

Canada, O Canada

Grade Level or Special Area: Third Grade

Written by: Kristen Murray, Leadership Preparatory Academy, CO Springs, CO

Length of Unit: Six lessons (nine days, one day=60 minutes) not including culminating activities

I. ABSTRACT

Take a trip to Canada and compare and contrast geography, government, and culture to discover the many similarities between Canada and the United States. Examine region and population maps to learn about the land and its people. Create a class resource map to gain an understanding of Canada's economic activities. Learn what it is that makes our northern neighbors clearly Canadian through a careful examination of Canadian history and symbols.

II. OVERVIEW

A. Concept Objectives

1. Students will recognize the political relationship of the United States and its citizens to other nations. (*Colorado Model Content Standards for Civics, Standard 3*)
2. Students will develop an understanding of how maps help us locate and derive information about people, places, and environments. (*Colorado Model Content Standards for Geography, Standard 1*)
3. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (*Colorado Model Content Standards for Geography, Standard 4*)
4. Students will recognize the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change. (*Colorado Model Content Standards for Geography, Standard 2*)

B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography: World Geography (p. 69)
 - a. Spatial Sense
 - i. Name your continent, country, and state.
 - ii. Understand that maps have keys or legends with symbols and their uses.
 - iii. Find directions on a map: east, west, north, and south.
 - iv. Identify major Oceans: Pacific, Atlantic, and Arctic.
 - v. Locate Canada and the United States.
 - b. Geographical Terms
 - i. Boundary
 - c. Canada
 - i. Locate in relation to United States
 - ii. French and British heritage, French-speaking Quebec
 - iii. Rocky Mountains
 - iv. Hudson Bay and St. Lawrence River
 - v. Divided into provinces
 - vi. Major cities, including Montreal, Quebec, and Toronto
 - vii. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
 - d. Important Rivers of the World
 - i. North America: Mackenzie and Yukon

C. Skill Objectives

1. Students will explain what a U.S. citizen should possess when traveling to another country e.g.: passport, visas, currency, and embassy information. (*Colorado Model Content Standards for Civics 3.2, Grade Level Expectations for Third Grade*)
2. Students will identify the ten provinces and three territories of Canada. (*Colorado Model Content Standards for Geography 1.2. 2, Grade Level Expectations for First Through Fourth Grade*)
3. Students will label specific land and water features on a map of North America. (*Colorado Model Content Standards for Geography 1.2. 2, Grade Level Expectations for First Through Fourth Grade*)
4. Students will use a map key/legend and compass rose to read and locate items on a map.
5. Students will identify characteristics of the lifestyles of peoples who live in particular regions. (*Colorado Model Content Standards for Geography 2.3.1, Grade Level Expectations for First Through Fourth Grade*)
6. Students will use a map to describe and explain population densities in parts of Canada. (*Colorado Model Content Standards for Geography 4.1.4, Grade Level Expectations for First Through Fourth Grade*)
7. Students will explain why some regions are populated by many people, and others-by few, or none. (*Colorado Model Content Standards for Geography 2.2.1, Grade Level Expectations for First Through Fourth Grade*)
8. Students will identify major economic resources and activities in Canada. (*Colorado Model Content Standards for Geography 4.3.3, Grade Level Expectations for First Through Fourth Grade*)
9. Students identify the boundary line between Canada and the United States. (*Colorado Model Content Standards for Geography 1.2. 1, Grade Level Expectations for First Through Fourth Grade*)
10. Students will explain the meaning and purpose of boundaries. (*Colorado Model Content Standards for Geography 4.5.2, Grade Level Expectations for First Through Fourth Grade*)
11. Students will identify symbols of Canada and explain their significance.
12. Students will review U.S. symbols and their meaning.
13. Students will identify the two official languages of Canada. (*Colorado Model Content Standards for Geography 4.2.1, Grade Level Expectations for First Through Fourth Grade*)
14. Students will compare and contrast Canadian history, government, and culture with that of the United States.
15. Students will identify the prime minister as the top Canadian official. (*Colorado Model Content Standards for History 5.3, Grade Level Expectations for Third Grade*)
16. Students will use a variety of resources to research a specific province or territory. (*Colorado Model Content Standards for Reading and Writing 5.5, Grade Level Expectations for Third Grade*)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Bennett, M. *Teaching and Learning About Canada* [On-line]. Available URL: <http://www.canadainfolink.ca/teach.htm>, 1996.
2. Kalman, B. *Canada: The Land*
3. Rogers, B. and Rogers, S. *Canada: Enchantment of the World*

- B. For Students
1. Familiarity with United States symbols (American flag, Statue of Liberty, and the White House CK Kindergarten; Liberty Bell, American flag, and eagle CK Grade 1; Statue of Liberty and U.S. flag CK Grade 2)
 2. Ability to locate North America and the US (CK Kindergarten-Grade 2)
 3. Experience using map keys or legends to read maps (CK Grades 1-2)
 4. Experience using primary directions to read maps (CK Grades 1-2)
 5. Ability to identify specific land and water features: bay and island (CK Grade 1); coast and prairie (CK Grade 2); Great Lakes and Rocky Mountains (CK Grade 2)
 6. Understanding of the historical significance of the Fourth of July (Kindergarten and Grade 1 CK)
 7. Knowledge that the United States is divided into fifty states (CK Grade 2)
 8. Ability to locate major oceans: Atlantic, Pacific, and Arctic (CK Grades 1-2)

IV. RESOURCES

- A. "Together We Are Canada!," *DLTK's Crafts for Kids* [On-line]. Available URL: <http://www.dltk-kids.com/canada/poemprint.htm> (Lesson Two)
- B. Hirsch, E.D. Jr. *Pearson Learning and Core Knowledge: History and Geography*. Parsippany, NJ: Pearson Education, Inc., 2002. 0-7690-5024-7. (Lessons Two and Three)
- C. "Canada's National Anthem," *DLTK's Crafts for Kids* [On-line]. Available URL: <http://www.dltk-kids.com/canada/anthem.htm> (Lesson Three)
- D. "Songs and Oaths: The Star-Spangled Banner," *Ben's Guide to U.S. Government for Kids* [On-line]. Available URL: <http://bensguide.gpo.gov/3-5/symbols/anthem.html> (Lesson Three)
- E. Kalman, B. *Canada: The Land*. New York, New York: Crabtree Publishing Company, 2002. 0-7787-9726-0. (Lesson Four)
- F. "Another Regions Map," *Teaching and Learning About Canada* [On-line]. Available URL: <http://www.canadainfolink.ca/physical.htm#REGIONS> (Lesson Four)
- G. Barnes, M. *Ontario*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2754-5. (Lessons Four and Six)
- H. Bowers, V. *British Columbia*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-82255-2755-3. (Lessons Four and Six)
- I. Campbell, K. *New Brunswick*. Minneapolis, Minnesota: Lerner Publications Company, 1996. 08225-2764-2. (Lessons Four and Six)
- J. Jackson, L. *Newfoundland and Labrador*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2757-X. (Lessons Four and Six)
- K. Yates, S. *Alberta*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2763-4. (Lessons Four and Six)
- L. Yates, S. *Manitoba*. Minneapolis, Minnesota: Lerner Publications Company, 1996. 0-8225-2756-1. (Lessons Four and Six)
- M. Beckett, H. *Alberta: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-206-6. (Lesson Six)
- N. Beckett, H. *British Columbia: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-205-8. (Lesson Six)
- O. Beckett, H. *Manitoba: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-203-1. (Lesson Six)
- P. Beckett, H. *New Brunswick: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-202-3. (Lesson Six)
- Q. Beckett, H. *Northwest Territories: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-207-4. (Lesson Six)

- R. Beckett, H. *Nova Scotia: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-199-X. (Lesson Six)
- S. Beckett, H. *Quebec: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-201-5. (Lesson Six)
- T. Beckett, H. *Saskatchewan: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-204-X. (Lesson Six)
- U. Beckett, H. *Yukon: Journey Across Canada*. Vero Beach, Florida: The Rourke Book Co., Inc., 1997. 1-55916-208-2. (Lesson Six)
- V. LeVert, S. *Let's Discover Canada: Newfoundland*. New York, New York: Chelsea House Publishers, 1992. 0-7910-1027-9. (Lesson Six)
- W. LeVert, S. *Let's Discover Canada: Northwest Territories*. New York, New York: Chelsea House Publishers, 1992. 0-7910-1031-7. (Lesson Six)
- X. LeVert, S. *Let's Discover Canada: Nova Scotia*. New York, New York: Chelsea House Publishers, 1992. 0-7910-1028-7. (Lesson Six)
- Y. LeVert, S. *Let's Discover Canada: Ontario*. New York, New York: Chelsea House Publishers, 1991. 0-7910-1022-8. (Lesson Six)
- Z. LeVert, S. *Let's Discover Canada: Prince Edward Island*. New York, New York: Chelsea House Publishers, 1991. 0-7910-1023-6. (Lesson Six)
- AA. LeVert, S. *Let's Discover Canada: Quebec*. New York, New York: Chelsea House Publishers, 1991. 0-7910-1030-9. (Lesson Six)
- BB. LeVert, S. *Let's Discover Canada: Saskatchewan*. New York, New York: Chelsea House Publishers, 1991. 0-7910-1024-4. (Lesson Six)
- CC. LeVert, S. *Let's Discover Canada: Yukon*. New York, New York: Chelsea House Publishers, 1992. 0-7910-1032-5. (Lesson Six)

