Social Studies Project Plan

Canada: Provinces and Territories

Grade 3

EDCP 331
Classroom Composition:

My practicum is in a grade three classroom at an elementary school in a high socio-economic neighbourhood of Vancouver, BC. In terms of the composition, there are six girls and fourteen boys, for a total of twenty students. In total, there are seven who are designated as ESL. There are two students designated as ESL reception, two students designated as ESL 2 and three students designated as ESL 3. One student has just gone through the process of being tested for a learning disability. As such, his individual education plan is being drafted at the moment. In discussion with my school advisor, I have learned that the diverse learning needs and composition of her classroom are typical of the other grade three classrooms within the school and of the ones that she has had in the past.

Unit Rationale:

In this unit, students will embark upon a learning journey across the Canadian Provinces and Territories. Through exploration of Canada, region-by-region, students will be able to identify the salient physical, cultural and symbolic characteristics of the Provinces and Territories. First, students will begin their journey in the province that they live in, as they learn about the unique cultural and symbolic representations of British Columbia and its aboriginal peoples, and discover the physical characteristics of the West Coast. Next, students will study the cultural, symbolic and physical characteristics of four distinct regions in Canada: the Prairies, Ontario and Quebec, the Atlantic and the North. During this unit, students will create artwork inspired by the environment and landscapes of the West Coast, the Artic and the Atlantic. At the end of the unit, students will complete a poster project on a selected province or territory depicting its relative location in Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms. An overall goal of this unit is to nurture students’ patriotic spirit, deepen their appreciation of the incredible diversity of the physical environment and cultivate their historical understanding of the symbols, which represent Canada.
Prescribed Learning Outcomes:

Social Studies

A2: Identify a variety of symbolic representations
- Recognize that symbols are used to represent concrete and abstract ideas (e.g., the sheaves of wheat on the Saskatchewan flag represents the importance of wheat farming to that province)
- Identify the significance of symbols on maps (symbols for capital cities)

A3: Use simple maps to interpret and present information
- Interpret information on simple maps using cardinal directions, symbols and legends

B4: Identify characteristics of Canadian society
- Demonstrate knowledge that Aboriginal groups constituted Canada’s original communities
- Identify the significance of symbols of British Columbia and their local community (e.g., flag, floral emblem, bird, coat of arms)

E1: Locate major landforms and bodies of water in BC and Canada
- Identify significant landforms and bodies of water in selected communities studied

E2: Identify characteristics of the provinces and territories of Canada
- On a map, identify all the provinces and territories of Canada, with their capital cities
- Create a mural, model, chart, map, or other representation about a selected province or territory (e.g., depicting relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flags and coat of arms)

Cross Curricular Integration

Visual Arts

A4: Experiment with materials, technologies, and processes to create particular effects.

B2: Describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including, colour, shape and line.
- Create images that demonstrate the use of colour, shape and line to produce a particular effect (e.g., drawings and paintings of Canadian wild animals to depict texture, cutout shapes to create symbols of Canada)

D3: Display individual and group artworks in a variety of ways
- Create an artist’s statement, based on a provided model, that describes their artworks (e.g., "I want people to feel _____ when they look at my drawing")
Lesson 1: Map of Canada

**Objectives:**
SWBAT: Identify all the provinces and territories of Canada and their respective capital cities

Today’s lesson will begin with the teacher playing the song C-A-N-A-D-A by Stompin’ Tom Connors. At their desks, students will complete the “know” and “wonder” sections of a KWL chart for the Canadian provinces and territories. At the carpet, the teacher will take students on journey across Canada through a read aloud of “Oh, Canada!” by Per-Henrik Gurth. Then, the teacher will show students a map of Canada and point out the provinces and territories and the locations of the capital cities. Students will be provided with blank maps of Canada and will be asked to label the provinces and territories and the capital cities. This lesson will conclude with a matching game that consists of students being provided with a card that will either have a province, territory or capital city written on it and they will have to match the capital city to the respective province or territory.

