timeline of history of Canada
- J. Appendix J-English/French speaking chart
- K. Appendix K-Rubric for informative paragraph

## VIII. BIBLIOGRAPHY

- A. Bender, Lionel, *Canada*, New Jersey: Silver Burdett Press, 1988. ISBN # 0-382-09508-1
- B. *Canada in Pictures*, Minneapolis: Lerner Publications Company, 1989. ISBN#0-8225-1870-8
- C. Coe, Jane M., *A Unit About Canada*, California: Evan-Moore Corp, 1995. ISBN# 1-55799-390-4
- D. *Colonial Life for Children: The French and Colonial Quebec*, Pennsylvania: Schlessinger Media, 1999.
- E. Dahl, Michael. *Countries of the World: Canada*, Minnesota: Capstone Press, 1998. ISBN # 1-56065-565-8
- F. Dawson, Zoe, *Postcards from Canada*, Austin, TX: Steck-Vaughn Company, 1996. ISBN # 0-8172-4014-4
- G. Kalman, Bobbie, *Canada the Culture*. New York: Crabtree Publishing, 1993. ISBN # 0-86505-299-9
- H. Kalman, Bobbie, *Canada the Land*, New York: Crabtree Publishing, 1993. ISBN # 0-86505-217-4
- I. Kalman, Bobbie, *Canada the People*, New York: Crabtree Publishing, 1993. ISBN # 0-86505-218-2
- J. Leek, Beverly, "Oh Canada!" Available URL: <http://www.ualbera.ca/~bleeck/canada/canada>. 2000.
- K. Sateren, Swanson Shelly, *Canada Star of the North*, New York: Benchmark Books, 1996. ISBN #0-7614-0199-7
- L. Schemenauer, Elma, *A New True Book: Canada*, Chicago: Children's Press, 1994. ISBN # 0-516-01065-4
- M. "Atlas de la francophonie" Available URL: <http://www.franco.ca/edimage/atlas/francocanada/english>
- N. U of T Press, "Historical Atlas of Canada Online," Available URL: <http://www.mercatpr.geog.utoronto.ca/>, 2000.
- O. Canada Information Bureau, "Facts on Canada." Available URL: [http://www.infocan.gc.ca/facts/history\\_e.html0](http://www.infocan.gc.ca/facts/history_e.html0), 2000.

## **Appendix A-Canada: A Land Rich in Beauty and Culture!**

### **Background Information**

**Lesson Two:** Canada is a country where water makes up most its area. It is a country that stretches from the Atlantic to the Pacific and north to the Arctic Ocean. There are millions of fresh-water lakes that are connected to one another by rivers and streams. Although Canada's land area is divided into provinces and territories, it is also easier to describe the land through its six geographical regions. **The Atlantic Region** is located on the eastern side of Canada. It has rocky shorelines, rich farmland and thick forests. The provinces of New Brunswick, Nova Scotia, Prince Edward Island, and the island part of the province of Newfoundland can be found in this region. **The Canadian Shield** stretches from the east coast to the west through the Hudson Bay. It is a rocky landmass that covers nearly half of Canada. It consists of bare rock, thick forests, and cold fresh-water lakes. The provinces of Quebec, Ontario, Newfoundland, parts of Manitoba, and Northern Saskatchewan can be found in the Canadian Shield. **The Lowlands** or **St. Lawrence Lowlands** located between the Canadian Shield and the north shores of Lake Ontario, Lake Erie, and the banks of the St. Lawrence River. It is home to two-thirds of the country's population. This narrow area of level land of rich farmland and many industries is why this area is the producer of three-quarters of the country's manufactured goods. A small portion of the provinces of Ontario and Quebec are located here. **The Interior Plains** are located to the west of the Canadian Shield. With its flat grasslands and gently rolling hills, this area is considered the prairie region of Canada. It is famous for grain farming and cattle ranching. It also contains a wealth of natural resources such as minerals, oil, and natural gas. The provinces of Manitoba, Saskatchewan, and Alberta are found in the Interior Plains. **The Cordillera** is located on the western coast of Canada. The majestic and rugged Rocky Mountains stretch north and south through the provinces of western Alberta, British Columbia, and the Yukon Territories. It is known for its coastal forests as well as its southern valleys that are ideal for growing fruit. Most people who live in the Cordillera, live in the southwestern corner of British Columbia near the city of Vancouver. **The Arctic** is located in the far north of Canada. It has a short summer where the sun shines most of the day. Winter is cold and windy and the sun shines only a few hours each day. This region includes the Arctic Ocean and the group of islands known as archipelago.

