HANDS ACROSS THE BORDER- WELCOME TO CANADA!

Grade Level: Third Grade
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Length of Unit: Eight to Ten Days

I. ABSTRACT
This unit introduces the study of our neighbor to the north, Canada, as found in the Third Grade section of the Core Knowledge Sequence. The geographical study will include topics in science and history. It will give students a spatial sense of the world including an understanding of the historical exploration and the interaction between people and the regions in which they live. Students will also develop an awareness of cultural differences. Students will complete this unit with a general knowledge and basic understanding of the history, geography, and culture of Canada.

II. OVERVIEW
A. Concept Objectives for this unit:
1. Students will become knowledgeable about the country of Canada, including information about the location of provinces, specific landforms, and major cities.
2. Students will develop an awareness of Canada's land regions, climate, cultural differences, and natural resources.
3. Students will learn about early explorers and the search for the Northwest Passage.

B. Content covered from Core Knowledge Sequence:
1. Canada- Locate in relation to United States; French and British heritage, French-speaking Quebec; Rocky Mountains; Hudson Bay, St. Lawrence River, Yukon River; Divided into provinces; Major cities, including Montreal, Quebec, Toronto
2. The Search for the Northwest Passage- Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including John Cabot: Newfoundland; Champlain: "New France" and Quebec; Henry Hudson: the Hudson River

C. Skills
1. The student will read widely to acquire knowledge, conduct research, and organize information. [Oklahoma Priority Academic Student Skills, Information and Research III. A-H]
2. The student will describe how people affect and change their environments (e.g. farming, building dams, etc.). [OK PASS, Social Studies I. A 1.]
3. The student will distinguish among map symbols. [OK PASS C 1.]
4. The student will locate and distinguish among varying landforms and geographic features. [OK PASS, Social Studies I. C 5.]
III. BACKGROUND KNOWLEDGE
A. For Teachers:

B. For Students:
   1. Review map keys (map legends).
   2. Review how to use encyclopedias, both in book and electronic form.

IV. RESOURCES
A. Fletcher, David and Sharon Bocklage. *Canada Map Skills*. (Milliken Reproducibles and color transparencies.)
B. Hirsch, Jr. E. D. *What Your Third Grader Needs To Know.*
C. Hughes, Carolyn. *Our Global Village- Canada*. (Specific information broken down by category and related activities)
D. Milliken, Linda and Kathy Rogers. *Canada Activity Book*. (Edupress Reproducibles and Activities)

V. LESSONS
Lesson One: Early Explorers and the Northwest Passage
A. Daily Objectives
   1. Concept Objectives
      a. Students will learn about early explorers and the search for the Northwest Passage.
   2. Lesson Content
   3. Skill Objectives
      a. The student will read widely to acquire knowledge, conduct research, and organize information.

B. Materials
   1. Pencils
   2. Paper
   3. Encyclopedias, books, other resources related to Canada and explorers
   4. Colored pencils (optional)
   5. Typewriter or computer (optional)

C. Key Vocabulary
   1. Explorer- an person who enjoys adventure and explores unknown areas in search of new land, resources, and treasure.
D. Procedures/Activities

DAY ONE
1. Teacher will divide students into small groups.
2. Each group will be given an explorer to research.
3. Groups will be given Appendix A to complete information about their explorer.
4. Teacher will show students where information can be obtained in encyclopedias and other resources.
5. Teacher will model example of how to look for and complete information on Appendix A through the use of various sources.

DAY TWO
6. Students will begin researching information and completing Appendix A within their small groups.
7. Teacher will monitor progress of small groups to insure all students are engaged and participating in the research process.

DAY THREE
8. Each group will compose a written report based on their research.
9. Their final copy may be written neatly or typed on the computer.
10. An illustration of the explorer may be included with the report.

DAY FOUR
11. Small groups will present their reports to the class.
12. Oral presentations will be made by each group.
13. At the conclusion of each presentation, the class may ask questions in order to note important facts in their "Hands Across The Border" booklets. See Appendix.

