

AT A GLANCE

General Outcomes

5.1 Physical Geography of Canada General Outcome: Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

5.2 Histories and Stories of Ways of Life in Canada General Outcome: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

5.3 Canada: Shaping an Identity: Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Benchmark Skills and Processes

Dimensions of Thinking: Students will develop skills in:

- critical thinking and creative thinking; assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion.
- historical thinking; use primary sources to broaden understanding of historical events and issues
- geographic thinking; construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied
- decision making and problem solving propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving

Social Participation as a Democratic Practice: Students will develop skills in:

- cooperation, conflict resolution and consensus building demonstrate the skills of compromise in order to reach group consensus
- age-appropriate behaviour for social involvement; demonstrate commitment to the well-being of the community by drawing attention to situations of injustice where action is needed

Research for Deliberative Inquiry: Students will apply the research and information to determine the reliability of information, filtering for point of view and bias.

Communication: Students will demonstrate skills of oral, written and visual literacy express opinions and present perspectives and information in a variety of forms; such as oral or written presentations, speeches or debates, media literacy to detect bias present in the media.

Taken from the Alberta Education Grade 5 Social Studies Curriculum.

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INTRODUCTION

This book was designed to cover expectations in the Alberta Grade 5 Social Studies curriculum. This book is organized into four integrated, multi-day lessons that can be adapted in many ways to suit the variety of needs and interests in the classroom. The length of the lesson and style is dependent on its content. For example, *Lesson 2: Race Through the Regions* has many more activities included because of the differentiation technique where students are able to select tasks that best demonstrate their learning. *Lesson 3: A Walk in the Park* is shorter, as it has predetermined tasks that are directed at different reading levels.

FORMAT:

Each lesson includes the following:

- Teaching instructions and options.
- Tasks that may be diagnostic, formative, and/or summative in nature depending on the lesson.
- Consolidation tasks designed to support students' understanding and increase their knowledge.
- Assessment tools connected to the style of each lesson.
- Differentiation options to consider for different learners in the classroom.
- An answer key for the student activities in the lesson.

CURRICULUM EXPECTATIONS:

General Grade 5 Curriculum Outcomes:

5.1: Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

5.2: Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

5.3: Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific outcomes are listed by lesson.

The Skills and Processes (categories shown below) have been considered and integrated into the lessons.

- Dimensions of Thinking
- Social Participation as a Democratic Practice
- Research for Deliberative Inquiry
- Communication

LESSON 1: WHERE AM I?

LESSON CONTENTS:

- *Diagnostic/Hook Activity: Where Am I?*
- *Where Am I? Consolidation Activity:* student worksheet on the provinces and territories of Canada (based on clue cards)
- *All Mapped Out!* Reviewing parts of a map and finding locations in Canada.
- Differentiation Options
- Answer Key

LEARNING GOALS:

Students will activate their prior knowledge and make inferences to solve clues about different Canadian provinces and territories.

Students will use the clues to develop an awareness of the various physical regions of Canada, as well as the similarities and differences between the provinces and territories of Canada, and apply their understanding when answering short answer worksheet questions.

Students will review the different parts of a map and locate the various geographic regions on a map.

CURRICULUM EXPECTATIONS:

5.1.2: Examine critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the major geographical regions, landforms, and bodies of water in Canada?
- What are the differences and similarities among the geographical regions in Canada?

SUGGESTED MATERIALS:

- One set of clues distributed to each group. Number of students in each group may vary. (Activity 1A)
- A copy of Consolidation Task. (Activity 1B)
- A copy of the map for each student or displayed (optional). (Activity 1C, pg. 14)
- A copy of the Student Success Criteria for each student or displayed (optional). (Activity 1C, pg. 15)
- Computers or electronic devices for research (optional).
- Scissors for each student/group (or have clues already cut up).

WHERE AM I?

TEACHING INSTRUCTIONS:

Divide the class into partners or small groups. Each student in the group picks up a card and will take turns reading clues, in order, to the rest of the group until the other students guess the province or territory they have selected. They will ask “*Where Am I?*” until the location is identified.