**Lesson Three:** See information from Lesson Two for background on the six regions of Canada. The country of Canada is divided into ten provinces and two territories. These provinces include: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland. The two northern territories consist of the Northwest and Yukon. The Northwest Territory is largest in area followed by Quebec, Ontario, British Columbia, Alberta, Saskatchewan, Manitoba, Yukon Territory, Newfoundland, New Brunswick, Nova Scotia, and lastly Prince Edward Island. In 1992 Canadian voters approved the division of the Northwest Territories into two parts effective in 1999. This new territory named Nunavut has an area of 772,260 square miles. Its population will consist mainly of Inuit. As far as population ranking, the province of Ontario ranks number one, followed by Quebec, British Columbia, Alberta, Manitoba, Saskatchewan, Nova Scotia, New Brunswick, Newfoundland, Prince Edward Island, Northwest Territories, and lastly Yukon Territory.

**Lesson Four:** This is a brief summary of some of the major events that have occurred in Canada. It is important that the teacher become familiar with the history of Canada themselves before teaching this lesson. Even though Canada is one of the largest countries in the Western Hemisphere, it has a small population in relation to its size. With a population of twenty-nine million, it ranks thirty-first in population. Almost ninety percent of all Canadians live in the southern sections of this country. Almost 5000 years ago, a group of people crossed the Bering Strait and traveled far north in the Arctic and stayed there. These people are often referred to as Eskimos, but they refer to themselves as the Inuit, which means "the people." The first Europeans to arrive in Canada were the Vikings from Norway. In 1497,

## **Appendix A, continued-Canada: A Land Rich in Beauty and Culture! Background Information**

the English explorer John Cabot discovered Newfoundland and claimed it for England. Later in 1530, the French explorer Jacques Cartier came to the shore of a northern land near the Gulf of St. Lawrence. A story tells how he asked a group of natives where he was, and they answered, *Kanta*. This word meant “settlement” in their language. When Cartier returned to France, he told the people of a wonderful land called Canada. Other famous explorers to Canada include, Henry Hudson who discovered Hudson Bay in 1610, and Samuel de Champlain in 1608 who founded Quebec City. Now both the English and the French had established settlements in Canada and began trading guns, tools, and liquor with the Native Canadians for fur pelts. In 1642, Villa Marie (Montreal) was founded. In 1670, King Charles II of England granted the Hudson’s Bay Company the right to trap fur animals over all land whose waters drained into Hudson Bay. The English were establishing their fur trading business in the central part of Canada, and the French were developing their own fur trading operations in what is now known as Quebec. In the 1700’s France and England began to fight over the right to own this land. During many battles, France lost fort after fort to England. Finally in 1759, England conquered France by capturing Quebec City and. In 1763 the two nations signed the Treaty of Paris which gave most of France’s land in Canada to Britain and control of the North American Colonies. On July 1, 1867, the British North American Act passes, creating the Dominion of Canada and the country’s first Prime Minister. Each Canadian province had control over its own education, housing, hospitals, and use of natural resources. This system still exists today in Canada. In 1870 Manitoba joins Canada with British Columbia following in 1871. In 1873, Prince Edward Island territory joins Canada, as well as the North-West Mounted Police is organized. It will later be renamed the Royal Canadian Mounted Police. The Yukon Territory joins Canada in 1898 with Alberta and Saskatchewan joining in 1905. During the years of 1914-1918, Canada fights with the British against Germany in World War I. From 1939-1945, Canada fights against Germany and Japan in World War II. In 1945 Canada becomes a charter member of the United Nations. In 1949 Newfoundland joins Canada. The Constitution Act of 1982 makes French and English the official languages of Canada. In 1995 the Parliament of Canada passed a resolution recognizing Quebec as a distinct society within Canada. On April 1, 1999, the Northwest Territories were divided into two by Act of Parliament, creating a new territory called Nunavut.

**Lesson Five:** Before beginning this lesson, find out the number of blue and brown-eyed students in several different classes in your building to show students how to order from greatest to least. Canada is officially a bilingual country with the passage of the Constitution Act of 1982. Sixty percent of the people speak English and twenty-four point three percent speak French. There has been much controversy over this. The French-speaking people of Quebec want to keep it that way, but the English-speaking people feel English needs to be equally recognized.