E. Assessment/Evaluation

1. Teacher will assess group written reports as well as oral presentations for completeness. Written reports will be evaluated for capitalization, punctuation, grammar and sentence structure.
2. Teacher will review each students "Hands Across The Border" booklets to insure they are being completed as assigned.

Lesson Two: "Getting To Know Canada"

A. Daily Objectives

1. Concept Objectives
   a. Students will become knowledgeable about the country of Canada, including information about the location of provinces, specific landforms, and major cities.
   b. Students will develop an awareness of Canada's land regions, climate, cultural differences and natural resources.

2. Lesson Content
   a. Canada- locate in relation to United States; French and British heritage, French-speaking Quebec; Rocky Mountains; Hudson Bay, St. Lawrence River, Yukon River; Divided into provinces; major cities, including Montreal, Quebec, Toronto

3. Skill Objectives
   a. The student will describe how people affect and change their environments (e.g. farming, building dams, etc.).
b. The student will distinguish among map symbols.
c. The student will locate and distinguish among varying landforms and geographic features.

B. Materials
1. Pencils and colored pencils
2. Paper
3. Copies of maps of Canada (4 copies per student)
4. Colored copies of completed maps for student reference

C. Key Vocabulary
1. province- an administrative division of a country
2. territory- an area of a country that has not been admitted to statehood

D. Procedures/Activities
1. Students will work in cooperative groups to label and color their individual maps of Canada.
2. Each group will share a booklet of color copied maps to properly color and label their maps based on the map keys (legends) of each map.
   a. On Map #1, students will label provinces, territories, specific landforms, and major cities. Appendix B.
   b. On Map #2, students will label Physical Features of Canada including land regions. Appendix C.
   c. On Map #3, students will label Canada's Climates and Natural Vegetation. Appendix D.
   d. On Map #4, students will label Canada's Natural Resources: Water, Minerals, Gas, and Oil. Appendix E.
3. The teacher will introduce students to a series of books "Canada" by Bobbie Kalman.
   a. The teacher will share some of the highlights of the three books about the land, the people, and the culture of Canada.
   b. Students will be divided into 3 cooperative groups and will take turns reading information in the books.
   c. Students will note at least 5 things they found interesting in each book and note them on the appropriate page of their "Hands Across The Border" booklets. Appendix F.

E. Evaluation/Assessment
1. Teacher will assess students' completion of Maps #1-4.
2. Teacher will check to see that "Hands Across The Border" booklets are being completed as assigned, noting interesting information from Canada book series.

VI. CULMINATING ACTIVITY
A. Students will be given a final written assessment. Students may use their "Hands Across The Border" booklets to complete the assessment. Appendix G.
B. This activity will require some adult volunteers. Students will be divided into cooperative groups and will rotate through the following centers. All activities and materials needed can be found in the Canada Activity Book published by Edupress.
   1. Experience Regional Foods (p. 13-15)
a. "Habitant Pea Soup" (This is a French-Canadian dish and adapted from the traditional food carried by voyageurs on their long trips.)

b. "Tourtiere" (This is a pork pie that is a traditional favorite in the province of Quebec.)

c. "Bannock" (This bread was first made by the Native People, who baked it over an open fire. European settlers fried it in a pan.)

d. "Maple Syrup Shortbreads"

e. "Canadian Apple Cake" (Apples and maple syrup are two of Canada's most plentiful products.)

2. Coat of Arms (p.10-12)
   a. Students will choose a Coat of Arms to color according to directions. After completion, they will be mounted, laminated and displayed.

3. Pacific Northwest Tribes Crafts (p. 46-47)
   a. Animal Dieties- make tribal masks
   b. Potlatch- create a jeweled ornament
   c. Cedar- make a cedar bark cloak from paper sacks

4. "Fleur-de-lis" (p.40-41)
   This is an iris that is the traditional symbol of France and appears on the provincial flag of Quebec.

VII. HANDOUTS/ WORKSHEETS
    Appendices A-H

VIII. BIBLIOGRAPHY


APPENDIX A

EXPLORER REPORT

Names of people in your group

1. Explorer's Name

2. What country was your Explorer originally from?

3. What country or countries paid for his exploration?

4. What did your Explorer discover?

5. What is your Explorer famous for?

6. Please list other interesting information about your Explorer.

7. Draw an illustration of your Explorer on a separate piece of paper.
APPENDIX B

Map #1  Provinces, Territories, Landforms, Major Cities

Canada national capitals provincial capitals major cities
APPENDIX F

Book Review

Name ________________________

Name of Book ________________________________

Author ______________________________________

Directions: Read the book, then list at least 5 interesting facts.