**Estimated Time:** 60 minutes

**Assessment:**
Rubric
- Rating Scale

**Resources:**
Link: [http://www.youtube.com/watch?v=lCypAqZI9Yc](http://www.youtube.com/watch?v=lCypAqZI9Yc)
Blank Map of Canada from Our Communities Teacher’s Resource (Grade 3)
Textbook: “Our Communities” by Sharon Sterling
Teachers Resource: “Our Communities” by Sharon Sterling
Canadian Provinces or Territory and Capital City Matching Game

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Lesson 2: Symbols of British Columbia

**Objectives:**
SWBAT: Identify the significance of symbols of British Columbia and their local community (e.g., flag, coat of arms, floral emblem, bird, animal & tree)

In today’s lesson, the teacher will begin by introducing students to the official provincial symbols of British Columbia. Firstly, the teacher will provide students with a hand out on British Columbia’s symbols from a Canadian Heritage booklet on Symbols of Canada. The teacher will show students pictures of the provincial flag and coat of arms and explain the historical, geographical and cultural significance for British Columbia. Next the teacher will show and explain the
significance of the Pacific Dogwood, Steller’s Jay, Spirit Bear and Western Red Cedar to British Columbia. Then, students will be provided with a net to create a Cube, which they will be familiar with from their concurrent unit on geometry. They will be asked to draw and label the provincial flag, coat of arms, floral emblem, bird, animal and tree on each of the six faces. They may refer to the handout on British Columbia’s symbols. Finally, students will cut out the net, and use glue to construct the cube.

**Estimated Time:** 60 minutes

**Assessment:**
- Rubric
- Rating Scale

**Resources:**
- Provincial Symbols:
  - Link: [http://www.protocol.gov.bc.ca/protocol/prgs/symbols/symbols.htm](http://www.protocol.gov.bc.ca/protocol/prgs/symbols/symbols.htm)
- British Columbia Symbols from Symbols of Canada by Canadian Heritage
- Facts and Ideas Cube from Our Communities Teachers Resource (Grade 3)

### Lesson 3: First Nations Symbols in British Columbia

**Objectives:**
- SWBAT: Identify a variety of symbolic representations unique to the Aboriginal peoples in British Columbia

In today’s lesson, the teacher will read aloud “Frog Girl” by Paul Owen Lewis. After, the teacher will discuss how the natural world and animals inspire Pacific Northwest Coast Aboriginal art and culture. The teacher will frame aboriginal people’s use of the land, animals and water around a conversation about how Aboriginal groups constituted Canada’s first communities and used the environment to survive and shape their cultural traditions. Then, the teacher will show students a map illustrating the rich diversity of first nations peoples of British Columbia and explain how each group has various cultural traditions and oral stories unique to their people. To extend students knowledge of the various groups of Aboriginal peoples in British Columbia, the teacher will provide pairs of students with an animal from “Discover the Animals” which have been drawn by an aboriginal artists from various groups across BC such as Haida, Squamish and Coast Salish. In pairs, one student will read to the class, the information that explains the significance of the animal to the particular aboriginal group and the other student will point out where the artist is from on the map. Next, the teacher will introduce the significance of the totem pole and house pole to Aboriginal peoples by reading students “Totem Poles: An Ancient Art”. As a class, students will brainstorm the many First Nations symbols in British Columbia. Finally, the teacher will ask students: “if there was a flag to represent the Aboriginal peoples of British Columbia, what might it look like and what symbols would be on it?” After, students will be provided blank flag and be asked to create a flag to
represent the salient symbols of British Columbia’s diverse Aboriginal peoples.

**Estimated Time:** 60 minutes

**Assessment:**
- Rubric
- Rating Scale

**Resources:**
- Frog Girl by Paul Owen Lewis
- An Indian Coloring Book: Totem Poles by Carol Batdorf
- Explore the Animals: Northwest Coast First Nations and Native Art Colouring and Learning Book by NativeNorthWest.com
- First Nations People of British Columbia
- Link: [http://www.bced.gov.bc.ca/abed/map.htm](http://www.bced.gov.bc.ca/abed/map.htm)
- Blank Flag Worksheet

**Lesson 4: West Coast Artwork Inspired by Emily Carr**

**Objectives:**
- SWBAT: Identify and recreate the physical features of the West Coast Rain Forests in British Columbia, in artistic form.
- SWBAT: Apply specific visual elements of and principles of design in images in natural environments
- SWBAT: Create an artist’s statement, based on the provided model, that describes their artwork (e.g., I want people to feel _____ when they look at my artwork. It was inspired by______. I want people to understand that my artwork is a symbolic representation of______.)