V. LESSONS

Lesson One: Travel Preparations (60 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will recognize the political relationship of the United States and its citizens to other nations.
 - b. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - 2. Lesson Content
 - a. Spatial Sense
 - i. Name your continent, country, and state.
 - ii. Understand that maps have keys or legends with symbols and their uses.
 - iii. Find directions on a map: east, west, north, and south.
 - iv. Identify major Oceans: Pacific, Atlantic, and Arctic.
 - v. Locate Canada and the United States.
 - b. Geographical Terms and Features
 - i. Boundary
 - c. Canada
 - i. Locate in relation to the United States.
 - 3. Skill Objective(s)
 - a. Students will explain what a U.S. citizen should possess when traveling to another country e.g.: passport, visas, currency, and embassy information.

- b. Students will identify the boundary line between the United States and Canada.
- c. Students will explain the meaning and purpose of boundaries.
- d. Students will identify the prime minister as the top Canadian official.

B. *Materials*

- 1. A copy of Appendix A, Student Passport, for each student
- 2. A picture of each student
- 3. Scissors
- 4. Glue
- 5. A 5" x 7" piece of colored construction paper
- 6. Sample Canadian currency (Loonie, Toonie, bills, etc.)
- 7. *Canada, O Canada* Learning Log for each student (see procedures)
- 8. Wall map of the world, preferably with the countries and continents labeled
- 9. Chart paper or poster board with a copy of the Spatial Sense Song for student reference (Appendix B)
- 10. An authentic passport for student reference
- 11. A 12" x 18" sheet of white construction paper for each student
- 12. Stapler(s)
- 13. Three sheets of notebook paper for each student
- 14. A copy of the learning log rubric in Appendix C for each student

C. *Key Vocabulary*

- 1. Boundary – a line or mark that indicates the extent of something; border
- 2. Passport – a document of identification required by law to be carried by persons traveling within a country; usually necessary for exit and reentry; requests protection while abroad
- 3. Currency – money; medium of exchange
- 4. Embassy – office of the diplomatic representatives
- 5. Prime minister – Canada's top official
- 6. Visa – an endorsement made on a passport by the proper authorities denoting that it has been examined and that the bearer may proceed

D. *Procedures/Activities*

- 1. Ask students if they have ever been to another country. Allow a few students to share their experiences.
- 2. It is likely that some students will respond by talking about a trip to another state. At this time, pull down the wall map of the world and ask students to define country. Ask them, "What country do we live in?" (United States)
- 3. Teach students the song in Appendix B to help them with spatial sense. Identify your city, county, and state of residence and locate them on a map.
- 4. It might help students to visualize the relationship between city, county, state, country, and continent if you draw a picture. Draw a circle and label it with your city's name. Draw a larger concentric circle and label it with your county's name. Continue until you have drawn enough circles to include continent.
- 5. Ask students to identify the continent that they live on. Locate North America on the wall map and point to the United States.
- 6. Ask students to identify other countries in North America. (Mexico, Canada, etc.)
- 7. Tell students that they are all going to be taking a trip to Canada.
- 8. Assess students' background knowledge by asking what they already know about Canada.
- 9. Ask students to tell you where Canada is in relation to the United States. Prompt them to use the compass rose to do this.

10. Say, "You are right. Canada is our northern neighbor."
11. Point to Canada and ask students to tell you how they know where the United States ends and Canada begins when looking at a map.
12. Responses might include, "Canada is not divided into states or I just know the shape of the United States and it just goes up to here."
13. Point out that Canada and the United States each have borders, or outer edges of territory. Say, "Countries are separated on maps by boundary lines. Often the map key or legend distinguishes between state and international boundaries. It may indicate that a national or country boundary is a dash, then a dot, or it might just be a darker solid line."
14. Indicate that while we draw boundary lines on maps to help us visualize where territories begin and end, the line is just imaginary. Explain that one won't cross a line drawn in the sand when going from country to country.
15. We do however; often construct man-made boundaries or use objects in nature such as rivers as boundaries.
16. Say, "How many of you have a fence? A fence is an example of a man-made boundary."
17. Ask, "Why do you think your parents put up the fence?" (privacy, to keep people off our property, etc.)
18. Say, "Exactly. Boundaries are intended to indicate ownership and keep unwanted people out."
19. Say, "Borders, or boundaries, are like doors. Each country has the right to open its door, or close it, to whomever they wish."
20. Say, "Since countries have this right, there are strict requirements for traveling outside your country of residence. One must carry a passport."
21. Ask, "Does anyone know what a passport is?" Define passport.
22. Provide an authentic example for students to see. Read the statement from the Secretary of State inside.
23. Tell students that they will each have a passport that they will be making for their trip to Canada.
24. Explain that when passing from country to country, one must travel through customs. Remind students of their study of immigration in second grade. They may recall Ellis Island as a checkpoint for immigrants.
25. Ask students why they think a country would require one to pass through customs (to monitor entry of individuals, to prevent crime, to prevent the spread of disease, etc.).
26. Explain that as one passes through customs he obtains a visa. Define visa and show an example.
27. Pass out Appendix A and have students fill in the necessary information.
28. Tell them to affix their photo to the labeled area.
29. Pass out the construction paper and tell students to glue the passport to the construction paper. Once they have glued the passport information sheet down, they can fold the construction paper to create a booklet.
30. Say, "Another important task to think about before traveling to another country is currency exchange." Define currency as money. Say, "Many countries have different forms of currency. Most do accept U.S. currency, but they don't have to; therefore, some people will stop at the foreign currency exchange before boarding an international flight and exchange U.S. money for the money of the country they are traveling to."
31. Pass out sample currency for students to see. You can get Canadian currency at a foreign currency exchange located in any airport with international flights.

32. Say, "Canada's currency is also called the dollar. Bills come in 5, 10, 20, 50, and 100 denominations just like the US. They also have 5, 10, 25, and 100-cent coins. The dollar coin is called the Loonie." While showing an example, ask, "Why do you think they call it that?" (It has a picture of a loon on it.)
33. Say, "Do you know what a loon is? " Explain that a loon is a bird found in many parts of Canada. Say, "Loons nest in secluded lakes and bays, preferring remote places. As a result of this, the loon has become a symbol of Canada's wilderness."
34. Indicate that Canada, unlike the United States, has a two-dollar coin that is called the Toonie. It is called this because it is worth two loonies. State that the Toonie has a picture of a polar bear on it.
35. Ask students to infer how a polar bear might symbolize Canada. (symbol of Canada's northern wilderness)
36. Discuss the picture of the Queen of England on the dollar bill. Explain that although Canada is an independent country, the Queen (King) of England is still considered the "head of state." Say, "Canada maintains the Queen as a figurehead, meaning that her duties are mostly ceremonial. The top official of the Canadian government is the prime minister. He functions in much the same capacity as our president."
37. Tell students that the US has an embassy in most foreign countries. Explain that diplomatic representatives of the United States work there and provide assistance in the event of a crisis. State that it is always good to know the location of the US embassy in case of an emergency. Say, "Such an emergency might include an immediate evacuation due to conflict."
38. Finally, tell students that they will be keeping a learning log, which you will use to evaluate their learning throughout the unit of study.
39. Students can each make a learning log by folding a 12" x 18" sheet of white construction paper in half and stapling approximately three sheets of notebook paper inside.
40. Students should put the unit title on the cover and illustrate it throughout the study to reflect knowledge gained.
41. Pass out the rubric, Appendix C, and discuss expectations.
42. End the lesson by asking students to turn to the first page of their learning logs and write a paragraph explaining what a US citizen should have when traveling outside the United States. Provide students the following topic sentence: When traveling to a foreign country, it is important that you have the following items. Tell students that they need to not only tell you what is needed, but also why it is needed. If you are using the *Step Up to Writing* program, you might specify that students write an eight sentence accordion paragraph.

