



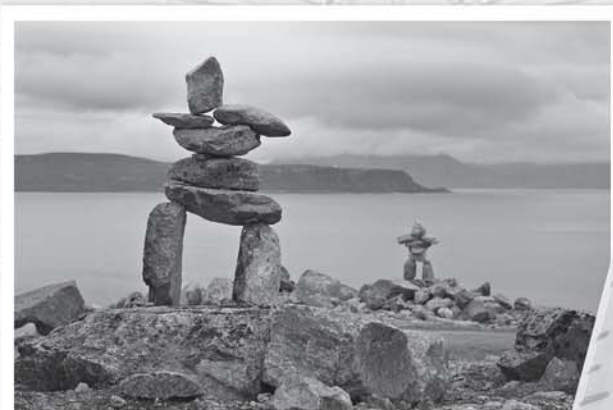
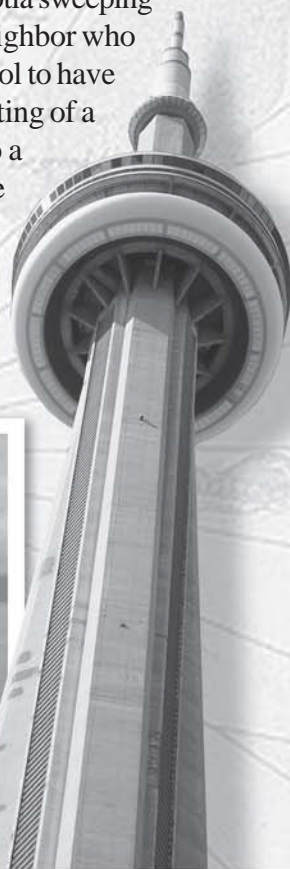
**T**he comparisons with the United States are frequent, however the differences and distinct personalities are exciting. Like the U.S., Canada is a very young country in comparison to the rest of the world. Like the U.S, it has a British heritage, but the French were there first and are one of the two founding nations. Both countries became new homes to the world's immigrants, creating an exciting display of culture and style. Both countries were also built on a foundation of First Nations people, those who originally inhabited their soils.

We not only share the world's longest unprotected border with our neighbor to the north, we also share many values, diversity, celebrations, and great pride and patriotism. We share concerns for other nations, and a willingness to extend a hand.

Our differences make our friendship all the more intriguing. Our bonds grow as we explore and appreciate their natural beauty of waterfalls, glaciers, abundant wildlife and breathtaking vistas. We're similar in size, however with a fraction of our population, they make us envious of their open spaces and relaxed attitudes.

Canada is so familiar, so safe... yet so fascinatingly. Who wouldn't be drawn by strolls throughout the ancient city of Quebec, hiking or biking in Alberta or British Columbia, breathing the fresh air of Nova Scotia sweeping in from the Atlantic, or setting sail from Prince Edward Island? How can you not envy a neighbor who furnishes ten times more breathing room and natural beauty per person than we do? How cool to have a neighbor with one city that boasts as many polar bears as residents. How great for the spotting of a caribou or a moose to be a common part of your national conscious rather than limited to a friend's Facebook post. Toronto, Montreal, Vancouver, Calgary... all of these cities hold the same intrigue as Camelot, and they are right next door!

Perhaps it seems that when you are so similar, yet so intrigued and enticed by each other's differences, you would want a closer bond of friendship with that next door neighbor. We as Americans probably don't know as much about Canada as we should. Who is the head of their government, what is their currency, what city is their capital? They should be more than our closest neighbor, they should be our closest friend. And friends need to really know each other. The Memphis in May International Festival is pleased to facilitate this introduction.





## INTRO

This guide is developed each year by the Memphis in May International Festival to provide a comprehensive educational review of its annual honored country. It is provided to elementary, middle and high school teachers as a teaching tool, offering activities and lesson plans to help students explore that country's history, culture, geography, politics and lifestyle. It also addresses teaching standards as directed by the Tennessee Department of Education. Memphis in May thanks those who have helped to make this guide a reality, including Shelby County Schools Administration.

### Special Thanks

Very special thanks to the Embassy of Canada, Washington, DC, for their help with this Curriculum Guide and the plans for the 2016 Memphis in May International Festival.

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## Acknowledgements

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*This Memphis in May International Festival Curriculum Guide, in its entirety, paying tribute to the 2016 honored country of Canada is available in PDF format for downloading and printing at the Memphis in May International Festival's web site at [www.memphisinmay.org](http://www.memphisinmay.org).*



The mission of the Memphis in May International Festival includes a strong commitment to student education. Since its origin in 1977, the festival has developed dozens of comprehensive Curriculum Guides honoring and exploring countries around the globe, and offering practical lesson plans, activities and worksheets addressing many teaching standards. Each year, Memphis in May is proud to distribute thousands of Curriculum Guides to all Shelby County and private schools in Memphis.

The 2016 Memphis in May International Festival Curriculum Guide honoring the country of Canada, and the Memphis in May Education Program are made possible by many generous supporters, and are made available to students and teachers throughout Shelby County and the greater Memphis area.



# Table of Contents



## INTRO

The Memphis in May International Festival, working hand-in-hand with Shelby County Schools, is proud to present this Curriculum Guide and to make it available to all Shelby County and private schools in Memphis.

**How to Use This Guide** - This guide is divided into four grade units to offer teachers educational tools for students. Each grade unit is designated by one of these icons, which represent various Canadian symbols (see page 30). Sections offer practical applications of important teaching standards, including Foreign Language, Math, Civics, History, Science, Social Studies, Art, and others. They incorporate various activities, worksheets, puzzles and research assignments and resources.



**Introductory Pages** - These pages include important information about the 2016 Curriculum Guide and an overview of Canada, with helpful information and activities for all grades, including history, famous Canadians, and more.

Pages  
**1-16**



**Kindergarten - 2nd Grade Unit** - It's a unit packed full of exciting (and educational) Canadian activities including Canadian folktales, animals, foreign languages, even monsters. Plenty of fun activities will help introduce your students to our neighbor to the north.

Pages  
**17-28**



**3rd - 5th Grade Unit** - Get ready to learn all kinds of great Canadian words, including things like symbols such as syrup, Mounties, inuksuk and Canuck. So learn about real men, stone men, fictional men, and more, as you follow this beaver to an exciting unit about the honored country of Canada.

Pages  
**29-42**



**6th - 8th Grade Unit** - In this unit, compare the population, land area and GDP of both Canada and the United States, compare the distances between Ottawa and Winnipeg, and take the time to learn about Canadian biomes, provinces, cities, cuisine and more.

Pages  
**43-56**



**9th - 12th Grade Unit** - Be the first to launch into a fun study of First Nations, the first Prime Ministers, famous Canadians, freedoms, festivals and more. These lesson plans give your students glimpses into the fascinating people of Canada and the way they celebrate and contribute to their society.

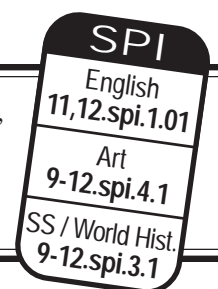
Pages  
**57-67**



**Information Pages** - Important information about the 2016 Memphis in May Education Program, including contests and opportunities for students, details of the festival's salute to the country of Canada, book and website resources, and answers to this guide's puzzles and activities.

Pages  
**68-72**

**INCLUDES CORRESPONDING SPI's & COMMON CORE** ... To assist teachers, activities throughout this guide are labeled with State Performance Indicator numbers and Common Core standards, as developed by the Tennessee Department of Education. Teachers are still encouraged to check guideline documents to assure that each corresponds with curriculum.





# The People & Country of Canada

## INTRO

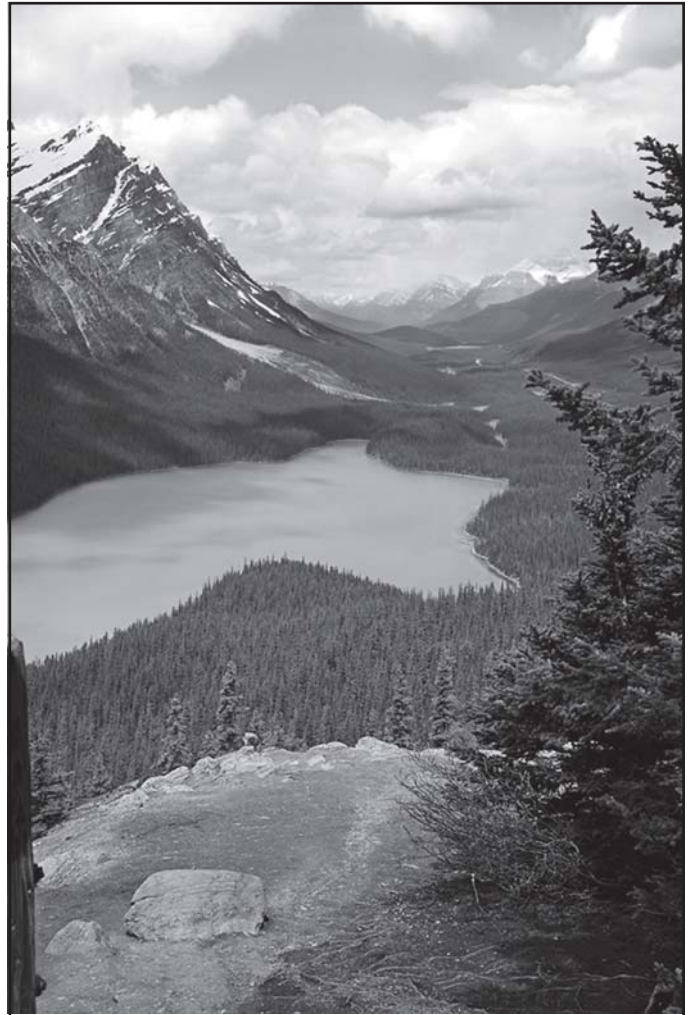
The name “Canada” originates from the St. Lawrence Iroquoian word “kanata,” meaning “village” or “settlement”. In 1535, indigenous inhabitants of the present-day Quebec City region used the word to direct French explorer Jacques Cartier to the village of Stadacona. Cartier later used the word Canada to refer not only to that particular village, but the entire area presided over by the village chief, Donnacona. By 1545, European books and maps had begun referring to this region as Canada.

In the 17th and early 18th centuries, “Canada” referred to the part of New France that lay along the St. Lawrence River. In 1791, the area became two British colonies called Upper Canada and Lower Canada collectively named The Canadas, until their union as the British Province of Canada in 1841. Upon Confederation in 1867, Canada was adopted as the legal name for the new country, and the word Dominion was conferred as the country’s title. The transition away from the use of Dominion was formally reflected in 1982 with the passage of the Canada Act, which refers only to Canada. Later that year, the national holiday was renamed from Dominion Day to Canada Day. The term “Dominion” is also used to distinguish the federal government from the provinces, though after the Second World War the term “federal” had replaced “dominion.”

Canada’s national symbols are influenced by natural, historical, and Aboriginal sources. The use of the maple leaf as a Canadian symbol dates to the early 18th century. The maple leaf is depicted prominently on Canada’s current and previous flags, on the penny, and on the Arms of Canada. Other prominent symbols include the beaver, Canada Goose, Common Loon, the Crown, the Royal Canadian Mounted Police, and more recently, the totem pole and Inuksuk.

## Geography

Canada is the world’s second largest country including all its rivers and lakes. It occupies most of the continent of North America, sharing land borders with the contiguous United States to the south (the longest border between two countries in the world) and the U.S. state of Alaska to the northwest. Canada has the longest coastline in the world, with a total length of 202,080 kilometers. It has a land mass of 9,970,610 square kilometers (compared to the United States, the world’s third largest country, at 9,629,091 square kilometers). It takes seven hours to fly from Halifax in the east of Canada to Vancouver in the west of Canada. It has six time zones, all at one hour intervals except in Newfoundland which is 30 minutes ahead of Atlantic Time. Its terrain varies greatly, with Canada having fifteen different ecozones, as well as five marine ecozones, each varying in temperature, rain accumulation, geological formation, altitude and biological populations (see pages 52-55).



Glacier fed Peyto Lake at Banff National Park

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# The People & Country of Canada *(cont.)*



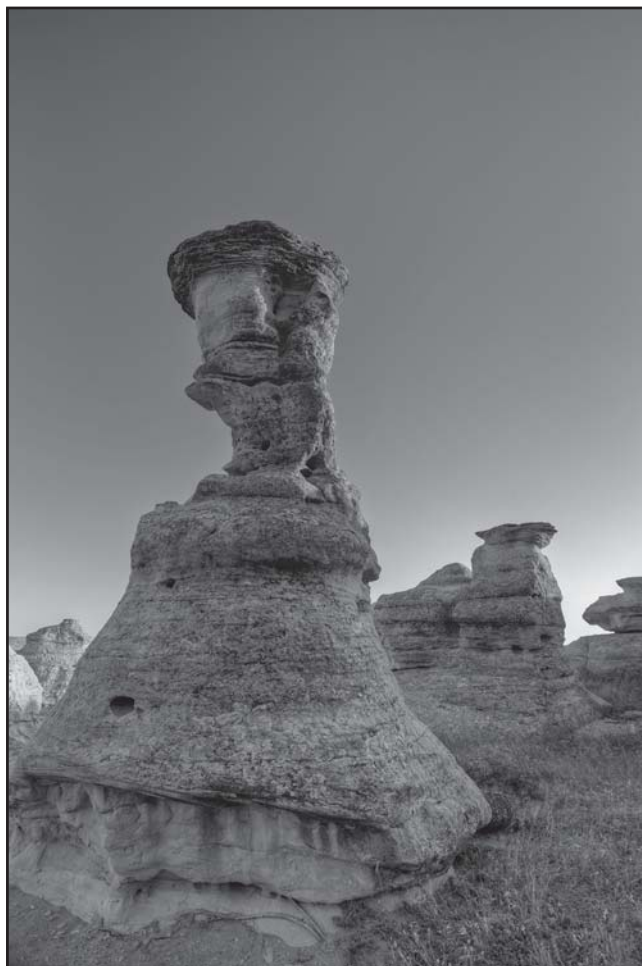
## INTRO

As expected from such a large country, its geography is varied. Canada has 38 National Parks which support ancient forests, lush vegetation and an abundance of wildlife. Canadian mountains are part of the landscapes that make it such a natural wonderland. Between Baffin Island and the U.S. border, Canada boasts dozens of mountain peaks, found in every province and territory. The highest mountain peak is Mount Logan in the Yukon, and many other of the peaks of the Canadian Rockies reach high into the blue skies. From the Atlantic shores of Newfoundland to the Pacific shores of Victoria, Canada is a vast country home to towering mountain peaks that provide a backdrop to some memorable travels. Other mountain ranges include the Appalachians, the Pelly Mountains, and the Torngat Mountains. Canada is geologically active, having many earthquakes and potentially active volcanoes, notably Mount Meager, Mount Garibaldi, Mount Cayley, and the Mount Edziza volcanic complex. The volcanic eruption of the Tseax Cone in 1775 was among Canada's worst natural disasters, killing 2,000 Nisga'a people and destroying their village in the Nass River valley of northern British Columbia. The eruption produced a 14 mile lava flow, and, according to Nisga'a legend, blocked the flow of the Nass River.

Canada has over two million lakes, equaling 60% of all of the world's lakes, the largest being the Great Bear Lake in the Northwest Territories, which covers an area of over 31,000 square kilometers. Great Bear, combined with Great Slave Lake, Lake Athabasca, Reindeer Lake, and lakes Winnipegosis, Winnipeg and Manitoba roll diagonally across the middle of the country toward the Great Lakes, four of which are shared between the U.S. and Canada. Numerous rivers snake across areas of the country, including the Saskatchewan, Nelson, Churchill, Ottawa, St. Lawrence, Peace, Liard, Pelly, Back Mackenzie, and Thelon, among others. The large hole which defines the country's distinct contours is not a lake. That is Hudson Bay.

Canada also has dozens of islands along its long coastal borders, including islands along the western Pacific Ocean coast - Vancouver Island and the Queen Charlotte archipelago, Newfoundland, Prince Edward Island and Cape Breton on the eastern Atlantic Ocean, and many distinctive islands clustered all along the northern margin, including the very large Baffin Island, and those which rise toward a northern peak on the Arctic Ocean, east of Alaska.

Topographically, boreal forests prevail on the rocky Canadian Shield, while ice and tundra are prominent in the Arctic. Glaciers are visible in the Canadian Rockies and Coast Mountains. These glaciers feed many of Canada's beautiful lakes, producing very cold, aqua blue waters, many filled with trout and other fish. The flat and fertile prairies facilitate agriculture. The Great Lakes feed the St. Lawrence River in the southeast, where lowlands host much of Canada's population. Much of the Canadian Arctic is covered by ice and permafrost.



Hoodoo Badlands in Alberta, Canada





# The People & Country of Canada *(cont.)*

## INTRO Demographics

Canada is a federation composed of ten provinces and three territories. In turn, these may be grouped into four main regions: Western Canada (British Columbia, Alberta, Saskatchewan and Manitoba), Central Canada (Ontario and Quebec), Atlantic Canada, and Northern Canada. Provinces have more autonomy than territories, having responsibility for social programs such as health care, education, natural resources and welfare. Together, the provinces collect more revenue than the federal government, an almost unique structure among federations in the world. Using its spending powers, the federal government can initiate national policies in provincial areas, such as the Canada Health Act; the provinces can opt out of these, but rarely do so in practice. Equalization payments are made by the federal government to ensure that reasonably uniform standards of services and taxation are kept between the richer and poorer provinces.

The 2011 Canadian census counted a total population of 33,476,688, an increase of around 5.9 percent over the 2006 figure. By December 2012, Statistics Canada reported a population of over 35 million, signifying the fastest growth rate of any G8 nation. Canada's population density, at 3.3 inhabitants per square kilometer (8.5 per square mile), is among the lowest in the world. About four-fifths of the population lives within 150 kilometers (93 miles) of the United States border. Approximately 80 percent of Canadians live in urban areas concentrated in the Quebec City - Windsor Corridor, the British Columbia Lower Mainland, and the Calgary-Edmonton Corridor in Alberta.

According to a 2012 NBC report, Canada is the most educated country in the world. The country ranks first worldwide in the number of adults having tertiary education, with 51% of Canadian adults having attained at least an undergraduate college or university degree.

According to the 2006 census, the country's largest self-reported ethnic origin is Canadian, accounting for 32% of the population, followed by English (21%), French (15.8%), Scottish (15.1%), Irish (13.9%), German (10.2%), Italian (4.6%), Chinese (4.3%), First Nations (4.0%), Ukrainian (3.9%), and Dutch (3.3%). There are 600 recognized First Nations (aboriginal population) governments or bands, encompassing a total of 1,172,790 people. Canada's aboriginal population is growing at almost twice the national rate, and, in 2006, four percent of Canada's population claimed aboriginal identity. Canada's two official languages are English and French. English is spoken by approximately 59% of the population, and French approximately 23%. The 1977 Charter of the French Language established French as the official language of Quebec. Although more than 85% of French-speaking Canadians live in Quebec, there are substantial French-speaking populations in Ontario, New Brunswick (the only officially bilingual province), Alberta, and southern Manitoba. There are 11 Aboriginal language



# The People & Country of Canada



## INTRO

groups, composed of more than 65 distinct dialects. Of these, only the Cree, Inuktitut and Ojibway languages have a large population of fluent speakers.

### Government

The Constitution of Canada forms the basis for the legislative powers, of both federal and provincial government. The Constitution Act gives the federal government responsibility for things such as defense and citizenship. The individual provinces and territories are responsible for governing their own region with regards to social policies such as healthcare, education and welfare. Canada is a democratic country, with a parliamentary government, and is part of the Commonwealth. Therefore Queen Elizabeth II is the head of state, represented by the Governor General. Canada has a Prime Minister who, as the head of the largest party elected to Parliament, acts as head of government.

### Culture & Language

Historically, Canada has been influenced by British, French, and aboriginal cultures and traditions. Through their language, art and music, aboriginal peoples continue to influence the Canadian identity. American media and entertainment are popular. Conversely, many Canadian cultural products and entertainers are successful in the U.S. and worldwide. The preservation of a distinctly Canadian culture is supported by federal government programs, laws, and institutions such as the Canadian Broadcasting Corporation, the National Film Board of Canada, and the Canadian Radio-television and Telecommunications Commission.



Royal Canadian Mounted Police

Visual art has been dominated by figures such as Tom Thomson - Canada's most famous painter - and the Group of Seven. Associated with the Group was another prominent Canadian artist, Emily Carr, known for her landscapes and portrayals of indigenous peoples of the Pacific Northwest Coast. Modern artists include figures such as Jean Paul Riopelle and Paul Emile Borduas. The Canadian music industry has produced internationally renowned composers, musicians and ensembles. The Canadian Academy of Recording Arts and Sciences presents Canada's music industry awards, the Juno Awards. Patriotic music in Canada dates back over 200 years. The earliest, "The Bold Canadian," was written in 1812. The national anthem, "O Canada," was originally commissioned by the Lieutenant Governor of Quebec, Théodore Robitaille, for the 1880 St. Jean-Baptiste Day, and was officially adopted in 1980.

The roots of organized sports in Canada date back to the 1770s. Canada's official national sports are ice hockey and lacrosse. Seven of Canada's eight largest metropolitan areas – Toronto, Montreal, Vancouver, Ottawa, Calgary, Edmonton and Winnipeg – have franchises in the National Hockey League. Other popular sports include curling and Canadian football, which is played professionally in the Canadian Football League. Golf, tennis, baseball, skiing, cricket, volleyball, rugby, soccer and basketball are widely played at youth and amateur levels. Canada has one professional baseball team, the Toronto Blue Jays, one professional basketball team, the Toronto Raptors (the Memphis Grizzlies were originally the Vancouver Grizzlies) and three Major League Soccer teams, Toronto FC, Vancouver Whitecaps FC and the Montreal Impact. Canada has participated in almost every Olympic Games since its Olympic debut in 1900, and has hosted many international sporting events, including the 1976 Summer Olympics in Montreal, the 1988 Winter Olympics in Calgary, the 1994 Basketball World Championship, the 2007 FIFA U-20 World Cup, the 2010 Winter Olympics and the 2015 FIFA Womens' World Cup.



# Abbreviated History of Canada *(cont.)*

## INTRO

### The Ice Age & Before the Europeans

According to archaeologists, there is evidence that the first natives in North America, of which Canada makes up more than 40 percent, first arrived some 40,000 years BC by crossing a land bridge which had formed between Asia and Alaska during the latest Ice Age. In the United States, these people are often referred to as “Indians” or “Native Americans,” while in Canada they are usually known as “Aboriginal People,” “Native People” or more recently “First Nations” and Inuit.

During the millennium from 9000 – 8000 BC, the Huron people, originally known as the Wendat, settled into Southern Ontario along the Eramosa River near what is now Guelph. They were concentrated between Lake Simcoe and Georgian Bay. Most of the land was still covered in glaciers and the Wendat hunted caribou to survive. By 7000 BC, tribes had begun settling the west coast of Canada and various cultures built themselves around the rich salmon fishing in the region. The Nuw’chah’nulth, or Nootka people of Vancouver Island began whaling. Later, various cultures began building around the vast herds of buffalo hunted by the Plains Indians on the Prairies of Western Canada. These groups hunted buffalo by herding them off of cliffs. Head-Smashed-In Buffalo Jump, near Lethbridge, Alberta, is the most famous hunting grounds in this region of the country and was in use for 5,000 years. The oldest ceremonial burial site in Canada was discovered at L’Anse Amour on the coast of Labrador containing the remains of a 12-year-old boy. It probably dated back to 5,000 BC. The child was buried face down in a very elaborate manner. Red ochre had been sprinkled on his head and around his body. Also found in the tomb were a decorative caribou antler pestle, a bone pendant, bird bones, a harpoon head, a bone whistle, and a walrus tusk. It is unknown what standing the boy had in his community to have been buried in such a way.

By 2000 BC, long after the land bridge had disappeared, the Inuit people arrived by small boats into what is now Canada, where they settled in the Arctic regions. As the glaciers receded and the weather warmed, around 800 BC, the early Wyandot people, also known as Huron, became farmers rather than hunters, cultivating corn which would not grow wild. Over the next thousand years, natives gradually settled all across most of Canada. Hundreds of tribes had developed, each with its own culture, customs, legends, and character. Some of the most well-known were the Huron, Inuit, Blackfoot, Cree and Iroquois.

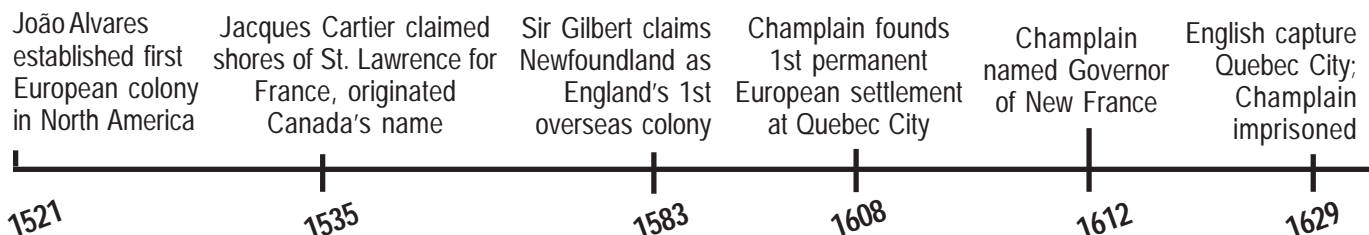
### The First Settlers and Fight for Control

The earliest contact with what is now Canada is thought to have been made by the Vikings in an expedition led by Bjarni Herjólfsson, who was blown off course en route from Iceland to Greenland around 985 AD. However, there are no records of this discovery save for Icelandic sagas; vague word-of-mouth accounts handed down over the generations. Archaeologists have found a Viking settlement at L’Anse au Meadows in northern Newfoundland - now a UNESCO World Heritage Site.

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## Brief Timeline of Canadian History

*Around 1000 AD, Leif Ericson and his crew visited the coastline of Newfoundland. In the 1490s, he was followed by John Cabot who claimed Newfoundland for England.*



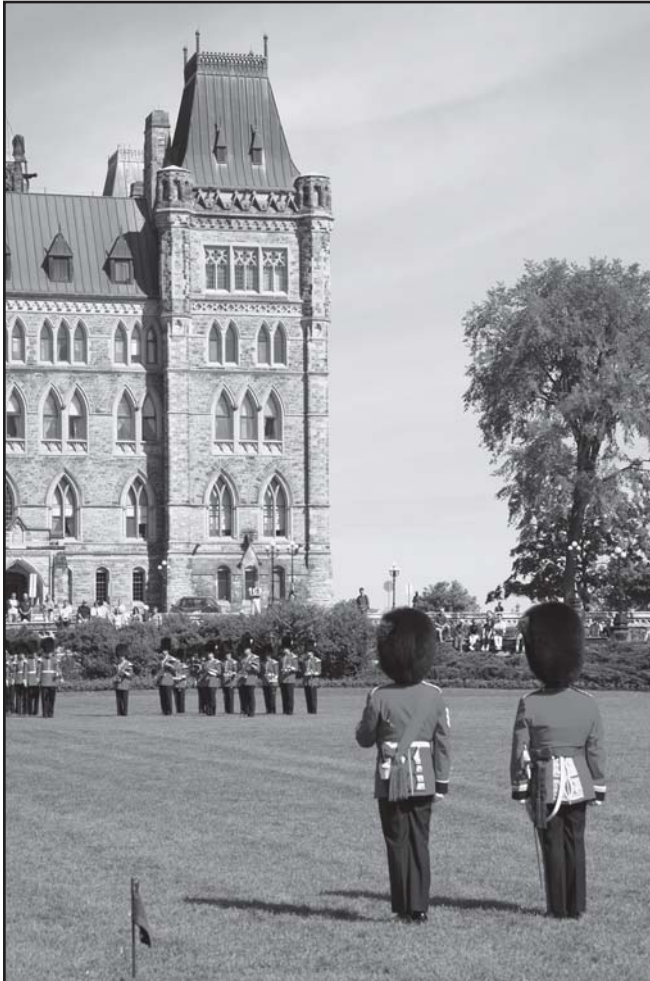


# Abbreviated History of Canada *(cont.)*



## INTRO

The first European contact noted in Canadian history was made by the Italian explorer John Cabot sailing under the patronage of King Henry VII of England. In 1497, in a quest to find a trade route to the Orient, Cabot ended up somewhere on the eastern Canadian coast and claimed it for the King and the kingdom. This voyage, and a subsequent voyage in 1498, gave England a claim by right of discovery to an indefinite amount of area of eastern North America. In fact, its later claims to Newfoundland, Cape Breton and neighboring regions were based partly on explorer John Cabot's exploits.



