Building Canada

Lesson Overview
This lesson examines the territorial and political development of Canada as a nation. The focal point of the lesson is pages 34-35 of The Canadian Atlas, while appropriate sections of The Canadian Atlas website will also be referenced. The overall intent of the lesson is to trace the territorial and political changes that have taken place in Canada since its inception in 1867. The lesson will also explore political representations by region.

Grade Level
Grades 9-12

Time Required
120 minutes would be required for this lesson with research being completed as assigned homework (approximately two 60-minute periods)

Curriculum Connection
Newfoundland and Labrador Grades 10-12 Social Studies (Connections directly to both Canadian History and Canadian Geography courses).

Link to Canadian National Geography Standards
Essential Elements #1 (Grades 9-12) – The World in Spatial Terms
- Map, globe and atlas use
- Mental maps and spatial relationships

Essential Elements #2 (Grades 9-12) - Places and Regions
- Physical and human processes shape places and regions
- The importance of places and regions to individual and social identity
- Changes in places and regions over time
- Political and historical characteristics of regions
- Critical issues and problems of places and regions

Essential Elements #4 (Grades 9-12) - Human Systems
- Population characteristics by world region, country, and regions within countries
- Cooperation and conflict in the division and control of the Earth’s surface
- Economic development by world region, country, and regions within countries

Geographic Skills #2 (Grades 9-12) – Acquiring Geographic Information
- Use a variety of research skills to locate and collect geographic data

Geographic Skills #3 (Grades 9-12) – Organizing Geographic Information
- Select and design appropriate forms of maps to organize geographic information
- Select and design appropriate forms of graphs, diagrams, tables and charts to organize geographic information

Geographic Skills #4 (Grades 9-12) – Analyzing Geographic Information
- Use statistics and other quantitative techniques to evaluate geographic information
- Interpret and synthesize information obtained from a variety of sources
- Make inferences and draw conclusions from maps and other geographical representations
**Geographic Skills #5 (Grades 9-12) – Answering Geographic Questions**

- Make generalizations and assess their validity
- Predicting from gathered information
- Formulate valid generalizations from the results of various kinds of geographical inquiry

**The Canadian Atlas**

During this lesson students will access the following sections in *The Canadian Atlas* (2004):

- Building Canada, pages 34-35
- Maps of Canada section of the atlas
- Canadian Atlas website at www.canadiangeographic.ca/atlas

**Additional Resources, Materials and Equipment Required**

- Copies of pages 34-35 of *The Canadian Atlas*
- Overhead or digital projector to display changing territorial maps of Canada
- Internet access for students.

**Main Objective**

The objective is to give a historical perspective to the changing territorial map of Canada and to examine political representation with respect to the physical area and demographics of particular provinces and territories.

**Learning Outcomes**

By the end of this lesson, students will be:

- familiar with major events shaping the current Canadian family
- able to use a variety of charts and tables from the Atlas as data sources
- produce a wall display of selected data
- able to trace the territorial development of Canada’s provinces and territories with a minimum ability to list the original and youngest provinces or territories
- able to work in groups to effectively present material to their class
- able to categorize and organize information for presentation
- able to make a general statement concerning how Canada’s parliament represents provinces and territories

**Lesson Outline**

<table>
<thead>
<tr>
<th><strong>Teacher Activity</strong></th>
<th><strong>Student Activity</strong></th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>• Produce an overhead of the map of Canada in 1867 and one of the current map (see pages 34-35 in Atlas). Show these two maps to students explaining that Canada has grown from just four provinces into what it is today. Explain that during this lesson students will explore the timeline of events that has seen this dramatic change in the boundaries of provinces and territories. If you have a digital projector on hand you might consider projecting the map images from the Canadian Atlas website</td>
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</table>

*Canadian Council For Geographic Education*
| Lesson Development | Students will do a pre-test of basic knowledge about topics relevant to this section. See Student Activity Sheet 1. This test will be repeated at the end of the lesson. *Note: This test will NOT be marked until the end of the lesson.* |