E. *Assessment/Evaluation*

1. Teacher observation of student participation during class discussion
2. Completion of student passport
3. Student learning log assessed by the rubric in Appendix C (ongoing assessment)
4. Question regarding Canada's top official on unit test

Lesson Two: Geography (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding of how maps help us locate and derive information about people, places, and environments.
2. Lesson Content

- a. Spatial Sense
 - i. Name your continent, country, and state.
 - ii. Understand that maps have keys or legends with symbols and their uses.
 - iii. Find directions on a map: east, west, north, and south.
 - iv. Identify major Oceans: Pacific, Atlantic, and Arctic.
 - v. Locate Canada and the United States.
 - b. Canada
 - i. Locate in relation to United States
 - ii. Rocky Mountains
 - iii. Hudson Bay and St. Lawrence River
 - iv. Divided into provinces
 - v. Major cities, including Montreal, Quebec, Toronto
 - vi. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario
 - c. Important Rivers of the World
 - i. North America: Mackenzie and Yukon
3. Skill Objective(s)
 - a. Students will identify the ten provinces and three territories of Canada.
 - b. Students will label specific land and water features on a map of North America.
 - c. Students will use a map key/legend and compass rose to read and locate items on a map.

B. *Materials*

1. A copy of the Canadian map, Appendix D
2. A bulletin board display or transparency featuring a map of Canada
3. Overhead if using a transparency
4. Colored pencils
5. Chart paper or poster with the poem “Together We Are Canada” written out
6. A large map of the United States for student reference
7. Globe for locating oceans
8. A copy of the rubric in Appendix E for each student
9. Map of Canada’s provinces, p. 2 in Pearson text, for student reference

C. *Key Vocabulary*

1. Province – a division of a country
2. Territory – a geographical area belonging to or under the jurisdiction of a government authority

D. *Procedures/Activities*

1. Say, “Canada is the second largest country in the world, after Russia.”
2. Tell students that when they cross the U.S./Canadian border, the first thing they should notice is that while the United States is divided into states, Canada is divided into provinces and territories. Say, “Canada is made up of 10 provinces and three territories.”
3. Say, “Let’s look at a map of Canada.” Turn on the overhead, or refer to the bulletin board map.
4. Once more, identify the national boundary between Canada and the United States. Point out that although Alaska looks like it is part of Canada, the international boundary line for Canada indicates that it is not. It is a state belonging to the U.S.
5. Review the location of the Atlantic, Arctic, and Pacific Oceans. Note that the oceans are not labeled on the map in the Pearson text.

6. Introduce students to the provinces and territories using the poem “ Together We Are Canada.” Locate each on the map as it is introduced in the poem.
7. Explain to students the difference between a province and territory. Tell them that the Canadian Constitution dictates the powers of provinces and provinces have their own government and get to vote on changes to the constitution. Say, “On the other hand, territories are created by Federal Law. They have representation in the federal government, but do not have provincial governments and do not get to vote on changes to the constitution.”
8. Ask if anyone knows the national capital of Canada (Ottawa). If no one responds, prompt students to use the map key to help locate it on the map. Point out that the symbol for a national capital is usually a circle with a star in the middle.
9. Tell students that just as we in the United States have state capitals, Canada’s provinces and territories also have capital cities. Say, “What is the capital of our state?” (Denver)
10. Say, “We know this because we live here, but how would someone from Germany reading a U.S. map know the capital of Colorado is Denver?” (key; black star)
11. Prompt students to use the map key to locate the symbol for provincial/territorial capitals. Point out that most maps use a star to represent capital cities.
12. Ask students to indicate the symbol for other cities on the map (a black dot).
13. Locate Montreal, Calgary, and Vancouver.
14. Ask students if they know anything about the Great Lakes. Locate the Great Lakes and explain to student that the Great Lakes are five lakes located between Canada and the United States. Identify each.
15. Tell students that there are also some very important rivers in Canada. Locate the St. Lawrence River and tell students that the St. Lawrence River is important because it flows from the Atlantic Ocean into Lake Ontario. Say, “In the late 1600’s its discovery opened up the northwest for trade and further colonization. Today, it is the beginning of the Great St. Lawrence Seaway, the largest inland waterway in the world, which connects the Great Lakes and allows for large ships to transport goods to and from Canada and the United States. “
16. Locate Hudson Bay. Tell students that Hudson Bay is named after its founder, Henry Hudson, an English explorer.
17. Locate the Yukon and Mackenzie Rivers. State that the Mackenzie River is the longest river in Canada and the twelfth longest river in the world. Say, “It is named after Alexander Mackenzie, the first European explorer to cross the entire land- mass that is now Canada. It flows north from the Rocky Mountains to the Arctic Ocean.”
18. Finally, point out that the Rocky Mountains, which extend through much of the United States, continue into Canada. Locate the Rocky Mountains.
19. Tell students that they will be labeling a map of Canada, which will be evaluated using the rubric in Appendix E.
20. Pass out the rubric and discuss expectations.
21. Make a list of the items that students should label on the board.
 - a. 10 Provinces
 - b. Three Territories
 - c. National capital, Ottawa
 - d. Montreal, Calgary, Toronto, and Vancouver
 - e. St. Lawrence River
 - f. Mackenzie and Yukon Rivers

- g. Rocky Mountains
 - h. Atlantic, Pacific, and Arctic Oceans
 - i. United States
 - j. Alaska
 - k. Great Lakes: Superior, Michigan, Huron, Erie, and Ontario
22. Inform students that they should use their colored pencils to color their map. Tell them that blue should be used only for water. Have them color each province and territory a different color. Dark and light shades of one color can be used if there are not enough colors available.
 23. Pass out copies of the map in Appendix D.
 24. Leave the overhead projector on for student reference. There is also a Canadian provincial/territorial map, which contains all the above items except the Rocky Mountains and Great Lakes, located on pg. 2 of *Pearson History and Geography*.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion
 2. Student maps assessed using the rubric in Appendix E

Lesson Three: History (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 2. Lesson Content
 - a. Canada
 - i. French and British heritage, French-speaking Quebec
 - ii. Divided into provinces
 3. Skill Objective(s)
 - a. Students will identify symbols of Canada and explain their significance.
 - b. Students will review U.S. symbols and their meaning.
 - c. Students will identify the two official languages of Canada.
 - d. Students will compare and contrast Canadian history, government, and culture with that of the United States.
- B. *Materials*
1. A copy of the discussion questions in Appendix F for each student
 2. The answer key provided in Appendix G
 3. Pearson text for each student
 4. Sample Canadian flag
 5. United States flag for student reference
 6. Chart paper with “The Star-Spangled Banner” written out
 7. Chart paper with “O Canada!” written out
 8. Computer with Internet access and speakers
 9. Student learning logs
 10. Crayons and/or colored pencils
- C. *Key Vocabulary*
1. Colony – land that is settled far from the country that governs it
 2. Republic – government in which people vote for their leaders
- D. *Procedures/Activities*

1. Explain to students that to better understand Canadian culture and government, it is helpful to study Canadian history. Say, “The events that occurred many hundreds of years ago still influence life in Canada today.”
2. Pass out the Pearson texts and instruct students to turn to page 7. Have students read pp. 7-11 with a partner.
3. Provide students with a copy of the discussion questions, Appendix F, to answer as they read.
4. Discuss the Venn diagram. Explain that the overlapping sections of the circle represent the things that both the United States and Canada have in common.
5. Ask students to tell you what a colony is. Define colony and direct students to look for this word throughout their reading.
6. Move around the room monitoring and assisting students as needed.
7. Once everyone has had the opportunity to read and complete the discussion questions, bring the group together to discuss the answers.
8. Refer to the key provided in Appendix G.
9. Say, “Based on what you learned about Canadian history, what do you think are the two official languages of Canada?” (English and French). Explain that most people in Quebec, formerly New France, speak French; therefore, French is the official language of Quebec.
10. Point out that students learned about two of Canada’s symbols from their reading. Ask, “What do I mean when I say a symbol of Canada?” (represents Canada). Ask students to name some symbols of the United States (bald eagle, flag, Statue of Liberty, Liberty Bell, White House, Uncle Sam, etc.).
11. Ask students to identify the Canadian symbols mentioned in the text (Royal Canadian Mounted Police and beaver). Ask, “Based on your reading, why do you think the beaver is considered a symbol?” (the beaver was a profitable resource that lured more people to Canada). Say, “What do you think the Royal Canadian Mounted Police symbolize?” (heroism and bravery).
12. Tell students that as they discovered from their reading, Canada and the United States have much in common. Say, “Just as the United States has a flag, so does Canada. The flag’s design, like that of the United States reflects the country’s history.”
13. Review the U.S. flag as a symbol and discuss the meaning of its design. (thirteen alternating red and white stripes representing the original 13 colonies; fifty stars representing the 50 states; red signifying bravery; white signifying purity and innocence, and blue signifying vigilance, perseverance, and justice)
14. Point out that the Canadian flag has red on the corners and white in the middle with an 11-point maple leaf in the center. The Canadian flag is the border for all the pages in the unit on Canada in the Pearson text if you wish to have students turn to it for reference. Otherwise, you may wish to have a picture for student reference. This can also be included as a part of the unit bulletin board.
15. Explain that the red and white colors represent France and England. The maple leaf symbolizes Canada’s wilderness. The maple tree is also Canada’s national tree. The maple leaf is red, because maple leaves turn red in the fall.
16. Ask students to name the national anthem of the United States (“The Star-Spangled Banner”).
17. Sing the anthem and discuss its meaning (the anthem was originally written by Francis Scott Key, who had been captured by the British in the War of 1812, as a poem. On September 13, 1814, Key peered through clearing smoke to see an enormous American flag flying proudly after a 25-hour British bombardment of Fort McHenry).