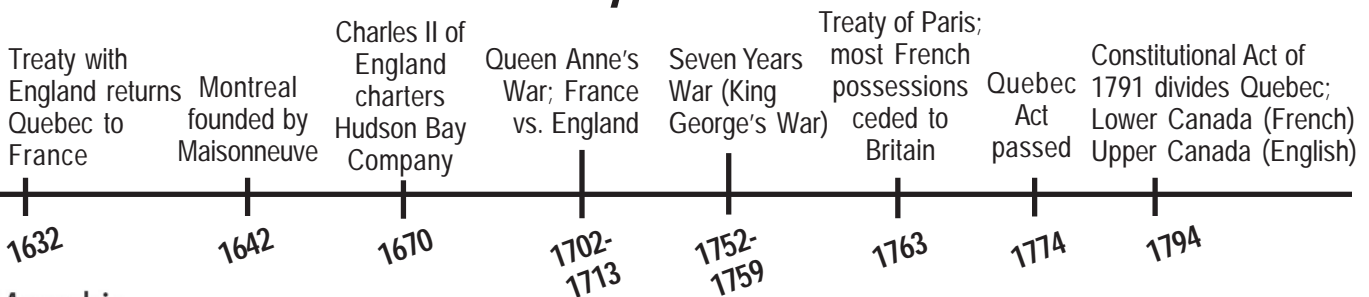
Changing of the guard at the Parliament of Canada

In the early 16th century, a Frenchman named Jacques Cartier also sailed on two expeditions to Canada, sailing into the St. Lawrence River in August of 1535. On August 5, 1583, Humphrey Gilbert, armed with legal claim papers from Queen Elizabeth I, formally took possession of Newfoundland in St. John's harbor on behalf of England. But the French also started to make claims on Canadian territories. While their first attempts at settlement failed, in 1604 the fur trade monopoly was granted to Pierre Dugua Sieur de Monts of France, who led his first colonization expedition to an island located near the mouth of the St. Croix River on the current border with Maine. Among his lieutenants was a geographer named Samuel de Champlain, under whom the St. Croix settlement was moved to Port Royal (today's Annapolis Royal, Nova Scotia). It was France's most successful colony and the settlement came to be known as Acadia. However, the cancellation of the fur monopoly in 1607 brought the Port Royal settlement to a temporary end. Undiscouraged, Champlain took some colonists and settled on the St. Lawrence, where in 1608 he would found France's first permanent colony in Canada at Quebec. It became the capital of New France.

While the English colonies were growing rapidly along the Atlantic coast, French fur traders and explorers were slowly extending ownership deep into the heart of North America. After settling the area around what is now the

## Brief Timeline of Canadian History

*(continued on next page)*





# Abbreviated History of Canada *(cont.)*

## INTRO

Hudson Bay in the early 17th century, the English would later go on to capture Quebec in 1629, although the region was later returned to the French in 1632 during a brief time of peace between the two nations. Peace between France and England did not last long, however. Europe's Seven Years War (1756-1763) pitted England against France in a bloody fight for control over North America and Canada particularly, known in the U.S. as the French and Indian War. In 1758, the British captured the French fortress of Louisbourg on Cape Breton Island, and in 1759, the English General Wolfe captured the city of Quebec (Wolfe's victory at Quebec ensured that Canada would become British rather than French). In 1763, the French were forced to surrender all their territories in Canada to Britain by the Treaty of Paris.

### Canada: The Early Days of British Rule

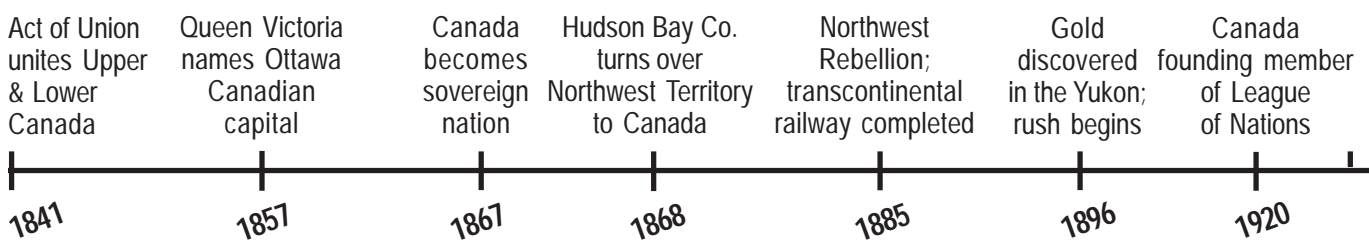
After France was forced to give up its claim on North America, England, which had now added to their other Atlantic colonies, was faced with two pressing problems. There were now over 50,000 new French-speaking subjects in what had formerly been New France. Additionally, there were large tracts of wilderness in the Great Lakes area where the small garrisons of the British were gravely outnumbered by the native Indians. Led by an intelligent and treacherous Ottawa chieftain named Pontiac, the Indians suddenly rose against their new English masters and began to overthrow these forts one by one; massacring the English soldiers that inhabited them, until fresh troops were rushed in and the uprising was finally subdued. To avoid further conflict with the French, the English Parliament enacted the Quebec Act of 1774, allowing the French Canadians to practice their own religion, Roman Catholicism, and to keep French civil law alongside British criminal law. By 1775, Canada had a population of about 90,000.

During the American Revolutionary War (1775-1783), the loyalty of what was once New France was tested. Within a year of the passing of the Quebec Act, the rebelling American colonies sent two armies north to capture the province. Sir Guy Carleton, the British governor of Canada, narrowly escaped capture when one of these armies, under Richard Montgomery, took Montreal. Carleton reached Quebec in time to organize its small garrison against the forces of Benedict Arnold. Arnold began a siege of the fortress, in which he was soon joined by Montgomery. In the midwinter fighting that followed, Montgomery was killed and Arnold wounded. When spring came, the attacking forces retreated. During the rest of the American Revolutionary War, there was no further fighting on Canadian soil.

After the American Revolution, thousands of British Loyalists from the newly-established United States of America, fled to Canada to begin their lives anew in Nova Scotia and in the unsettled lands above the St. Lawrence rapids and north of Lake Ontario. This massive wave of new settlers, known in Canada as the United Empire Loyalists, marked the first major wave of immigration by English-speaking settlers since the days of New France. Their arrival meant that both the Atlantic province of Nova Scotia and the inland colony of Quebec would need to be

## Brief Timeline of Canadian History

*(continued on next page)*



# Abbreviated History of Canada *(cont.)*



## INTRO

reorganized. Initially, the unsettled forests to the west of the Bay of Fundy, once part of French Acadia, had been included in Nova Scotia. In 1784, however, this area was established as a separate colony known as New Brunswick. Cape Breton Island was simultaneously separated from Nova Scotia (a division that was ended in 1820). In all, some 35,000 Loyalist immigrants are believed to have settled in the Maritimes. Meanwhile, the settlement of the more inaccessible lands north and west of Lake Ontario and along the north shore of the upper St. Lawrence proceeded somewhat more slowly, with only roughly 5,000 Loyalists settling in this area.

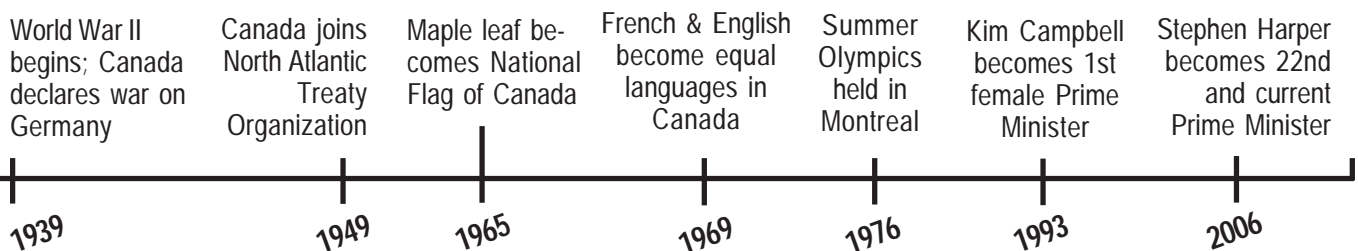
### Canada: The 19th Century

During the American War of 1812 the Americans invaded Canada but the Canadians were able to turn them back. However, the successful defense of their newly formed country had not prevented the Canadians from seeing the cracks in their own form of government. There were many citizens, particularly the wealthy businessman and landowners, who believed that the colonists had sufficient powers of self-government through their elected assemblies. Others were upset that the real power did not lie in the hands of the people through their elected representatives, but with the governor who was responsible only to the government in Britain. One of the loudest accusers of the government's administration, especially when it came to land grants, was William Lyon Mackenzie, who eventually became Mayor of Toronto in 1834. In 1837, he led an unsuccessful uprising. At about the same time, in Lower Canada, the French Canadians of Lower Canada also rebelled under the leadership of Louis Joseph Papineau. This revolt was quickly put down, as well.

The gravity of troubles in Canada caused deep concern in Great Britain, where memories of the American Revolution were still fresh. At the request of Queen Victoria, who ascended the throne in 1837, John George Lambton, Earl of Durham, accepted appointment as governor in chief of British North America with special powers as lord high commissioner. Lambton arrived in Quebec in the spring of 1838, and though he ended his stay before the year was out, his Report on the Affairs of British North America is one of the most important documents in the history of the British Empire. Durham recommended that Upper and Lower Canada be united under a single parliament, believing if the colonies were given freedom to govern themselves like Great Britain, they would become more loyal instead of less so. He did not live to witness the action that was taken on his report, for within a year he became ill and died. In 1840, the Act of Union was passed, joining Upper and Lower Canada under a central government.

Throughout the 19th century, the population of Canada grew rapidly, boosted by a massive wave of European immigration. Canada established its first national government in 1867, when Ontario, Quebec, Nova Scotia and New Brunswick were federated as the Dominion of Canada. Canada now had a strong central government, which ruled from Ottawa, the new capital. The first prime minister of Canada was Sir John Macdonald. Manitoba became a province in 1870, and British Columbia joined the confederation in 1871. Alberta and Saskatchewan

### Brief Timeline of Canadian History







# Abbreviated History of Canada *(cont.)*

## INTRO

would become provinces in 1905.

The Canadian economy also expanded greatly during this time, aided by the spread of the country's railway system. A transcontinental railroad, the Canadian Pacific, was completed in 1885, and vast areas of land were turned over to farming and manufacturing industries that quickly began to boom. Gold was discovered in the Klondike District of the Yukon in 1896, sparking a gold rush that would last for several years.

### Canada: The 20th and 21st Century

In the years before World War I, Canada faced one of its most pressing foreign policy issues as a naval competition increased between Germany and Britain. Great Britain naturally desired military help from the colonies. The Canadian Prime Minister at the time, Wilfrid Laurier, found a compromise that satisfied neither the pro-British faction nor the French Canadians. He founded the Canadian Navy in 1910 with the provision that in time of war it be placed under British command. This quickly led to accusations that Canadian soldiers would be drafted into the British Army if war came. As a result, Laurier was defeated in the next election of 1911. The new Conservative government, headed by Robert Laird Borden, had the responsibility of rallying the nation to Britain's side in World War I. Had Canadians remained as divided as they were at the end of Laurier's term, this might have been a difficult thing to do. But Germany's invasion of neutral Belgium in 1914 forged a unity of Canadian sentiment and a demand for participation in the conflict.

Before the war ended in 1918, more than 619,000 officers and men had enlisted, including some 22,000 who had served in the British Royal Air Force. More than 60,000 Canadians were killed in action or died of wounds, a terribly heavy toll in relation to the country's population. Over 66 million shells were produced in Canadian factories. The gross national debt soared from \$544 million in 1914 to almost \$2.5 billion dollars in 1919, most of the money being raised in Canada itself through public war loans. Following the war, in the 1920s, Canada saw several prosperous years, but like the rest of the world the country suffered greatly during the Great Depression of the 1930s. Exports of timber, fish and grain dropped off sharply, and by 1933 unemployment had soared to a whopping 23%. The government introduced relief works, but economic hardship continued throughout the decade.

With the early 1940s came the start of the Second World War. Within three months an entire division of the new Canadian Active Service Force had been transported to the United Kingdom. These Canadians saw service in almost every theater of war. Canada declared war on Italy, then on Japan following the Pearl Harbor attack against the United States. As WWII grew, Canada supported the Allies in declaring war on Romania, Hungary and Finland. The Royal Canadian Navy was increased from fewer than a dozen vessels to more than 400. It served primarily as an antisubmarine and convoy force in the North Atlantic. Some of its units were deployed as far away as the Mediterranean and the Pacific. Canada lost 45,000 soldiers during World War II.

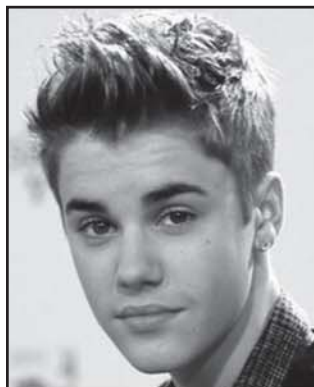
Following the war, the population of Canada grew rapidly, from 16 million in 1951 to 18 million in 1961. People came from all over Southern and Eastern Europe, and, in the 1960s, also from, Southern Asia. The 1950s and 1960s saw the Canadian economy boom and Canada became a very affluent society. However, during the late 1970s and early 1980s, a recession hit and unemployment rose to 11%. There was another recession in the early 1990s, yet Canada quickly recovered.

In 2006, Stephen Harper became the 22nd and current Prime Minister of Canada. In the early part of the 21st century, Canada's economy rebounded nicely, but dealt well with the effects of the global recession that began in 2008. In 2012, the unemployment rate in Canada stood at 8.1 percent, but today that number has shrunk to 6.9 percent - the lowest rate the country has seen since before the 2008 recession.

# List of Famous Canadians

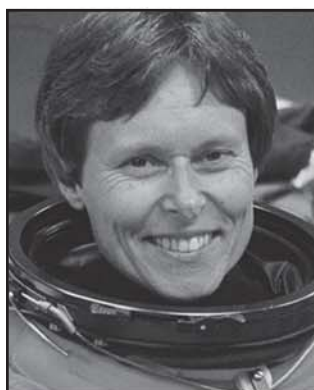


## INTRO



Justin Bieber

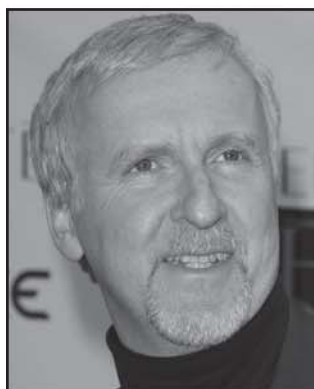
Okay, how do we really start here? It's almost like composing a list of famous Americans. Any of your students could easily list 100 famous Americans from sports, entertainment, science, and government. It's the same with Canada. In fact, in addition to meeting many new fascinating Canadians, your students will probably be surprised to learn that some of their favorite celebrities are actually from our northern neighbor! So we're restricting our list to a few famous Canadians from each different field, otherwise, we could fill four pages with just Prime Ministers and great professional hockey players! However, on page 62, we offer a comprehensive lesson plan which goes much more in depth about famous Canadians, which can be adjusted to suit any student age group.



Roberta Bondar

**Dr. Frederick Banting** (1891 – 1941) - Fascinated by the metabolic disorder known as diabetes, Dr. Frederick Banting's medical research in the 1920s led to the discovery of insulin, a drug which helped sufferers of the disease lead longer, happier lives. In 1923 he was awarded the Nobel Prize in Medicine, becoming the first Canadian to ever win one.

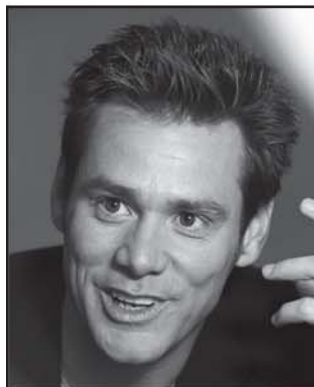
**Justin Bieber** (born 1994) - Canadian singer, songwriter and actor first discovered through YouTube videos in 2007. His 2009 debut EP, *My World*, was certified platinum. He became the first artist to have seven songs from a debut record chart on the Billboard Hot 100. His numerous industry awards include both Artist of the Year Awards, at the 2010 American Music Awards, and the 2012 American Music Awards, and was nominated for "Best New Artist" and "Best Pop Vocal Album" at the 53rd Grammy Awards. For three years Forbes magazine named him one of the top ten most powerful celebrities in the world.



James Cameron

**Roberta Bondar** (born 1945) - Canada's first female astronaut and the first neurologist in space. Following more than a decade as NASA's head of space medicine, she became a consultant and speaker in the business, scientific, and medical communities. Bondar honors have included the Order of Canada, the Order of Ontario, the NASA Space Medal, over 22 honorary degrees and induction into the Canadian Medical Hall of Fame.

**James Cameron** (born 1954) - Canadian filmmaker who has directed two of the biggest box office films of all time. His first success was the blockbuster *The Terminator* (1984). He then wrote and directed *Aliens* (1986) and *The Abyss* (1989). He achieved acclaim for his special effects in *Terminator 2: Judgment Day* (1991). One of his biggest films, *Titanic* (1997), earned him Academy Awards for Best Picture, Best Director and Film Editing. After *Titanic*, Cameron began the 10-year project, *Avatar* (2009), for which he received nominations for the same Academy Awards.



Jim Carrey

**Jim Carrey** (born 1962) - Canadian-American actor, comedian, and film producer. Carrey first gained recognition in 1990 after landing a recurring role in the sketch comedy "In Living Color." He had leading roles in *Ace Ventura: Pet Detective* (1994), *Dumb and Dumber* (1994), *The Mask* (1994), and *Ace Ventura: When*



# List of Famous Canadians (cont.)

## INTRO

*Nature Calls* (1995), *The Truman Show* (1998), *Liar Liar* (1997), *How the Grinch Stole Christmas* (2000), as well as a supporting role in *Batman Forever* (1995), to name a few.

**Sidney Crosby** (born 1987) - Professional ice hockey player for the Pittsburgh Penguins. In 2007, he became the youngest captain of a National Hockey League team. He was born in Cole Harbour, Nova Scotia, Canada. The Pittsburgh Penguins selected Crosby first overall in the 2005 NHL draft. Two years later he was named captain. In 2009 he led the Penguins to the Stanley Cup title.

**Celine Dion** (born 1968) - In 1990, she released the English-language album *Unison*, establishing herself in all English-speaking areas of the world. Following a series of French albums in the early 1980s, she achieved worldwide fame after signing with Epic Records, releasing several English albums, and becoming one of the most successful artists in pop music history. She has won five Grammy Awards, including Album of the Year for *Falling Into You* and Record of the Year for “My Heart Will Go On.” Dion remains the best-selling Canadian artist in history and one of the best-selling artists of all time with record sales of more than 200 million copies worldwide.

**Drake** (born 1986) - Rapper, record producer, and actor. He first appeared on the television series “*Degrassi: The Next Generation*.” His EP, *So Far Gone* (2009), spawned the hit single “Best I Ever Had” and the hit “Successful”. His first studio album, *Thank Me Later* (2010), debuted at number one on the Billboard 200. His second album, *Take Care* (2011), is his most successful to date, topping charts in the United States and Canada. Drake has sold over 5 million albums worldwide. His work has earned him a Grammy Award, three Juno Awards, six BET Awards, and set several significant Billboard records. With twelve number-one singles, Drake has more than any other artist on Billboard’s Hot Rap Songs chart.

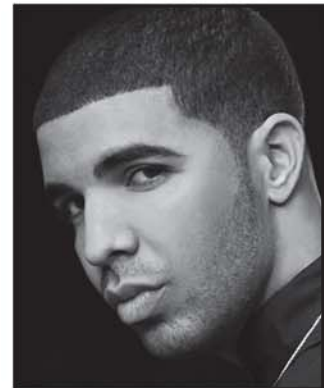
**Michael J. Fox** (born 1961) - Canadian-American actor and producer. His roles have included Marty McFly in the *Back to the Future* trilogy (1985–1990), Alex P. Keaton from “*Family Ties*” (1982–1989), for which he won 3 Emmy Awards and a Golden Globe, Mike Flaherty in “*Spin City*” (1996–2001), and Louis Canning on “*The Good Wife*” (since 2001) for which he earned 3 Emmy nominations. In 1991, he was diagnosed with Parkinson’s disease which he disclosed to the public in 1998.

**Terry Fox** (1958-1981) - One of the most beloved Canadians of the last 100 years. As a young student, Terry contracted bone cancer, forcing the amputation of his right leg. Inspired to raise money for cancer research, he organized a one-man, one-leg marathon across the country, but tragically quit less than halfway through, after his cancer spread to his lungs. He died a martyr for his cause.

**Marc Garneau** (born 1949) - The first Canadian in outer space taking part in three flights aboard NASA U.S. Space Shuttle mission. He was the president of the Canadian Space Agency from 2001 to 2006 He has served as the Member of Parliament for the riding of Westmount - Ville-Marie.



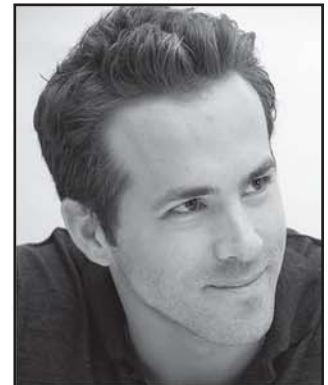
Celine Dion



Drake



Stephen Harper



Ryan Reynolds



# List of Famous Canadians (cont.)



## INTRO

**Frank Gehry** (born 1929) - Canadian architect, best known for such world-recognized projects as the Guggenheim Museum Bilbao, Experience Music Project, Walt Disney Concert Hall, and the Art Gallery of Ontario, to name a few.

**Ryan Gosling** (born 1980) - He began as a child star on the Disney Channel's "Mickey Mouse Club" (1993 - 95), before continuing with "Are You Afraid of the Dark?" (1995) and "Goosebumps" (1996). He starred in the TV series "Breaker High" (1997 - 98) and "Young Hercules" (1998 - 99). His films include *The Believer* (2001), *Murder by Numbers* (2002), *The Slaughter Rule* (2002), *The United States of Leland* (2003), and *The Notebook* (2004) for which he won four Teen Choice Awards and an MTV Movie Award. *Half Nelson* (2006) was nominated for an Academy Award and *Lars and the Real Girl* (2007) was nominated for a Golden Globe. His directorial debut *Lost River* was released in 2014. His band, Dead Man's Bones, released their debut album in 2009.

**Wayne Gretzky** (born 1961) - Indisputably one of the greatest hockey players of all time, Wayne "The Great One" Gretzky broke countless goal-scoring records during his time playing center for the Edmonton Oilers (1978-1988) and later several American teams as well. Since retiring, he's stayed active in the sport, coaching the Canadian Olympic hockey team and serving as a philanthropist for youth leagues.

**Stephen Harper** (born 1959) - The 22nd and current Prime Minister of Canada and the Leader of the Conservative Party. Harper became prime minister on Feb. 6, 2006, forming a minority government after the 2006 election. He is the first prime minister to come from the newly reconstituted Conservative Party, which formed after a merger of the Progressive Conservative Party and the Canadian Alliance.

**Alice Munro** (born 1931) - Canadian short-story writer who won the Man Booker International Prize in 2009 and the Nobel Prize in Literature in 2013. Primarily known for her short stories, her first collection of stories was published as "Dance of the Happy Shades." In 2009 she published the short-story collection "Too Much Happiness."

**Anna Paquin** (born 1982) - Her first film was *The Piano*, for which she won the Academy Award for Best Supporting Actress in March 1994 at the age of 11, making her the second youngest winner in Oscar history. Other films include *Fly Away Home*, *She's All That*, *Almost Famous*, *The Squid and the Whale*, *25th Hour* and the *X-Men* franchise as Rogue from Marvel Comics. She's also appeared in the HBO series "True Blood," for which she won a Golden Globe Award.

**Ryan Reynolds** (born 1976) - Canadian actor who portrayed Michael Bergen on the ABC sitcom "Two Guys and a Girl" (1998-2001), as well as Marvel Comics characters Hannibal King in *Blade: Trinity* (2004) and Deadpool in *X-Men Origins: Wolverine* (2009) and the upcoming spin-off film *Deadpool* (2016). He's also starred in the films *The Proposal*, *Smokin' Aces*, *Safe House* and many others.

**William Shatner** (born 1931) - He gained worldwide fame and became a cultural icon for his portrayal of James T. Kirk, Captain of the USS Enterprise, in the "Star Trek" franchise. He also starred in "T. J. Hooker" (1982-86). Afterwards, he hosted the reality-based television series "Rescue 911" (1989-96), which won a People's Choice Award for Favorite New TV Dramatic Series. He also starred in the television dramas "The Practice" (2004) and its spin-off "Boston Legal" (2004-08).

**Donald Sutherland** (born 1935) - Canadian actor whose film career includes *The Dirty Dozen* (1967), *M\*A\*S\*H* (1970), *Kelly's Heroes* (1970), *Klute* (1971), *Don't Look Now* (1973), *Fellini's Casanova* (1976), *1900* (1976), *The Eagle Has Landed* (1976), *Invasion of the Body Snatchers* (1978), *Ordinary People* (1980), *JFK* (1991), *Cold Mountain* (2003), *Pride & Prejudice* (2005), and *The Hunger Games* film franchise (2012-2015). He is the father of actor Kiefer Sutherland, also a Canadian.



## INTRO

# The Ultimate Canadian Quiz

Canada is a nation of ten provinces and three territories; it has the longest coastline in the world; its land area is slightly larger than the entire United States. That's why our big ol' neighbor to the north offers a wealth of trivia questions for curious minds. You may want to begin your exploration through the great land of Canada by first taking this "Ultimate Quiz," to see how well you do. Then you're allowed to take it again after your exploration, to discover all that you learned. Answers can be found on page 68.