APPENDIX B-Canada: A Land Rich in Beauty and Culture!

“Name that Country!”

Are you located south of the equator?

Are you located north of the equator?

Are you located in the Northern Hemisphere?

Are you located in the Southern Hemisphere?

Can you be found on the continent of South America?

Are you found on the continent of Asia?

Are you found on the continent of Africa?

Would I find you on the continent of North America?

Would I find you on the continent of Australia?

Do you share your continent with any other country?

APPENDIX B, continued-Canada: A Land Rich in Beauty and Culture!

Do your country's borders touch an ocean?

Are you a small country?

Are you a large country?

Does your country's borders touch the Atlantic and Indian Oceans?

Does your country's borders touch the Pacific and Atlantic Oceans?

Does your country's borders touch the Indian and Pacific Oceans?

Is your country surrounded by land?

Do your country's borders touch more than two oceans?

# APPENDIX C-Canada: A Land Rich in Beauty and Culture!

## WHERE AM I ?

Name: \_\_\_\_\_

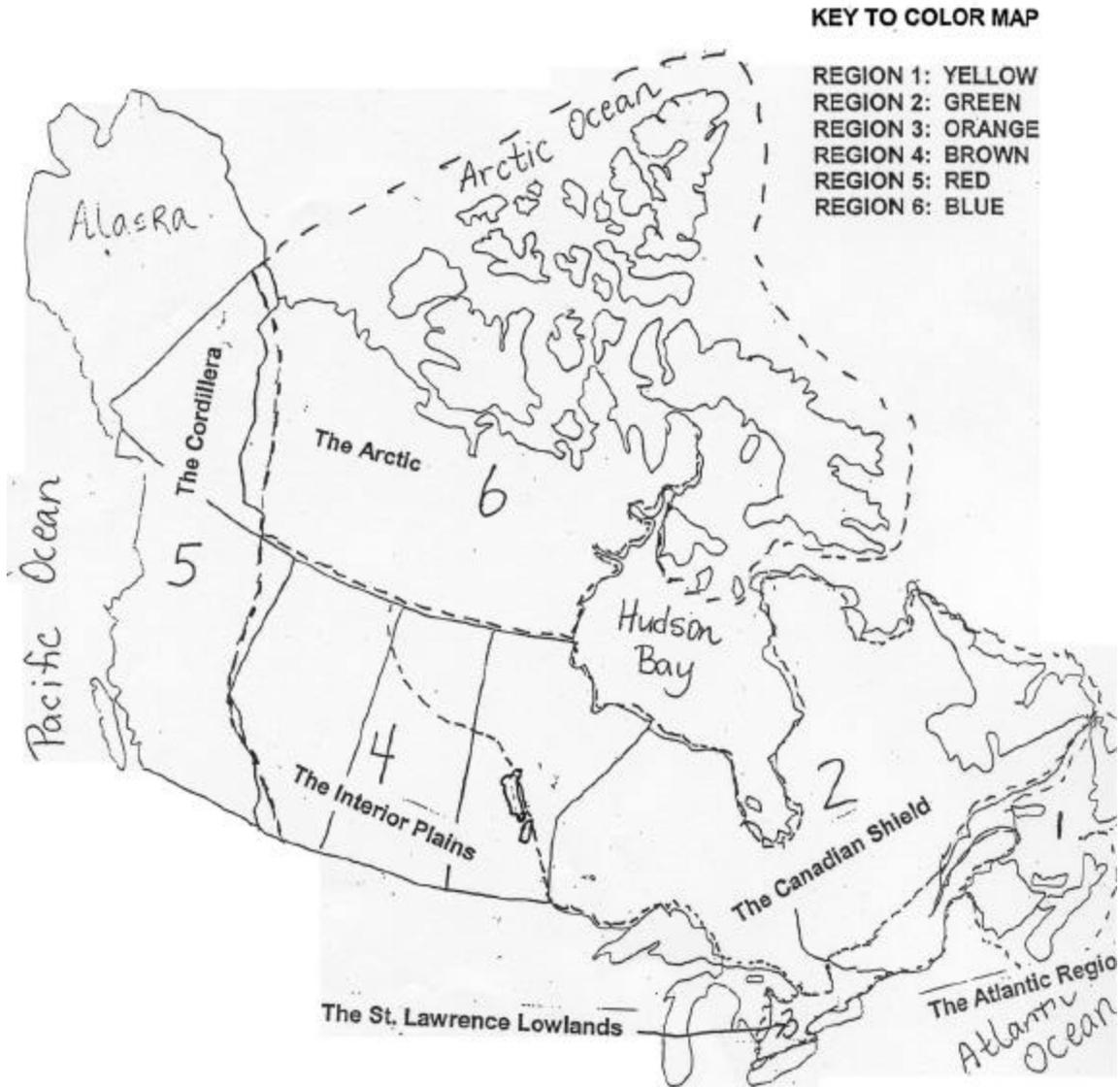
Date: \_\_\_\_\_

**What to do:** Using specific directions such as north, south, east, west, northern, southern, central, etc., tell where the following items can be found in Canada. Make sure you use complete sentences in your descriptions.

- |                           |                      |
|---------------------------|----------------------|