This lesson will begin with the teacher reading aloud “Four Pictures by Emily Carr” by Nicholas Debon. After, the teacher will show students images of Emily Carr’s tree paintings and photographs of the West Coast forests, which inspired her paintings. Then, the teacher will discuss how Emily Carr used line and colour to create movement and mood in her paintings. Students will create their own compositions of trees, using the same line technique Emily Carr used. First students will sketch their compositions in pencil. Next, students will select pastels in colours, which will reveal the mood of the composition, such dark colours to convey a stormy, sad and hectic forest or soft colours to convey positivity, a sense of and happiness. Lastly, students will complete an artist’s statement to explain the feeling that their composition conveys, the artist it was inspired by and express how his or her artwork is a symbolic representation of British Columbia.

**Estimated Time:** 90 minutes

**Assessment:**
- Rubric
- Rating Scale
**Lesson 5: The Prairies Provinces** (Alberta, Saskatchewan and Manitoba)

**Objectives:**
SWBAT: Identify salient physical, cultural and symbolic characteristics of Alberta, Saskatchewan and Manitoba.

Today’s lesson will begin with the teacher pointing out the prairie provinces on a map of Canada. As a hook, the teacher will briefly introduce and discuss the importance of a physical feature, cultural or symbolic characteristic unique to each province. First, the teacher will point out Drumheller on the map, explain to students that many dinosaur fossils were found there and show students images of the dinosaur fossils. Then the teacher will show students photographs of the Saskatchewan Wheat Farms and discuss the symbolism of wheat on the provincial flag. Finally, the teacher will point to Churchill Manitoba, a city on the edge of the Hudson’s Bay and show students images of the Polar Bears, which migrate there in October and November and explain that it is “the polar bear capital in the world”. Following the lesson hook, students will use the textbook “Our Communities” to complete a graphic organizer on the physical features of the prairies. First, they will colour in the provinces on the map of Canada. Then, they will extract 3 details about the Prairies and write them in point form. Next, they will read and then extract 2-3 details to write in point form about the Alberta Foothills, Saskatchewan Wheat Farms and Manitoba Forests. After, the teacher will review the graphic organizer with the students at the carpet.

**Estimated Time:** 45 minutes

**Assessment:**
Quick Scale
- BC Performance Standards: Reading for Information

**Resources:**
Textbook: Our Communities (Grade 3) by Sharon Sterling
Drumheller, Alberta
Link: [http://www.tyrrellmuseum.com/exhibits/alberta_fossil_trail.htm](http://www.tyrrellmuseum.com/exhibits/alberta_fossil_trail.htm)
Symbols of Canada by Canadian Heritage
Churchill, Manitoba “Polar Bear Capital of the World”
Lesson 6: Ontario and Quebec

Objectives:
SWBAT: Identify salient physical, cultural and symbolic characteristics of Ontario and Quebec.

Today’s lesson will begin with the teacher pointing out Ontario and Quebec on a map of Canada. As a hook, the teacher will briefly introduce a physical feature, cultural, or symbolic characteristic unique to each province. First, the teacher will read students the story “The Hockey Sweater” by Roch Carrier and discuss the hockey culture in Quebec and Ontario and how the cold environment promotes the play of hockey. Then, the teacher will describe and show students images of the Bonhomme Carnaval in Quebec during the winter. Finally, the teacher will discuss and show students images of the Great Lakes in Ontario. Following the hook, students will use the textbook “Our Communities” to complete a graphic organizer on the physical features of Ontario and Quebec. First, they will colour in the provinces on the map of Canada. Then, they will extract 3 details about Ontario and Quebec and write them in point form. Next, they will read and then extract 2-3 details to write in point form about Niagara Falls, the habitats of Northern Ontario Moose and the St. Lawrence River. After, the teacher will review the graphic organizer with the students at the carpet.