1. What popular American sport was invented by Canadian James Naismith? \_\_\_\_\_
2. What 13 sections make up the Canadian map (and how many of each)? \_\_\_\_\_
3. What is the solid, frozen ground of the Canadian Arctic called? \_\_\_\_\_
4. What type of mountain is Mount Meager? \_\_\_\_\_
5. What unified aboriginal group includes the Blackfoot and Algonquin people? \_\_\_\_\_
6. As of 2014, what is the last name of Canada's head of government? \_\_\_\_\_
7. As of 2014, what is the first name of Canada's head of state? \_\_\_\_\_
8. What were the Royal Canadian Mounted Police originally called? \_\_\_\_\_
9. What is Canada's primary government body called (Britain has one, too!): \_\_\_\_\_
10. Who was the first Governor of New France? \_\_\_\_\_
11. Who are the people who first created the stone people known as inuksuit? \_\_\_\_\_
12. What Canadian invented insulin after studying diabetics? \_\_\_\_\_
13. What is the name of that big ol' tower in downtown Toronto? \_\_\_\_\_
14. Who are the people who are descendants of European and First Nations marriages? \_\_\_\_\_
15. Who was the first Canadian Prime Minister? \_\_\_\_\_
16. In what Canadian province would you find Toronto? \_\_\_\_\_
17. Most Mounties don't ride horses anymore, but what is their formal horseback event called? \_\_\_\_\_
18. With what Iroquoian word is the name "Canada" believed to have originated, meaning "village"? \_\_\_\_\_
19. What is the largest city in Quebec? \_\_\_\_\_
20. When do Canadians celebrate Canada Day? \_\_\_\_\_
21. What peace-loving Cree chief surrendered in 1885, thus ending the Northwest Rebellion? \_\_\_\_\_
22. What are the official languages of Canada? \_\_\_\_\_
23. If a French Canadian wants to paint his house purple, what color paint does he buy? \_\_\_\_\_
24. What is the name of Canada's national anthem (oh, you'll get this)? \_\_\_\_\_
25. During World War II, what was the first country on which Canada declared war? \_\_\_\_\_
26. What Canadian ice hockey player is known as the most famous name in the sport? \_\_\_\_\_



K-2

# Canada, Beluga, Caribou and You!

## Kindergarten - Grade 2 Learning Unit

Many years, the Memphis in May honored country is a country in a far away land, which might be less familiar to our youngest students. For some of those more exotic countries, they might find familiarity with a country's food (pizza! baklava!) or a country's nature or famous landmarks (elephants! pyramids!). Canada offers a unique opportunity, because kindergarten through second grade students certainly have an understanding of a good, friendly next-door neighbor. Tell your students, "We are going to meet our next-door neighbor!" Lead them in a discussion about what they might do if a new family moved in next door. For example, we would want to learn about them; we might be interested in sharing things and sharing stories; we might like to find out what things we have in common. So let's begin our fun exploration of Canada by asking a few questions which might help us get to know our next-door neighbor.

### Sample Questions

**What does your neighbor's house look like?** Show your students a world map or globe. Show them the United States (which they might already recognize), then show them our neighbor of Canada. Ask them which one looks larger. Based on the size of the country, ask them if they think a lot of people live there (more or less than the United States).

**What kind of pets does your neighbor have?** Ask your students if they know of any animals which live in the wild in the United States. They might provide answers like bear, raccons, or deer. Tell them that our neighbor has animals like polar bears, sea otters (you might need to show pictures) and seal. Ask them if Canada's wildlife tells them anything about the country (maybe the geography? maybe the weather?).

**How does your neighbor decorate their house?** Explain to your students what a "symbol" is, and provide them with a few examples of American symbols (eagle, stars). Then discuss with your students some of the national symbols of Canadian pride. These include the maple leaf, the Canadian goose, the beaver, ice hockey, to name a few. Ask your students what these Canadian symbols tell them about their neighboring country.



### What games does your neighbor play in their backyard?

Ask your students what type of sports they like to play (or what type of sports they see people watching on TV here in the United States). They will probably answer football, basketball, baseball, maybe even golf and soccer. Then explain to them about sports which are popular in Canada (of course, some favorite sports might be the same). Be sure to mention such national sports as ice hockey and curling. Explain how these sports work. Ask them what these sports might tell them about their neighbor (like cold weather).

**What else would you like to know about your neighbor?** Give students the chance to discuss other things they would like to know about Canada. Do they have a president? What kind of games do they play? Do they speak the same language that we do? What kind of food do they enjoy? What kind of stories, movies and television shows do they like? Use these questions while developing your classroom study of Canada.

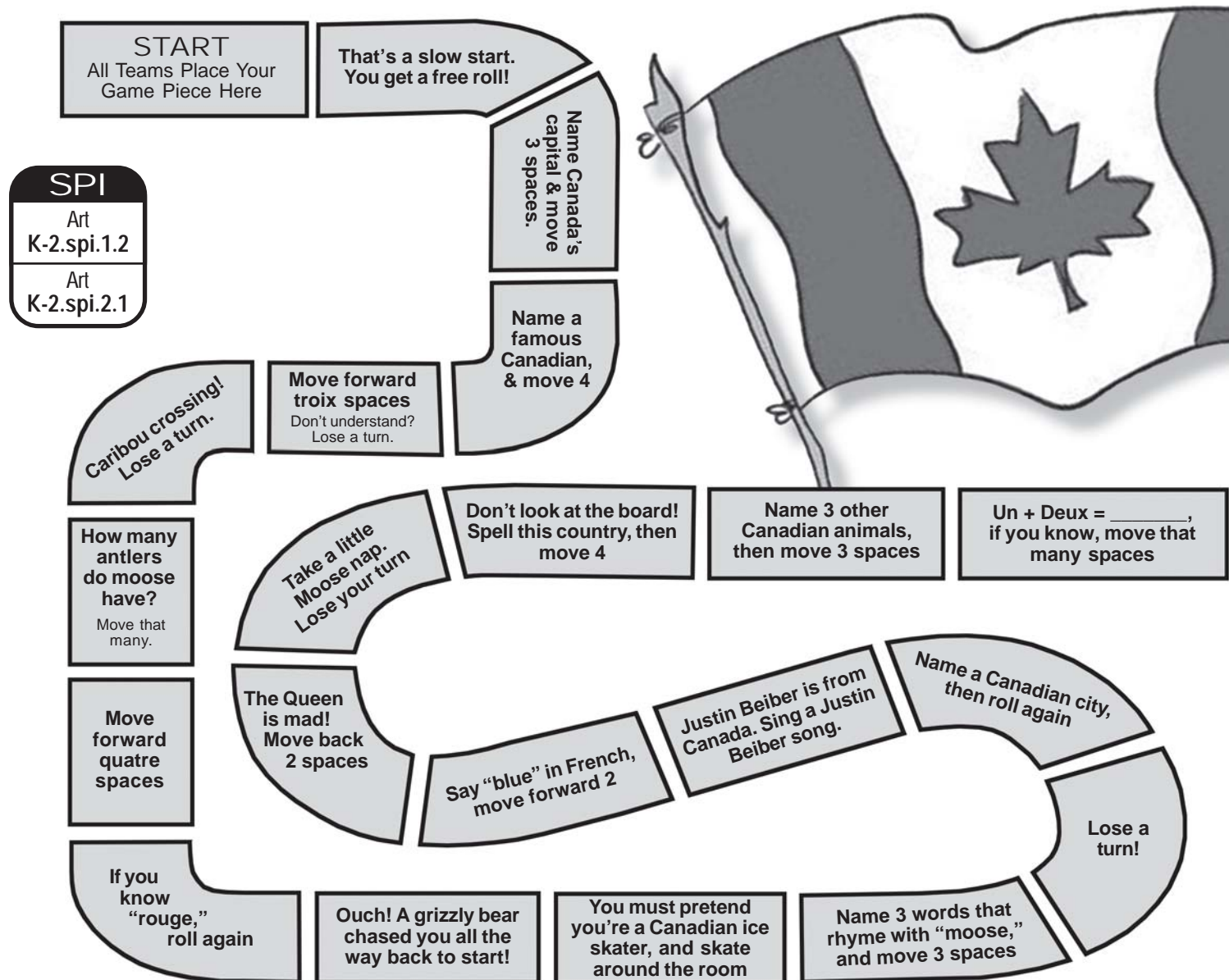




# Following the Moose Tracks

K-2

The Moose are loose in Canada! For this board game, divide your class into small groups. While they are playing as a team, they will also have individual turns to answer. This game should be played toward the conclusion of your unit on Canada, as students will need to know some details about the country in order to compete in this game. You will also want to spend time, before playing this game, teaching and practicing the French words for colors and numbers discussed on page 27. Since Canada is a bilingual country, the students will want to understand a little French in order to do well. Each team will need a “game piece” (they need to be different colors; they can even be different color M&Ms!). Draw numbers to determine which team goes first, second, third, etc. You will also need a die to roll (or you can use playing cards from 2 to 8, and let each team draw a card to determine how many spaces to move). *Continued on next page.*



# Following the Moose Tracks *(cont.)*

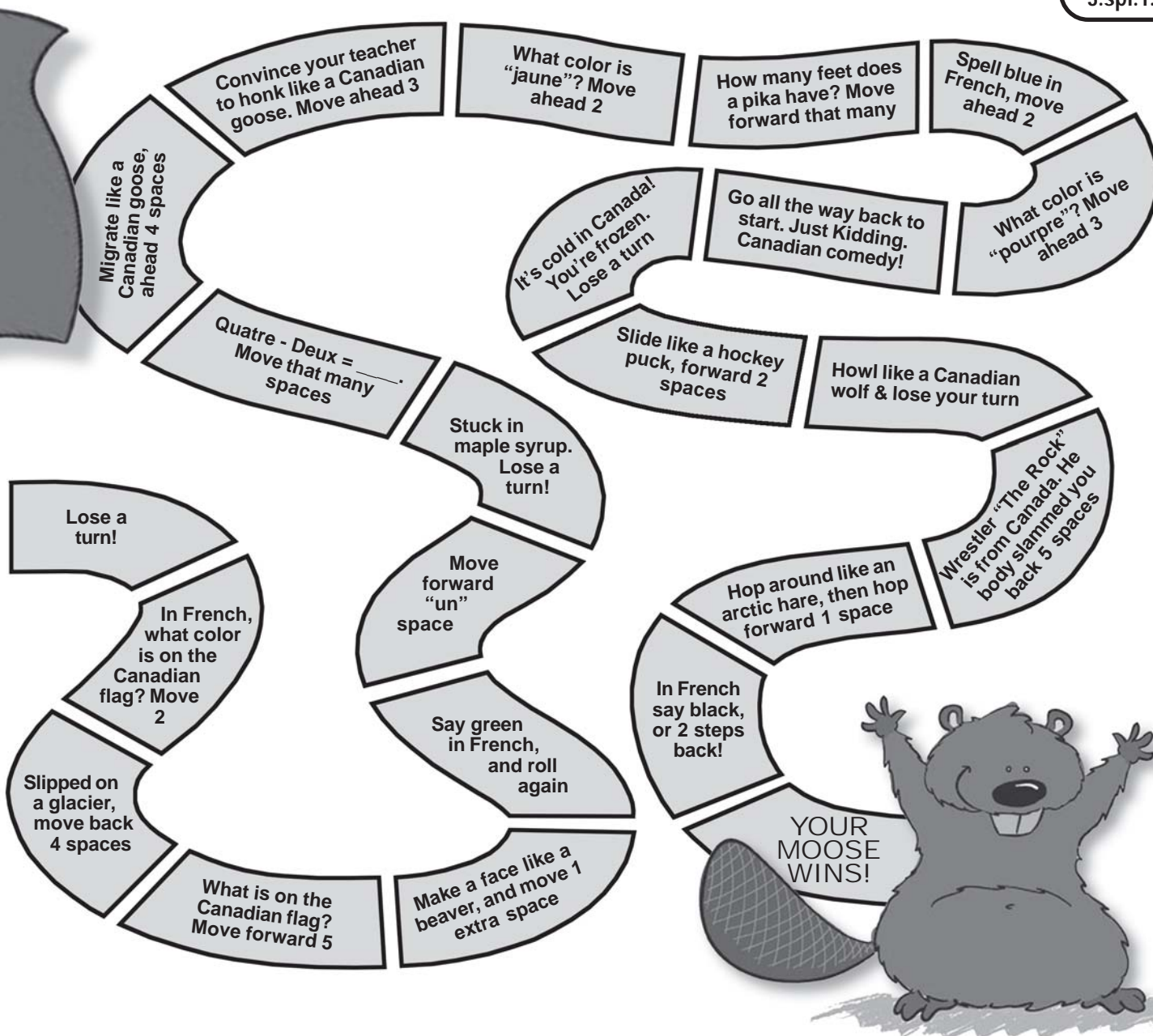


K-2

The object is to get your team's Moose all the way around the game board first, where he will meet up with Mr. Beaver. Along the way, they will run into shortcuts and pitfalls. Just by landing on spaces, your students will be learning about Canada. Sometimes they will be asked something about Canada.

If they can answer the question, they move the number of spaces specified. If they are asked a question which incorporates French, and they cannot come up with the answer, they stay where they are and lose their turn. On their next turn they begin with a fresh roll. After a team completes the instruction on their space, their turn ends. On their next turn, they choose whether to do what their new space says, or roll the dice instead. You can determine, as each member of each group takes a turn rolling and answering a question, whether or not the other members of the group can help them with the answer. Some spaces are easy (and funny).

**SPI**  
Social Studies  
3.spi.1.1  
Social Studies  
3.spi.1.8





# "The Long Winter" - A Canadian Folktale

K-2

American folktales are usually divided according to different population groups. In the U.S., one could find a rich folklore tradition among the Native Americans, another among African Americans, and a totally different among those of European descent. Likewise, in Canada, one would find four main bodies of folklore reflecting the traditions of Canada's main population groups. A rich history of folktales can be found among the aboriginal populations (native Indian, First Nation and Inuit), among French Canadians, among Anglo-Canadian (English, Irish, Scottish, Welsh, for example) and among other ethnic groups.

Various factors favored the preservation and development of folklore throughout Canada, including the prevalence of a rural population (at least until after WWII) and the use of folktales to foster local and national self-consciousness. French Canada, for instance, enjoyed a "golden age" of oral literature lasting into the 20th century. This was largely a result of French colonial policy, which did not allow for the establishment of a press in New France, and later because of policies of English authorities which favored the use of the English language. The lack of literature published in French and the scarcity of French schools helped to maintain a rich culture of folklore. Early French Canadian writers incorporated many traditional customs and legends into their works and fostered the recognition and admiration of the folk heritage. French Canada's rich contact with the country's native population and Anglo-Canada's preferences toward life by the sea helped to further differentiate the bodies of folklore from one another.

The following Canadian folktale, "The Long Winter," comes from the traditions of the Tlinglit Tribe of the country's First Nation population. After sharing the following folktale with students, use the questions at the conclusion to engage your students in the story.

## "The Long Winter," a First Nations Folktale

Before any humans walked the earth, the whole world belonged to the animals. One year, a very long winter set in. The sun did not come out for three years. The air was always dark. Thick clouds hung low and covered the sky. It seemed like it snowed all the time. All of the animals were suffering from this very long winter. The lack of food was alarming enough, and the lack of heat made it all absolutely unbearable. They all became frightened.

The animals called for a grand council meeting. All of the mammals, birds, and fishes of all sizes and shapes were invited to the meeting. At the gathering, as the animals looked around, they realized that one specific creature of the animal world was missing - the mighty Bear. They spoke among themselves, and began to realize that no one had seen a bear for over three years!

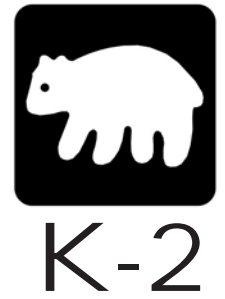
All the animals quickly agreed that the most important thing to do was to find out what had become of the heat. They all realized that without heat their sufferings would never end. Yes, the heat must be found! And it must be brought back again. They decided that several of the fastest and bravest animals would go on a search mission to the Upper World. They all believed that the mystical Upper World was where the heat had been taken. The seven animals chosen for the mission included the Lynx, the Fox, the Wolf, the Wolverine, the Mouse, the Pike (which is a freshwater fish), and the Dogfish (a type of small shark - "dogfish" is a funny name for a shark, isn't it?). After much traveling far and wide through the air, the group finally found the mysterious hidden doorway that opened to the Upper World. They were all excited, and quickly climbed through the door into the Upper World above.

After exploring the Upper World for several hours, they saw a big lake. Beside the lake burned a warm campfire with a teepee standing beside it. Beside the teepee were two young bears. The traveling seven asked the cubs where their mother was, and were told she was off hunting. Inside of the teepee, a number of big, round bags were hanging from the rafters. The animal visitors pointed to the first bag and asked the cubs, "What is in this bag?"

*(continued on next page)*



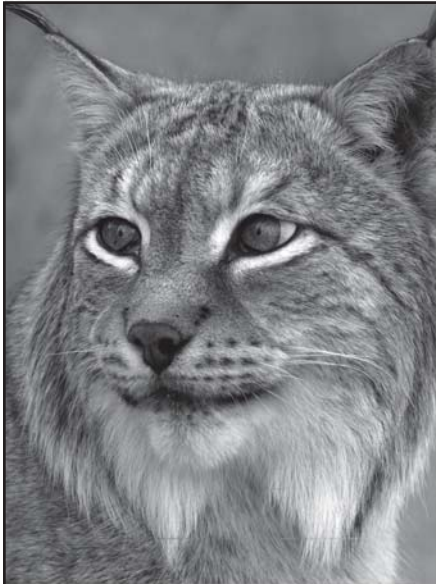
# "The Long Winter" Folktale *(cont.)*



"That," said the bear cubs, "is where our mother keeps the rain."

"And what is in this one?" the animals said, pointing to the second bag.

"That," the cubs answered, "is the wind."



The Lynx



The Wolf

"And this one?"

"That is where mother keeps the fog."

"And what may be in this next bag?" said the animals.

"Oh, we cannot let you know that," said the cubs, "for our mother told us it was a great secret, and if we tell, she will be very angry and will bop us on our heads when she returns."

"Oh, don't be afraid," said the fox. "You can tell us. She will never know."

Then the cubs whispered, "That is the bag where she keeps the heat."

"Aahh ..." said the visitors. They glanced and grinned at one another, and stammered their good-byes. Outside of the teepee, they rushed to a hidden spot and held a quick council meeting. Their first agreement was that they should leave the bears' campsite at once, as the mother bear might return at any time. This they did, and found a safer spot to hide. The next topic was more difficult. How to capture the bag with the heat?

"Somehow we need to distract the old mother bear," said the Fox.

"I know!" said the Lynx. "I'll run to the other side of the lake, and use mystical powers to change myself into a deer."

"Good idea!" said the Wolverine. "The mother bear will see you across the lake and she will want to hunt you. She'll have to paddle her canoe across the lake, and that will give us time to get the bag with the heat."

"Better yet," squeaked the Mouse, "I'll chew a cut in the bear's canoe paddle near the blade, so it will take her longer to paddle across the lake." All agreed. So the Lynx went around to the other side of the lake and turned herself into a deer. Now as a Deer, he wandered near the edge of the lake to attract the mother Bear's attention. In the meantime, Mouse scrambled into Bear's canoe and chewed a deep cut in the handle of her paddle close to the blade. The others hid near Bear's teepee.

When one of the bear cubs saw the disguised deer across the lake he cried out, "Look at the deer on the opposite shore!" The old mother Bear immediately jumped into her canoe and paddled toward it. Deer walked

slowly along the beach pretending not to see the canoe, so as to tempt the Bear to paddle up close to him. Then all at once, Deer doubled about and ran the opposite way. Old Bear threw her whole weight on the paddle to make it go faster, and the paddle suddenly broke where Mouse had gnawed it. The force of Bear's weight threw her into the water. The other animals were watching the hunt from the other side, and as soon as they saw the



# "The Long Winter" Folktale *(cont.)*

K-2

mother Bear floundering in the water, they ran into the teepee and pulled down the bag containing the heat. One at a time, they tugged the bag as fast as they could toward the mystical opening back to the Lower World from where they had come.

They hurried as fast as they could to get back to the opening, but the bag was very large, and none of them was able to keep up the pace for very long without growing tired. Whenever one tired out, another would take the bag, and in this way they hastened along as quickly as they could. They knew that the old mother Bear would soon get ashore and return to her teepee, and that was when she would discover the missing bag. Then she'd be furious and follow their footprints in order to catch them!

Sure enough, the old mother Bear was soon in hot pursuit, and had almost overtaken the animals when they spied the opening to the Lower World just ahead. By this time, the stronger animals were all so tired that they could hardly move at all. Now the Dogfish (the small shark) took the bag and pulled it along a good way, then finally the Pike (the freshwater fish) managed to inch it along a little further.

At that very moment, the mother Bear lurched toward them. All of the animals joined together and pushed the bag until it tipped through the hole to the Lower World. One by one, each of the seven animals jumped through the hole to the Lower World, just in the nick of time. As soon as the bag dropped to the world below, it broke open and all of the heat crammed inside of the bag rushed out. All at once, warmth spread to all parts of the world and quickly thawed the ice and snow. Flood waters ran high for many weeks, but then the waters subsided. The trees, bushes and flowers which had been covered by ice grew green leaves once more, and springtime bloomed anew. From that time until now, the world has always seen a warm season returning after a cold season, just as we see it today.

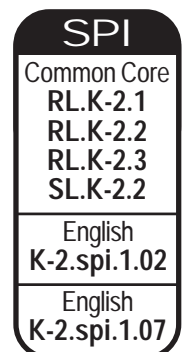
## Comprehension & Discussion

After reading "The Long Winter" to your students, use the following questions to engage them in discussion about the story. Begin by explaining that the story originated and was handed down from generation to generation by members of Canada's Tlinglit First Nations tribe. Explain that First Nations is similar to our Native Americans.

1. Why do you think the Tlinglit tribe members first came up with this story? What purpose does it serve, or what puzzling matter does it try to explain (in a fun way)?
2. Are there any parts of the story that you think could have been true? Which parts could possibly be true, and which parts of the story could never possibly be true (like talking animals)?
3. What sorts of things did "The Long Winter" teach you about Canada, just from listening to the story (perhaps what the weather is like, and perhaps what types of animals live in Canada)?
4. Of all of the animals who went searching for the "warmth," which one seemed most in charge? Which one seemed the smartest? Which one did you like the best?
5. The animals decided that "several of the fastest and bravest animals would go on a search mission." Of the seven animals that were chosen to go, which ones do you think were chosen because they were fast, and which ones do you think were chosen because they were brave?

## Additional Activity

Allow students to choose their favorite part of the story, and then draw a picture about that part of the story. Provide plenty of paper and crayolas or markers. Or let them draw and color a picture of their favorite animal character from the story. Display these in your classroom.



# Grizzlies & Canadian Geese



K-2

When you show your students a map of North America, they will see that both Canada and the United States are really big countries, although Canada is a little larger than the United States. However, the United States has a lot more people! Explain to students that these two facts mean that Canada has a lot more space that is rural and unpopulated. That means, plenty of room for animals! Canada has a huge diversity of many different types of animals. Use this lesson plan to introduce your students to many of the animals of Canada.

## Activity

Begin this lesson plan by sharing with students the 18 animals pictured below, or use other resources to share photos of animals which live in Canada. As you show each photograph of a Canadian animal, allow students to call out words which describe that animal. For example, for the musk ox, they might say “big,” “furry” or even “scary.” They might also start reciting short descriptive phrases (i.e., “It has horns,” “It has feathers”). After they provide these brief descriptions or perceptions of the animals, take their knowledge of these animals further by engaging them in classroom discussions by asking them the questions on the following page. At the conclusion of your lesson on Canadian animals, provide each student with paper and crayolas or markers, and allow them to create their own picture of their favorite Canadian animal. Display these in your room.

<b>SPI</b>
Science <b>K-2.spi.9.1</b>
Science <b>K-2.spi.9.2</b>
Science <b>GLE 0107.2.3</b> <b>GLE 0207.2.2</b>
Social Studies <b>3.spi.1.1</b>



Arctic Hare



Beaver



Arctic Fox



Grizzly Bear



Beluga Whale



Canadian Goose



Caribou



Lynx



Harp Seal



Marmot



Moose



Puffin



Musk Oxen



Pika



Polar Bear



Prairie Dog



Sea Otter



Wolf

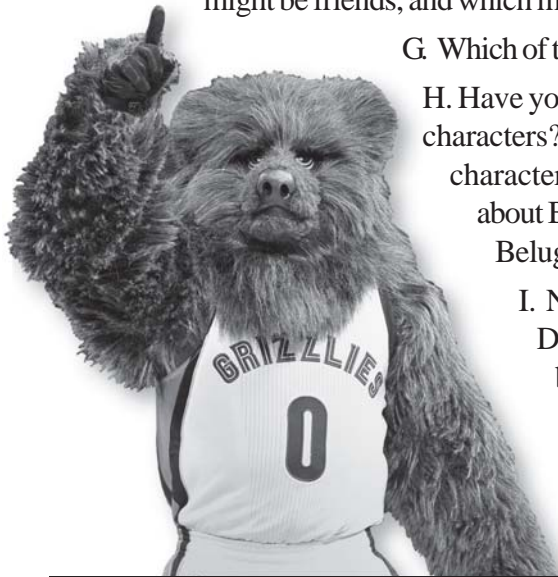




# Grizzlies & Canadian Geese *(cont.)*

## K-2 Questions About Canadian Animals

- A. After briefly studying the Canadian animals on the previous page (or other Canadian animals that you look up), ask your students to describe which animals are probably good swimmers. Which ones can fly? Which ones probably live in the forests? Do they think any of them climb trees?
- B. Which animal do they think is the biggest (and why)? Which one is probably the smallest? Which one probably runs the fastest (and why)? Which one is probably the slowest?
- C. Have them predict what they think each of these animals probably eats? Would what they eat possibly provide us with a clue about where they might live (and why)?
- D. Ask the students if they think any of these animals live in the snowy areas of Canada. If they say “yes,” ask them which ones, and ask them to explain why they think these animals live in the snowy areas.
- E. Ask them which of the animals they would think would be the friendliest, and why. Which one looks like it might be the most dangerous, and why? Which one would they most like to have as a pet? Which one would make the worst pet, and why?
- F. Which pair of these animals do your students feel is most closely related, and why? Which of these animals might be friends, and which might be enemies?
- G. Which of these animals do your students think might also live in the United States?
- H. Have you ever seen any of these Canadian animals turned into famous cartoon characters? If so, which ones and name the famous cartoon character or fictional character. Was either Yogi the Bear or Smokey the Bear a grizzly bear? What about Bullwinkle? Some of them might remember a famous Raffi song, “Baby Beluga.” What about Little Red Riding Hoods’ famous enemy?
- I. Now have your students draw and color one of these Canadian animals. Display their completed artwork on your classroom walls, or on a bulletin board about Canadian animals. Depending on the age of your students, ask them to look up additional animals from Canada, or to use resources to determine habitats. Have students or student groups create their own Canadian folktale about with one or more of these Canadian animals as characters.



## But Wait! Where Did Those Grizzlies Come From?

All of your students are going to be familiar with the Memphis Grizzlies basketball team. While many of them will be able to identify individual players like Marc Gasol and Tony Allen... all of them will probably know Grizz! However, why is the Memphis basketball team called the Grizzlies? Ask you students if they believe that there are any grizzly bears (or any type of bears) living around Memphis (other than at the Memphis Zoo). So where did that name (and that mascot) come from? Explain to your students that, prior to the Grizzlies coming to play basketball in Memphis in 2001, they were the Vancouver Grizzlies from the British Columbia province of Canada. In fact, many of the employees with the Memphis Grizzlies are Canadian, and moved to Memphis with the team 15 years ago. Having originated in Vancouver, Canada, that the Grizzlies name makes more sense, as there are plenty of real grizzlies roaming around Canada, but none as ferocious as the Memphis Grizzlies! Right?