18. State that an anthem is also a symbol of a country. It represents the pride that the citizens of the country share. Say, “Does anyone know the national anthem of Canada?” (“O Canada!”)
 19. Allow students to listen to “O Canada!” Students can refer to the words on chart paper.
 20. End the lesson by asking students to get out their learning logs. Ask them to name two symbols of Canada and explain their historical significance. Have them illustrate the cover of their learning log with the symbols they learned about in the lesson.
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion
 2. Student completion of discussion questions
 3. Assessment of learning log using the rubric in Appendix C
 4. Question regarding the official languages of Canada included on the unit test

Lesson Four: Regions and Resources (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding of how maps help us locate and derive information about people, places, and environments.
 - b. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - c. Students will recognize the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.
 2. Lesson Content
 - a. Spatial Sense
 - i. Understand that maps have keys or legends with symbols and their uses.
 - ii. Find directions on a map: east, west, north, and south.
 - b. Canada
 - i. Divided into provinces
 3. Skill Objective(s)
 - a. Students will identify characteristics of the lifestyles of peoples who live in particular regions.
 - b. Students will identify the ten provinces and three territories of Canada.
 - c. Students will identify major economic resources and activities in Canada
 - e. Students will use a map key/legend and compass rose to read and locate items on a map.
- B. *Materials*
1. Colored transparency of the map of Canada’s regions found at <http://www.canadainfolink.ca/physical.htm#REGIONS>
 2. Overhead projector
 3. Pages 6-7 of *Canada: The Land*, by Bobbie Kalman
 4. Student maps from Lesson Two
 5. A copy of Appendix H, Canadian Resource Map Background Information
 6. An enlarged copy (bulletin board size) of the student map in Appendix D (use a overhead to project an image of the map onto butcher paper and trace it)

7. A copy of each of the books from the *Hello Canada* series published by Lerner Publications Company listed in the Resource section of this document for students to reference sample resource maps
 8. A copy of the Collaborative Rubric, Appendix I, for each student
 9. Multiple 4" x 4" squares of white paper for each group (refer to the background information for the number needed for each resource)
 10. Crayons, markers, or map pencils
 11. Scissors and glue sticks
- C. *Key Vocabulary*
1. Region – a broad geographical area distinguished by similar features
 2. Resource – supply of something
 3. Natural resource – supply of materials that come from nature
 4. Man-made resources – products made from natural and other materials
 5. Manufacturing – the production of goods
 6. Economic activity – activity like manufacturing, mining, and farming that generates money
 7. Resource map – shows the distribution of resources for an area

D. *Procedures/Activities*

Day One

1. Explain to students that there are many different types of maps and each type provides different information about its subject.
2. Turn on the overhead and show students the map of Canada's regions.
3. Define region.
4. Discuss the symbols used to represent each region.
5. Ask students to refer to their map of Canada (from Lesson Two) and ask them the following questions. "What region is Ontario located in? (The Near North). Read from about the Near North (Canadian Shield) in *Canada: The Land* pp. 6-7.
6. Say, "What provinces or territories have mountains and valleys?" (British Columbia, Yukon, and a small part of the Northwest Territories). Again, read a description of the region from Bobbie Kalman's book, *Canada: The Land*.
7. Ask students, "Alberta and Saskatchewan are located in what region?" (The Prairies). Read about the prairie (The Great Plains) region.
8. Ask students to identify the territories located in the Far North (a small part of Yukon, Northwest, and Nunavut). Read aloud a description of the Far North (Arctic Region) from page 7. Ask students to think back to the lesson on Canadian history and tell you about the people that inhabit the Far North (Inuit; make igloos when away from home, hunt seals, walruses, whales and polar bear, and use dogsleds).
9. Ask students to describe how the life of the Inuit people is different than that of people living in other regions of Canada (no farming because of freezing climate and tundra; cold temperatures would mean different clothing; ice and tundra would require different forms of transportation; food supply limited). Tell students that none of Nunavut's twenty-eight towns has a road connecting it to the rest of Canada, and the entire territory has only 12 miles of highway. Ask, "What would this mean for people living in the area?" (isolation and a need for self-sufficiency).
10. Inform students that knowing about the land and climate of an area can help us better understand what resources the region has to offer. Ask, "What is a resource?" Define resource.
11. Tell students that they are going to work together to create a class resource map of Canada. Define resource map. Look at examples of resource maps in the

books published by Lerner Publications Company listed in the Resource section of this document.

12. Say, "Before we begin, we need to talk about two different kinds of resources. There are natural resources and man-made resources." Ask students to distinguish between the two. Give examples. (Lumber is a natural resource while paper is a man-made resource made from wood and other materials.)
13. Make a list of Canada's resources and discuss the meaning of each, especially mining, manufacturing, and lumber.
14. Remind students that a map has symbols and the symbols are explained in the key.
15. Tell students that in order to make a resource map, they must first decide on the symbols to represent each resource.
16. Put students in groups of two-three and assign each group a resource.
17. Explain that their job is to create a symbol for the resource and give them a certain number (refer to Appendix H), including one for the map key/legend to color and cut out. Guide students as needed.
18. Pass out the Collaborative Rubric and discuss expectations for assessment.

Day Two

1. Review the definitions of man-made and natural resources. Refer to the list of Canada's resources and classify each.
 2. Before students begin work on their resource symbols, introduce intermediate directions. Label the intermediate directions on the compass rose and play a form of Simon Says, practicing using primary and intermediate directions. Students should face the stated direction as directed.
 3. Students should work cooperatively in their groups to complete the task at hand.
 4. You can give each group the locations of their resources and have them affix the symbol to the map in the proper location, or you may choose to call each group to the map individually and have them follow your directions to affix their resource. Either way, students will get the opportunity to practice using primary and intermediate directions.
 5. Once each group has placed their resource on the map, discuss the map.
 6. Say, "Over one half of Canada's wheat is grown in Saskatchewan. Based on what you learned about the region where Saskatchewan is located, why do you think it is a good place to grow wheat?" (it is a prairie region; it's flat).
 7. Ask, "Why do you think southern Ontario is home to so many different manufacturing plants?" (location to St. Lawrence Seaway).
 8. Ask, "Why isn't there any grains or fruit grown and ranching and dairy farming done in northern Canada?" (cold, barren tundra).
 9. Finally, say, "Canada is a major supplier of oil to the United States. What parts of Canada supply oil and gas?" (west/northwest).
- E. *Assessment/Evaluation*
1. Teacher observation of student participation in class discussion
 2. Individual contributions, time on task, and cooperation to be assessed using the Collaborative Rubric in Appendix I

Lesson Five: Population (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an understanding of how maps help us locate and derive information about people, places, and environments.

- b. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
- 2. Lesson Content
 - a. Spatial Sense
 - i. Understand that maps have keys or legends with symbols and their uses.
 - ii. Find directions on a map: east, west, north, and south.
 - b. Canada
 - i. Divided into provinces
- 3. Skill Objective(s)
 - a. Students will use a map to describe and explain population densities in parts of Canada.
 - b. Students will explain why some regions are populated by many people, and others-by few, or none.
 - c. Students will use a map key/legend and compass rose to read and locate items on a map.