| 1. Rocky Mountains: _____ | 2. Hudson Bay: _____ |
| _____                     | _____                |
| _____                     | _____                |
| _____                     | _____                |
| _____                     | _____                |

- |                              |                       |
|------------------------------|-----------------------|
| 3. St. Lawrence River: _____ | 4. Yukon River: _____ |
| _____                        | _____                 |
| _____                        | _____                 |
| _____                        | _____                 |
| _____                        | _____                 |

# APPENDIX D



## APPENDIX E-Canada: A Land Rich in Beauty and Culture!

How are we the same and different?

Names of people  
in group: \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Describe each region on the lines below. Then see how many regions have something in common, and how many regions are really different from each other.

**The Canadian Shield:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Cordillera:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

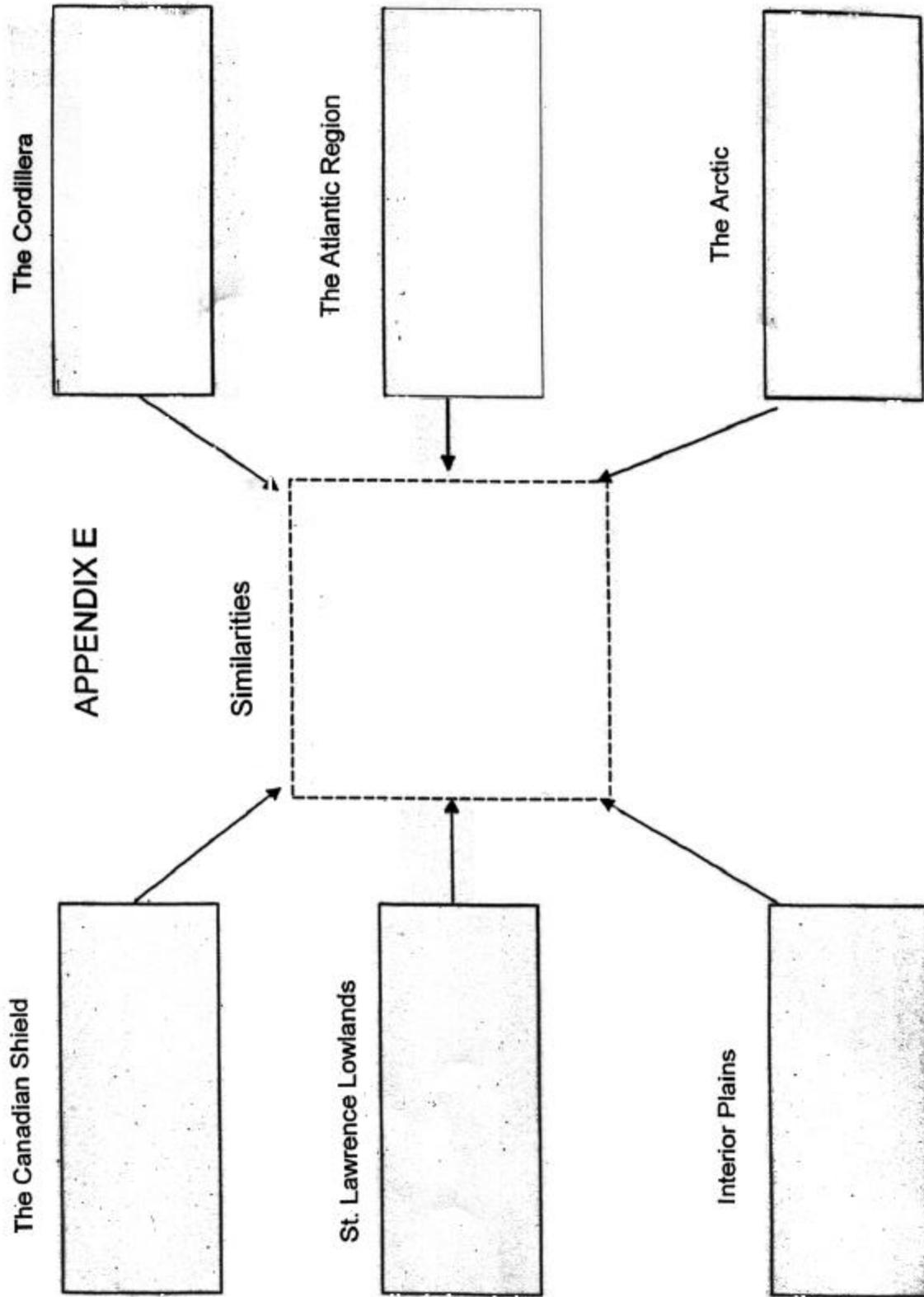
**St. Lawrence Lowlands:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Atlantic Region:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Interior Plains:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Arctic:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