# On The Trail of Ogopogo

## Canadian Answer to the Loch Ness Monster



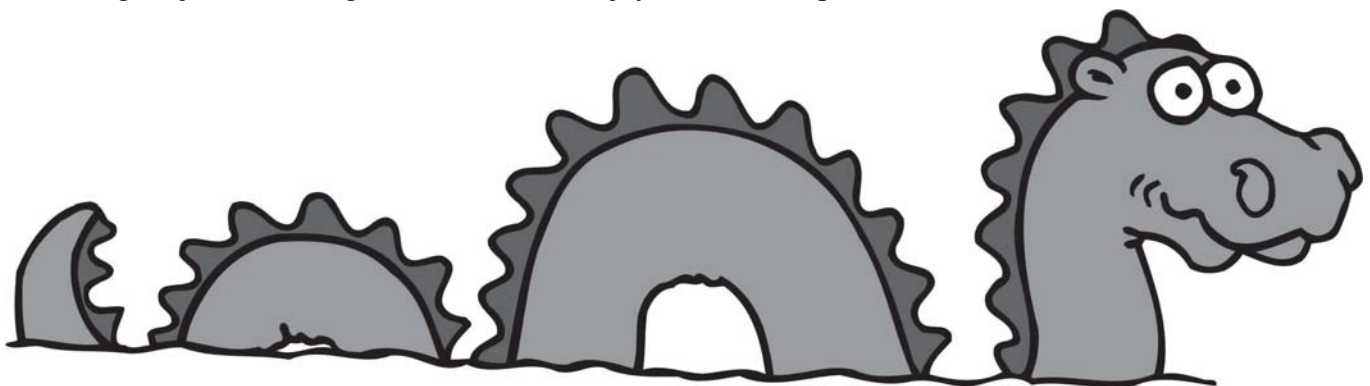
There is a mysterious creature of Canadian legend which reportedly slithers beneath the waters of Okanagan Lake in British Columbia. It is named Ogopogo (also known as Naitaka, which means “Lake Demon”) and has allegedly been seen by members of Canada’s First Nations people since the 18th century. The name originated from a 1924 English song called “The Ogo-Pogo.” It has been reported to be about 50 feet long. Some have said that Ogopogo might be a type of primitive serpentine whale like a Basilosaurus, although others have dismissed it as floating logs, or even some other Canadian wildlife like an otter. Most surprisingly, in 1926 a sighting was supposedly witnessed by 30 cars of people along the Okanagan Mission beach. In 1968, a man named Art Folden filmed something swimming across the lake. A computer analysis of the footage confirmed that it was a solid, three-dimensional object.

### Plan Your Own Classroom “Ogopogo Festival”

Have a little fun with Canada’s famous Ogopogo legend and allow your students’ imaginations to run wild with these legendary activities.

1. Read the short description of the Ogopogo mystery above to your students. Brainstorm with your students how they might imagine Ogopogo to look. What color would he be? Would his eyes be big or small? Would he have fins or scales or fur or flippers? After you have had the chance to get their creative juices flowing, then pull out the crayolas and the construction paper and allow students to cut-out, color, and create pictures of what they would think that Ogopogo would look like. Tell them to make their Ogopogo as unique and original as they can. Display the resulting creative creatures on your classroom wall or bulletin board.

2. Don’t Let Go of Ogopogo! This is a simple outdoor game for recess that involves physical coordination, and is usually played in small groups on a grassy area of the playground. One player, chosen as the “head of the Ogopogo monster” begins running around in random directions within a marked off area. Subsequent players begin holding on to the hand of the previous player, creating a long serpent. The entire “tail” of Ogopogo whips around and moves in the direction of the leader, however the whipping force gets much greater toward the end of Ogopogo’s tail, and it’s harder to hold on. The longer the tail, the more the forces act on the last player, and the tighter they have to hold on. As the game progresses, the whipping motion of Ogopogo moving through the water will probably cause some students to loose their grip... and Ogopogo begins falling apart. Those who have fallen off of the growing line must then chase the “tail” of Ogopogo, attempting to help him grow in length. Some of those who were previously located near the end of the tail and have fallen off can “move up” and be in a more secure position by grabbing onto the tail as it is moving, provided they can get back on before some of the others do. There is no “winning” objective to this game other than the enjoyment of the experience.





# On the Trail of Ogopogo (cont.)

K-2

3. This activity helps your students with word skills, while also creating a funny folktale. Allow students to help you complete the following Ogopogo story on the next page by providing words that correctly fit the description and fill in each blank. Once all of the blanks are filled, allowing each student to suggest one “fill-in-the-blank” word, then read the funny Ogopogo legend back to your class.

**Ogopogo Fill In The Blank** - Once upon a time in British Columbia, Canada, way to the very western edge of the country near the ocean, there lived a friendly, yet mysterious sea serpent named Ogopogo. Ogo, as his friends called him, lived in a deep lake filled with (name something you drink). Ogopogo was a funny looking serpent. He was bright (name a color), and his eyes looked like (name something round), and his breath smelled like (name a food that you don't like). Most sea serpents live in caves under the sea, but not Ogopogo. He lived in a (name someplace you hide while playing “Hide & Seek”), and usually stayed under water, but would swim close to the shore just to enjoy his favorite meal of (name your favorite food) mixed with (name your least favorite food). To disguise himself, since many people are afraid of sea serpents, Ogopogo would sometimes wear a (name a funny type of hat) on his head, and instead of roaring like a sea serpent, he would make a (name a sound that an animal makes).

So one day, Ogopogo was swimming across Okanagan Lake, when he spotted a fishing boat. The lake is filled with a fish called the rainbow trout, so many fishermen visit the lake. Ogo swam toward the fishing boat, when he noticed the captain standing on the bow of the boat. He was a funny looking captain. He was wearing a (name a color) (name something funny that you might wear to a party) and a (name another color) (name a funny kind of shoes). His hair was (okay, name one more color) and looked like the hair on a (name a type of animal). The captain was fishing off of the side of the boat. As he was fishing, as loud as he could, echoing across the waters of Okanagan Lake, the Captain was singing (name a song).

As Ogopogo swam close to the Captain's boat, the Captain spotted him in the water. It was the first time the Captain had ever seen a sea serpent, and it scared him to death. He dropped his fishing pole, let out a scream like a (name a kind of animal) and his eyes got as big as (what kind of balls do you use when playing sports?). The Captain jumped in the frigid waters of Okanagan Lake and swam to shore.

At first, this make Ogopogo kinda sad. It's pretty tough for a sea serpent to find friends. However, then he realized that the Captain left his boat overflowing with fresh rainbow trout (a favorite food for hungry sea serpents), so Ogo reached his long neck into the boat, and ate a big, big dinner of fish. After all, Ogopogo was as hungry as a (name a color) (name a wild animal).

**Extended Activity** - You can do this funny, fill-in-the-blank story activity with your whole classroom (there are twenty blanks which will need word suggestions), or you can divide the class into two groups, and let each group complete the story with their own words. Then read both stories aloud, and see which group came up with the funniest story.

You can also allow students to draw and color illustrations for the story, and post them in your classroom (such as the Captain with the huge eyes, crazy outfit and funny hair!).

To put the story in context, show students a map of North America. Show them where Memphis is located in the United States. Show them where British Columbia is located in western Canada. Ask them to make predictions about what type of weather they might have there, and what type of favorite foods they might eat based on the location of the area.



# A Country of Many Languages



K-2

According to the 2011 census, English and French are the mother tongues of 56.9% and 21.3% of Canadians respectively. Under the Official Languages Act of 1969, both English and French have official federal status throughout Canada. New Brunswick is the only Canadian province that has both English and French as its official languages. Quebec's official language is French, although in that province, the Constitution requires that all legislation be enacted in both French and English. Canada's linguistic diversity extends beyond the two official languages. In all, 20% of Canada's population reported speaking a language other than English or French at home. Some of these are indigenous languages, which are spoken by less than one percent of the population.

French Canadians are those citizens who trace their French ancestry from the descendants of colonists from France who arrived in New France (Canada) in the 17th and 18th centuries. Today, French Canadians account for about 22% of the total population of that country. During the mid-18th century, Canadian colonists born in French Canada expanded across North America.

<b>SPI</b>
Foreign Language <b>spi.1.2</b>
Art <b>K-2.spi.1.1</b>
Art <b>2.spi.1.2</b>

**Activity** - Work to teach students the following words in French. First are the numbers from one to five. Practice in the classroom, not only teaching how to say each word, but also recognizing each word in writing. Then, move on to colors. Explain the the bottom row of pictures represent colors in French (each piece of fruit representing the coordinating color (apple = red, banana = yellow, blue = blueberries, pear = green, grapes = purple). Then have students use what they have learned to complete the "Canadian Mountie" coloring activity on the next page. Then, also have students use their new French skills to participate in the "Moose Tracks" board game on pages 18 and 19. It offers them the chance to compete against other classmates, utilizing the new words they have learned.



**Un**  
**One**

**Deux**  
**Two**

**Trois**  
**Three**

**Quatre**  
**Four**

**Cinq**  
**Five**



**6. Rouge**  
**Red**

**7. Jaune**  
**Yellow**

**8. Bleu**  
**Blue**

**9. Vert**  
**Green**

**10. Pourpre**  
**Purple**

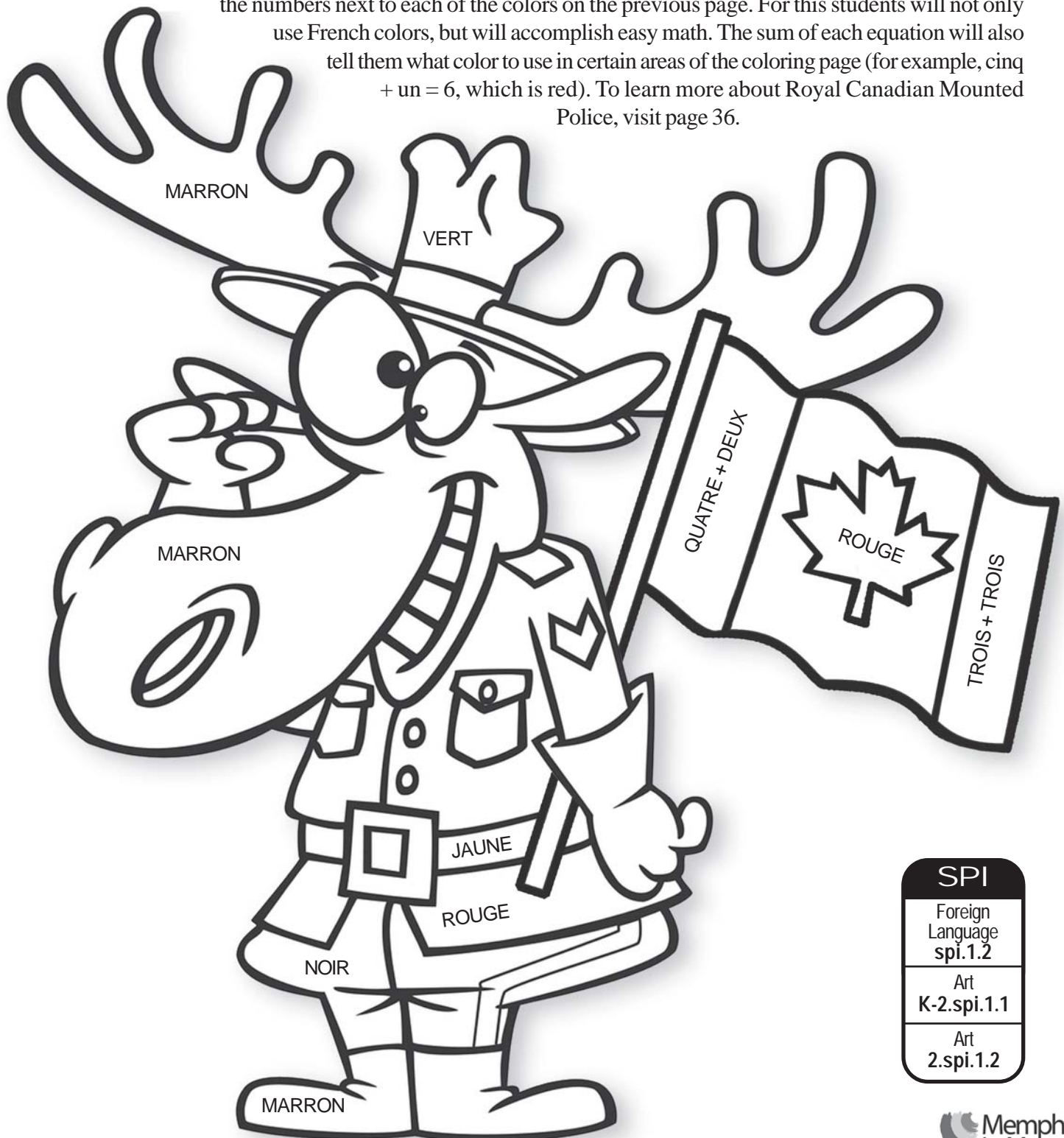
**Also... Noir (Black) & Marron (Brown)**



# A Country of Many Languages *(cont.)*

K-2

**Activity** - This coloring activity incorporates three of Canada's great symbols... the mighty moose, the Royal Canadian Mounted Police (or "Mountie") and, of course, the Canadian national flag (which bears another great symbol, the maple leaf). Make a photocopy for each student, and provide plenty of crayolas. Have students use the French words they learned to complete this coloring activity. Notice the numbers next to each of the colors on the previous page. For this students will not only use French colors, but will accomplish easy math. The sum of each equation will also tell them what color to use in certain areas of the coloring page (for example, cinq + un = 6, which is red). To learn more about Royal Canadian Mounted Police, visit page 36.



SPI

Foreign  
Language  
spi.1.2

Art  
K-2.spi.1.1

Art  
2.spi.1.2

# What Is That, A-Boat?

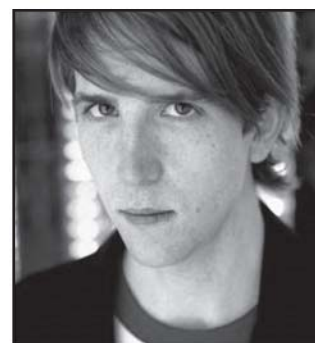
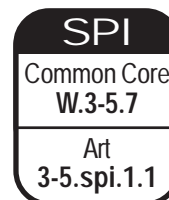
## 3-5 Grade Learning Unit

If you've had the opportunity to travel in Canada, or are lucky enough to have Canadian friends, then the headline above just might make sense. Like most of us, your students probably assume that most people are just like us. When they look different than us, or speak different than us... it sometimes catches us off guard. Canada and the U.S. seem almost undistinguishable. We share a long border, many of them star in our favorite movies and TV shows, and they often just seem like a quiet neighbor. So, what is that all about? Or a-boat, as your favorite Canadian might say it!

In this unit, we will explore a few ways that we differ from our northern neighbors, and how they have their own symbols, structure and manner of speaking. While, in many ways, we might look alike, we each enjoy our own rich heritage. By the end of the unit, your students should understand a bit more about that heritage. Begin by asking your students to draw a picture of a Canadian. They may not even know how to begin. Unlike some nationalities, it might be difficult to pinpoint characteristics that might make them Canadian. Do they have blue eyes? Light skin? Any distinguishable features? After they finish their drawing, show them a few Canadian faces.



# 3-5



We imagine people from different countries, and what they look like. For Asian nations, we might imagine a specific "look." Same for Chile, Kenya or Iraq. Canada is as diverse as the U.S. Whether they are a famous face, like Sarah McLachlan (top row, second from left), Dwayne Johnson (bottom left), or Canadian Prime Minister Stephen Harper (bottom, second from right)... a neighbor on the street, they may look just like your neighbors!





3-5

# Famous Symbols of Canada

Most students understand that symbols represent things. In our society of mass advertising, marketers have often totally abandoned words and allowed simple symbols to promote products and people and events. Through this lesson, students will learn about a few of the symbols of Canada and the great pride and cultural significance these symbols maintain throughout the country. The primary Canadian symbols focused on during this lesson are the maple leaf, the beaver, and the inuksuk. In addition to exploring these symbols, by the end of this lesson, students will also have created a symbol of their own.

**Famous Symbols** - Start by explaining to students how important symbols have become, often replacing words. Begin by showing them some symbols and asking them to identify what they represent. You can find these symbols online, although most can simply be drawn on the whiteboard or projector. Start with the simplest... draw a big checkmark on the board. Most of the class will erupt with “Nike.” Continue with an apple with a chomp taken out of the right side (Apple, of course). Draw a circle with a chicken foot inside of it (a peace sign). What about a peacock (NBC television network)? Divide your class into groups of 3 or 4 students. Give each group ten minutes to come up with as many symbols as they can (remember, no words). All they really need to do is to look up NASCAR cars and uniforms, as they are covered with dozens of sponsor symbols. See which group comes up with the most, and share all with the class to determine which ones are most familiar and which are most obscure.

**Now, American Symbols** - Now let’s imagine that it is the Fourth of July. Have the same groups brainstorm American symbols which convey pride in our country (or certain aspects of our country), but do so without words. Remind them, that they probably see lots of these symbols around our Independence Day, Presidents Day, and Memorial Day. Advertisers go crazy with these. Conduct the same experiment... allowing each group ten minutes to come up with as many as they can. A few, of course, would include stars, stripes, certain colors (red, white, blue, of course), the bald eagle, the Statue of Liberty, the Liberty Bell, the Democratic donkey and the Republican elephant.

**And Finally, Canadian Symbols** - Canada is also a country of great pride. So great, in fact, many students will immediately recognize some of these symbols as associated with our neighbors to the north. The primary symbols on which we will focus for this lesson plan include the maple leaf (probably the most famous, represented on the Canadian flag, and as prominent as our stars and stripes), the beaver, and the inuksuk (what is an inuksuk?). Using the same small groups, assign each group a number 1, 2 or 3. All of the number 1 groups will be assigned the maple leaf, number 2 groups the beaver, and number 3 the inuksuk (or you can conduct a random drawing for groups to choose their Canadian symbol). Give groups a day to hit the computer and research as much as they can about their symbol, its significance, and how it evolved into the prominent icon it is today.

Teachers, there is a brief explanation of each on the following page. Have each group plan a classroom presentation about their assigned symbol. Their presentation should include, in detail, the information above, as well as visual examples of how the symbol manifests itself throughout Canada (on flags, products, sports teams, etc.).

While these three are probably most prominent throughout Canada, you can also choose to expand the assignment to include other Canadian symbols. These might include the famous hat of the Royal Canadian Mounted Police, the moose, the Canadian goose, the hockey puck or hockey sticks, the totem pole, the caribou, maple syrup, the curling stone, even Johnny Canuck (for more information about Johnny Canuck, see page 42). Allow students to research further and find their own Canadian symbol for their group. Some of these, however, may be more difficult to present.

SPI
Social Studies 3-5.spi.3.01
Social Studies 3.tpi.4
Social Studies 5.spi.3.03
Computer 3-5.spi.3.1
Computer 3-5.spi.5.1

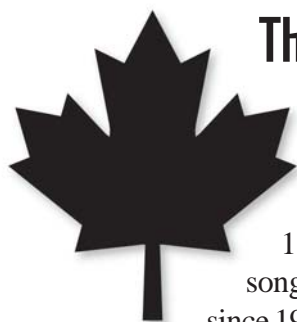
Special thanks to Nate Roberts for assistance with this Canadian lesson plan. *(continued on next page)*

# Famous Symbols of Canada (cont.)

**Expanded Assignment** - As mentioned, symbols are used in many ways. Of course, they can be found on flags, t-shirts, advertisements, even racing cars. Provide paper, crayolas and markers to students for this individual assignment. Have each student design and color a symbol for themselves. It could represent their hobbies, their heritage, their favorite things, etc. Have each present their symbol to the class, and explain how it best represents them. Have the class vote on their top three favorites.



3-5



## The Maple Leaf

- Well before the first European settlers, Canada's aboriginal peoples had discovered the food properties of maple sap. In 1834, the St. Jean Baptiste Society made the maple leaf its emblem. In 1836, *Le Canadien* newspaper referred to the maple leaf as a suitable emblem for Canada. In 1848, the Toronto literary annual, *The Maple Leaf*, referred to it as the chosen emblem of Canada. In 1867, Alexander Muir wrote "The Maple Leaf Forever" as Canada's confederation song. During the First World War, the leaf was included on many soldiers' badges, and, since 1921, three maple leaves have adorned the Royal Arms of Canada. In 1957, the color of the leaves on the Royal Arms were changed from green to red, one of Canada's official colors. In 1965, the red maple leaf flag was inaugurated as the National Flag of Canada.

## The Beaver

- Religious and political reasons are two main reasons why Europeans moved to North America, but natural resources were another. One of the main attractions was the beaver. In the late 1600s, beaver fur hats became the rage! The first North American coat of arms to depict the beaver came in 1621 to the area now known as Nova Scotia. Hudson's Bay Company played a major role in the exploration of Canada, even helped set its borders. In 1678, Louis de Buade de Frontenac, then Governor of New France, suggested the beaver as the emblem of the colony. In 1833, the beaver was included on the armorial bearings for the city of Montreal. It was included on the first Canadian postage stamp in 1851. In 1975, the beaver became an official emblem of Canada through an act which received Royal approval. While 19th century hunting almost wiped out the beaver, conservation efforts have revived the population.



## The Inuksuk

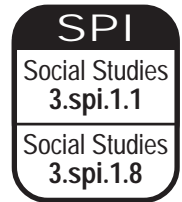
- An Inuksuk is a person built of stacked stones, usually with outstretched arms, originating with the early Inuit people of Canada. The Inuit word actually means "likeness of a person." Each is unique, and built by stacking stones by hand. Traditionally, an Inuksuk might be used to direct travelers and hunters the way home. Some warned of dangerous places, others where food was stored. Inuit hunters sometimes placed these stone people to frighten caribou toward waiting hunters gathering necessary food for the winter. Some Inuksuk were built to point toward the North Star, which was important in predicting the start of different seasons of the year. Today, it has become a symbol of the North and of leadership, cooperation and human spirit. Both Inuit and non-Inuit sometimes build Inuksuk to simply mark their presence or to show pride across Canada and into the Arctic.



# Two Part Word Search Puzzle

3-5

For years, Quebec was Upper Canada and Lower Canada. Canada is known for having two languages, French and English. There's an Upper House (Senate) and a Lower House (House of Commons) in Parliament. Get the idea? There are many twos! So, for this two-part puzzle, have students first answer the questions on this page, then find the answers on the next page. They may appear across, up and down or diagonally, either forward or backward. The number at the end of each question is the number of letters in the answer. Some answers might be found in other sections of this guide. Answers can be found on page 68.



1. Nickname for a Royal Canadian Mounted Police (7): \_\_\_\_\_
2. Canada's neighbor to the south (2 words) (12): \_\_\_\_\_
3. Canada's only other neighbor (6): \_\_\_\_\_
4. In French, it's the number of this question (6): \_\_\_\_\_
5. Huge sheet of ice. Peyto is one, and it goes into Peyto Lake (7): \_\_\_\_\_
6. Canada's government body, and Britain has one, too! (10): \_\_\_\_\_
7. Before they were Memphis Grizzlies, this Canadian city was their home (9): \_\_\_\_\_
8. Rumored sea serpent that lives in Okanagan Lake (7): \_\_\_\_\_
9. Inuit sculpture of man made of rough stones (7): \_\_\_\_\_
10. The type of tree used to make syrup, or decorate a national flag (5): \_\_\_\_\_
11. Official \_\_\_\_\_ Act of 1969 made both French and English official (9): \_\_\_\_\_
12. The French word for "waterfall" (7): \_\_\_\_\_
13. This Johnny was a younger cousin to America's Uncle Sam (6): \_\_\_\_\_
14. The huge bay in the middle of the country (6): \_\_\_\_\_
15. Elvis' favorite sandwich spread was invented in Canada (2 words) (12): \_\_\_\_\_
16. Churchill, Manitoba has as many of these animals as people (2 words) (10): \_\_\_\_\_
17. The U.S. and Canada share this huge waterfall (2 words) (11): \_\_\_\_\_
18. This sea can be found off Canada's east coast (8): \_\_\_\_\_
19. Canada's first female Prime Minister (8): \_\_\_\_\_
20. Quebec has a hotel completely made of this (3): \_\_\_\_\_
21. This Canadian city hosts the world's largest jazz festival (7): \_\_\_\_\_
22. It was featured on Canada's first postage stamp in 1851 (6): \_\_\_\_\_
23. French Canadians would say that this was their flag's primary color (5): \_\_\_\_\_
24. Where gold was discovered in 1896, creating a "rush" (5): \_\_\_\_\_



# Two Part Word Search Puzzle



3-5

Make copies of the Word Search puzzle below, and distribute to your students. After answering the 24 questions on the previous page about Canada, have them locate those words within the Word Search puzzle below. They should circle each answer as it runs forward or backward, either across, up and down or diagonally. Answers to this puzzle can be found on page 68.

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



# Science & Symbolism of Maple Syrup

3-5

Maple syrup is often associated with Canada. In fact, jars of maple syrup, often contained in bottles shaped like the leaf of the maple tree that yields the sap, can be found for sale throughout Canada. This lesson plan provides an informative study of maple syrup. Students will learn about the origins of maple syrup, and the actual process of making it.

Maple syrup is usually made from the xylem sap of sugar maple, red maple, or black maple trees. In cold climates, these trees make more sap and store that starch in their trunks and roots before the winter. It serves as a sort of “antifreeze” to keep the tree from freezing. That starch is then converted to sugar that rises in the sap in the spring. Maple trees can be tapped by boring holes into their trunks and collecting the exuded sap. The sap is processed by heating to evaporate much of the water.

Maple syrup was first collected and used by the indigenous peoples of Canada. The Algonquin people used the word “sinzibuckwud,” which literally means “drawn from wood.” Popular legends maintain that maple sap was used in place of water to cook venison served to the chief, making it more flavorful. Aboriginal tribes developed rituals around sugar-making, celebrating the Sugar Moon (the first full moon of spring) with a Maple Dance. Many aboriginal dishes replaced the salt traditional in European cuisine with maple sap. The Algonquians also recognized maple sap as a source of energy and nutrition. At the beginning of the spring thaw, they used stone tools to make V-shaped incisions in tree trunks. They then inserted reeds or concave pieces of bark to run the sap into buckets. The sap was concentrated either by dropping hot stones into the buckets or by leaving them exposed to the cold temperatures overnight and disposing of the layer of ice that formed on top. While there was widespread agriculture in Southeast and Southwest regions of the U.S., the production of maple syrup is one of only a few agricultural processes in the Canadian Northeast that was not a European import. The practice was then adopted by European settlers, who gradually refined production methods. The Canadian province of Quebec is by far the largest producer of maple syrup, responsible for about three-quarters of the world’s supply. Canadian exports of maple syrup exceed over \$130 million annually.



Ojibwe woman tapping maple sap to make syrup.

**Activities - 1. The “Antifreeze” of the Maple Tree** - Now let’s turn the maple syrup process in trees into a science experiment! Provide each student with two paper cups. Students should partially fill each of their cups with water. As in most science experiments, one cup serves as the “control” cup, and the second the “experimental” cup. They should be marked as such with a marker, either with a “C” or an “E.” Have each student add two tablespoons of granulated sugar to their second cup, the “experimental” cup. Stir until the sugar is dissolved. Have students observe both cups and record their observations of the two cups, both in words and drawings, on their Observation Sheet. After a brief time of observing, have them place both cups in a freezer (perhaps your school cafeteria will be willing to assist in this teaching assignment). After about an hour, students should remove both cups, compare what they see and record their observations. The final part is conducted in intervals, so access to the freezer is important. After observing the two cups following the first hour in the freezer, have students hypothesize how much longer it will take the unfrozen cup to freeze (and record whether that is the control cup or the experimental cup). Have students record their guesses, in minutes, on a simple bar graph drawn by the teacher on the board. Check the cups every fifteen minutes and record the final results.