B. *Materials*

1. A copy of Appendix J, Canada's Population, for each student
2. A transparency of the Canadian population map questions in Appendix K
3. Overhead
4. Question key, Appendix L
5. Student maps from Lesson Two
6. U.S. map

C. *Key Vocabulary*

1. Population – the number of people living in a particular area

D. *Procedures/Activities*

1. Pass out the map in Appendix J.
2. Tell students that while Canada is geographically considered the second largest country, its population is less than that of the state of California. Locate California on a U.S. map. Say, "Canada has 30,491,000 people compared to California's 33,871,000 people."
3. Ask students to tell you what kind of map they have in front of them (population map). Prompt them to refer to the title if they have difficulty.
4. Ask, "What do you think this map tells us about Canada?" (how many people live in each area of Canada).
5. Define population if necessary.
6. Say, "Let's look at this map and see what new things we can learn about Canada."
7. Direct students to first look at the key and the symbols provided. Go over the meaning of each symbol.
8. Have students take out the map they labeled in Lesson Two. They will need to refer to it, as the population map doesn't have the provinces and territories labeled.
9. Ask students, "How many provinces have a population greater than 1,000,000 people?" (5). Ask them to name the provinces (Manitoba, British Columbia, Saskatchewan, Ontario, and Quebec).
10. Ask, "What is the population of Nova Scotia?" (between 500,000 and 1,000,000).
11. Ask students to tell you where most Canadians live (Quebec and Ontario). Ask them to speculate as to why this is so based on what they learned about Canada's

regions and resources in the previous lesson (fertile farmland, wealth of natural resources, and industry).

12. Pass out the map questions in Appendix K, or use an overhead transparency and have students record their answers on notebook paper.
13. Have students complete the questions and grade them together in class.

E. *Assessment/Evaluation*

1. Teacher observation of student participation in class discussion
2. Student completion of map questions, Appendix K

Lessons Six: Provinces and Territories (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will gain an understanding of how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
2. Lesson Content
 - a. Canada
 - i. Divided into provinces
3. Skill Objective(s)
 - a. Students will use a variety of resources to research a specific province or territory.
 - b. Students will identify symbols of Canada and explain their significance.

B. *Materials*

1. A copy of Appendix M, Guess the Covered Province/Territory Student Checklist, for each student
2. Crayons , markers, and/or colored pencils
3. Various titles listed in the Resource section of this document for researching the provinces and territories
4. Internet access for student research
5. Glue
6. Two (2) 12” x 18” sheets of black construction paper for each group
7. Three (3) 4” x 6” blank, white index cards for each group
8. A container of some kind containing strips of folded paper with the names of all of Canada’s provinces and territories, except Nunavut, written on them
9. White board and marker or paper and pencil for each student (Day Three only)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

Day One

1. Tell students that since there are so many provinces and territories to be explored that it will be necessary for them to break into touring groups of two if they are to experience all of Canada in this trip.
2. Allow students to choose a partner, or assign partners based on need.
3. Have each group select a province or territory from the container. The province/territory that they select will be the one they are responsible for educating the other students about.
4. Inform students that they are going to play a game called Guess the Covered Province or Territory. Explain that they will be giving their classmates picture clues or symbols of their province/territory and the rest of the class will have to guess the mystery province/territory.

5. Show an example for the territory of Nunavut. Make the example using clip art or original illustrations. Glue the top one-inch of the two 12 inch sides of the construction paper together. Flip back the top piece of paper and glue the three index cards onto the second sheet, leaving about one inch between each card. Fold the top piece of paper into three sections (hamburger) so that pictures can be revealed consecutively beginning at the bottom. The bottom picture should be the least obvious clue and the top the most obvious.
6. Explain to students that they will only be giving three clues and the clues must begin with the least obvious and move to the most obvious.
7. Begin with your first clue (a picture of a seal or walrus). Ask students if they have any idea. Solicit guesses. Encourage students to justify their responses.
8. Reveal your second clue (a picture of a kayak or dogsled). Again, solicit student responses.
9. Finally, give the last clue (an igloo). Students should guess Nunavut.
10. Pass out Appendix M and discuss how students will be responsible for completing a checklist once they have completed the assignment.
11. Pass out the necessary materials and demonstrate the process for making the covered clue sheet.
12. Have students begin researching their territory/province.

Day Two

1. Students should continue and complete research and illustration of their provincial/territorial clues.
2. Students should complete their individual checklists.

Day Three

1. Prepare to play Guess the Covered Province/Territory.
2. Pass out a white board and marker or ask students to get out paper and pencil.
3. Ask that each student number their boards or paper 1-3.
4. Explain that as each group reveals a clue to their province or territory, students are to record their guesses.
5. Allow each group the opportunity to share their clues. Have groups explain or justify their reasoning for choosing the clues they did. This will provide clarification where needed.
6. End the lesson by asking students to get out their learning logs. Ask them to write a paragraph using the following prompt: Where would you live if you could live anywhere in Canada and why?
7. Tell students to provide details and explanations. If you are using *Step-Up to Writing*, you may wish to request students write an eight sentence accordion paragraph.
8. Collect students' learning logs.

E. *Assessment/Evaluation*

1. Teacher observation of student participation during group activity and game
2. Student completion of an individual checklist evaluating whether or not they followed directions and cooperated during the group activity
3. Learning log assessed using the rubric in Appendix C

VI. CULMINATING ACTIVITY

- A. Canada Unit Test, Appendix N
- B. Canada on Parade: Students will work in cooperative groups to create banners and floats depicting what they learned about Canada. This might include provincial/territorial floats and flags along with students dressed as the Queen of England, Inuits, or Royal

Canadian Mounted Police. Students can then parade through other classrooms in the school, educating students about Canada.

VII. HANDOUTS/WORKSHEETS

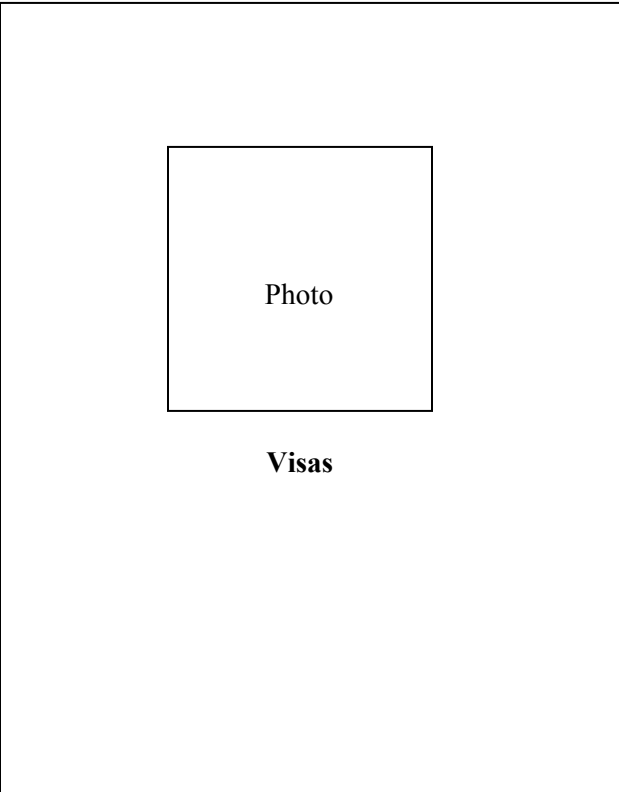
- A. Appendix A: Student Passport
- B. Appendix B: Spatial Sense Song
- C. Appendix C: Learning Log Rubric
- D. Appendix D: Student Map of Canada
- E. Appendix E: Canadian Map Rubric
- F. Appendix F: Discussion Questions for Pearson Text
- G. Appendix G: Discussion Questions Key
- H. Appendix H: Canadian Resource Map Background Information
- I. Appendix I: Collaborative Rubric
- J. Appendix J: Canada's Population
- K. Appendix K: Population Map Questions
- L. Appendix L: Population Map Key
- M. Appendix M: Guess the Covered Province/Territory Student Checklist
- N. Appendix N: Canada Unit Test
- O. Appendix O: Canada Unit Test Key