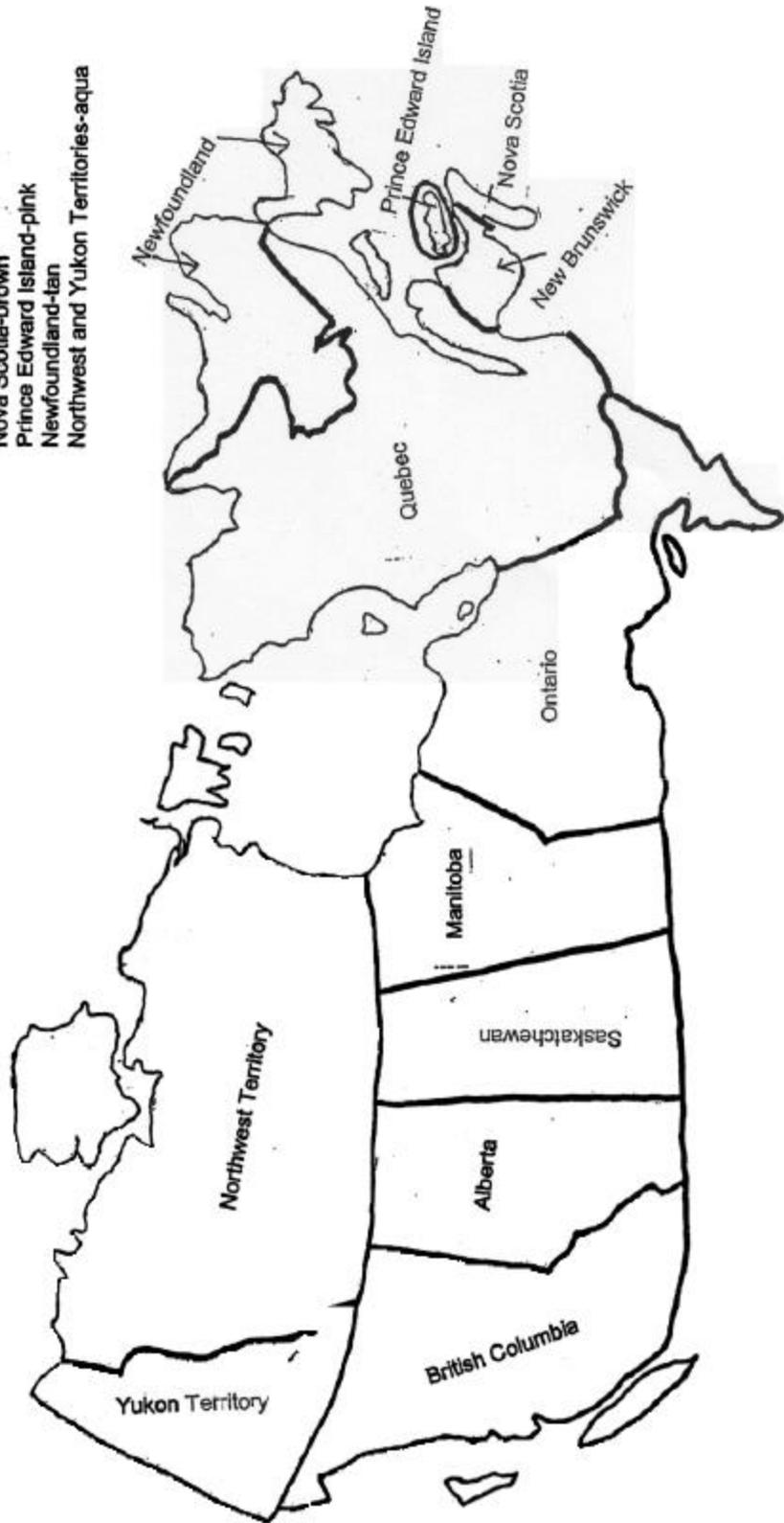
On the next page, fill in the boxes with the information you have found. Next, put anything that is similar about the regions in the middle box. Then do the same thing on the next page with anything that is different.