# Science & Symbolism of Maple Syrup *(cont.)*



3-5

**2. When Two Cultures Come Together** - Begin this part of the activity by posing the following questions to students, and allow them time to make their own conclusions prior to classroom discussion. Ask, “How did the making of maple syrup begin in North America?” and “What groups were involved in the original idea of maple syrup and in the improvement of the production process, and did they work together or competitively?” Allow students to discuss their ideas among other classmates. Remember, the First Nations of Canada first discovered tapping trees during the right times of the year in order to extract the syrup, but they shared their process with European settlers from France and Great Britain who settled in the area that is now Canada, and the Europeans used their knowledge of science and their more advanced tools to improve the process. Have students discuss what skills each of the two groups probably brought to the process. Then have students create illustrations depicting one or both of the two unique participating cultures involved in the process of syrup making. These could involve the two groups sharing ideas, tapping the trees, trading syrup for other goods, the process of heating the sap from the tree to evaporate the water and leaving the concentrated syrup, etc.

**3. Follow the Syrup to the Tree** - There are many different types of maple trees. Not all are widely used for making syrup, and those that are may produce different tasting syrup based on their species and the area of North America where they are grown. Have older students within this grade section research which maple trees are most widely used for making maple syrup. Then have them continue their assignment by visiting the library or looking online to determine areas of North America where the greatest concentrations of these trees grow. This will help determine why certain areas of the United States and certain areas of Canada produce much more maple syrup than other areas of North America. After they conclude their research of the trees and their locations, then have them research which states or provinces lead each country in the process of maple syrup, and have them see if there is a commonality between their research of tree locations and areas of production.

**4. A Sweet Yet Sticky Conclusion** - Of course, there’s probably no better way to end this sweet exploration than by sampling a little syrup. Procure bottles of different maple syrups from different regions of Canada and the United States. Many of these can be found at more specialized stores like Fresh Market and Whole Foods. Pay attention to the back label to see if the syrup was actually manufactured in Vermont or Quebec, for example. Also try organic maple syrups for a more natural taste. By sampling different types, see if students reach a consensus on taste difference from different areas. Have them speculate why the tastes might be different (could it be from different types of maple trees, or could the sap sugar and water densities be different in different regions?). You might also want to try pouring heated maple syrup onto a bed of shaved ice, and then twirling it onto popsicle sticks. The maple syrup hardens as it cools, creating a traditional treat which many Canadians enjoy each spring.

SPI
Science K-2.spi.9.1
Science K-2.spi.9.2
Science GLE 0107.2.3 GLE 0207.2.2
Social Studies 3.spi.1.1



In 1940, this man made about \$1,000 annually producing maple syrup from his farm. That would equate to about \$30,000 annually today.





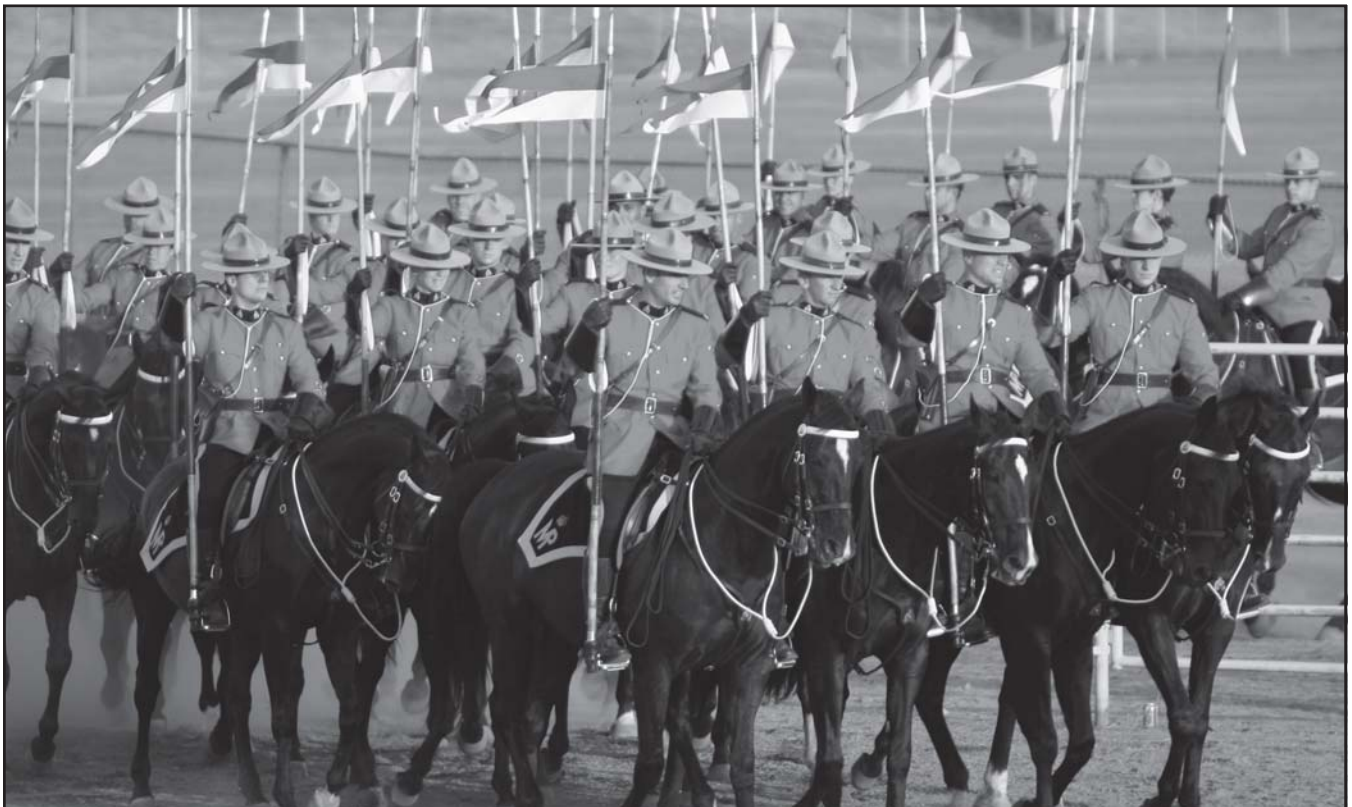
# Royal Canadian Mounted Police

3-5

What began as the North West Mounted Police evolved into today's Royal Canadian Mounted Police, or "Mounties," one of Canada's most recognizable symbols. This history unit will introduce students to some of the greatest action heroes ever. Teachers will probably want to begin this lesson by reading the history provided about the Royal Canadian Mounted Police to students. After exploring their history, involve students in some of the activities and questions provided.

**North West Mounted Police** - Canada was a brand new country with only seven provinces. The huge west had just been purchased from the Hudson's Bay Fur Trading Company for \$1,500,000 and was called the Northwest Territories. There was no local government, and the area was populated by three main groups of people. They included the first inhabitants, or First Nations people. The buffalo herds on which many depended were being wiped out, and many of these people were suffering from diseases like smallpox which had been brought to their land by the Europeans. There were also traders who had come to the vast area hunting for furs and trading with the First Nations people. Then there were the Métis who were descendants of the French, Scottish and English fur traders who had married First Nations women.

Sir John Macdonald, the first Prime Minister of Canada saw a need for a police force for the Northwest Territory. Their service would include preventing the United States from taking over this territory, stopping American whiskey traders who would come into Canada to take advantage of the First Nations people, carrying the laws and rules of the organized and civilized nation throughout the Northwest Territory, and bringing law and order to the region. So on July 8, 1874, a brigade of 300 mounted police with oxen, cattle and two cannons set out on their first mission. - to stop the American whiskey traders at Fort Whoop-Up. These very first mounted police signed on for a three-year duty, and were paid seventy-five cents per day. The police set out wearing their impressive scarlet red



The Royal Canadian Mounted Police of Canada performing a formal event by thirty-two cavalry, called a Musical Ride, in Abbotsford, British Columbia, showcasing their equestrian skills and riding in formation.

# Royal Canadian Mounted Police *(cont.)*



3-5

uniforms, however, the mission did not begin well. Many of the men grew sick from drinking swampy water, and the horses were beginning to starve from lack of grasses on which to feed. However, they made it to Fort Whoop-Up through the assistance of Colonel James Macleod and a Métis guide named Jerry Potts. By the time they arrived, the ruthless traders who had heard of their approach had returned to the US. A fort was built along the Oldman River to protect the men from the approaching winter. It was named Fort Macleod and it is still a city in Alberta, Canada to this day!

Next, the government of Canada, in the name of Queen Victoria, wished to sign treaties with the First Nations people and gain governmental control and protection over the lands. These treaties, delivered by the Mounted Police, promised to set aside areas of land, called “reserves” where the First Nations people would always be able to live. The treaties with the Cree people said that land outside of the reserves would be given to the government. The government, in return, would provide one square mile of land ownership for each family of five, allow the people hunt and fish on all government land without restriction, provide schools and teachers, provide farming assistance and domesticated animals, and provide health care. Partly because of the mounted men on horseback, who had helped rid their lands of the lawless whiskey traders, the First Nations people decided that they could trust the Canadian government. The land became pretty peaceful. In the years from 1874 until 1885, there were four people murdered and four people hanged. In the wild, wild west of the United States, hundreds were being killed every year due to lawlessness and armed fighting between soldiers and Native American people.

**Northwest Rebellion of 1885** - Unrest began to grow in the Northwest Territory. Some First Nations people were starving. Some Métis wanted to maintain their land, language, religion and way of life. Some white businessmen had grown unhappy with the government. They got together and sent a petition to the government capital in Ottawa. After the petition went unanswered, a group of Métis took matters into their own hands and ambushed a mixed force of First Nations people and North West Mounted Police at the Battle of Duck Lake. Seventeen men, including three Mounties, were killed. The Northwest Rebellion had begun. Great concern grew in Eastern Canada and at the nation’s capital. An army of 5,300 soldiers was sent west on the new railroad to stop those Métis who had risen up against the government police and innocent people. After a four day battle, Chief Big Bear, a Cree leader who believed in peace, surrendered, thus ending the Northwest Rebellion.

**The Discovery of Yukon Gold (1896-1900)** - The Yukon was a quite place, until the summer of 1896 when two men named Tagish Charlie and George Carmack struck gold at Bonanza Creek. News of this huge gold find lured thousands of people northward to find their fortune. The boom town of Dawson sprang up overnight and grew from a



*(continued on next page)*



# Royal Canadian Mounted Police *(cont.)*

3-5

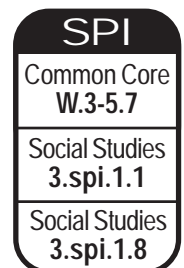
population of zero to over 30,000 in one summer. The population boom created many problems for the North West Mounted Police, but they maintained law and order throughout the Yukon. One way was to require that anyone entering the Yukon area was required to bring supplies and food to last one year, in order to make their journey survivable. It took most men three months and forty trips up the mountain pass to carry the required 2,000 pounds of supplies. The Mounted Police, under the leadership of Colonel Sam Steele served as mailmen, helped starving miners, licensed legal gambling houses, and more. Firearms and even swearing were not allowed under Steele's watchful eye. With 200 Mounties, each only being paid one dollar a day, they did an incredible job. The legendary fairness, honesty, and toughness of the Mounties was becoming famous.

**Here Come the Royals** - In 1904, the North West Mounted Police were renamed the Royal Northwest Mounted Police because of their outstanding service. The Canadian government trusted that their presence would stop other countries like Russia and the United States from claiming parts of Canada's north as their own. The Mounties learned the ways of the native Inuit people in order to survive. Patrols were sometimes made by dog sled. Then in 1920, the force underwent its final name change, and became the Royal Canadian Mounted Police. They had grown from a small group of 300 men to 2,500 and now taking on the role as Canada's national police force (they do not provide provincial or municipal policing in either Ontario or Quebec). What was declining, however, were the numbers of horses, as many Mounties turned to other modes of transportation to patrol Canada's far reaches. They became one of the first police forces in the world to use airplanes in their regular police duties. From 1920 until 1933, the Mounties helped police the U.S. borders during Prohibition, stopping smugglers and gangsters from the illegal transportation of liquor into the U.S. from Canada.

Today, the Royal Canadian Mounted Police has over 18,000 members. This includes about 14,000 police officers and about 4,000 assistants and administrators. They are as advanced as any police force in the world, now utilizing DNA testing, ballistics, infrared monitoring, canine units and more. Their distinctive uniforms, although not exclusively used, still sports the high collared scarlet tunic, the midnight blue breeches with gold stripe, the tall oxblood riding boots, and the wide, flat-brimmed brown felt hat. Some Mounties do still ride horses, although most of the four-legged transportation which helped tame the wild Northwest Territory has now been replaced by cars, boats, planes and snowmobiles. However, it is the Mountie on horseback that remains a symbol of Canadian pride.

## Assignments

1. Have students research the connection between the Battle of Little Big Horn, often called "Custer's Last Stand" and Canada and the North West Mounted Police. They should start by researching the battle, which occurred in the United States. However, certain participants (including one very famous one) made their way across the Canadian border. Was this crossing peaceful or violent, and why?
2. Have students research the required 2,000 pound inventory of supplies which the North West Mounted Police insisted that each and every gold prospector bring if they were coming to the Yukon, and create a list. Have them research the route that most gold prospectors took as they traveled into the Yukon, and research the dangers and difficulties that the Chilkoot Pass delivered.
3. Have students research individually, or conduct a classroom discussion about the differences between the the much-more-peaceful Canadian West from the much-more-lawless "wild, wild West" of the United States. What circumstances might have made such difference between the two? Was it a void of lawmen? Did it have anything to do with the area of land or the geographical make-up of the regions and their towns? See if their research uncovers anything about the penalties and punishments imposed which might have attributed to the difference in peace and lawlessness.





# French & English, Both Canadian



3-5

The notion of Canada as a bilingual country is not a new concept in Canadian politics, but can be traced back to the European colonization of Canada. The territory of modern-day Canada was colonized by both the English and the French. Both European groups built strong colonies in Canada alongside pre-existing First Nations communities. In eastern and central Canada, the British settled in parts of present-day Newfoundland, while the French developed colonies in parts of present-day Nova Scotia, New Brunswick, Prince Edward Island, and Quebec.

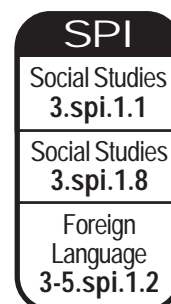
The British eventually consolidated their control over Canada. Through a series of European wars, such as the Queen Anne's War and the Seven Years War, the British acquired all French territories in the Maritimes and Quebec. While the British controlled these territories politically, these new acquisitions were French-dominated in terms of culture. In dealing with its new French population, the British adopted several different strategies. In Acadia, the former French colony in the Maritimes, the British adopted a policy of forced relocation, expelling thousands of French Acadians to France or to the American colonies (particularly present-day Louisiana). In New France, or present-day Quebec, the British adopted a different policy, choosing to legally recognize French culture and language but within the realm of British rule. Under the Quebec Act, the British upheld the use of French civil law for private matters in Quebec.

Under the nation's first constitution, which was set out in the Constitution Act, 1867, French-speaking citizens were given the right to continue practicing French civil law, in addition to significant language rights. Section 133 of the Act, for example, established English and French as the official languages of the new Canadian Parliament, as well as the courts. Since 1963's Royal Commission on Bilingualism and Biculturalism, the federal government has pursued a language policy characterized by equality between French and English and the vision of a common bilingual community. One of the key initiatives undertaken by the federal government in response to the Royal Commission on Bilingualism and Biculturalism was the introduction of the Official Languages Act in 1969. This legislation declared French and English to be the official languages of Canada while requiring all federal institutions (such as government departments, agencies, and Crown corporations) to provide their services in French or English at the customer's choice.

**Activity - A French Scavenger Hunt** - It couldn't have been easy for the Canadian government to coordinate two large populations with language differences. In order for the two languages to work together across the nation, it required effort between both sides, as the Official Languages Act of 1969 recognized both French and English. For this student activity, we will also recognize both French and English. At first, it might seem as confusing as it must have first seemed to the Canadian government. However, just like the bi-lingual Canadians, but working together, your students can succeed in this small group "pictorial" scavenger hunt.

This hunt is about all things Canadian! Start by dividing your classroom into small groups of 3 or 4 students, then provide each student a copy of the Scavenger Hunt worksheet on the next page (even though each student receives a copy, they should only use one copy as the Master Copy on which they record their answers. Allow students ample class time (or allow them to chase the items listed on their Scavenger Hunt worksheet outside of class, as well), and allow them access to research tools like the internet or the library. To win, they must be the first group to translate and identify each item on the list, secure (or draw) a photo of each, and write the Canadian

significance of the item in the blanks provided on the worksheet. Is everybody ready for the bilingual Canadian hunt? Parlez-vous Français?





# French & English, Both Canadian *(cont.)*

## 3-5

Work as a team to identify the French words below. Write the word in English on the line just under the French word. Each has some tie to the country of Canada. Once you identify the word, you must print or draw a picture of that item (keep up with all of those pictures). Then, on the remaining three lines in each box, briefly write the word's significance to Canada. The first team to complete the whole worksheet wins. In case of a tie, the teacher decides on the team with the best (or most creative) pictures to be the winner.

<b>1. sirop</b> _____ _____ _____ _____	<b>2. rouge</b> _____ _____ _____ _____	<b>3. pêche</b> _____ _____ _____ _____
<b>4. cascade</b> _____ _____ _____ _____	<b>5. neige</b> _____ _____ _____ _____	<b>6. chemin de fer</b> _____ _____ _____ _____
<b>7. homard</b> _____ _____ _____ _____	<b>8. couronne</b> _____ _____ _____ _____	<b>9. castor</b> _____ _____ _____ _____
<b>10. or</b> _____ _____ _____ _____	<b>11. feuille</b> _____ _____ _____ _____	<b>12. bois de charpente</b> _____ _____ _____ _____

*Answers can be found on page 68.*

# Let's Build Our Own Inuksuk



3-5

Throughout the Arctic regions of Canada, one might find a mysterious stone figure known as an inuksuk. An alternate spelling is inukshuk, and the plural form is inuksuit, and it means “in the likeness of a human” in the Inuit language. The Inuit are a distinctive group of aboriginal Canadians. Their inuksuit are monuments made of unworked stones that are used by the Inuit for communication and survival. The Inuit make inuksuit in different forms for a variety of purposes, such as for navigation, to mark a place of respect or memorial for a beloved person, or to mark places where food can be found. They have even been used to influence the migration of large animals, like caribou, toward hunting areas.

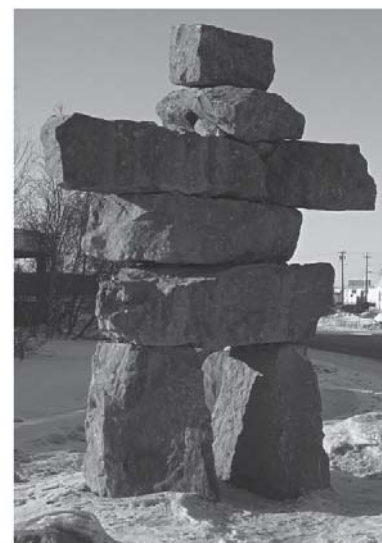
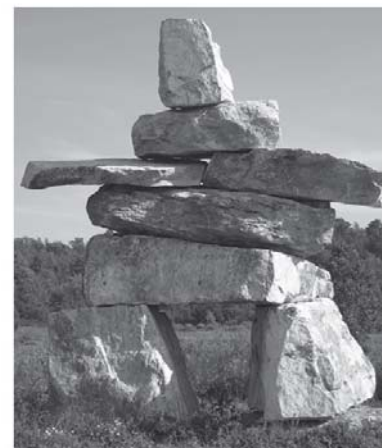
These sculptural forms are among the oldest and most important objects placed by humans upon the vast Arctic landscape and have become a familiar symbol of the Inuit and of their homeland. Inuit tradition forbids the destruction of an inuksuk. An inuksuk is sometimes a symbol of an ancestor who knew how to survive on the land in the traditional way. A familiar inuksuk is a welcome sight to a traveler on a forbidding landscape.

An inuksuk can be small or large, a single rock, several rocks balanced on each other, round boulders or flat. Built from whatever stones are at hand, each one is unique. The arrangement of stones indicates the purpose of the marker. The directions of arms or legs could indicate the direction of an open channel for navigation, or a valley for passage through the mountains. An inukshuk without arms, or with antlers affixed to it, would act as a marker for a food storage area. An inuksuk was used within the logo design for the 2010 Winter Olympics. At Enuksok Point on Baffin Island, there are over 100 inuksuit. The tallest inuksuk in Canada was created in 2007 in Schomberg, Ontario, and stands 37 feet tall. Your inuksuk, however, will be much smaller.

**Activity** - Explain to your students about the unique culture of the Inuit people, and also about the ancient tradition of inuksuk sculptures. Show them various photos from books or web sites. Then tell them that, for their inuksuk assignment, they have one week to gather a great collection of stones from around their home or around Memphis, which they will use to build their own inuksuk. Explain to them that it's like building a snowman, but out of stone.

Seeing plenty of examples of inuksuit will help them understand what type of stones they will need to try to find. Obviously, the most important stone will probably be the long, horizontal stone used for the arms. Depending on what size horizontal stone they can find may dictate how big their inuksuk should be.

The following week, bring plenty of paper plates, and some strong glue. Traditional inuksuit balance against their own weight, and do not use any type of mortar to hold them together. For our classroom inuksuit, however, a bit of glue would be wise. Some students may need help gluing, placing and balancing their stones. Teachers may also want to bring a collection of stones for substitutes.



SPI
Art 3-5.spi.1.1
Art 3-5.spi.2.4
Art 3-5.spi.4.1
Art 5.spi.2.3





# Who Is Johnny Canuck?

3-5

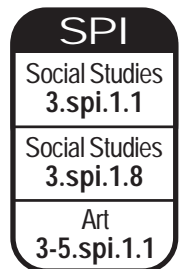
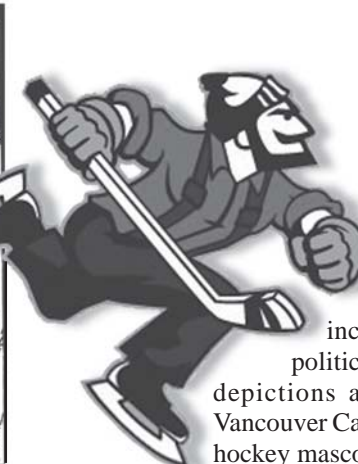
Earlier in this lesson unit, we explored various Canadian symbols. When comparing American symbols, one common American symbol we failed to mention was Uncle Sam, a patriotic hero who has shown up in U.S. military recruitment, patriotic displays and, of course, advertising. There is a similar “hero” who has appeared throughout modern Canadian history ... Johnny Canuck. Canuck is a Canadian cartoon hero and superhero that was originally created as a political cartoon in 1869. He is a fictional lumberjack, portrayed as a younger cousin to America’s Uncle Sam and Great Britain’s John Bull (and was often depicted

resisting their bullying). He was sometimes dressed as a farmer, logger, or soldier. Appearing regularly for 30 years, he began declining in popularity by 1900.

He was later reinvented in 1942 as an action hero for during World War II. Originally, he had no superpowers, but his cartoon exploits helped Canada fight against Nazism. Used as propaganda just like Captain America in the U.S., Johnny faced Adolf Hitler and almost single-handedly ended the war.

In 1975, he emerged again as a new comic book hero, created by Richard Comely. Captain Canuck was a costumed superhero rather than just a hero, and he wore red and white tights and bore a red maple leaf emblazoned on the forehead of his mask. In 1995, a series of postage stamps were issued celebrating Canada’s comic-book superheroes. Johnny Canuck is depicted as he appeared in the comic books, dressed in flight jacket, goggles, leather headgear and boots. In the mid-20th century, the Vancouver Canucks, a professional hockey team of the Pacific Coast Hockey League, used a lumberjack rendition of Johnny Canuck as their logo. When the team moved to the National Hockey League in 1970, they discontinued the Johnny Canuck logo.

**Activity** - Have students create their own single or multiple panel comic strip about their own Canadian super hero. They can use Johnny Canuck (but he must look different), or they can create a whole new Canadian hero (perhaps based on a moose, Canadian Mountie, First Nations person). They should incorporate as many Canadian references and images as possible. Have each student present their comic to the class and explain their ideas and content.



Johnny Canuck images, including (top left) original 1800s political cartoon, several WWII hero depictions and (left) an image from the Vancouver Canucks’ ice hockey mascot logo.

# Canadian Facts, Food & Football

## 6-8 Grade Learning Unit



6-8

Students might assume that they know much about Canada, primarily because of its proximity to the United States, and because they are familiar with so many Canadian musicians and entertainers whose music they listen to or who they see in movies. They're probably also familiar with the names and players of certain sports teams, like the Toronto Blue Jays, Toronto Raptors and the former Montreal Expos. Many Memphians will also remember that the Memphis Grizzlies were originally the Vancouver Grizzlies.

However, when you start asking questions, many students will discover the amazingly small amount of information they know about our closest neighbor. Who is the current Prime Minister? Name three of the country's largest corporations? On which end of the country is Vancouver and on which end is Montreal? However, once they begin studying about this huge country to our north, they will be amazed at the interesting facts.

For example, Quebec has a hotel made of ice. Winnie the Pooh originated there. Russian ballet dancer Mikhail Baryshnikov defected while in Toronto. Canadian Roy Brown shot down the infamous Red Baron. Basketball originated there. However, before we dive in too deep, let's determine what our students really do know about Canada. Have them complete the exercise below in two parts. First, before assigning any lesson plans from this unit, ask them what they know about Canada. Once your exploration is complete, ask them what they learned.

What I Know About Canada		What I Learned About Canada
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.



# Comparing Canada & the U.S.

6-8

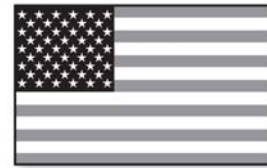
The CIA online “World Factbook” at <https://www.cia.gov/library/publications/the-world-factbook/index.html> offers information about all countries around the globe, regarding topics ranging from natural resources, population, government, military and more. In addition to the information provided for this activity, many more facts about Canada and the United States are available. Consider having students select a category from the web site not represented below, make a comparison, and present it to the class. Use the information below to answer questions on the following page.