VIII. BIBLIOGRAPHY

- A. "Another Regions Map," *Teaching and Learning About Canada* [On-line]. Available URL: <http://www.canadainfolink.ca/physical.htm#REGIONS>.
- B. Barnes, M. *Ontario*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2754-5.
- C. Bennett, M. *Teaching and Learning About Canada* [On-line]. Available URL: <http://www.canadainfolink.ca/teach.htm>, 1996.
- D. Bowers, V. *British Columbia*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-82255-2755-3.
- E. Campbell, K. *New Brunswick*. Minneapolis, Minnesota: Lerner Publications Company, 1996. 08225-2764-2.
- F. "Canada's National Anthem," *DLTK's Crafts for Kids* [On-line]. Available URL: <http://www.dltk-kids.com/canada/anthem.htm>
- G. "Canadian Symbols," *Parkside: A Provincial Heritage Site* [On-line]. Available URL: <http://www.edu.pe.ca/parkside/graphics.htm>
- H. Gibbon, G. *The Great St. Lawrence Seaway*. New York, New York: Morrow Junior Books, 1992. 0-688-06984-3.
- I. Hirsch, E.D. Jr. *Pearson Learning and Core Knowledge: History and Geography*. Parsippany, New Jersey: Pearson Education, Inc., 2002. 0-7690-5024-7.
- J. Hirsch, E.D. Jr. *Canada Today Teacher Guide, Pearson Learning and Core Knowledge: History and Geography*. Parsippany, New Jersey: Pearson Education Inc., 2002. 0-7690-5055-7.
- K. Jackson, L. *Newfoundland and Labrador*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2757-X.
- L. Kalman, B. *Canada: The Land*. New York, New York: Crabtree Publishing Company, 2002. 0-07787-9726-0.
- M. Rogers, B. and Rogers, S. *Canada: Enchantment of the World*. New York: Children's Press, 2000. 0-516-21076-9.
- N. "Songs and Oaths: The Star-Spangled Banner," *Ben's Guide to U.S. Government for Kids* [On-line]. Available URL: <http://bensguide.gpo.gov/3-5/symbols/anthem.html>

- O. “Symbols of the U.S. Government: The Flag,” *Ben’s Guide to U.S. Government for Kids* [On-line]. Available URL: <http://bensguide.gpo.gov/3-5/symbols/flag.html>
- P. “Together We Are Canada!,” *DLTK’s Crafts for Kids* [On-line]. Available URL: <http://www.dltk-kids.com/canada/poemprint.htm>
- Q. “What’s the Difference Between a Province and a Territory?,” *KidZone Geography* [On-line]. Available URL: <http://www.kidzone.ws/geography/constitution.htm>
- R. Yates, S. *Alberta*. Minneapolis, Minnesota: Lerner Publications Company, 1995. 0-8225-2763-4.
- S. Yates, S. *Manitoba*. Minneapolis, Minnesota: Lerner Publications Company, 1996. 0-8225-2756-1.

**Appendix A
Student Passport**

Name	
Birth Date Birthplace	
Height	
Hair Eyes	
Issue Date	
Expiration Date	
Signature of Bearer	

Appendix B¹
Spatial Sense Song

We live in a house in a neighborhood,
The neighborhood's part of the city.

The city's in the county,
And the county's in the state,
Part of the USA.

The USA is a good 'ole place,
But it's still just a part of a continent.

The continent of North America,
Part of the planet Earth.

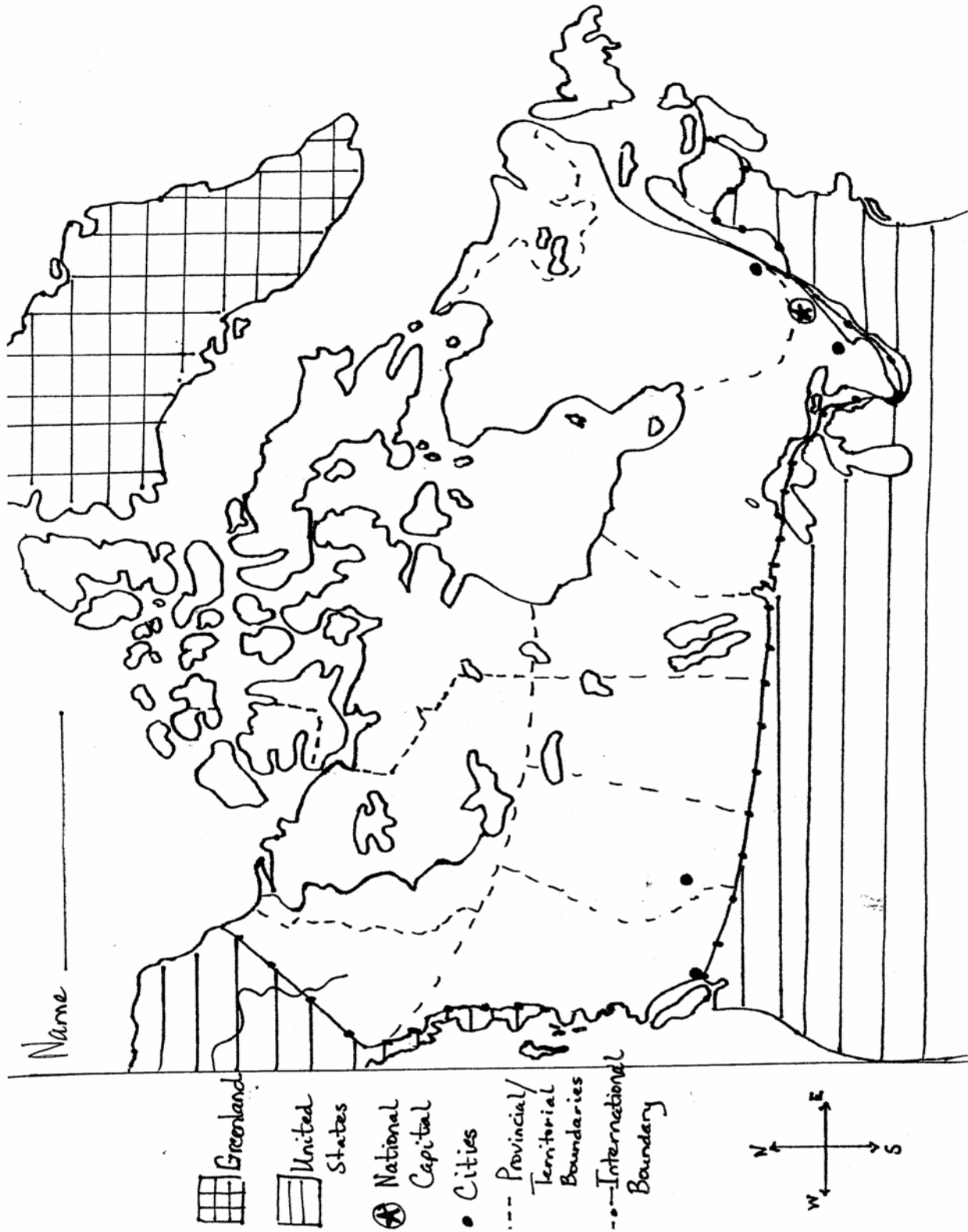
¹ Adapted from a song sung by Greg and Steve.

Appendix C Learning Log Rubric

Student Name _____

CATEGORY	Advanced	Proficient	Developing	Beginning
Content	<input type="checkbox"/> Thorough writing <input type="checkbox"/> On topic <input type="checkbox"/> Includes clear, complete examples to support opinions <input type="checkbox"/> Demonstrates a clear understanding of concepts covered	<input type="checkbox"/> Adequate writing <input type="checkbox"/> On topic <input type="checkbox"/> Includes sufficient examples to support opinions <input type="checkbox"/> Demonstrates understanding of concepts covered	<input type="checkbox"/> Some writing <input type="checkbox"/> Mostly on topic <input type="checkbox"/> Includes occasional incomplete or unclear examples to support opinions <input type="checkbox"/> Demonstrates some understanding of concepts covered	<input type="checkbox"/> Little writing <input type="checkbox"/> Not on topic <input type="checkbox"/> No examples to support opinions <input type="checkbox"/> Demonstrates little understanding of concepts covered
Organization		<input type="checkbox"/> Paragraph development <input type="checkbox"/> Consistently uses transitions	<input type="checkbox"/> Some paragraph development <input type="checkbox"/> Uses some transitions	<input type="checkbox"/> No paragraph development <input type="checkbox"/> Uses no transitions
Conventions	<input type="checkbox"/> No errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Few errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Several errors in capitalization, punctuation, and spelling	<input type="checkbox"/> Errors in capitalization, punctuation, and spelling interfere with meaning
Style		<input type="checkbox"/> Sentences are well constructed	<input type="checkbox"/> Most sentences are well constructed	<input type="checkbox"/> Incomplete or run-on sentences interfere with comprehension
Illustrations		<input type="checkbox"/> Detailed, attractive, and creative	<input type="checkbox"/> Somewhat detailed, and attractive	<input type="checkbox"/> No illustrations

Appendix D
Student Map of Canada



**Appendix E
Canadian Map Rubric**

Student Name _____

CATEGORY	4 points	3 points	2 points	1 point
Accuracy	At least 90% of the items are labeled correctly.	80-89% of the items are labeled correctly.	79-70% of the items are labeled correctly.	Less than 70% of the items are labeled correctly.
Neatness	90-100% of the labels can be read easily.	89-80% of the labels can be read easily.	79-70% of the labels can be read easily.	Less than 70% of the labels can be read easily.
Spelling/Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and capitalized correctly.