**Lesson Development**

To allow the class the opportunity to discover the main themes and concepts presented on pages 34-35 of the Atlas, divide the class into three main groups as follows:

**Group 1 - Political Developments**  
*Note: This will be your largest group due to the amount of research involved.*

**Group instructions**

**Subgroup A**

- As a subgroup of Group 1, students should be given the task of concentrating on support for various political parties since 1867. See student activity for this section for details.
Lesson Outline (cont’d)

<table>
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<tr>
<th>Lesson Development (cont’d)</th>
<th>Teacher Activity</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subgroup B</strong></td>
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<tr>
<td>• This is a second subgroup of Group 1 and students will be examining provincial and territorial representations in Parliament. Page 35 of the Atlas includes a table and a short description of how many representatives there are for each region in Canada. The right side margin on page 35 also has complete details of key facts about provinces and territories. Students in this subgroup will use this data in completing their particular assignment. See student section for complete details.</td>
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**Subgroup C**

• To make the lesson more relevant personally, students in this subgroup will research the political leaders of Canada and prepare short biographies on each. This will be a valuable addition to the work of subgroup A. See student section for complete instructions.

**Group 2: Territorial or Boundary Changes**

• Students in this group will prepare a collage of maps showing how the boundaries of Canada’s provinces and territories have changed. As well as the maps, students will include appropriate dates and key information given on pages 34-35 of the Atlas. The easiest method for students to obtain the maps shown on pages 34-35 of the printed Atlas is to visit the Canadian Atlas website at www.canadiangeographic.ca/atlas and download each map picture to their computers (right click and choose save target as). They can then simply print off and make an overhead. See student section for details.

**Group 3: History Highlights**

• Pages 34-35 of The Canadian Atlas contains an extensive timeline across the bottom of both pages. This information is also on the web site. This timeline features key events in
Canadian history. Students in this group will be expected to reproduce this timeline but with added research allowing for expanded information on key topics. See student section for details.

**Lesson Development (cont’d)**

*Note: To allow time for the research to occur perhaps the two classes could be planned so that they are broken over a weekend (i.e. Friday and Monday classes) to accommodate out of class research.*

- Distribute handouts of group instructions (Student Activity Sheet 2 for Groups 1 through 3)) and use the information above and on the handouts to explain the project to students.

- Students listen to teacher explanation and read instruction handouts. Students ask questions to clarify their assigned tasks.

- Student groups complete the tasks assigned in the handouts during class or as homework, or as a combination of both.

**Conclusion**

- In this activity, all groups will share information with the class. The following procedure is suggested to culminate this lesson:

  - A post lesson test will be given (See Student Activity Sheet 3. It is the exact test given during the pre-test.) and students will mark both tests and hand them in to the teacher when completed.

  - Of course alternatively, the teacher can collect both tests and mark them and return to students. Students are encouraged to participate in their own evaluation so it is suggested that students correct their own tests.

  - In either case the teacher can judge the effectiveness of the lesson by examining the pre- and post-tests but the post-test can become part of the student’s evaluation.

  - A class sharing session will be needed so students can present their research to all groups. This would be a great opportunity for all students to share ideas and queries about topics covered. Group presentations should take the following form:

**Group 1**

- Subgroup A: This group will present their bar graph created from data and will answer their three focus questions using this bar graph and data in the atlas as reference points.
Subgroup B: Group will present two circle graphs and respond to their four focus questions with reference to the charts and information on pages 34-35 of the atlas or the corresponding pages from the website.

Conclusion (cont’d)
Subgroup C: Students will display their biographies around the classroom and allow students to peruse them for a time. Then students will respond to their focus questions. Reference can be made to particular biography wall display in their presentations.

**Group 2**
- Students in this group will need to order all maps in chronological order and start by laying on overhead the original map showing the four colonies that joined in a Confederation. Each successive map will be overlaid so that the final map will be the current Canadian political map. Students are expected to give a brief account of data described in their activity while overlaying maps.
- The group will also present as a wall display the Canadian family showing relative ages of Canadian provinces and territories.
- The two focus questions will need to be addressed by students.