## Canada



<b>Population:</b>	34,834,841 (2014 est.)
<b>Population Growth Rate:</b>	0.76% (2014 est.)
<b>Total Area:</b>	9,984,670 sq km
<b>Natural Resources:</b>	Iron ore, nickel, zinc, copper, gold, lead, diamonds, silver, fish, timber, wildlife
<b>GDP:</b>	\$1.794 trillion (2014 estimate)
<b>GDP per capita:</b>	\$44,500 (2014 est.)
<b>Population Below Poverty Rate:</b>	9.4% (2008 est.)
<b>Education Expenditures:</b>	5.3% of GDP (2011)
<b>Military Expenditures:</b>	1% of GDP (2013)
<b>Agriculture Products:</b>	Wheat, barley, oilseed, tobacco, fruits, vegetables; dairy products; fish
<b>Exports:</b>	\$465.1 billion (2014 estimate)
<b>Imports:</b>	\$482.1 billion (2014 estimate)

## United States



<b>Population:</b>	318,892,103 (2014 est.)
<b>Population Growth Rate:</b>	0.77% (2014 est.)
<b>Total Area:</b>	9,826,675 sq km
<b>Natural Resources:</b>	Coal, copper, lead, gold, phosphates, timber, uranium, iron, mercury, nickel, silver
<b>GDP:</b>	\$17.42 trillion (2014 estimate)
<b>GDP per capita:</b>	\$54,800 (2014 est.)
<b>Population Below Poverty Rate:</b>	15.1% (2010 est.)
<b>Education Expenditures:</b>	5.2% of GDP (2011 est.)
<b>Military Expenditures:</b>	4.35% of GDP (2012)
<b>Agriculture Products:</b>	wheat, corn, other grains, fruits, vegetables, cotton; beef, pork, poultry, dairy products; fish
<b>Exports:</b>	1.61 trillion (2014 estimate)
<b>Imports:</b>	\$2.334 trillion (2014 estimate)



# Comparing Canada & the U.S. *(cont.)*



6-8

The information on the previous page, pulled from the CIA “World Factbook” web site, provides population, economic, and education comparisons between the United States and Canada. Utilize the information provided, as well as other research sources such as library reference materials and the internet, to determine answers to the following questions.

## **Activity** - Study the charts comparing Canada and the U.S., and answer the following questions.

1. Based on the total area of both countries, and the population of each country, determine the per person land space available per person in square kilometers. Since the U.S. has a much larger population, conduct research to discover if there are any U.S. states which have a larger population than the country of Canada. If so, list them.
2. Compare imports and exports between each country, and determine a dollar amount of both imports and exports based on “per person.” Are the “per person” dollars for imports and exports similar when taking into consideration the vast difference in population? Come up with two reasons why it is better for a country to import more than they export. Next, come up with two problems that this situation might induce. Also, the CIA World Factbook also lists these numbers for earlier years. Check to see if the import amounts and export amounts have increased or decreased over the past several years. Speculate why.
3. What does GDP stand for? Notice that the U.S. GDP is much higher than that of Canada, however, so is the population. Once the GDP per capita is calculated (provided on the chart), should this number be closer to even? Discuss possible reasons why the U.S. GDP per capita is much higher than Canada’s.
4. Notice that the United States spends over 4% of it’s GDP on military expenditures, while Canada spends only 1% of their GDP on military expenditures.
  - Calculate the total dollars that each country spends per year on the military.
  - Come up with three possible reasons why Canada spends so much less on the military.
5. Notice that the United States spends 5.2% of it’s GDP on education, while Canada spends about the same - 5.3% of their GDP on education.
  - Calculate the total dollars that each country spends per year on education.
  - Conduct additional research to determine if the difference in education expenditure per student between these two countries delivers the expected result in regards to national literacy, high school and college graduation, reduced dropout rates, etc. Discuss within class.
6. Should the “Population Below Poverty Rate” numbers be tied to the GDP per person? If the United States GDP per person is significantly higher than that of Canada, one should conclude that the population below poverty rate should be lower. Discuss why this might not be the case.
7. How is population growth rate calculated? Notice that population growth rate for both countries is very similar. Conduct some research to see when over the past two centuries, each of the countries experienced their greatest increase and their greatest decrease in growth rate. Speculate reasons for those changes.
8. Compare what you know about each of these countries to their top agricultural products. Does the geographical make-up of each country support each of these lists. Are there items listed for either country that you were surprised to see. Are there any products that you expected to see on either country’s list? Explain why.



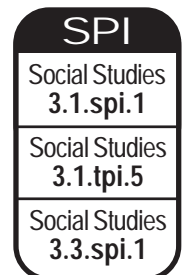
# Canadian Map Skills

6-8

Use the map of Canada on the next page to explore the cities and geographical features of Memphis in May's 2016 honored country. The map can also be used to answer the following questions and complete the accompanying map skills activity. Teachers may choose to incorporate an art activity into this lesson plan, and have students create a large wall map of Canada utilizing butcher paper and markers. On it they can label cities, provinces, territories, and bodies of water. The wall map could also be used to outline and label Canada's many national parks, or to even create weather overlays for each region.

## Map Skills Activity - Use the map on the following page to answer the following questions.

1. The map shows divisions between the various provinces and territories (remember, provinces and territories are different). How many provinces are in Canada? List them. Which is the largest? How many territories are in Canada? List them. Where are most of the provinces located, and where are most of the territories located? Research some Canadian history and see if you can determine the reason for these different land areas and their placements.
2. Research a list of Canada's largest cities, and locate each of them on the map. Are each of the larger cities also provincial capitals? If not, which ones are not. After labeling each of the larger cities on the map, what do you notice about their placement? What conclusions can you draw from their locations?
3. The United States is Canada's only bordering neighbor (both the continental U.S. and Alaska). The U.S. neighbors include both Canada and Mexico. With which neighbor do we share the longest border? Are there advantages or disadvantages to having fewer bordering neighbors? Explain. Aside from the U.S., which countries are Canada's closest neighbors (use a globe if the map does not show)?
4. Make a list of the larger bodies of water that surround Canada. Research the differences between seas, bays, straits, gulfs and oceans.
5. Canada was the first large country to complete a transcontinental railroad. Conduct research about Canada's transcontinental railroad. Is it included on this map? Determine its two points of origin, and the total distance between the two. What major cities does it pass through?
6. Use the map scale in the top right corner to measure the distance between the following Canadian cities.
  - a) From Winnipeg to Vancouver
  - b) From Ottawa to Winnipeg
  - c) From Moosonee to Yellowknife
7. Find the absolute location for the following cities:
  - a) Churchill, Manitoba
  - b) Halifax, Nova Scotia
  - c) Regina, Saskatchewan
  - d) Cambridge Bay
8. What U.S. cities lie closest to the line of longitude which is closest to these Canadian cities or islands?
  - a) Ottawa
  - b) Regina
  - c) Banks Island



# Canadian Map Skills *(cont.)*



6-8

Use the map of Canada below and the map legend in the top right corner to answer the questions from the previous page. Duplicates can be photocopied for each student to use, or a detailed color version is available at <http://www.lib.utexas.edu/maps/canada.html>. The map also provides a comparison of cities and border between Canada and the United States. Remember that latitude and longitude coordinates can be found along the sides and along the bottom of the map.







# Understanding Canadian Football

6-8

In many countries, when they mention football, they mean soccer. In the United States, when someone mentions football, they mean the National Football League (Tennessee Titans, Green Bay Packers, Dallas Cowboys, etc.). However, when you cross into Canada, football probably means Canadian Rules Football of the Canadian Football League. Conduct a classroom discussion, or have students research the rules of the Canadian Football League. Also have them determine the current teams of the CFL, and the Canadian cities with which they are associated. A few good online places to start are [www.cfl.ca](http://www.cfl.ca) and the PDF lesson plan [http://www.cgeducation.ca/resources/learning\\_centre/lesson\\_plans\\_docs/cfl/bc\\_6-9\\_canadarules.pdf](http://www.cgeducation.ca/resources/learning_centre/lesson_plans_docs/cfl/bc_6-9_canadarules.pdf) from Canadian Geographic Education.

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Common Core  
W.6-8.3

Social Studies  
6.1.spi.1

Social Studies  
6.1.tpi.6

Computer  
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**Activites** - Divide your class into groups. Have each group research and choose a team from the CFL as the official name of their group. If you choose, let them go all out and brand their group with the logo and colors of their chosen team, each creating a poster promoting their team. Then provide them with a copy of the chart to the right, and have them conduct comparisons between Canadian Football and the NFL of the United States, determining the differences between the two, and fill out their chart.



Then after the conclusion of this exercise, have each group choose another sport that is popular in Canada, and present a classroom presentation promoting their sport. They must first conduct research, then, for their presentation, include rules, teams or prominent Canadian athletes within that sport, information about leagues and championships. Have each group present an oral presentation to the class about their Canadian sport. Sports might include curling, ice hockey, lacrosse, golf, basketball, baseball, swimming, soccer, tennis, volleyball, cycling, alpine skiing, downhill skiing, rugby, cricket, and others.

Criteria	CFL	NFL
Length of Field	110 yards	
Length of End zone	20 yards	
# of tries to advance the ball	3	
Distance needed to advance ball	10 yards	
Points can be scored by	Touchdown(6) Convert(1 or 2) Field Goal (3)	
The ball is advanced by	Forward passes or runs	
The ball is given to the other team by	Kickoffs and punts, interceptions and fumbles	
Country/Countries where the sport is played professionally	Canada	
Name of championship trophy	Grey Cup	

# Digging Into Canadian Dishes



6-8

When you travel to a foreign country, one of the main things you want to do is eat! There is no better way to understand the people of a country than to sit down and eat with them, and see (and experience) the foods that they enjoy. Since Canada is just across a border from the United States, one might not think that there would be many differences and diversity of cuisine... but there is. Want to give it a try without the need for a passport? You might want to try Kooky Canuck's right here in Memphis, which features a few Canadian dishes on its menu. Canadian cuisine varies widely depending on the regions of the nation. The earliest cuisines of Canada have First Nations, English, Scottish and French roots. The traditional cuisine of English Canada is closely related to British and Scottish cuisines, while the traditional cuisine of French Canada has evolved from French cuisine and the winter provisions of fur traders.

**Activity** - Have each student choose one of the Canadian menu items below. Outside of class, have them research their item and prepare a brief classroom presentation for the class. They should begin by researching the dish, and determining its origins and influences. Some dishes might come straight from an ethnic source and be unaltered. Others may represent the evolution through various cultural influences (for example, a French dish that later became influenced by First Nations contact, Canadian agriculture, etc.). Each student's presentation should include a good photograph of the dish, its origin, its ingredients, how the dish is prepared, and when the dish is usually served (breakfast? special occasions?). Presentations can really stand out if students can also find any special facts or stories about their dish, beyond its mere description. Most schools do not allow outside food products to be brought in and shared (due to health factors) so, while it might be tasty, bringing samples of the dish may not be a good idea (you never want to serve a spoiled tourtiere!).



(From top) Fish & Brewis,  
Poutine, and Rappie Pie

## Canadian Treats & Dishes

Nanaimo Bars	Schmoo Torte
Fiddleheads	Ketchup Chips
Nova Scotia Donair	Butter Tarts
Poutine	Saskatoon Berry Jam
Peameal Bacon	Dulse Crisps
Perogies	Fish & Brewis
Nova Scotia Lobster	Jiggs Dinner
Montreal Smoked Meat	Bouilli
Maple Syrup	Pemmican
Atlantic Cod	Montreal Style Bagels
Sockeye Salmon	Flipper Pie
Tourtiere	Toutons
Beaver Tail Dessert	Rappie Pie
Muktuk	Cretons
Bannock	Akutaq

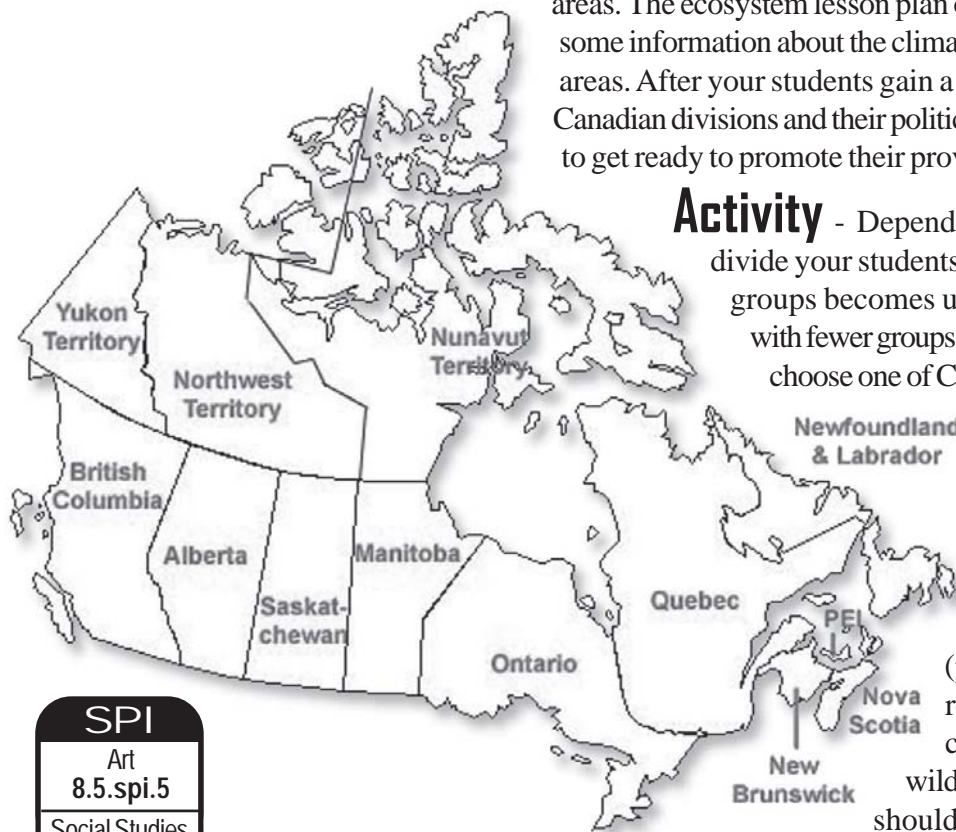


# Promoting Popular Provinces

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As if two languages and a parliamentary style of government is not confusing enough for we Americans, our great neighbors to the north also decided to divide their great country into... not just provinces, but provinces and territories. Many of these areas are much larger than many European countries. Allocate some class time to teach your students about Canada's great 10 provinces and 3 territories. Have them research the history that led to this huge country being divided this way, and explore the differences in government policies between a province, as opposed to a territory. The major difference between a Canadian province and a territory is that provinces receive their power and authority from the Constitution Act, 1867, whereas territorial governments have powers delegated to them by the federal government. Also have a brief discussion about these 13 fascinating

areas. The ecosystem lesson plan on pages 52 through 56 can provide some information about the climate, populations and wildlife of these areas. After your students gain a little better understanding of these Canadian divisions and their political difference, then tell your students to get ready to promote their province!



**Activity** - Depending on the size of your class, try to divide your students into 13 small groups. If that many groups becomes unmanageable, then it's okay to go with fewer groups. Assign or have each group randomly choose one of Canada's 10 provinces or 3 territories.

Their first responsibility will be to thoroughly research their province or territory. Have them divide responsibilities among group members. One member can research the demographics (people) of the area, another can research geography. Such important categories as weather, landmarks, wildlife, natural resources, and business should each be researched by one group

**SPI**

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Social Studies  
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member. This will provide each group with a full overview of the area they are about to promote to the rest of the world.

Following their comprehensive research, students should pretend that they are members of a top-notch Canadian advertising agency. Each group's goal is to develop and create a comprehensive advertising and marketing campaign targeted toward prospective tourists. Your "agency" should decide what target audience they are going after, in order to increase tourism for your assigned province or territory (remember, young tourist will be more interested in adventure sports and activities like hiking or biking; senior tourists might favor wildlife tours, spas and art galleries). Remember, you're competing for the business... so your campaign should be vibrant and exciting. Consider options like developing a new tourism web site (it can be story boards, rather than actual computer programming), promotional videos, press releases, special events, social media campaigns, even designing a new logo and branding campaign for your province or territory. Make sure that you highlight the major cities in your area, and especially the landmarks and attractions (don't just rely on the major attractions, but find some hidden gems that might excite tourists). Once finished, present each campaign to the whole class.



# Campaigning for Canadian Cities



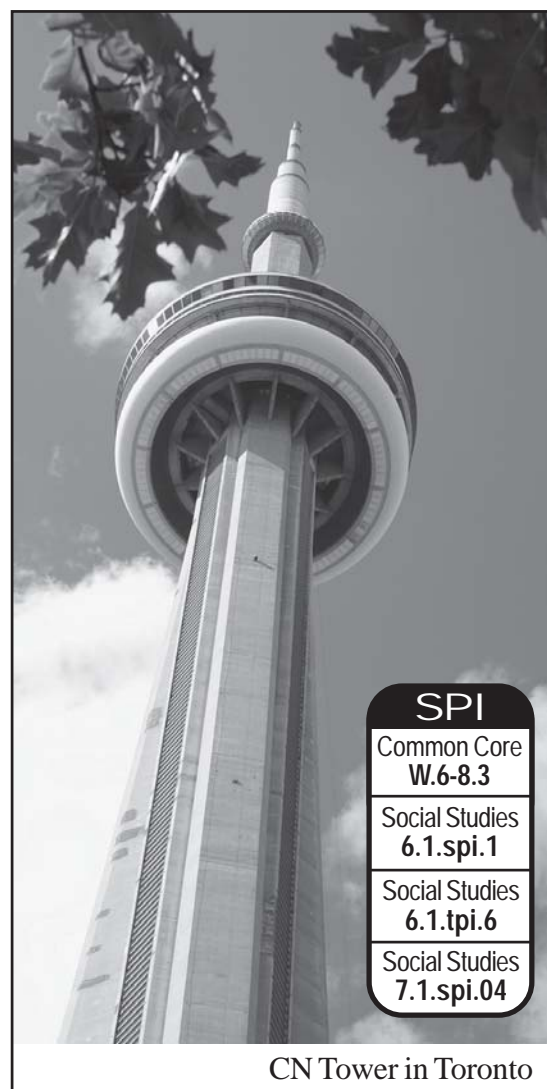
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Congratulations! Your elite little group of marketing geniuses did such a great job promoting one of Canada's provinces or territories, word has spread all across Canada about how talented your advertising agency really is. In fact, many of Canada's top cities are now knocking on your door asking you to campaign on their behalf. However, be warned, once again you are not the only advertising agency going for the business. To campaign for Canada's cities, you're going to have to pull out all of the stops!

**Activity** - Get those advertising agencies back together! The Canadian cities listed below are each looking for a thorough marketing and advertising campaign to promote international tourists to come to their city. However, this time, they have all decided that the best approach is to create a campaign that specifically targets one demographic and promotes one unique aspect of their city. So, first, there's more research. After choosing the city you are going to pitch to (or the city assigned to your agency), have individual members of your small group each research some aspect of the city. This time, however, all of the fact will not come together into one campaign: after all of the information is brought back to the group, the group must decide collectively the angle that you will take for your campaign. It might be culinary tours; it might focus on art galleries, extreme and adventure sports, live music, comedy, historic tours, birdwatching and wildlife tours, or hiking, camping and biking vacations. Like before (see previous page), make your campaign stand out from the rest, and really impress the city leaders.

## Canada's Top Tourist Cities

Toronto, Ontario	Saskatoon, Saskatch.
Montréal, Quebec	Regina, Saskatch.
Vancouver, BC	Sherbrooke, Quebec
Ottawa, Ontario	St. John's, Newfoundland
Gatineau, Quebec	Barrie, Ontario
Calgary, Alberta	Kelowna, BC
Edmonton, Alberta	Abbotsford - Mission, BC
Québec City, Quebec	Greater Sudbury, Ontario
Winnipeg, Manitoba	Kingston, Ontario
Hamilton, Ontario	Saguenay, Quebec
London, Ontario	Trois-Rivières, Quebec
Niagara, Ontario	Guelph, Ontario
Halifax, Nova Scotia	Moncton, New Brunswick
Oshawa, Ontario	Brantford, Ontario
Victoria, BC	Saint John, New Brunswick
Windsor, Ontario	Thunder Bay, Ontario



CN Tower in Toronto

**SPI**  
Common Core  
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Social Studies  
**6.1.spi.1**  
Social Studies  
**6.1.tpi.6**  
Social Studies  
**7.1.spi.04**



# Canadian Biomes & Ecosystems

6-8

“Ecozones” is a name given to one of the many ways to classify ecological systems. When trying to classify an area as large as Canada, the best approach is to have nested levels of classifications, so that a manageable number of categories exist when looking at the country as a whole while smaller areas still

get their own category at another level. At the largest scale, there are fifteen terrestrial and five marine ecozones. For this lesson, we will focus on the terrestrial ecozones. Ecozones are large and very generalized, having roughly the same land features, climate and organisms throughout them. Still, there are still many differences across that large an area of land. Let’s take a very brief look at each of Canada’s ecozones.



**1. Arctic Cordillera** - Area runs along the northeastern fringe of Nunavut and Labrador. This ecozone is one of the most inhospitable in

Canada. Precipitation is commonly snow. Although winter is long and dark, the short growing season is aided by the extremely long days come summer. Not much can grow in the harsh conditions, where killing frosts can come at any time during the year and even soil is rare. Three-quarters of the land here is bare rock; and even lichen have a hard time of it. Musk oxen and barren-ground

caribou are the only large herbivores in this ecosystem, while polar bears and the arctic wolf are the only large carnivores to be found here. Only about a thousand people live permanently in this region.

**2. Northern Arctic** - Most of the archipelago north of Nunavut and the Northwest Territories are included. This is the coldest and driest part of the country. July and August are the only months in which snow doesn’t usually lie on the ground. Permafrost, perpetually frozen ground, is present everywhere. The western section of the ecozone consists of Palaeozoic and Mesozoic sedimentary rock. Towards the east, the bedrock is mostly Precambrian granite. This area lies above the tree line, so no full-sized tree species can be found here. Only about twenty mammal species live here. The largest are the polar bear, arctic wolf, caribou and musk ox. Aquatic mammals off the coast include walrus, seals, beluga, narwhal, and various other whales. Approximately 15,000 people live in the Northern Arctic, and the majority of the population is Inuit.

**3. Southern Arctic** - Extends across the northern edge of much of the continental Northwest Territories and Quebec. Summers are short and cool, while winters are long, cold, and dark. The look of this area is largely the result of glaciers, and their soil and rock deposits. The southern edge of the Southern Arctic is the tree line, a transition zone north of which no full-sized trees are found. North of the tree line, life becomes difficult for animals as well as plants. Animals include caribou, moose, grizzly bear, black bear and polar bear as well as wolves. Extremely few people (only about 10,000) live here, and the majority of the population is Inuit.

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# Canadian Biomes & Ecosystems *(cont.)*



6-8

**4. Taiga Plains** - Centered around the Mackenzie River in the western Northwest Territories, bordered by the mountains to the west, the arctic to the east, and the boreal forests of the boreal plains to the south. Most of the terrain is flat or slightly rolling, but where the river or its tributaries have cut through the ground, canyons hundreds of meters deep can be found. Fires are fairly common, and many species are especially adapted to it, resulting in a patchwork of forest types. The black bear, lynx, and wolf are the only

large carnivores to be found here. Most settlements in the Taiga Plains are located by rivers, and most of the landscape has been virtually untouched by human activity.

**5. Taiga Shield** - This ecozone has short summers with long days and cold, long winters with long nights. The bedrock here is extremely old, and the region north of Great Slave Lake contains the oldest rock on the planet, over four billion years old. A patchwork of wetlands, forests, meadows, and shrublands covers this area. About fifty species of mammals are found here. Spring migration



Emerald Lake in Yoho National Park with the Rockies in the background.

brings a multitude of bird species. This ecozone is more developed than others to the north, thanks to hydroelectric development and mining. It is also more densely populated, with 340,000 people, 60% of whom are First Nations.

**6. Boreal Shield** - The Boreal Shield is the largest of Canada's ecozones, and it characterizes the image that much of the world (and most Canadians) has of Canada. Glaciers swept over this area many times, and the resulting series of depressions and deposits have given rise to the millions of lakes and wetlands in the region. An abundance of flora and fauna populate this large area. One of the first areas that features birds, mammals, insects, mollusks, reptiles and amphibians. The extensive waterways in the Boreal Shield were the roads of the fur trade. The current population is approximately three million.

**7. Atlantic Maritime** - Nova Scotia, New Brunswick and Prince Edward Island are completely within the Atlantic Maritime ecozone, along with the Gaspé peninsula. This ecozone's climate is strongly influenced by the Atlantic Ocean, which produces cooler summers and warmer winters. Geologically, this region is a mix of sedimentary and igneous bedrock. Acid soils support vast forests, but are poor for agriculture. Little old growth forest remains in this ecozone after centuries of farming and agriculture. Many large and small mammals, birds, reptiles, amphibians, fish, crustaceans, mollusks, and insects live in this ecoszone. Fishing was the base of the economy in this

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Common Core W.6-8.8
Social Studies 7.spi.3.1
Science Spi.0607.2.3

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# Canadian Biomes & Ecosystems *(cont.)*

6-8

ecozone for centuries, until overfishing caused the crash of several major fish stocks. Agriculture is only possible where good soil is available (potato farms on Prince Edward Island are the most famous).

**8. Mixedwood Plains** - Extends along the Quebec City-Windsor corridor, including the densely-populated region of southern Ontario. Smallest of the ecozones, this zone is home to half of Canada's population. Plains and gently rolling hills are found here. Urbanization and agriculture have reduced the ancient forests drastically. The largest carnivores in the ecozone are the black bear, wolf and bobcat, while the large herbivores are the moose and white-tailed deer. The smaller carnivores that can be found include coyote, muskrat, raccoon, skunk, red fox, and river otter. Various whales, including the beluga, can be seen in the waters of the St-Lawrence seaway. Many species of reptiles and amphibians are found here. This ecozone contains the country's two largest cities, Toronto and Montreal. Agricultural land is steadily being covered by cities.

**9. Boreal Plains** - Located in the center of Alberta, extending east through the center of Saskatchewan. Summers are short and warm, winters cold. The Rocky Mountains block much of the moisture, resulting in precipitation. Glaciers from many ice ages have flattened the landscape. Much of the Boreal Plains are covered with forests despite heavy logging. Extensive logging has reduced the population and ranges of many species. Large carnivores include the black bear, wolf, and lynx. The most common large herbivores are elk, mule deer, white-tailed deer, moose, caribou, and bison. Bird population is quite diverse. Amphibians and reptiles are less numerous. When first settled, the Boreal Plains were important for trading companies and the fur trade. The 750,000 people who live in this ecozone are scattered in small communities rather than the larger urban concentrations found in most southern ecozones.



Bear Glacier at British Columbia, Canada.

**10. The Prairies** - This ecozone covers the south of Alberta, Manitoba and Saskatchewan. The mountains to the west block much of the precipitation that would otherwise fall. That and the high winds make this ecozone very dry. Glaciation has left its mark on the Prairies, flattening the landscape. Almost 95% of the Prairies have been converted into farmland, with predictable effects on the original plant populations. The widespread alteration of the natural habitat has resulted in diminished populations and ranges of many animals, and the Prairies contain a disproportionate number of threatened and endangered species. The only large carnivore in the Prairies is the black bear. Large herbivores include whitetail deer, mule deer, pronghorn antelope, elk, and moose. The Prairies are the most altered of the ecozones. Agriculture covers almost all of the land, and almost none of the original ecosystems are left aside from tiny remnants.

**11. Taiga Cordillera** - This ecozone extends along most of the border between the Yukon and Northwest Territories, and contains the northernmost of the Rocky mountains in Canada and also some of its highest waterfalls, deepest canyons and wildest rivers. This tundra is above the treeline, so only smaller plants are found there. As with the plants, the animal species to be found depend upon their location in the ecozone. Alpine regions, lowland forests and wetlands all have characteristic species. Some birds and mammals exist, however it is

# Canadian Biomes & Ecosystems *(cont.)*



6-8

too far north for amphibians and reptiles. Only a few hundred people live here, and subsistence activities are the norm. Otherwise, there is tourism, but no major urban centers or industries exist here.