OPTIONS & EXTENSIONS:

- Begin with a whole-group, small-group, partner, or independent brainstorming activity about what students already know about Canada’s provinces and territories and/or physical regions.
- Allot a points system for each clue, highest points to lowest points, as the clues are written from most specific information to easier, more general information
- Have students access “KidZone Geography” <https://goo.gl/hk6y4Y> to help solve the clues and develop research skills.
- Use the clues to begin further research about provinces and territories in Canada.
- Continue to use clues throughout the unit for review/extra practice purposes.
- Use maps online <https://goo.gl/Kzbs2u> of the geographic regions to provide a visual before, during, and/or after the activity.
- Create “expert groups” to do further research about Canada’s provinces and territories.
- Using the information from the clues, have students create a bulletin board to support their learning.
- This diagnostic activity could also be used later to consolidate learning.

SUGGESTED QUESTIONS FOR POST-ACTIVITY DISCUSSION:

- What were the new terms/vocabulary you came across while completing this activity?
- What might be some different ways to compare Canada’s provinces and territories?
- What inferences can you make about the different physical regions of Canada after this activity?
- What are some questions you have about the provinces and territories of Canada?
- What are some different ways that you could group the provinces and territories?
- What were your strengths as a group in this activity (sample topics: did everyone listen actively, share ideas, ask questions)?
- Did you follow the success criteria when participating in the activity?

CONSOLIDATION ACTIVITY:

After completing the hook activity and reflecting on it, students may complete the worksheet on page 11, consolidating the information. This may be done after adding any of the optional extensions to the activity. Suggested differentiation for this portion of the activity:

- Use assistive technology for students who require support for reading/writing.
- Complete the consolidation as a shared reading, with each student filling in their own page.
- Provide peer support for a student who may benefit from it.
- Complete orally.
- Provide extra time and/or prompts.
- Change the format of the questions (example: read each statement as True or False questions).

Hook Activity: Where Am I?

CLUES:

Clue #1: Located in three different geographic regions: Interior Plains, Canadian Shield, and Hudson Bay Lowlands.

Clue #2: Is the Eastern-most "Prairie Province."

Clue #3: Located in the centre of Canada.

Clue #4: The capital city is Winnipeg.

Clue #5: Ontario is its neighbour to the East.

Answer: Manitoba

CLUES:

Clue #1: Located in the Interior Plains region of Canada.

Clue #2: Has both mountains and prairies.

Clue #3: Shares the Rocky Mountains with the province to the West.

Clue #4: The capital city is Edmonton.

Clue #5: Has many famous National Parks, such as Banff and Jasper.

Answer: Alberta

CLUES:

Clue #1: Mostly located in the Cordillera region of Canada.

Clue #2: Borders the Pacific Ocean.

Clue #3: There are many mountains here.

Clue #4: The capital city is Victoria.

Clue #5: The province that is the furthest west in Canada.

Answer: British Columbia

CLUES:

Clue #1: Located in the Interior Plains and Canadian Shield regions of Canada.

Clue #2: Is a "Prairie province."

Clue #3: Many crops are grown here.

Clue #4: The capital city is Regina.

Clue #5: Is neighbours with Alberta to the west, Manitoba to the East, and Nunavut to the North.

Answer: Saskatchewan

Hook Activity: Where Am I?

CLUES:

Clue #1: Located in the Canadian Shield, Hudson Bay Lowlands, and St. Lawrence Lowlands regions of Canada.

Clue #2: Has many "Great Lakes."

Clue #3: Is the second largest province in size (area).

Clue #4: The capital city is Toronto.

Clue #5: Famous landmarks include the CN Tower, Niagara Falls, and Parliament Hill in Canada's capital city, Ottawa.

Answer: Ontario

CLUES:

Clue #1: Located in the Canadian Shield and St. Lawrence Lowlands regions of Canada.

Clue #2: Is the largest province in size (area).

Clue #3: French is spoken frequently here.

Clue #4: The capital is Québec City.

Clue #5: Is located to the East of Ontario.

Answer: Québec

CLUES:

Clue #1: Located in the Appalachian region of Canada.

Clue #2: Is a "Maritime" province.

Clue #3: Located near the Atlantic Ocean.

Clue #4: The capital city is Fredericton.

Clue #5: Close to Québec, Nova Scotia, and Prince Edward Island.

Answer: New Brunswick

CLUES:

Clue #1: Located in the Appalachian region of Canada.

Clue #2: Is almost completely surrounded by the Atlantic Ocean.