# APPENDIX F

## Province Coloring Key:

- British Columbia-red
- Alberta- green
- Saskatchewan-purple
- Manitoba-yellow
- Ontario-orange
- Quebec- light blue
- New Brunswick- light green
- Nova Scotia-brown
- Prince Edward Island-pink
- Newfoundland-tan
- Northwest and Yukon Territories-aqua





## APPENDIX G-Canada: A Land Rich in Beauty and Culture!

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Using the sheet “All about my Province or Territory,” you will answer the following questions in each box. You will receive extra credit for some of the questions.

1. **General Information:** Questions 1-5. Question 6 is extra credit.
2. **Geography of the Province or Territory:** Questions 1-3. Question 4 is extra credit.
3. **History:** Questions 1-3. Question 4 is extra credit.
4. **Products:** Questions 1-3.
5. **Wildlife:** Questions 1-3. Question 4 is extra credit.
6. **Fun and Trivia:** Questions 1-3.

To begin, find at least 3 resources on your province or territory. Using the two-column note method, take notes on each “box topic.” When you’re done, outline your notes. Then write your report.

## APPENDIX H-Canada: A Land Rich in Beauty and Culture!

### Rubric for Province report

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

GENERAL INFORMATION	4	3	2	1
Answered questions 1-5				
Answered Extra Credit Question 6				
<b>GEOGRAPHY OF PROVINCE/TERRITORY</b>				
Answered questions 1-3				
Answered Extra Credit question 4				
<b>HISTORY</b>				
Answered questions 1-3				
Answered Extra Credit question 4				
<b>PRODUCTS</b>				
Answered questions 1-3				
<b>WILDLIFE</b>				
Answered questions 1-3				
Answered Extra Credit question 4				
<b>FUN AND TRIVIA</b>				
Answered questions 1-3				
Correct capitalization and punctuation is used in report.				

## APPENDIX I-Canada: A Land Rich in Beauty and Culture!

(Teacher can determine which years students will need to look up based upon availability of resources. Assign students a specific year, especially if it has a cultural influence. You may want to still include those years students do not look up on your class timeline on order for students to recognize and understand the relationships between many of the events in the history of Canada.)

### **TIMELINE EVENTS OF CANADA**

985- Eric the Red discovers Greenland

1000- Leif the Lucky lands on Newfoundland

1497- John Cabot, who was in the service of Henry VII of England, lands somewhere between Newfoundland and Nova Scotia. Claims this region for England. He told how fish slowed down his ship because there were so many.

1534- Jacques Cartier found a French ship lost in the Gulf of the St. Lawrence River. A French explorer who found the mouth of the St. Lawrence River. He sailed up river to and made settlements that would become Quebec City and Montreal. Claimed this region for France.

1608- Samuel De Champlain established Quebec City for France to help gain control of the fur trade of the St. Lawrence Valley.

1609-Champlain's French troops used guns to kill two Iroquois leaders. From that time, the Iroquois remained enemies of the French.

1610- English Explorer Henry Hudson brought him to the huge inland sea that is now called the Hudson Bay.

1627-War broke out in Europe between Britain and France. The British attacked French-held land in North America.

1629-Quebec City fell into British hands

1632-The settlement of Quebec City was returned to France following a treaty between the two warring parties.