INTERESTING FACTS

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

Other interesting facts (extra credit points)

____________________________________________

____________________________________________

____________________________________________
APPENDIX G (1)

Name __________________________ Date ______________

CANADA
Final Assessment

Directions: Please answer the following questions.
(*You may use your "Hands Across the Border" booklets for help.)

1. Name three early explorers of Canada.

2. List the 10 provinces of Canada.
   (1) ____________________________ (6) ____________________________
   (2) ____________________________ (7) ____________________________
   (3) ____________________________ (8) ____________________________
   (4) ____________________________ (9) ____________________________
   (5) ____________________________ (10) ____________________________

3. List the 3 territories of Canada.

4. What is the name of the newest territory that became official in 1999?

5. Name three major cities in Canada. (Map #1)
   (1) ____________________________ (2) ____________________________
   (3) ____________________________

6. Which province speaks mainly French? ____________________________

7. Name the 7 Regions of Canada.
   (1) ____________________________ (5) ____________________________
   (2) ____________________________ (6) ____________________________
   (3) ____________________________ (7) ____________________________
   (4) ____________________________

8. Is the "Mixed Forest" north or south of the "Boreal Forest? (Map #3)

_____________________________
9. Is the "Tree Line" north or south of the "Permafrost Line"? (Map #3)

10. If you were in the "Grasslands", in what direction would you travel to get to the Hudson Bay?

11. Name 4 natural resources.
   (1) ____________________________  (3) ____________________________
   (2) ____________________________  (4) ____________________________

12. Name the province that has oil and natural gas as a resource?

13. Name the two provinces that have mining and hydroelectric facilities.
   (1) ____________________________  (2) ____________________________

14. Write a short paragraph telling what you learned about our neighbor to the north, Canada. Please include interesting facts and what you favorite part of our study was.
Lesson One

Approximately 25,000 years ago, following the last Ice Age, the Inuits and Native tribes once inhabited the land we know today as Canada. They gathered and formed small settlements. These groups lived peacefully before the Europeans moved westward into their lands. As more European settlers arrived in Canada, land was violently taken from the Inuits and Native tribes. In addition to this tragedy, deadly diseases such as tuberculosis and pneumonia, brought by the Europeans, spread wildly through the settlements of Inuits and Native tribes.

Many lives were lost. Around 1000 years ago, the Vikings landed in Canada. French explorers such as Samuel de Champlain later followed and discovered the vast resources that Canada had to offer the world. They settled on the shores of the St. Lawrence River. It was when the English arrived and settled near Hudson Bay that trouble started. Both France and England wanted Canada's land and resources for itself, even though these treasures first belonged to the Inuits and Native tribes. Today, 27% of Canada's population is of French heritage and 40% are of British descent. There are also immigrants from Germany, China, the Ukraine, and Italy, in addition to many Native tribes and Inuit Eskimos. Each group still practices its own long standing traditions and individual languages. Two-thirds of Canadians speak English. The French language is spoken by 80% of Canadians residing in Quebec. Quebec has the most population of any province in Canada.

Lesson Two

Canada is divided into ten provinces and three territories. The provinces are Quebec, Ontario, New Brunswick, Manitoba, Novia Scotia, British Columbia, Alberta, Saskatchewan, Prince Edward Island, and Newfoundland. The territories are Yukon, Northwest, and Nunavut (which was part of the Northwest Territories until 1999.) The territories make up more than one third of Canada's area. However, because of the remoteness and severe climate of these areas, less than 1% of the nation’s total population lives there. The terrain in the Yukon and the southwest part of the Northwest Territories consists mainly of forest-covered mountains. Most of the remaining parts of the territories are a frozen wasteland for most of the year. The territories are valuable in that they contain rich mineral deposits, and mining is a chief economic product.