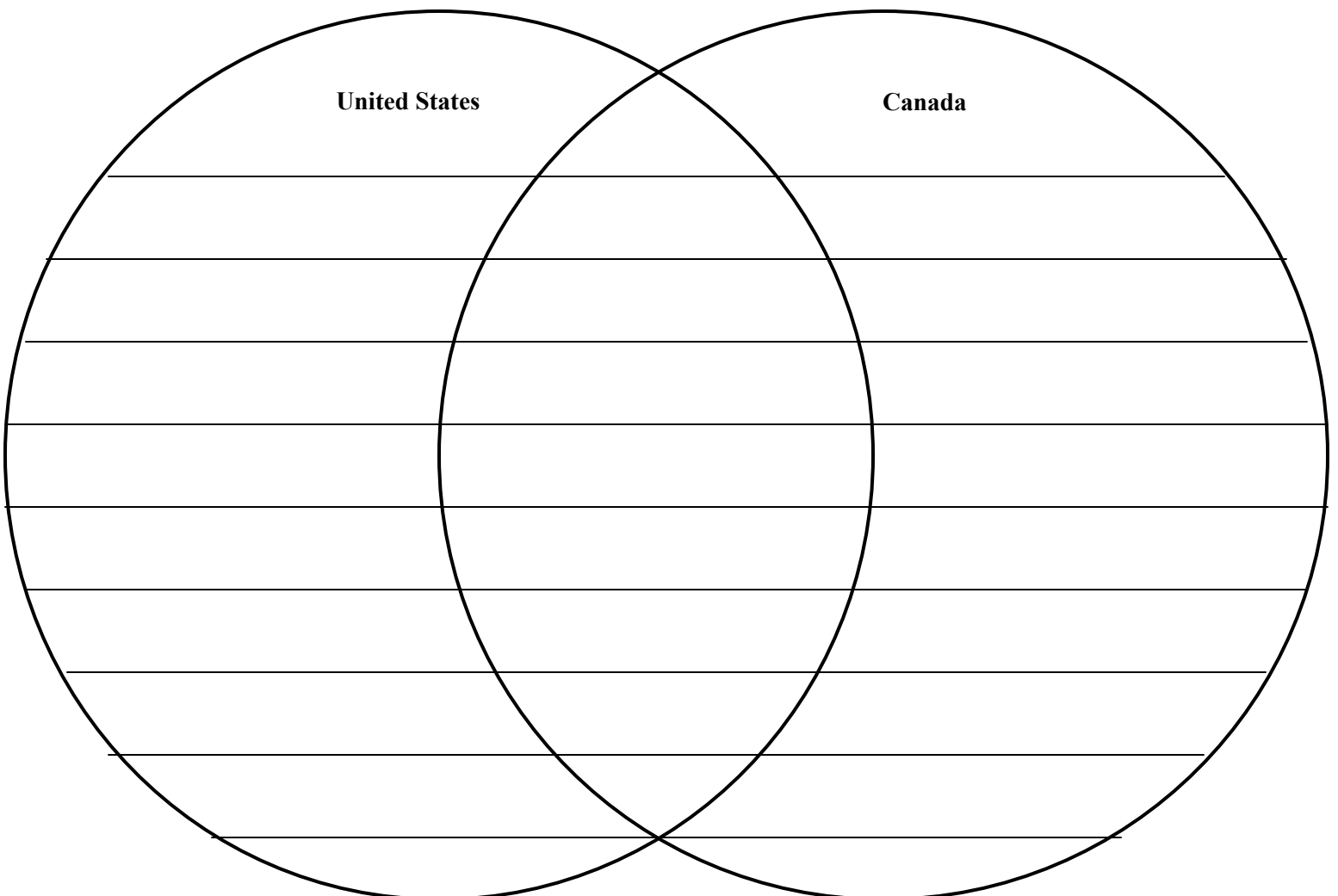
Beginning 0-3 points Developing 4-6 points Proficient 6-9 points Advanced 10-12 points

Appendix F
Discussion Questions for Pearson Text

1. Describe the natives of Canada using the information provided in the text.

2. Why did early Europeans come to Canada and what did they find once they arrived?

3. How are United States and Canada alike? How are they different? Use the information from the text to complete the Venn diagram below.



Appendix G Discussion Questions Key

1. Describe the natives of Canada using the information provided in the text.
- The Inuit inhabited the north, where it is cold and icy. They hunted, fished, used dogsleds for transportation, and built igloos when they were away from home.
 - Plains natives were nomadic, always traveling in search of the buffalo. They lived in tepees, and used fire, bows, and arrows for hunting.
 - Natives of the eastern coast hunted and farmed. They lived in big houses called longhouses. They were the natives the Europeans encountered in the 1500s.
 - On the western coast, natives used the wood that was prevalent to build wood houses and make totem poles.

2. Why did early Europeans come to Canada and what did they find once they arrived?

The first Europeans came to Canada in search of the rich spices, gold, and jewels of Asia. They found fish and beaver furs instead. It wasn't long before they discovered that the fish could be dried and sent back to Europe and beaver furs could be used to make hats. Both served to be very profitable items.

3. How are United States and Canada alike? How are they different? Use the information from the text to complete the Venn diagram below.

United States	Both	Canada
gained independence after rebelling against English rule	1. located on the continent of North America 2. English colonies 3. native peoples of the plains, eastern, and western coasts 4. native peoples that were often treated badly 5. republic in which the people vote for their leaders 6. made up of many different kinds of people	1. peacefully gained their independence from England 2. French colonies 3. Tories (people who wished to remain true to the King of England) 4. Royal Canadian Mounted Police 5. Inuit, natives of the north 6. north covered almost all year long with ice and snow

Appendix H

Canadian Resource Map Background Information

Dairy farms - area south of the Saint Lawrence River; area north of the Great Lakes; eastern New Brunswick; southeast of Edmonton, Alberta

Ranching - western Manitoba; western Saskatchewan, just southeast of Edmonton; southern and central British Columbia; Newfoundland; southern Alberta

Mining - central Manitoba (gold, copper, nickel and zinc); north of the Great Lakes (uranium, nickel, gold, and copper); near Regina in southern Saskatchewan (lead, silver, and zinc); north of Vancouver, British Columbia (iron, gold, and copper); near Yellowknife in the Northwest Territories (gold, lead, and zinc); New Brunswick and northern Nova Scotia (coal); northwestern Yukon Territories (gold and silver); central Quebec (copper and iron); southwestern Labrador (iron)
Canada is one of the world's largest producers of steel. Iron ore, the raw material used to make steel, is mined in Quebec, Labrador, and British Columbia.

Fruit - Annapolis Valley in Nova Scotia (apples); Okanagan Valley in southern British Columbia and the Niagra region in southern Ontario (apples, apricots, cherries, grapes, pears, peaches, and plums), Ontario (strawberries)

Potatoes - Prince Edward Island; northern New Brunswick, southwestern British Columbia

Grain (wheat and cereals) - southern Saskatchewan; area around Edmonton; area around Montreal and Ottawa
Saskatchewan produces more than half of Canada's wheat crop.

Lumber - western British Columbia; central Quebec; central Alberta

Oil/Gas - central Alberta; central Saskatchewan; northern Yukon Territories; northwestern British Columbia
Canada is a major supplier of oil to the United States.