**Group 3**
- Group three will need significant wall space to present due to their short write-ups and vertical display. If wall space is at a minimum a horizontal line will suffice.
- Students are expected to discuss the particular topics assigned in chronological order. The three focus questions are required to be addressed by the students.
- Note for all group work: Teachers will evaluate according to rubrics that follow and by pre- and post-test.

**Lesson Extension**
Students could explore the French-English debate over the referendum in more detail, perhaps exploring the Quiet Revolution or the War Measures Act enacted by Prime Minister Trudeau. The impact of various outcomes on the boundaries of Canada could be considered.
Assessment of Student Learning

Students are expected to keep a portfolio of all work and the teacher will assess learning outcomes from this resource. The pre- and post-tests will be part of this portfolio and the group participation, presentation and wall display rubrics that follow should be used where needed.

Teachers can also develop their own rubrics by doing a simple internet search for rubrics. There are literally hundreds of rubrics freely available online.

Further Reading and Resources

- Visit The Canadian Atlas website at www.canadiangeographic.ca/atlas for more detailed information and maps showing the territorial evolution of Canada.

- Students who wish more information on the political workings of government should also research the Senate. The “About Parliament” section of the Parliamentary website at http://www.parl.gc.ca/ might be useful for this.
Student Activity Sheet #1:
Pre-test

1. Which four provinces were the first to join in a confederation?
   _______________________________  _______________________________
   _______________________________  _______________________________

2. Which region of Canada (province or territory) was the last to join Confederation?
   _______________________________

3. During which of the following years was the current Canadian flag adopted as the official flag?
   a) 1940s  b) 1950s  c) 1960s  d) 1970s

4. Which current province in Canada has the largest population?
   _______________________________

5. Who was Canada’s first Prime Minister?
   _______________________________

6. What was the RCMP known as before they were called the Royal Canadian Mounted Police?
   _______________________________

7. About how many members of Parliament represent Canadians in Ottawa?
   a) 150-200  b) 201-250  c) 251-300  d) 301-350

8. Which current Canadian province has the lowest population?
   _______________________________

9. What is the capital of Nunavut?
   _______________________________

10. What are the names of any four political parties in Canada?
    _______________________________  _______________________________
    _______________________________  _______________________________
Student Activity Sheet 2: 
Group 1 - Political Development

Instructions

Subgroup A

Students will examine the chart showing federal election results on page 34 of the atlas or the corresponding Web page at www.canadiangeographic.ca/atlas. Your task is to find the average percentage of support for each of the political parties over the 37 federal elections shown in the chart. To do this you will have to read the chart carefully and sum all the results for each party then divide by 37 to give an average of support per election. Prepare a bar graph to display the average support for each political party. Your group will also be prepared to answer the following questions when all class groups join in the concluding activity:

1. Which political party seemed to have the majority of support over the period 1867-2000?

____________________________________________________________________

2. Why would it be reasonable to join the figures for both the Social Credit and New Democratic parties?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. Why is it possible for a political party to have a higher average percentage of support by still not win the majority of elections?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Subgroup B

Read the information and examine the chart in the Governing Canada section on page 35 of the atlas or the corresponding Web page at www.canadiangeographic.ca/atlas. Calculate the percentage of representatives that each province and territory has in parliament. To do this simply take each number of seats for a particular province and divide it by the total number of seats in parliament.
**Student Activity Sheet 2: Group 1 (cont’d)**

**Subgroup B (cont’d)**

Examine the key data on each region on the right hand margin of page 35 in the atlas. Find the percentage of the total Canadian population that each province and territory has. To do this you must take each population and divide by the total Canadian population. All needed data is presented on page 35 of the Atlas. You can also access this information from the Canadian Atlas website. Your last task is to produce two separate pie charts (circle graphs) showing:

a) number and percentage of representatives in parliament and,

b) percentage of population for each province and territory.