**12. Boreal Cordillera** - This ecozone contains the mountainous southern Yukon and northern British Columbia. Mountains and plateaus are the dominant features, separated by lowlands and valleys. Trees grow in the lowlands and on the lower slopes. As elevation increases, trees become stunted and above the treeline only shrubs, moss, lichen and herbs are found. Many mammals and birds can be found. Although the climate here is too hostile for most amphibian and reptile species, the wood frog can be found. Mining has historically been economically important for this ecozone, the Klondike gold rush being the best known incident.

**13. Pacific Maritime** - This ecozone lies along British Columbia's coast and its border with Alaska. Here is where one finds the wettest weather, tallest trees, and deepest fjords in the country. Being so close to the Pacific Ocean, the climate is extremely altered. Summers are cooler, winters more mild. The Coast Mountains rise steeply from the fjords and channels on the coast, and glaciers are found at higher elevations. These mountains are still young, and even where they are not very tall, as on the Queen Charlotte Islands and Vancouver Island, they are still extremely rugged. As part of the "Ring of Fire" that surrounds the Pacific Ocean, magma is close to the surface here. Instead of dangerous volcanoes, hot springs are the rule. The moist conditions of the Pacific Maritime allow many amphibians to thrive. Human activities have an enormous effect on the Pacific Maritime ecozone. Two and a half million people live in this ecozone, and the population continues to grow.

**14. Montane Cordillera** - This is the most diverse of the country's ecozones in all respects. The effects of two mountain ranges means that climate varies in all three dimensions. The Coast Mountains force air masses to rise, where they cool off and lose their moisture as rain or snow, a phenomenon known as orographic precipitation. The mountains are formed of faulted sedimentary rock. Plants in the ecozone are as varied as the landforms they grow on. Cattle grazing, forestry and mining are major activities here. These, and population growth, all put pressure on the natural systems and even the many provincial parks in the ecozone, through encroachment and habitat fragmentation. Tourism is also having an increasingly large effect on the area.

**15. Hudson Plains** - From Manitoba to Quebec along the southern edge of Hudson Bay, this ecozone's poor drainage has resulted in the largest continuous wetlands in the world. The terrain here is flat, and the poor drainage encourages the creation of wetlands and bogs. Animal diversity is highest in summer, when migrating birds appear in huge numbers to breed. The region is more famous for its biting insect population, which takes advantage of the poor drainage to breed in huge numbers. A lack of timber and minerals means that tourism and subsistence activities are the means by which the 10,000 people who live here make their living.

## Activities

1). Assign each student one of the 15 ecozones outlined. If you choose, you may also incorporate the 5 marine ecozones not included here. Have students develop a comprehensive examination of their ecozone, going in depth in regards to the location, geology, terrain, weather, animal population and human impact on their zone. For greater detail from The Canadian Biodiversity Web Site, presented by The Redpath Museum in Montreal, have them visit <http://canadianbiodiversity.mcgill.ca/english/ecozones/index.htm>.

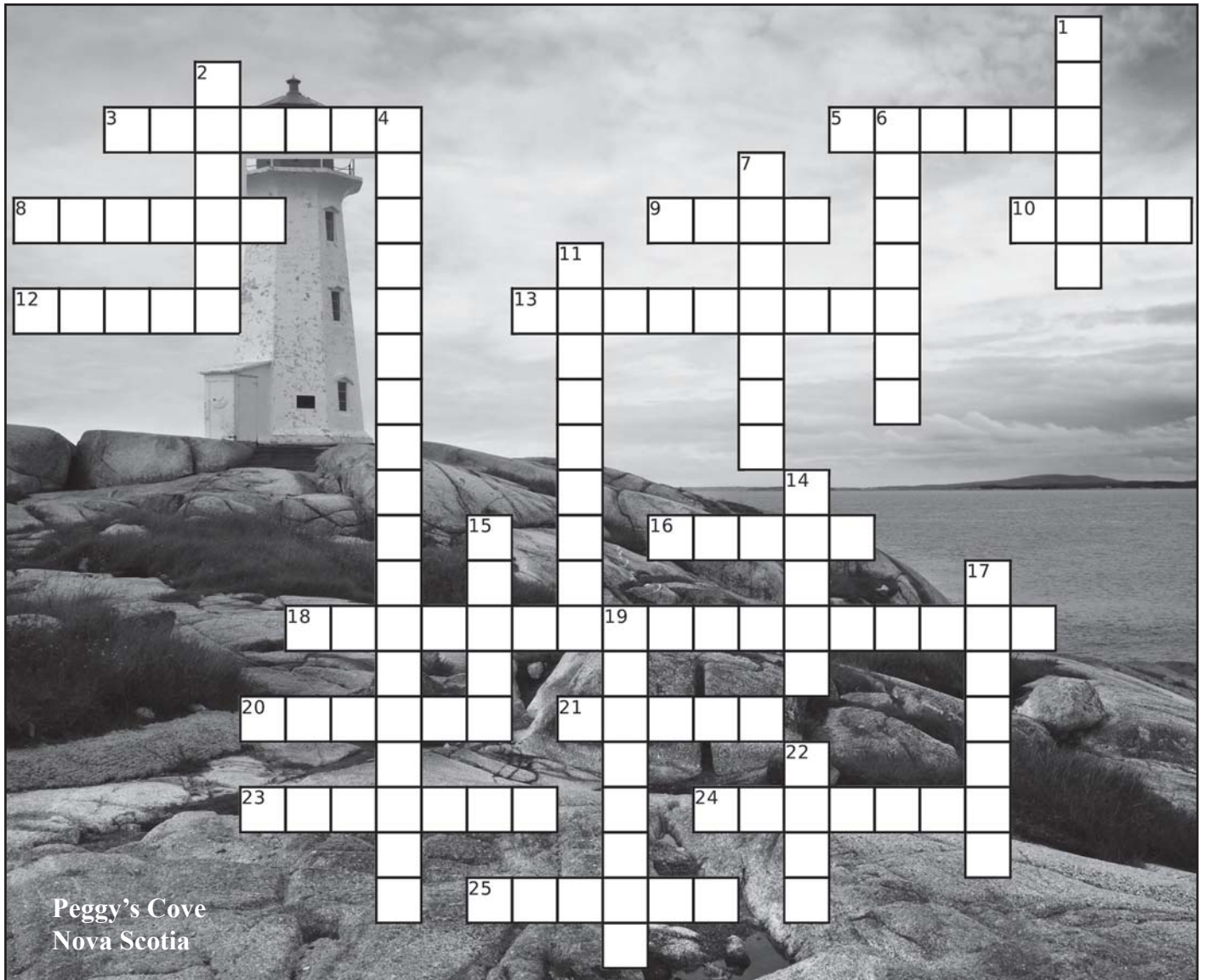
2). If you prefer, have the students work in small groups and, instead of presenting a paper, have them present a full classroom presentation with visual aids and oral presentation of their ecozone. Each student can then focus on a different physical aspect of their assigned ecozone.



# Canadian Crossword Puzzle

6-8

Have students use this curriculum guide and other online resources to complete this crossword puzzle. Most answers can be found in this 6 - 8 grade section. Answers on page 68.



Peggy's Cove  
Nova Scotia

## ACROSS

- 3 Canadian football's championship trophy
- 5 Canada's most famous waterfall
- 8 Canada's first female astronaut
- 9 The number two in French
- 10 It's on the Canadian flag
- 12 Canada's most famous rapper
- 13 Both bears and basketballers from Canada
- 16 Product of a maple tree
- 18 Trade company, at one time the largest land owner in the world.
- 20 Huge bay in the center of Canada
- 21 Italian who explored for England in 1497
- 23 Northernmost territory
- 24 A Canadian dish of French fries and cheese curds
- 25 The color brown in French

## DOWN

- 1 This furry creature was on Canada's first postage stamp
- 2 Upper House of Canada's Parliament
- 4 Canada's smallest province
- 6 The Inuits used then to provide direction
- 7 A unique stone sliding sport in Canada
- 11 Canada contains 10 of these land units
- 14 Home of the 1896 gold rush
- 15 Shot down the Red Baron
- 17 Tall spire in downtown Toronto
- 19 Canada's northern sea
- 22 You need one to play ice hockey





9-12

# How Well Do You Know "O Canada"?

## Grades 9-12 Learning Unit

Basketball was started in Canada. So was peanut butter. Canada has the world's longest coastline. Winnie the Pooh first traveled from Canada (at least the influence did). Quebec has a hotel made completely of ice and snow (book reservations for winter... it melts away in the summer). Churchill, Manitoba is home to as many polar bears as people. More world. You can actually buy a Mclobster that your students probably didn't know the north (even though America has

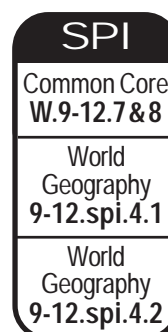
Canadians attend college than any other country in the sandwich in Canada. These are just a few of the things about Canada. However, being our friendly neighbor to invaded Canada twice!), Canada should be quite familiar Americans.

Begin this unit with a classroom discussion (or small group project) to determine just how much your students really do know about Canada. Begin a general classroom discussion with the simple question:



### Follow-Up Questions

1. What comes to mind when you hear the word Canada? (list responses on the board exactly as they are given)
2. Individually or in groups, have students sort the brainstormed items into common groupings (i.e., physical geography, cities, sports, food, government, etc.).
3. Ask students where they believe they have acquired most of their knowledge about Canada? From parents? Television? The internet? Advertising? Movies?
4. What categories do we, as a class, know most about Canada? What common categories seem absent or less familiar? Do you think we have an accurate view of Canada?
5. Have students suggest some obvious differences and similarities between Canada and the United States, as they prepare themselves for an exploration of Canada.





9-12

# Aboriginal People of Canada

The aboriginal people of Canada are the indigenous tribes or people who live within the boundaries of present-day Canada. They are comprised by three groups - the First Nations, the Inuit, and Métis. The terms “First Peoples” and “First Nations” are both used to refer to Canada’s indigenous people. The terms “First Peoples” or “aboriginals” in Canada are normally broader terms than First Nations, as they include Inuit, Métis and First Nations.

Today, First Nations (most often used in the plural) most commonly refers to the indigenous peoples of North America in Canada, and their descendants, who are neither Inuit nor Métis. The Inuit are the descendants of what anthropologists call the Thule culture, which emerged from western Alaska around 1,000 AD and spread eastward across the Arctic. The Métis are the people who are descendants of marriages between Europeans (mostly French Europeans) and such aboriginal tribes as Cree, Ojibway, Algonquin, Saukteaux, Menominee, Mi’kmaq, Maliseet, and other First Nations. The Métis history dates to the mid-17th century. When the Europeans first arrived to Canada, they built friendships and partnerships with the aboriginal people in order to learn how to survive in this new land, and how to learn such necessary skills as growing food, fur trading skills and more. To ensure alliances, relationships between European fur traders and aboriginal women were often consolidated through marriage.



Chief Crowfoot and family of the Canadian First Peoples' Blackfoot nation.

Not unlike in the United States, labels such as “Indian” and “Eskimo” are less commonly used, and have become more insulting or disrespectful to these people.

Old Crow Flats and Bluefish Caves in the northern Yukon area of Canada are some of the earliest areas where nomadic aboriginal tribes first settled in Canada. The Paleo-Indian Clovis, Plano and Pre-Dorset cultures pre-date current indigenous peoples of the Americas. Pointed tools, spears, pottery, bangles, chisels and scrapers mark archaeological sites, thus distinguishing cultural periods and traditions.

The characteristics of Canada’s aboriginal culture included permanent settlements, agriculture, civic and ceremonial architecture, complex societal hierarchies and trading networks. While the Métis closely interacted with Europeans in the mid-17th century, the Inuit people had more limited interaction with European settlers. Various laws, treaties, and legislation have been enacted between European immigrants and First Nations across Canada. Aboriginal Right to Self-Government provides opportunity to manage historical, cultural, political, health care and economic control aspects within First People’s communities.

As of the 2011 census, aboriginal people in Canada totaled 1,400,685, or 4.3% of the national population, spread over 600 recognized First Nations governments with distinctive cultures, languages, art, and music. June 21 is Canada’s National Aboriginal Day, in recognition of the cultural contributions made by Canada’s indigenous population. The day was first celebrated in 1996 following a proclamation by Governor General of Canada Roméo LeBlanc.

**SPI**

Common Core  
**W.9-12.7&8**

World  
Geography  
**9-12.spi.4.1**

World  
Geography  
**9-12.spi.4.2**

# Aboriginal People of Canada (cont.)



9-12

According to archaeological and genetic evidence, North and South America were the last continents with human inhabitants. During the Wisconsin glaciation, 50,000 - 17,000 years ago, declining sea levels revealed the Bering land bridge, joining Siberia to Alaska, and allowing people to cross. Alaska was almost ice-free because of low snowfall, allowing a small population to exist in that area. The Laurentide ice sheet covered most of Canada, blocking nomadic inhabitants and confining them to Alaska for thousands of years.

Genetic studies have indicated that the first inhabitants of the Americas might have originated from a single isolated ancestral population. The isolation of these peoples quite possibly took place in the area of present-day Alaska, and might have lasted between 10,000 and 20,000 years. Many geologists speculate that the glaciers of North America began melting about 16,500 years ago, allowing people to move south and east into Canada and beyond. These first inhabitants possibly entered the Americas pursuing Pleistocene mammals such as the giant beaver, steppe wisent, musk ox, mastodons, woolly mammoths and ancient reindeer (ancestor to the caribou). One theory is that the route used was by way of an ice-free corridor along the east of the Rocky Mountains, then fanning out across North America before continuing to South America.

By about 500 BC, people had spread out, settled and established trade routes across Canada. Communities then developed, each with its own culture, customs, and character. Many Canadian aboriginal civilizations established permanent urban settlements or cities, developed agricultural skills, and built civic and monumental architecture and complex societal hierarchies. In the northwest, these First Nations were the Athapaskan, Slavey, Dogrib, Tutchone, and Tlingit. Along the Pacific coast were the Tsimshian, Haida, Salish, Kwakiutl, Heiltsuk, Nootka, Nisga'a, Senakw and Gitksan. In the plains were the Blackfoot, Káínawa, Sarcee and Peigan. In the northern woodlands were the Cree and Chipewyan. Around the Great Lakes were the Anishinaabe, Algonquin, Iroquois and Huron. Along the Atlantic coast were the Beothuk, Maliseet, Innu, Abenaki and Mi'kmaq.

## Activities

1. Have each student, or each assigned small group, select one of the early or present aboriginal cultures of Canada mentioned in the article or listed to the right. Have each research and write a comprehensive paper about their First Peoples community, or have them develop an oral and artistic presentation about their group.
2. Papers or presentations should include a thorough background of the culture, as well as any information which can be obtained about: general area(s) of population, homes and architecture, primary foods and food sources, culture (including music, celebrations, religion, traditions), language, folklore, music, details regarding any interaction with Europeans, demographics of this community today, and any significant contributions or famous Canadians from this First Peoples culture. They should also try to determine if members of this population also existed within any areas of present-day United States.
3. Oral presentations can include audio/visual projects (videos, PowerPoint, websites, etc.), dramatizations, dioramas, oral presentations, tourism brochures, wall murals or posters, etc.

## Aboriginal People of Canada

Abenaki  
Anishinaabe  
Algonquin  
Athapaskan  
Beothuk  
Blackfoot  
Chipewyan  
Cree  
Dogrib  
Gitksan  
Haida  
Heiltsuk  
Huron  
Innu  
Inuit  
Iroquois  
Káínawa  
Kwakiutl  
Maliseet  
Menominee  
Métis  
Mi'kmaq  
Nisga'a  
Nootka  
Ojibway  
Peigan  
Salish  
Sarcee  
Saulteaux  
Senakw  
Slavey  
Tlingit  
Tsimshian  
Tutchone





9-12

# Prime Ministers

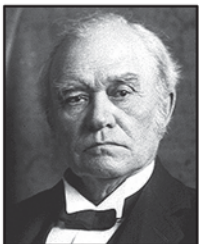
Whereas the details of the United States presidency are outlined in Article 2 of the U.S. Constitution, the position of Canadian prime minister is not outlined in any Canadian constitutional document. It is only briefly mentioned in the Constitution Act, 1982. In Canada, this political position, and its functions, are modeled after the Prime Minister position in the United Kingdom. Before choosing and beginning any activities on the following page, begin by first asking students if they can name any Canadian Prime Ministers.



1. John A. Macdonald



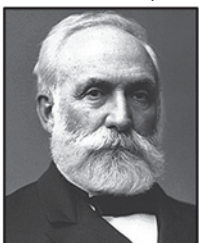
2. Alexander Mackenzie



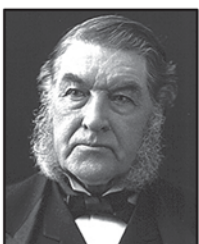
3. John Abbott



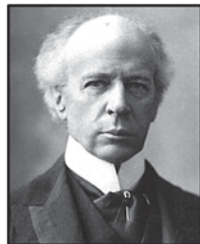
4. Sir John Thompson



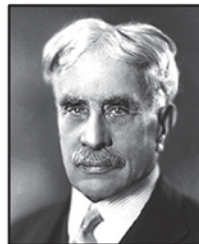
5. Sir Mackenzie Bowell



6. Sir Charles Tupper



7. Sir Wilfrid Laurier



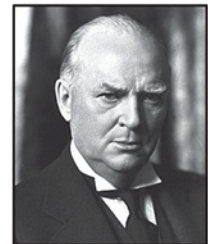
8. Sir Robert Borden



9. Arthur Meighen



10. Mackenzie King

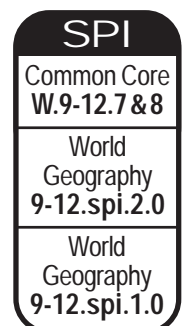


11. Richard Bennett

The Prime Minister is appointed by the governor general on behalf of the Queen. However, by the conventions of responsible government, designed to maintain administrative stability, the viceroy will call to form a government the individual most likely to receive the support, or confidence, of a majority of the directly-elected House of Commons. As a practical matter, this is often the leader of a party whose members hold a majority of Members of Parliament. Legally, this can be any Canadian citizen 18 years of age or older, which are the requirements to gain election to the House of Commons. However, there are no age or citizenship restrictions on the position of prime minister itself, as it is not necessary for the incumbent to be a sitting Member of Parliament. In rare circumstances individuals who are not members of the Commons have been appointed prime minister.

Because the prime minister is, in practice, the most politically powerful member of the Canadian government, he or she is sometimes incorrectly referred to as Canada's head of state. In fact, that post is held by the Canadian monarch, represented by the governor general. The prime minister is, instead, the head of government and is responsible for advising the Crown on how to exercise its executive powers, which are governed by the constitution and its conventions. However, the function of the prime minister has evolved with increasing power. Today, per the doctrines of constitutional monarchy, the advice given by the prime minister is ordinarily binding, meaning the prime minister effectively carries out those duties ascribed to the sovereign and/or governor general, leaving the latter to act in predominantly ceremonial fashion.

The Canadian prime minister serves at Her Majesty's pleasure, meaning the post does not have a fixed term. Once appointed and sworn in by the governor general, the prime minister remains in office until he or she resigns, is dismissed, or dies. The office was initially modelled after the job as it existed in Britain at the time. Sir John A. Macdonald, the first Prime Minister, was formally commissioned by Lord Monck on May 24, 1867 to form the first Canadian Government under Confederation. On July 1, 1867 the First Ministry assumed office. The current, and 22nd, Prime Minister of Canada is the Conservative Party's Stephen Harper, who was appointed on February 6, 2006, by Governor General Michaëlle Jean, following that year's general election.

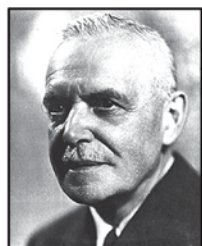


# Prime Ministers *(cont.)*

**Activities** Numerous activities and lesson plans can be executed in your classroom related to Canadian government or, more specifically, about the office of Prime Minister.

1. Have each student (or small group) choose one of the Prime Ministers and research and write a paper about them, the details of their service, and the challenges and accomplishments of their term. Instead, you may choose to have students or groups prepare an oral classroom presentation about their Prime Minister. Another alternative, instead of having students choose, place card with numbers 1 - 22 in a bowl, and force students to randomly choose.

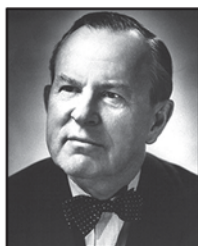
2. After each student researches one Prime Minister, have them submit to you three key facts about their subject. Prepare a “Prime Minister Bingo” card with 5 squares across, and 5 squares down (25 total, with the center square a “Free Space”). Without naming the PM, type one fact about each PM in each square. Distribute sheets to students. As a homework assignment, have students research and fill in each square with the corresponding PM who matches that trivia fact. Instead, as a classroom activity, when you say “go,” students must mingle amongst themselves seeking the matching Prime Minister for each trivia fact on the card. Students must assume the identity of their Prime Minister. All students, attempting to fill their “Prime Minister



12. Louis St. Laurent



13. John Diefenbaker



14. Lester B. Pearson



15. Pierre Trudeau



16. Joe Clark



17. John Turner



18. Brian Mulroney



19. Kim Campbell



20. Jean Chrétien



21. Paul Martin



22. Stephen Harper

Bingo” card, must walk up to another classmate and ask, for example, “Did you win a Nobel Peace Prize?” or “Did you lead Canada’s entrance into the United Nations?” When they find the student who confirms, “Yes, I did that,” then that student must sign their PM’s name on the other student’s card. The first to find all “Prime Ministers” and complete their card, wins.

3. Divide your class into two groups (or, for larger classes, divide into four). You may also wish to hold out several students to serve as judges, or you can leave that privilege up to the teacher! Have competing groups research and prepare for a debate which challenges, “U.S. or Canada: Which form of government works best?” Each “debate team” should take several days (either within the classroom or through homework) to build their case about the benefits of their form of government (either U.S. or Canadian). They must, of course, thoroughly familiarize themselves with their form of government: powers and authorities, election process, jurisdictions over executive, judicial and legislative matter, citizen freedoms, taxation, jurisdiction provided to local states and provinces, voting procedures, term limits, protection of freedoms, matters such as government run health care, etc. For the debate, each team should build their “case,” while not ignoring problems within their own style of government. Following substantial research time, controlled debates should be held in the classroom. Each team has a designated amount of time to argue their side, followed by the opposing side. Each then has a more limited time for their final rebuttal. All members of each team should participate equally on some aspect of their team’s debate, whether oral presentation, research, etc.



9-12



9-12

# Introducing Famous Canadians

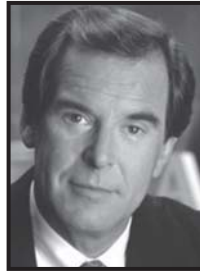
Pages 13 - 15 of this guide introduce many Canadians who have achieved fame through sports, entertainment, science, government, etc. Each year, the Memphis in May Curriculum Guide presents famous people from the festival's honored country as a means to express the vast contributions that citizens of that country have made. Students will notice a big difference between the "Famous People" list of, say, Belgium or Panama, compared with Canada. They will recognize a great number of Canada's famous residents, and will be surprised of the many inventions and accomplishments of our neighbors to the North!



Neve Campbell



Michael Greyeyes



Peter Jennings

## More Famous Canadians *(one is fictional!)*

Bryan Adams	Carly Rae Jepsen
Pamela Anderson	Avril Lavigne
Will Arnett	Lennox Lewis
Dan Aykroyd	Art Linkletter
Conrad Bain	Sarah MacLachlan
Adam Beach	Howie Mandel
Chris Benoit	Lorne Michaels
Michael Buble	Joni Mitchell
Raymond Burr	Alanis Morissette
Neve Campbell	Mike Myers
John Candy	Anna Paquin
Johnny Canuck	Mary Pickford
Deadmau5	Christopher Plummer
Yvonne De Carlo	Keanu Reeves
Errol Flynn	Seth Rogen
Glenn Ford	Eric Schweig
Ryan Gosling	Martin Short
Robert Goulet	Joe Shuster
Graham Greene	Kiefer Sutherland
Michael Greyeyes	Alan Thicke
Monty Hall	Alex Trebek
Phil Hartman	Pierre Trudeau
Jill Hennessey	Shania Twain
Doug Henning	Rufus Wainwright
Peter Jennings	Neil Young

## Activities

1. The best way to learn about a country is by learning about its people. This activity allows students to work individually or in small groups. Have each student or group choose one of the Canadians listed on this page or on pages 13 - 15. You might also give them the option to choose another well-known Canadian from online, even if they are not listed... there are thousands of them (just make sure that the person they choose fits the criteria for this activity). Have them create a comprehensive written paper or oral classroom presentation about their "Famous Canadian."

2. When developing their paper or presentation, they should present thorough biographical information about their person, his or her career and/or accomplishments. Students should specifically present the place of birth, education, and other significant sites throughout Canada which relate to their life or career. They should also include specific steps which led to their notariety.

3. Encourage students to include one or more photographs of their subject which can be presented in your classroom.

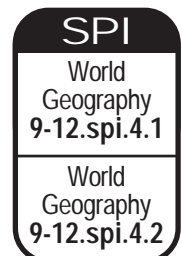
4. For oral presentations, consider allowing speeches, PowerPoint presentations, developed web sites, skits, student developed videos, posters, or wall murals, dramatized interviews, etc..



Alanis Morissette



Kiefer Sutherland





# Canada's Charter of Rights & Freedoms



9-12

The most visible and recognized part of the Canadian Constitution, the Charter of Rights and Freedoms, guarantees the rights of individuals by enshrining those rights, and certain limits on them, in the highest law of the land. Since its enactment in 1982, the Charter has created a social and legal revolution in Canada, expanding the rights of minorities, transforming the nature of criminal investigations and prosecutions, and subjecting the will of Parliament and the legislatures to judicial scrutiny.

## A Difficult Beginning

Before the Charter came into being, rights and freedoms were protected in Canada by a variety of laws, including the 1960 Bill of Rights. Although important, none of these laws were part of the Constitution and therefore lacked the permanence of the Charter. The Bill of Rights also only applied to federal, rather than provincial laws.

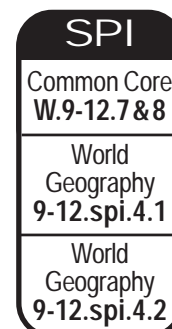
In the early 1980s, the government of Pierre Trudeau began the process of taking Canada's Constitution out of the hands of the British Parliament. The government also decided to include within the Constitution a new Charter of Rights and Freedoms. Along with the wider constitutional debates that then dominated politics for much of 1981 and 1982, there were specific concerns about the Charter: would it give courts and judges too much power to interpret its meaning, and how would it be amended once it was in place? There were also deep reservations among provincial leaders that a Charter would restrict the right of provinces to independently make laws.

A compromise was reached with a majority of provinces, which agreed to support a Charter on the condition that it contain a clause allowing Parliament or any provincial legislature to exempt their laws from certain sections in the Charter for a period of five years. The clause has been used only a handful of times, most notably by Quebec to create laws limiting the use of English signage, and by Alberta against the issue of same-sex marriage. The provinces and Ottawa also settled on an amending formula for the Charter. Any changes require the agreement of Parliament plus the legislatures of seven provinces representing at least 50 per cent of Canada's population. The Charter has been amended twice since its enactment in 1982.

The Quebec government has never signed the 1982 Constitution, although surveys have shown the Charter to be highly popular in Quebec. After many months of passionate public debate, the Charter took effect as part of the Constitution Act, 1982 when Queen Elizabeth II signed the governing legislation, the Canada Act, 1982, into law.