Fishing - lakes in northern Manitoba plus Lakes Winnipeg, Manitoba, and Winnipegosis (pickerel, sauger, whitefish, and pike); Pacific Coast (salmon, herring roe or eggs, halibut, cod, sole, and shellfish such as oysters); Atlantic Coast (cod)

Furs - throughout Canada except parts of western British Columbia, northern Nunavut, northwestern Quebec, and northern Yukon Territories

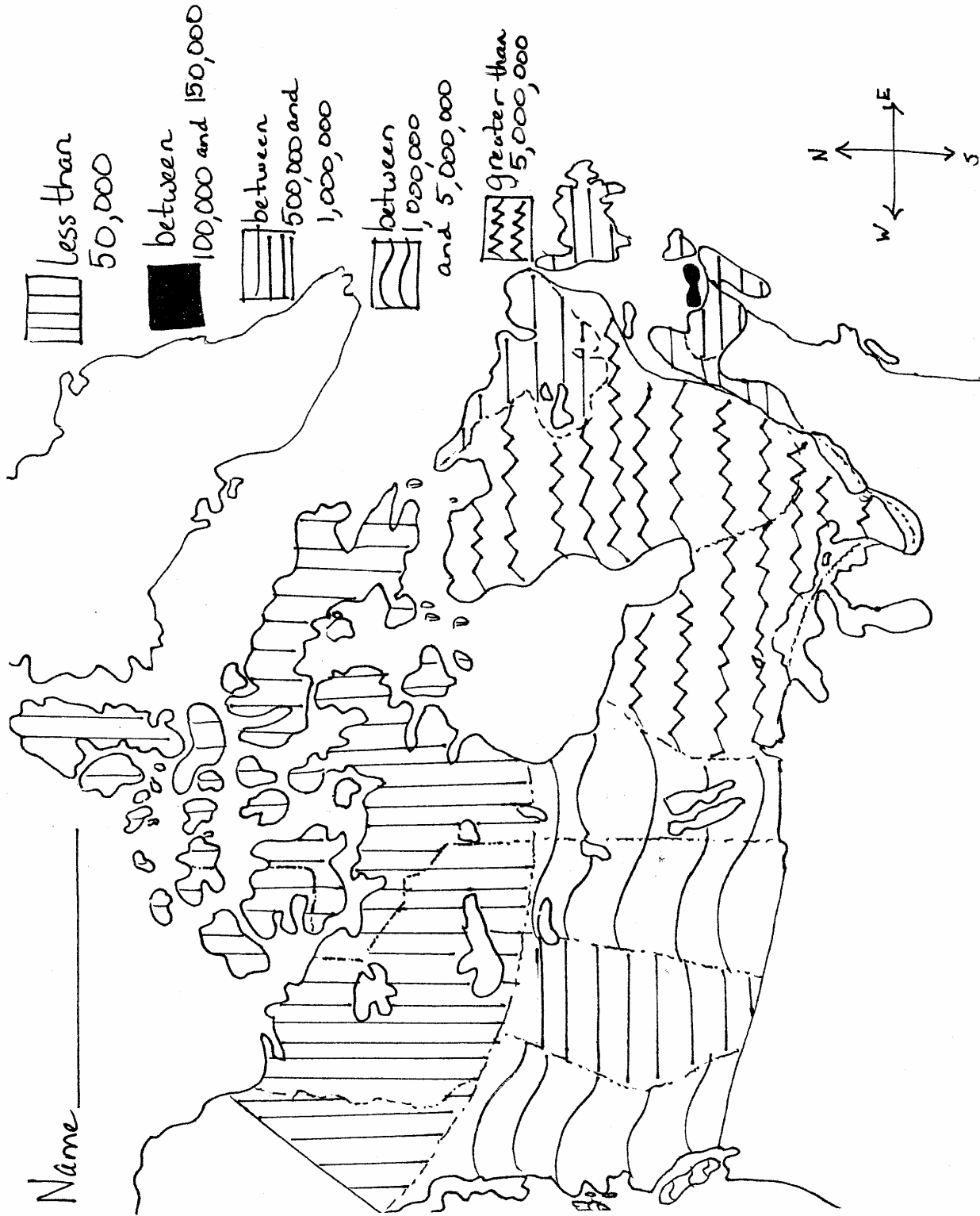
Manufacturing - Ontario (iron and steel manufacturing); British Columbia, Ontario, and Quebec (pulp and paper mills); Windsor, Ontario (automobile manufacturing)

Appendix I
Collaborative Rubric

Student Name _____

CATEGORY	Advanced	Proficient	Developing	Beginning
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a positive attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

Appendix J
Canada's Population



Appendix K
Population Map Questions

1. What areas have the smallest population?
2. Why do you think so few people live in the above-mentioned areas?
3. What is the population of Prince Edward Island?
4. Which provinces have a population between 1,000,000 and 5,000,000?
5. What is the population of Alberta?

Appendix L
Population Map Questions Key

1. What areas have the smallest population? *Nunavut, Yukon, and Northwest Territories*
2. Why do you think so few people live in the above-mentioned areas? *cold and ice*
3. What is the population of Prince Edward Island? *between 100,000 and 150,000*
4. Which provinces have a population between 1,000,000 and 5,000,000? *British Columbia, Saskatchewan, and Manitoba*
5. What is the population of Alberta? *between 5,000,000 and 1,000,000 people*

Appendix M
Guess the Covered Province/Territory Student Checklist

CATEGORY	RESPONSIBILITIES
Following Directions	<ul style="list-style-type: none"><input type="checkbox"/> I included three clues.<input type="checkbox"/> I put the clues in order from least obvious to most obvious.<input type="checkbox"/> I chose pictures that best represent my province or territory.<input type="checkbox"/> I finished all of the steps.<input type="checkbox"/> I cleaned up my mess when I was done.
Cooperation	<ul style="list-style-type: none"><input type="checkbox"/> I helped my partner.<input type="checkbox"/> I did not get bossy.<input type="checkbox"/> I didn't waste time.

Appendix N², page 1
Canada Unit Test

Name _____

A. Circle the best answer.

1. Which of the following is NOT a province?
 - a. Quebec
 - b. Nunavut
 - c. Ontario
 - d. Nova Scotia

2. What is the capital of Canada?
 - a. Montreal
 - b. Calgary
 - c. Ottawa
 - d. Edmonton

3. Who is the top official of Canada?
 - a. queen of Canada
 - b. prime minister
 - c. premier
 - d. president

4. Early European settlers found _____
to be sources of great wealth in Canada.
 - a. gold and spices
 - b. lumber and maple syrup
 - c. oil and gas
 - d. fish and beaver fur

5. Canada was once ruled by
 - a. England
 - b. Spain
 - c. the United States
 - d. Europe

6. Canada is our _____ neighbor.
 - a. northern
 - b. southern
 - c. eastern
 - d. western

B. Fill in the blank to complete each sentence.

7. _____ and _____ are the official languages of
Canada.

² Adapted from *Unit Assessment: Canada Today, Pearson Learning Core Knowledge History and Geography*

Appendix N³, page 2

8. Canada is divided into _____ and _____.
9. Canada is the _____ largest country in the world.
- C. Answer the following questions about Canada. Provide **at least three** examples for each question.
10. How is Canada like the United States?
11. How is Canada different from the United States?

³ Adapted from *Unit Assessment: Canada Today, Pearson Learning Core Knowledge History and Geography*

Appendix O⁴, page 1
Canada Unit Test Key

A. Circle the best answer.

1. Which of the following is NOT a province?
 - a. Quebec
 - b. **Nunavut**
 - c. Ontario
 - d. Nova Scotia

2. What is the capital of Canada?
 - a. Montreal
 - b. Calgary
 - c. **Ottawa**
 - d. Edmonton

3. Who is the top official of Canada?
 - a. queen of Canada
 - b. **prime minister**
 - c. premier
 - d. president

4. Early European settlers found _____
to be sources of great wealth in Canada.
 - a. gold and spices
 - b. lumber and maple syrup
 - c. oil and gas
 - d. **fish and beaver fur**

5. Canada was once ruled by
 - a. **England**
 - b. Spain
 - c. the United States
 - d. Europe

6. Canada is our _____ neighbor.
 - a. **northern**
 - b. southern
 - c. eastern
 - d. western

B. Fill in the blank to complete each sentence.

7. _____ French _____ and _____ English _____ are the official languages of Canada.

⁴ Adapted from *Unit Assessment: Canada Today, Pearson Learning Core Knowledge History and Geography*

Appendix O⁵, page 2

8. Canada is divided into _____ provinces _____ and _____ territories _____.

9. Canada is the _____ second _____ largest country in the world.

C. Answer the following questions about Canada. Provide **at least three** examples for each question.

10. How is Canada like the United States?

- Located on the continent of North America
- Once ruled by England; British colony
- Dollars and cents for currency
- Native peoples that were not treated fairly
- Multicultural
- Republics in which people vote for their leaders
- Independent countries
- Have a Constitution

11. How is Canada different from the United States?

- Divided into provinces and territories
- Loonie (different names for currency)
- French colony
- Prime minister
- Inuit (Eskimos)
- North is cold and barren
- Peacefully gained independence from England
- Royal Canadian Mounted Police

⁵ Adapted from *Unit Assessment: Canada Today, Pearson Learning Core Knowledge History and Geography*