If you are unsure of how to create a circle graph please follow these guidelines:

- To create a pie chart by hand you need to take each percentage and convert it to a percentage of a circle (360 degrees). For example if a province has 24% of Canada’s population then it should be depicted as 24% of a circle. (.24 x 360)
- If you are familiar with Microsoft Excel or Corel Quattro simply input the data and let the computer program create the graph for you.

Your subgroup should be able to answer the following questions during the concluding activity:

1. Are there any two provinces that basically control the parliament by having the majority of representatives?

____________________________________________________________________

2. Are representatives fairly shared by region (Atlantic Provinces, Central and Western Canada)?

____________________________________________________________________

3. Do provinces and territories have the same percentage of representatives (from the total) as they do percentage of population (from the total)?

____________________________________________________________________

4. Given your data, are there any possible reasons for discontent among regions of Canada?

____________________________________________________________________

____________________________________________________________________

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Student Activity Sheet 2: Group 1 (cont’d)

Subgroup C

Students in this subgroup will have to do some external research at the local library or they can access information from internet searches.

- Students will research every Prime Minister of Canada and prepare a brief biography of each including the following key information:
  - a) Native Language (English/French)
  - b) Province/territory/region of birth
  - c) Political party
  - d) How long in power

- Students will be expected to address the following questions in the concluding activity:
  1. What percentage of Prime Ministers spoke English as their first language? French?
     English: ________________  French: ________________
  2. Since Confederation, from which provinces have the majority of Prime Ministers come?
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
  3. What was the typical term in office (number of years in power) for Prime Ministers in Canada? (You may need to do a calculation of average on this or you can estimate.)
     ______________________________________________________________
Student Activity Sheet 2 (cont’d)

Group 2 - Territorial or Boundary Changes

Students in this group will need to produce a complete map of Canada, preferably just a basic black-line outline map. You will need this transferred to an overhead. You will do the same for each province and territory (Please note that for each province only that province should be shaded or highlighted on the map.)

Note: It is extremely important that all maps be exactly the same scale as the concluding activity will require overlaying maps on the overhead.

• On each individual province or territory map mark within the boundaries of that province or territory the following information:
  a) Date at which it joined Confederation
  b) Capital
  c) Area

• The relative age of each province or territory. See the following note for calculation of relative ages:

  Calculate the age of the province in question in order to compare the ages of the various provinces and territories to people’s ages. For example Nova Scotia joined in 1867 so 138 years has passed since it joined (2005-1867). Let every 10 years of time equal 5 years in human age. Nova Scotia has been in Confederation for 138 years so we divide by 10 to get 13.8 and simply multiply by 5 to get a human age of 69. This figure is arbitrary and is meant only as another way to compare the youngest and oldest regions of Canada as if they were people.

  This activity will also reinforce the idea of a Canadian family. On a chart, draw stick people or paste pictures from magazines of people depicting the various “ages” of the provinces or territories so that you will end up with a group of 13 people and the age of each. The display will show Canada’s provinces and territories as a group of family members of different ages.

All information can be obtained from page 35 of the atlas or the corresponding Web pages at www.canadiangeographic.ca/atlas. This should be done so that it is easily seen on an overhead. You can simply write this on each map with an overhead marker.

Students will be expected to respond to the following questions in the concluding activity:

1. Estimate the percentage of its land area that Canada has added in its growth since 1867. (Did it grow to 1.5, 2, or 3 times its original size?)

2. Predict how the territorial growth of a country can complicate the running of government.

Your group will share with the class in the concluding activity.
Group 3 - History Highlights

Students in this group will reproduce the timeline shown on pages 34-35 of the atlas (or the corresponding Web pages at www.canadiangeographic.ca/atlas) in a vertical manner suitable for posting on the wall during class presentations in the concluding activity. If wall space for display is at a minimum then a horizontal line will do.