## What the Charter Says

The Charter protects Canadians against the state, and protects minorities against parliamentary majorities. It applies to anyone in Canada, citizen or newcomer, although some of its rights apply only to citizens, including the right to vote and the right to enter and leave the country. The principal rights and freedoms it covers include freedom of expression, the right to a democratic government, the right to live and seek work anywhere in Canada, the legal rights of people accused of crimes, Aboriginal peoples' rights, the right to equality including gender equality, the right to use Canada's official languages, and the right of French or English minorities to an education in their language. In Section 1, the Charter also gives governments the power to limit rights and freedoms, as long as those limits can be "demonstrably justified in a free and democratic society." There have been numerous cases of the courts upholding such limits, such as the 1992 Butler case, in which the Supreme Court of Canada said a law dealing with pornography was a reasonable restriction on the right of free expression, because it protected society from harm in other ways.





9-12

# Charter of Rights & Freedoms *(cont.)*

Although the Charter's impact is broad, in its first three decades (1982-2012) it revolutionized a number of specific aspects of Canadian life, including the work of police and prosecutors. The Charter significantly strengthened the rights of criminal defendants, tightening the rules around telephone wiretaps, protecting accused people from having to disprove presumptions of guilt, and requiring full disclosure of relevant evidence between the Crown and defense - although this has increased the costs and created huge delays in the administration of criminal justice.

## Judicial Activism Debate

The Charter has elevated the role of the courts by allowing judges to make sweeping social and legal changes through their interpretation of the Charter's meaning. Critics say this has diminished the supremacy of elected bodies such as Parliament and the legislatures, by giving courts the power to dismiss their decisions. Others argue the Charter has initiated a "dialogue" between Parliament and the courts, with judges striking down laws where necessary, allowing Parliament and legislatures to rewrite those laws in ways that are compliant with the Charter.

## A Global Model?

The Charter, thought by some to be moving Canada constitutionally towards the example of the United States, may in fact offer a distinctive alternative for other nations to emulate. A June, 2012 study published in the New York University Law Review, said the Charter offers a model - widely admired in the English-speaking Commonwealth - of how to balance competing legal interests in a modern, multicultural society. Canada," wrote U.S. law professors David Law and Mila Versteeg in the 2012 study, "is a constitutional trend-setter among common-law countries."

## Activity

1. Special thanks to Richard Foot of Historica Canada. Check his site for the full article from which much of this article was shared: <http://www.thecanadianencyclopedia.ca/en/article/canadian-charter-of-rights-and-freedoms/>. Have students read and review the entire Canadian Charter of Rights and Freedoms (Constitution Act, 1982) at <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>.
2. Either individually or in groups, have students research and share the differences between the Canadian Charter of Rights and Freedoms and the U.S. Constitution, in relation to human rights and freedoms. Compare or contrast in writing or through oral discussions. Which has been changed, altered or expanded the most through the years (explain specifically)?
3. Based on changes and/or amendments, have students create a chart of similar rights and protections of freedom and the specific year in which each was instituted. To the margins of the chart (U.S. to the left, Canada to the right) list the rights and protections of freedom which are guaranteed in one document, but not in the other.
4. Divide the classroom into an even number of small groups. Pair the groups into two opposing debate teams. Each pair of teams is going to debate (depending on which they are supporting) the benefits over the U.S Constitution or Canadian Charter of Rights and Freedoms over the other. Have teams choose (or decide by flipping a coin) which government document they will be arguing as best. Allow all groups one week of designated class time or research and practice outside of class in order to present their debate argument. All arguments must be clearly supported by specific and compelling details. Allow other willing teachers, volunteer school alumni or other classroom students to determine the winning team for each debate. If unfamiliar, research rules of proper debate, and share with students: <http://www.learnnc.org/lp/pages/636>.

# Where Canadians Live



9-12

Students probably recognize, regardless of the country being studied, that population distribution does not happen randomly. People may cluster around sources of food, sources of transportation, areas of specific climate, etc. Have students work in groups or individually. Assign all or some of the activity lessons listed below for students to research, complete and share with the class.

## Activity Options for Student Groups

1. Individually, have students research and list the ten provinces and the three territories of Canada. Have them sketch a map of Canada outlining each of the provinces and each of the territories. Also have them identify the four U.S. time zones, and sketch them on a United States map outline. In the margins of each map, have them list the total population of each country. Students will also use these maps later in a small group activity.
2. Divide your classes into an even number of small groups. Assign half the country of Canada; half the U.S. Have Canadian map students research and determine the land area for each province and territory and, on one of their maps, number each in order of land area (largest being 1, smallest being 13). Draw a square around each number. Have U.S. map students research and determine land area for each time zone, and on one of their maps number them from 1 to 4 (largest by land area being 1, smallest being 4). Draw a square around each number.
3. Have Canadian map students research and write the current (or most recent) population totals for each province and territory. Have them number each province and territory in order according to population (largest population being 1, smallest population being 13). Have them draw a circle around each number. Also have them try to determine the population of each around the year 1900. Have U.S. map students research and write the current (or most recent) population totals for each U.S. time zone, and number them from 1 to 4 (largest population being 1, smallest being 4). Have them draw a circle around each number. Also have them try to determine or approximate the population of each time zone around the year 1900. Suggest students study “The Growth of Canada” by Cameron Vu: [http://www.k12studycanada.org/files/lesson\\_plans/Miscellaneous/Misc-02\\_GrowthCanada.pdf](http://www.k12studycanada.org/files/lesson_plans/Miscellaneous/Misc-02_GrowthCanada.pdf).
4. Have Canadian map students list the top ten Canadian cities by population and list them on one of their maps. Have U.S. map students list the top ten U.S. cities and list them on one of their maps. Now have students look for large clusters of population within their country. With a red marker, have them draw large, loosely structured circles around these major population clusters within their country. A country might have one major population area, or two, or as many as six. Remind them that large areas of their country will remain outside of these clusters.
5. Have students research the North American Free Trade Agreement. Have them identify the 5 largest product exports from their country to the other. Have them identify the 5 largest imports from the other country into their country. For the 5 largest exports, have them label the largest concentrated areas of their country where these export products originate. Have them determine whether or not location of these exports have any bearing on populations areas for their country of the other. Does transportation influence these population areas in relation to imports or exports?
6. Have students compare where Canadians and Americans live. How is population distribution different between the two countries? Discuss possible reasons for the population distribution and how the distribution might influence the outlook of people. Make a list of advantages and disadvantages of Canadians living close to the U.S. border (trade? tourism? culturally?). What five U.S. states are located closest to where most Canadians live?

7. Have all students in all groups openly discuss their findings from their research regarding populations, and their theories about population distributions.





# Canadian Quilt of Belonging

9-12

The idea of artist Esther Bryan, this art-in-community project is the work of volunteers from Victoria to Newfoundland to the Arctic Circle who worked on it between 1999 and 2005. Canada's "Quilt of Belonging" can help students learn about the ethnic groups of which Canada is comprised and how the nation is a mosaic in which all cultures belong and are respected. From across Canada, participants were invited to contribute their talents, ideas, and their cultural background. The range of materials, from sealskin to African mud-cloth, from embroidered silk to gossamer wings of butterflies connects the threads of Canadians' past to the possibilities of the future. The "Quilt of Belonging" is the largest and most inclusive work of textile art ever made about Canada. The collective tapestry is 120 feet long by 10.5 feet high. It was first presented at the Canadian Museum of Civilization in Gatineau, Ottawa. However it was created to travel throughout the country.

The project artist, says, "The completed quilt, with its many parts, shows that we all can be integrated into the fabric of Canada, living together harmoniously, learning to respect one another for our differences while celebrating what we have in common."

## Activities

1. Students are invited to explore the panels from the "Quilt of Belonging" by visiting the interactive web site at <http://www.quiltofbelonging.ca/>. The quilt consists of 263 eleven-inch fabric squares, 70 representing all Aboriginal groups, 193 featuring all immigrant nationalities in Canada and the Canadian block. The web site makes each square available. Have students choose one of the squares and present a research paper about the square, and about the cultural group which prepared it. Their paper should point out the symbolism in their chosen square, and include details about the materials used by the artist. Have them include a color photograph of the square they have chosen with their report.



"Quilt of Belonging" on exhibit in Ottawa. Photo by Nick Wolochatiuk.

2. Canada is a country full of art, culture, symbolism and natural beauty. For this project, replicate the concept of the "Quilt of Belonging," yet allow the focus of each designed square to be some unique aspect of the country of

Canada. Allow each student to design one square for your Canadian quilt, however this will be a paper quilt. Provide each student with a 12" x 12" paper square. After having conducted some research about the diverse country of Canada, have them begin designing their square, focusing their design on one aspect of Canadian life or culture. This project is as much about design as it is about content, so have them spend ample time in creating a truly artistic design. Remember how the artists for the "Quilt of Belonging" incorporated all sorts of unique materials in their designs, from fur to butterfly wings? Encourage students to explore unique materials that they can "weave" into their design. Students should make a presentation to the class about the subject matter of their square, and about their design technique and materials. After each student has presented his or her square, collect them all and arrange them on the wall of your classroom into a giant patchwork quilt paying monage to the vibrant and diverse country of Canada.

SPI	
Art	9-12.spi.2.1
Art	9-12.spi.3.1
Art	9-12.spi.4.1
World Geography	9-12.spi.4.1

# Our Final Celebration of Canada

We have spent much of this curriculum guide talking about the many individual components of Canadian culture, including geography, symbols, stories, people, and more. Let's not forget that this is a country that knows how to celebrate. From great annual events like the country's Canada Day festivities, to once-in-a-lifetime celebrations like the 2010 Winter Olympics in Vancouver. So, before we say farewell, now is the time to celebrate a few celebrations!

**Activity** - Allow students to work in small groups or individually. They are now employed at one of Canada's most prestigious advertising firms. They have been commissioned to create a complete advertising campaign for one of the cities, landmarks, events or celebrations listed below. To land the account, they must convince the client that they are the right ad agency. They do so by presenting a complete oral presentation to the class. It can include story boards, audio / visuals, live performances, artwork... anything that will help their place, event or celebration come to life. Presentations will be graded on content and creativity.



9-12

SPI

Common Core  
W.9-12.7&8

World  
Geography  
9-12.spi.4.1

World  
Geography  
9-12.spi.4.2



Canadian Parliament on  
Canada Day in July

## Celebrate Canada

1. **Quebec City**- The only walled city in North America
2. **Canadian Railway**- Built to stretch across the continent, and toward a unified Canadian nation
3. **The "Musical Ride" of the Royal Canadian Mounted Police**
4. **The Group of Seven**- School of Canadian landscape painters
5. **Second City Television (SCTV)** - A sketch comedy show drawn from Toronto's Second City comedy troupe
6. **Luminato**- Toronto's incredible festival of lights
- Canadian Comedy Awards Festival - A hysterical annual awards event
7. **National Film Board of Canada**- Animation films, documentaries & interactive projects
8. **Calgary Stampede** - Annual rodeo, exhibition and festival held every July
9. **Les Fetes de la Nouvelle-France** - The New France Festival in Quebec
10. **Curling Canadian** and the Curling Canada Hall of Fame
11. **Just For Laughs** comedy festival held each July in Montreal
12. **Yonge Street** - Attract tourists to the longest street in the world
13. **Bay of Fundy**- Attract tourists to the highest tidal range in the world
14. **Montreal International Jazz Festival**- Holds the Guinness Record as the world's largest jazz festival



# INFO

## Answers to Quizzes & Puzzles

Here are the answers we promised! Included below are the answers to most of the puzzles and quizzes included throughout this Curriculum Guide, providing your students with a wealth of information about the honored country of Canada.

### Ultimate Canadian Quiz, page 17

1. Basketball
2. Provinces (10) & Territories (3)
3. Permafrost
4. Volcano
5. First Nations
6. Harper
7. Elizabeth
8. North West Mounted Police
9. Parliament
10. Champlain
11. Inuit
12. Frederick Banting
13. CN Tower
14. Métis
15. Macdonald
16. Ontario
17. Musical Ride
18. Kanata
19. Montreal
20. July 1
21. Chief Big Bear
22. French and English
23. Purple
24. "O, Canada"
25. Italy
26. Wayne Gretzky

### Two-Part Word Search Puzzle, page 32

1. Mountie
2. United States
3. Alaska
4. Quatre
5. Glacier
6. Parliament
7. Vancouver
8. Ogopogo
9. Inuksuk
10. Maple
11. Languages
12. Cascade
13. Canuck
14. Hudson
15. Peanut butter
16. Polar bears
17. Niagara Falls
18. Labrador
19. Campbell
20. Ice
21. Montreal
22. Beaver
23. Rouge
24. Yukon

### Crossword Puzzle, Page 56

#### Across

3. Grey Cup
5. Niagra
8. Bondar
9. Deux
10. Leaf
12. Drake
13. Grizzlies
16. Syrup
18. Hudsons Bay Company
20. Hudson
21. Cabot
23. Nunavut
24. Poutine
25. Marron

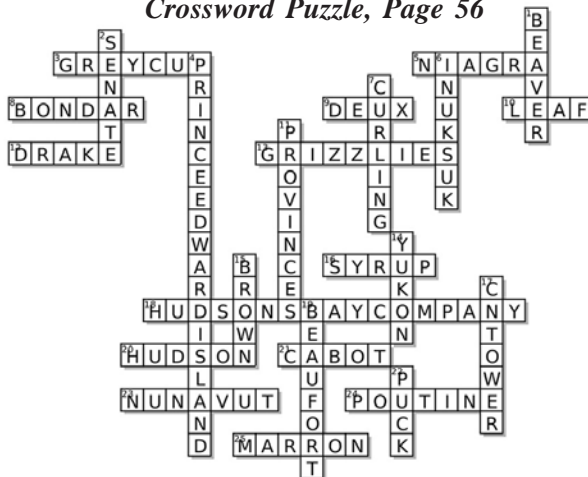
#### Down

1. Beaver
2. Senate
4. Prince Edward Island
6. Inuksuk
7. Curling
11. Provinces
14. Yukon
15. Brown
17. CN Tower
19. Beaufort
22. Puck

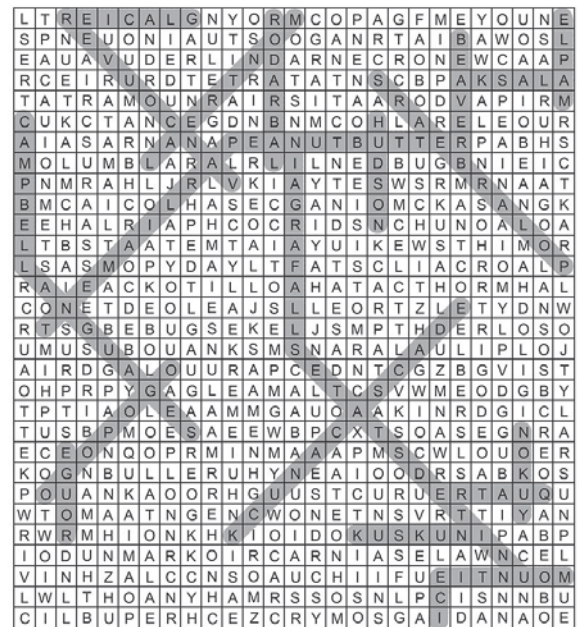
### French to English, page 41

1. Syrup
2. Red
3. Fishing
4. Waterfall
5. Snow
6. Railway
7. Lobster
8. Crown
9. Beaver
10. Gold
11. Leaf
12. Lumber

### Crossword Puzzle, Page 56



### Two-Part Word Search Puzzle, Page 33



**Resources** - A good selection of books and websites to assist you and your students in the study and exploration of Canada, and to help with puzzles and assignments like those in this page, can be found list on page 72 of this guide.



# Education Programs



## INFO

Your study and exploration throughout Canada continues past the pages of this curriculum guide. Each year, Memphis in May produces many educational and cultural events and contests to showcase its honored country. Through the year, Memphis in May offers contests, exhibits, performances and other educational opportunities for teachers and students to learn all about Canada - **and all free of charge!** Additional information about each, as well as updated details and deadlines, is available at [www.memphisinmay.org](http://www.memphisinmay.org). All programs are subject to change or modification.

## Introducing the Official Microsoft Memphis in May International Classroom Program

### Make Your Classroom the Official Microsoft Memphis in May International Classroom

*Why should you become a Memphis in May International Classroom?* International awareness is at the core of Memphis in May International Festival's commitment to the education of the Mid-South community. Memphis in May's goal: by the time a student graduates from high school, they will have had the opportunity to experience the customs and cultures of 12 different countries from around the world. Help us achieve that goal by starting in your classroom!

Participation is simple! Just incorporate a combination of Memphis in May resources into your classroom. Very easy to get started. Just register online now! Visit [www.memphisinmay.org/classroom](http://www.memphisinmay.org/classroom) for details.

## BlueCross BlueShield World Cargo Crates

Your neighbor to the north is sending a bit of its own culture straight to your classroom! Each year, Memphis in May receives an international shipment from its honored country. The festival loads the goods into four different "World Cargo Crates" designed to be transported to Memphis area schools. "World Cargo Crates" are loaded with educational items, cultural items, historical items, games, musical instruments, costumes, handicrafts, and more, as well as a description of each item and its significance to Canadian culture. Your school can reserve a crate free of charge for a one-week period so that classrooms throughout your school will have the chance to explore the crate. The Memphis in May "World Cargo Crates" are available for reservation for dates between January and May, 2016. **To reserve a crate for your school, or for more information, please email [education@memphisinmay.org](mailto:education@memphisinmay.org).** One week per school, please. The crate will be delivered to your school before 12 noon Monday morning, and picked up the following Monday by 10:00 a.m., courtesy of Blue Sky Couriers.

## International Teachers' Conference

Mark **Saturday, February 27, 2016** on your calendar! "Memphis in May International Teachers' Conference - Bringing International Culture to Every Classroom" provides teachers with information on how to utilize international studies to enhance their curriculum. Teachers will gain hands-on knowledge needed to teach students about the culture and history of the honored country of Canada.

Applications, additional details, deadline information, program changes, and frequent educational opportunity updates are available online at [www.memphisinmay.org](http://www.memphisinmay.org).



## INFO

This year we are making it easier to sign up for our programs and integrate the Memphis in May Curriculum into your classroom activities. Memphis in May provides easy to use resources to enable teachers to integrate education about the honored country in to your classroom. Memphis in May will recognize teachers that utilize these resources during the year as an Official Memphis in May International Classroom. A minimum level of participation is required. Visit [www.memphisinmay.org/education#resources](http://www.memphisinmay.org/education#resources) for details.

## Become the Official Microsoft Memphis in May International Classroom Program

### Classroom Competition / Grades K - 12

Teachers, you can win \$1,000 just by incorporating the honored country of Canada into your classroom. Involve the students in your classroom or grade level in classroom decorations and activities with a theme based on this exciting country. Fill your classroom (and your students' minds) with images of Canadian culture. Visit [www.memphisinmay.org/classroom](http://www.memphisinmay.org/classroom) for details. Entries must be received by **Friday, May 20, 2016 at 5:00 pm.**

Teachers Can Win  
**\$1,000**

## Sedgwick CMS International Teacher Competition

### Teacher Competition / Grades K - 12

Now teachers have the chance to win alongside their students! Whether you always celebrate the honored country with Memphis in May, or whether you are considering incorporating Memphis in May into your classroom for the first time, this competition is for you. Memphis in May will recognize the teachers with the most outstanding "global classrooms," teachers who utilize international programming to supplement their curriculum and introduce a foreign culture to their students. Sign up for and participate in one or more of Memphis in May's education programs and events, complying with all the guidelines for that program. Participate in as many of the programs and events as possible to increase the international appeal of your classroom. Entries will not be judged solely on the quantity of Memphis in May activities, but rather the main criteria will be the educational impact, creative use of curriculum, and quality of the learning and educational activities in the classroom. Downloadable entry forms are available on the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org). Entries must be received by **Friday, May 6, 2016 at 5:00pm**

Teachers Can Win  
**\$1,000**

## Creative Writing Contest Grades 4 - 12

The Memphis in May Creative Writing Contest promotes literary creativity and allows students to incorporate what they have learned about the Memphis in May honored country through the written word. Creative Writing Contest entries can include any type of literary work, fiction or non-fiction, including but not limited to poems, essays, short stories, plays, narratives, scripts and biographies. First, second and third place winners will be chosen in three grade categories (Upper Elementary - 4th & 5th grades, Middle - 6th - 8th grades, High - 9th - 12th grades). The competition is open to students attending any public, private or home school within the Shelby County area. Each entry must be submitted with a completed Creative Writing Contest entry form (typed or printed only). Downloadable entry forms are available on the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org) (subject to change, check website for any updates). Entries must be received by **Friday, March 25, 2016 at 5:00 p.m.** Entries must be submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.



# Education Contests *(cont.)*

## Valero Memphis Refinery Children's International Poster Competition Grades K - 6

The 2015 Valero Memphis Refinery Children's International Poster Competition promotes the creative artistry of students in grades K-6. Patterned after the Memphis in May Fine Art Poster Program, the student's work must depict some aspect of the honored country of Canada through the medium of drawing and coloring. One student will become the Grand Prize winner, and their work depicting Canada, its beauty and its culture, will then be printed and sold by Memphis in May as the 2016 Valero Memphis Refinery Children's International Poster. Since there will be a limited number of signed and numbered prints created, this lucky young artist's poster has the potential of becoming a unique collector's item. The Grand Prize winner will sign and number 100 of the prints. First, second and third prize winners will also be recognized in various grade divisions. All artwork must be designed and executed by the student. Downloadable entry forms are available on the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org). Entries must be received by **Friday, March 25, 2016 at 5:00 p.m.** Entries must be submitted to the Memphis in May International Festival offices at 56 S. Front Street, Memphis, TN 38103.

## PowerPoint Competition Grades 9 - 12

This competition promotes design creativity and allows students to incorporate what they have learned about Canada through overall presentation, graphic design, and written word. Students have a chance to create unique presentations illustrating the honored country's history, geography, people, language, food, art, music and dance. This competition is a wonderful tool to get students acquainted with PowerPoint, an important program in the business world. As an additional activity, teachers may also opt to have students present in front of the class, giving them valuable practice in communication skills, all while exposing them to international history and culture. This competition is open to all high school students attending public, private, or home school within the Shelby County area. First, second, and third place prizes will be awarded. Downloadable entry forms are available on the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org). Entries must be received by **Friday, March 25, 2016 at 5:00 p.m.** All entries must be submitted to the Memphis in May offices at 56 S. Front Street, Memphis, TN 38103.

## Blue Cross Blue Shield World Cargo Crate Photo Contest

The World Cargo Crate Photo Contest encourages teachers to use their cameras to capture special moments in their classrooms. The photographic entries portray special "learning moments" between the students, their teachers, and the unique items from the honored country. As most of these items are foreign to the students, their reactions of interest, surprise, and curiosity are clearly visible in the photos. The winning teacher receives a Memphis in May prize package for their classroom and the privilege of being the first to reserve the World Cargo Crate for the upcoming school year. The winning teachers and students also get to see their pictures displayed on the Memphis in May website as "the face" of the World Cargo Crate for the next year. Up to 5 photos may be submitted per entry, along with the teacher's name and title, school name, school address, school phone number, and teacher's email address. Entries must be received by **Friday, May 20, 2016 at 5:00 p.m.** Entries must be digital and may be submitted by email or on a CD to 56 S. Front Street, Memphis, TN 38103. For more information, see Memphis in May's website at [www.memphisinmay.org](http://www.memphisinmay.org) or contact [mim@memphisinmay.org](mailto:mim@memphisinmay.org) with any questions.

## Exhibitions & Field Trip Opportunities

Each year, Memphis in May plans cultural exhibitions and performances involving art, artifacts, speakers and performers from the honored country. In 2016, teachers and students can expect many opportunities to explore the beauty, culture and history of Canada. Many exhibits and performances offer great opportunities for classroom field trips. As the festival approaches, regularly visit the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org) for updates on exhibitions, field trip opportunities and additional educational materials. You may also call 525-4611, ext. 108, to be placed on an education email list for notifications throughout the year.





# Websites, Reading & Resources

It's hard to fit a country as huge as Canada into just 72 pages. Below are many useful books and websites which can help your students locate additional information for many of the educational assignments throughout this curriculum guide. These resources will also help them explore many more fascinating aspects of Canada. Teachers may also want to utilize the Internet to reach out to other schools in Canada to establish communication between their classroom and a similar classroom in that country, especially since English is spoken and we're on the same time zone. Your students could even reach out to like-aged students in Canada via Twitter or Facebook, and establish a web-pal program!

## Books

Canada by DK Eyewitness Travel

So You Want to Be Canadian: All About the Most Fascinating People In the World and the Magical Place They Call Home by Kerry Colburn and Rob Sorensen

Rise to Greatness: The History of Canada from Vikings to the Present by Conrad Black

The Kids Book of Canada by Barbara Greenwood and Jock MacRae

A Unit About Canada (Lesson Plans) by Jane M. Coe

Canada: The Land (Lands, Peoples & Cultures) by Bobbie Kalman

The U.S. of EH? How Canada Secretly Controls the United States and Why That Is Okay by Kerry Colburn and Rob Sorensen

## Websites

Embassy of Canada in Washington DC - <http://can-am.gc.ca/washington>

Keep Exploring: An Official Travel Site of Destination Canada - <http://us-keepexploring.canada.travel>

Canada's History Lesson Plans - <http://canadashistory.ca/Education/Lesson-Plans.aspx>

Canada Online Lesson Plans - <http://canadaonline.about.com/od/historylessons/>

Canadian Geographic Education - [http://www.cgeducation.ca/resources/learning\\_centre/lesson\\_plans.asp](http://www.cgeducation.ca/resources/learning_centre/lesson_plans.asp)

Discovery Education - <http://www.discoveryeducation.com/teachers/free-lesson-plans/geography-of-canada.cfm>

Nations Online - [www.nationsonline.org/oneworld/poland.htm](http://www.nationsonline.org/oneworld/poland.htm)

CIA World Factbook - <https://www.cia.gov/library/publications/the-world-factbook/geos/pl.html>

K-12 Study Canada, sponsored by Western Washington University and the University of Washington - [www.k12studycanada.org/resources\\_lesson\\_plans.html](http://www.k12studycanada.org/resources_lesson_plans.html)

TeAchnology: Canada Lesson Plans - [www.teach-nology.com/teachers/subject\\_matter/social\\_studies/canada/](http://www.teach-nology.com/teachers/subject_matter/social_studies/canada/)

## Need a Curriculum Guide of Your Own?

We teach students to share, but for your own copy of this Curriculum Guide, visit the Memphis in May website at [www.memphisinmay.org](http://www.memphisinmay.org). This entire Curriculum Guide about the honored country of Canada is available on-line in a downloadable PDF format, so you can print your own Curriculum Guide copy for free!

## Questions?

Each year, Memphis in May receives questions from teachers about the honored country. This year, teachers might need a little help with their French for study of this bilingual nation, or how to tell the difference between a province and a territory. Each year, Memphis in May strives to identify local citizens who are native to the festival's honored country. These citizens are often available to answer teachers' questions, and sometimes are available for classroom visits. Memphis in May also organizes a speakers bureau which offers presentations to schools and civic organizations. Requests can be made by calling 525-4611 or by emailing Memphis in May at [mim@memphisinmay.org](mailto:mim@memphisinmay.org).

### Join the Memphis in May Education Email List!

Receive information and applications  
as soon as they become available.  
Email [mim@memphisinmay.org](mailto:mim@memphisinmay.org)  
to join the list!