Clue #3: Is the second smallest province in size (area).

Clue #4: The capital city is Halifax.

Clue #5: Close to Québec, New Brunswick, and Prince Edward Island.

Answer: Nova Scotia

Hook Activity: Where Am I?

CLUES:

Clue #1: Located in the Appalachian region of Canada.

Clue #2: Is an Atlantic or "Maritime" province.

Clue #3: Is the smallest province in size/area.

Clue #4: The capital city is Charlottetown.

Clue #5: Is an island, connected to the mainland by "Confederation Bridge."

Answer: Prince Edward Island

CLUES:

Clue #1: Located in the Appalachian, Canadian Shield, and St. Lawrence Lowlands regions of Canada.

Clue #2: Is the furthest North of the Atlantic or "Maritime" provinces.

Clue #3: One part of this province is on the mainland and one part is an island.

Clue #4: The capital city is St. Johns.

Clue #5: This province is the furthest Eastern point in Canada.

Answer: Newfoundland & Labrador

CLUES:

Clue #1: Mostly located in the Cordillera region of Canada.

Clue #2: Borders the United States to the West.

Clue #3: Is the Western-most territory in Canada.

Clue #4: The capital city is Whitehorse.

Clue #5: Has long days of light in the Summer and long days of darkness in the Winter, due to its Northern location.

Answer: Yukon

CLUES:

Clue #1: Mostly located in the Cordillera and Interior Plains regions of Canada.

Clue #2: Is the "middle" territory.

Clue #3: Is found in the North.

Clue #4: The capital city is Yellowknife.

Clue #5: Was bigger in size until a new territory was created in 1999.

Answer: Northwest Territories

Hook Activity: Where Am I?

CLUES:

Clue #1: Is located in the Innuitian/ Arctic Lowlands, Canadian Shield, and Hudson Bay Lowlands regions of Canada.

Clue #2: It became a territory in 1999, making it the newest Canadian territory.

Clue #3: Is the Eastern-most Canadian territory.

Clue #4: The capital city is Iqaluit.

Clue #5: Like in other provinces and territories, the Indigenous Peoples of Canada are an important part of its history.

Answer: Nunavut

SUGGESTED SUCCESS CRITERIA: WHERE AM I?

- I am reading the clues carefully for new information about the physical regions of Canada.
- I am listening actively to my peers for new information about the physical regions of Canada.
- I am using my prior knowledge to help solve the clues.
- I am an active participant and listener in all parts of the activity.
- I have used the word bank and information from the clues to fill in the blanks on the worksheet.

Consolidation Activity: All About Canada, Eh?**Complete the following questions by filling in the blanks. Use the word bank!**

British Columbia	Ontario	Newfoundland	Yukon
Alberta	Québec	Labrador	Northwest Territories
Saskatchewan	New Brunswick	Prince Edward Island	Nunavut
Manitoba	Nova Scotia		

- _____ is the smallest province in Canada. It is completely surrounded by water and joined to the mainland by Confederation Bridge.
- _____ and Alberta share the Rocky Mountains between them. Both of these provinces are located in Western Canada.
- In 1999, _____ became the newest Canadian territory.
- _____ and _____ are two territories located in the Cordilleran Region of Canada.
- This province is the furthest North and the furthest East in Canada. It also has two names: _____ and _____.
- The capital city of _____ is Fredericton.
- The second smallest province in size (area) is _____. It is also located in the Appalachian Region.
- _____ is the Eastern-most "Prairie Province" and is located in the middle of Canada.
- The largest province in size (area) is _____.
- _____ is the home to its own capital city (Toronto), as well as the capital of Canada (Ottawa).
- _____ is a "Prairie Province" that is located in the Interior Plains and Canadian Shield Regions of Canada. Many crops are grown here.
- Known for its famous National Parks and diverse landscape, _____ has a beautiful mix of Rocky Mountains and Prairies!

ALL MAPPED OUT!

TEACHING INSTRUCTIONS:

1. After completing and reflecting on the **Hook Activity: Where Am I?**, extend learning about the provinces, territories, and capital cities by placing them on a map. This may be done as a shared activity using an interactive white board or a shared activity in which all students have their own copy of a map.
2. Using an online map of Canada, or maps from an atlas, discuss the various major bodies of water, the location of the provinces, territories, and the location of capital cities for each.
3. Facilitate a discussion about the map to identify what students already know, what they still need to know, and what they might like to know.