- More specifically students will prepare a brief summary (keep summary to 10 typed lines or less) of the following items indicated on the timeline. This information will be displayed next to the appropriate section on the timeline...
  a) British North America Act
  b) North West Mounted Police
  c) Winnipeg General Strike
  d) Adoption of the Canadian flag
  e) The first Quebec referendum
  f) The North American Free Trade Agreement
  g) The formation of Nunavut

- Students in this group will present information mainly but should be able to respond to general questions such as...
  1. Why was Canada initially called a “Dominion”?  
  2. Where did the Maple Leaf flag idea originate?  
  3. Predict how the Free Trade Agreement will affect Canada-US relations.
Student Activity Sheet 3: Post-test

1. Which four provinces were the first to join in a confederation?

__________________________________  _______________________________
__________________________________  _______________________________

2. Which region of Canada (province or territory) was the last to join Confederation?

__________________________________

3. During which of the following years was the current Canadian flag adopted as the official flag?
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5. Who was Canada’s first Prime Minister?

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6. What was the RCMP known as before they were called the Royal Canadian Mounted Police?

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9. What is the capital of Nunavut?

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10. What are the names of any four political parties in Canada?

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# Wall Display Rubric

**Name:** ____________________________  **Date:** ____________________________

**Title/Topic:** __________________________________________________________________________________________

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<th>Performance Element</th>
<th>Distinguished 5 marks</th>
<th>Proficient 4 marks</th>
<th>Apprentice 3 marks</th>
<th>Novice 2 marks</th>
<th>Possible</th>
<th>Actual</th>
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<td>display was visually appealing from a distance</td>
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<td>display was boring</td>
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# Group Participation Rubric

**Name:** ____________________________  **Date:** ____________________________

**Title/Topic:** __________________________________________________________________________________________

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<tr>
<th>Performance Element</th>
<th><strong>Distinguished 5 marks</strong></th>
<th><strong>Proficient 4 marks</strong></th>
<th><strong>Apprentice 3 marks</strong></th>
<th><strong>Novice 2 marks</strong></th>
<th><strong>Possible</strong></th>
<th><strong>Actual</strong></th>
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| **Participation**    | • constant interaction with class  
                      • obviously was well prepared  
                      • offered frequent comments and analysis  
                      • easily answered class questions or responded to class comments  
                      • work was seen to be reflected within group summary | • frequent eye contact with class  
                      • offered some commentary to class  
                      • appeared prepared for oral presentation  
                      • showed involvement in entire presentation  
                      • appeared to offer suggestions to group | • little eye contact with class  
                      • appeared distracted easily  
                      • lack of effort  
                      • did contribute a little by being in group  
                      • infrequent comments  
                      • individual work could be seen but did not measure up to group standards | • did not know material  
                      • seemed uninterested  
                      • lack of effort obvious  
                      • offered no commentary on topics  
                      • individual work not readily seen to exist within group research | 5 marks |
| **Collaboration**    | • directly involved in all group presentation  
                      • always interested in what group members had to say  
                      • interjected when appropriate  
                      • seemed to show willingness to assist other group members in presenting ideas | • feedback given to group but only infrequently  
                      • appeared interested in group presentation  
                      • showed evidence of assisting other members in getting through presentation | • seemed unwilling to share in group efforts  
                      • little or no feedback to group members  
                      • sometimes listened and appeared interested when other group members were speaking | • did not show evidence of working with peers  
                      • no feedback to group members  
                      • did not listen and appeared uninterested when other group members were speaking | 5 marks |
| **Organization**     | • clearly on task  
                      • offering constant suggestions to group in keeping with major theme  
                      • information was relevant and fit well into major theme  
                      • took lead role in group organization | • work was clearly on task  
                      • information gathered fit well into major theme  
                      • generally data was organized | • work generally fit into major theme  
                      • data given appeared disorganized  
                      • showed evidence of not staying on task | • work did not fit well into major theme  
                      • data given appeared disorganized and incomplete  
                      • work was clearly not on task | 5 marks |