1670-Hudson Bay Company founded through a royal charter from the British king Charles II.

1689-The beginning of the French-British rivalry that would last many years. Also known as the French and Indian War.

1702-1713-Period of time known as Queen Anne's War. British and French fought each other. It ended with the Treaty of Utrecht which forced France to recognize British claims to Hudson Bay, Nova Scotia, and Newfoundland.

1710- Nova Scotia fell into English hands while the French retained Cape Breton Island. The French built Louisbourg there to defend the St. Lawrence approaches.

1745-Louisbourg fell to the English.

1748-Louisborug was restored back to France. British built Halifax to compete with it.

1754-The start of the Seven Years' War. Known in the United States as the French and Indian War. The British wanted the French to leave North America.

1759- The fall of Quebec to the British.

1760- The fall of Montreal to the British.

1763-The acquisition of New France was confirmed in the Treaty of Paris. This meant the approximately 60,000 French Canadians now faced a North America under British control. English criminal law was adopted, but soon French civil law was retained as well. It gave all of France's territories in what is now Canada to the British.

1774- Both English and French Civil laws were recognized through the Quebec Act. This act gave the French population religious liberty and the right to follow their own laws.

1769- Prince Edward Island established as a separate colony.

1784-New Brunswick created.

## APPENDIX I, continued-Canada: A Land Rich in Beauty and Culture!

1791-Problems with having two different and distinct peoples, with their own legal, religious, and social systems, meant the old province of Quebec was divided into two parts. French-dominated Lower Canada (modern Quebec) and British-dominated Upper Canada (modern Ontario). Each having its own legislature. The province of Nova Scotia was also divided.

1783-British explorer Alexander Mackenzie traveled along the Mackenzie River and reached the Pacific Ocean in 1793.

1811-David Thompson explored the Columbia River.

1812- War of 1812 was the only conflict fought between the U.S. and Canada. Both the Americans and the Canadians believed they had won. The British however, largely forgot it.

1814-The end of the war with the Treaty of Ghent which gave Canada its southern boundary with the U.S. and demilitarized The Great Lakes.

1815-1855-Many immigrants came to Canada

1837-Political reform causes two rebellions led by Louis Joseph Papineau, and by William Lyon Mackenzie. They lasted only a short time and both leaders fled to the United States.

1838-As a result of the revolts, the British parliament sent John Lambton, Earl of Durham, to investigate. He suggested that Upper and Lower Canada be united.

1841- The Act of Union was in place and the combined territory of Upper and Lower Canada was now called the Province of Canada.

1867- Representative of the Atlantic Provinces and the Representatives of Canada, met to work out an agreement between them. The result was the British North American Act. Canada officially becomes one nation with a federal type of government. It brought together the provinces of Ontario, Quebec, Nova Scotia, and New Brunswick. Newfoundland and Prince Edward Island refused to join.

1870-Canadian government purchased the vast holdings of the Hudson Bay's Company. The provinces of Manitoba and the Northwest Territories were created from these lands.

1871-British Columbia joins Canada after being promised a railway link with the east.

1873-Prince Edward Island joins Canada.

1890's- Canada's industry grows through the discovery of gold in the Klondike area of the Northwest Territories.

1898-The Yukon Territory is formed around the Klondike. With so many people settling in the prairies, two new provinces were created.

1905-Alberta and Saskatchewan added to the Dominion of Canada.

1914-1918- Canada allied itself with Britain against Germany in World War I.

1931-British Parliament Act established Canada's independence in internal and external affairs from Britain. The British monarch remained the symbolic head of state.

1939-1945 Canada joined Britain again in fighting against Germany and Japan in World War II.

1949-Newfoundland becomes Canada's tenth province. It also becomes a member of the United Nations.

1965- The Canadian Flag first flew in February. It consists of a maple leaf against a white background. The red stripes on either side of the leaf represent Canada's position between two oceans.

1982-Constitution Act eliminates Britain's role in Canada's constitutional life. It also makes French and British the official languages of Canada.

1990- A law failed that would have given Quebec special status.

1995- The Parliament of Canada passed a resolution recognizing Quebec as a distinct society within Canada.

1999-On April 1, the Northwest Territories are divided into two by an Act of Parliament creating a new territory called Nunavut. This establishes a recognized territory for the Inuit people.