Suggested Questions:

- *What do you notice about the map?*
 - *What features of the map might make it easier to locate different places or areas?*
 - *What might be challenging when reading a map?*
 - *Where are the major bodies of water?*
 - *Which areas are good for farming, shipping goods, skiing, etc.?*
 - *Which areas might have a small population? A large population? Why?*
 - *If you could visit anywhere in Canada, where would you visit? Why?*
4. Using the map as a visual, discuss the rules of mapping by creating a checklist/anchor chart with the students. The co-creation of this mapping success criteria should identify what they already know and highlight the next steps needed.
 5. Have students complete the mapping activity (See Lesson #1: Activity 1C) keeping their success criteria and their previous learning (hook activity) in mind. This could be done independently, shared as a whole class, guided in smaller groups, independent in smaller groups or partners, or it could be a completely independent task, depending on the students.

SUGGESTED QUESTIONS:

- What should all maps have? Student answers may include: compass, title, appropriate colours, legend/key. If guidance is needed, develop questions about how these features would help someone to read a map.
- What might be important to keep in mind when creating a map for others to read? Student answers may include: neat labels, neat colouring: blue for water, green for land, ruler used when required.

DIFFERENTIATION OPTIONS:

- Provide a labelled map to students. The focus can then shift to adding the essential features of a map and the appropriate colours.
- Assign certain steps of the task only (eg: locate and label provinces).
- Assign the bonus questions on the task sheet.
- For an added challenge, have students locate the physical regions on this map.

SUGGESTED MATERIALS:

- copy of map instructions.
- copy of Map of Canada for each student.
- copy of success criteria and student reflection.

ANSWER KEY:

Activity #1: Where Am I?

Students are aware of the correct answer at the bottom of each clue card.

Activity #1B: All About Canada, Eh? pg. 11

1. Prince Edward Island
2. British Columbia
3. Nunavut
4. Yukon & Northwest Territories
5. Newfoundland and Labrador
6. New Brunswick
7. Nova Scotia
8. Manitoba
9. Québec
10. Ontario
11. Saskatchewan
12. Alberta

Activity #1C: All Mapped Out! pg. 14

Map should be correctly and neatly labelled, with appropriate colours, and including all other important features.

All Mapped Out: Mapping Instructions

1. Draw a compass in the South East corner of your map of Canada. Below is an example of a compass rose:
2. Put the title "Canada" in the centre of the map, the furthest North on the page.
3. Label the oceans: Atlantic Ocean, Pacific Ocean, and Arctic Ocean.
4. Locate the capital cities of each province and territory with a dot or a star and label them neatly.
5. Locate and label the capital of Canada (Ottawa).
6. Colour each province and territory a different colour and neatly indicate the province/territory and its colour in the legend.
7. Colour the water blue.
8. Check off the success criteria and complete the self-reflection.

CAPITAL CITIES

- British Columbia:** Victoria
- Alberta:** Edmonton
- Saskatchewan:** Regina
- Manitoba:** Winnipeg
- Ontario:** Toronto
- Québec:** Québec City
- New Brunswick:** Fredericton
- Prince Edward Island:** Charlottetown
- Nova Scotia:** Halifax
- Newfoundland & Labrador:** St. John's
- Yukon:** Whitehorse
- Northwest Territories:** Yellowknife
- Nunavut:** Iqaluit



 **compass
rose**

Name: _____



SUCCESS CRITERIA: ALL MAPPED OUT

I remembered to (check these off):

- Draw a compass rose.
- Locate (with a dot or star) and label the capital cities of each province and territory.
- Label the capital of Canada with a different looking dot or star.
- Put the title "Canada" on my map.
- Colour the provinces and territories different colours and fill in the legend accurately.
- Use blue for water.
- Use a ruler.

- Print neatly.
- Spell correctly.

Bonus:

- Identify my hometown on the map using a unique symbol (label neatly or show in the legend).
- Identify the physical region I live in by showing it on the map using a different pattern or colour (label or show in the legend).

STUDENT SELF-REFLECTION: ALL MAPPED OUT

Something I learned...

A question I have...

Something I'm interested in knowing more about...