Estimated Time: 45 minutes

Assessment:
Quick Scale
- BC Performance Standards: Reading for Information

Resources:
Textbook: Our Communities (Grade 3) by Sharon Sterling
“The Hockey Sweater” by Roch Carrier
The Bonhomme Carnaval
Link: http://carnaval.qc.ca/en/media-library/videos/
The Great Lakes

Lesson 7: The Atlantic Provinces (New Brunswick, Nova Scotia, Newfoundland and Prince Edward Island)

Objectives:
SWBAT: Identify salient physical, cultural and symbolic characteristics of New Brunswick, Nova Scotia, Newfoundland and Labrador, and Prince Edward Island.

Today’s lesson will begin with the teacher pointing out the Atlantic Provinces on a map of Canada. As a hook, the teacher will introduce a physical feature, cultural or symbolic characteristic unique to each province. First, the teacher will read
students a chapter from “Anne of Green Gables” by Lucy Maud Montgomery, which is set in Prince Edward Island and has become a tourist destination. Then show students the Dime and explain the history of the Bluenose to Canada’s maritime heritage. Next, the teacher will play “I’s the B’y”, a Newfoundland Folk Song and discuss how lyrics were inspired the sea. Finally, the teacher will teach students about the tides in the Bay of Fundy which stretches between New Brunswick and Nova Scotia. Following the hook, students will use the textbook “Our Communities” to complete a graphic organizer on the physical features of the Atlantic Provinces. First, they will colour in the provinces on the map of Canada. Then, they will extract 3 details about the Atlantic Provinces and write them in point form. Next, they will read and then extract 2-3 details to write in point form about the Bay of Fundy, Coast of Newfoundland and Prince Edward Island. After, the teacher will review the graphic organizer with the students at the carpet.

Estimated Time: 45 minutes

Assessment:
Quick Scale
- BC Performance Standards: Reading for Information

Resources:
Textbook: Our Communities (Grade 3) by Sharon Sterling
Anne of Green Gables by Lucy Maud Montgomery
Link: http://www.gov.pe.ca/greengables/
Link: http://www.tourismpei.com/green-gables-cavendish
The Bluenose, a symbol of Nova Scotia
Link: http://bluenose.novascotia.ca/history/
“I’s the B’y”, Newfoundland Folk Song
Link: http://www.youtube.com/watch?v=S-bQn9DtqUA
The Bay of Fundy
http://www.bayoffundytourism.com/tides/

Lesson 8: Nova Scotia Landscape Artwork Inspired by Maud Lewis

Objectives:
SWBAT: Identify and recreate the salient cultural symbols and physical features of the Nova Scotia Coast in artistic form.
SWBAT: Apply specific visual elements of and principles of design in images in natural environments
SWBAT: Create an artists statement, based on the provided model, that describes their artwork (e.g., My painting represents the province of ________. It is inspired by _____. I want people to feel _______ when they look at my artwork.)
In today’s lesson, the teacher will show students images of the Nova Scotia coast and discuss salient cultural and symbolic representations, which include lighthouses, fishing boats, fishermen, seagulls, whales, and the style of Nova Scotia homes and buildings. Then, the teacher will show students Maud Lewis’s paintings of the Atlantic Coast and show a selection of her paintings. Next, the teacher will explain that students will be creating a landscape of the Nova Scotia coast inspired by Maud Lewis. The teacher will demonstrate each step of the painting, which first involves sketching a hill, rocks at the bottom of the hill and a horizon line. The second step involves using tempera paint to paint the hill green, the ocean dark blue, the sky light blue and the rocks grey. The third step involves using construction paper to create a lighthouse, sun, fishing boat/s, house/s, and seagulls and/or whales. When the paint has dried, the students may glue the construction paper lighthouses, sun, fishing boats, houses, seagulls and whales to their paintings. The fifth and final step involves the students adding details to the construction paper with paint to create the whimsical feel of a Maud Lewis painting. Lastly, students will create an artist’s statement describing province, who it was inspired by and how they want people to feel when they look at their artwork.

**Estimated Time:** 90 minutes

**Assessment:**
Rubric
  - Rating Scale
  - Artist's Statement

**Resources:**
The Bay of Fundy
Maud Lewis
Link: [http://www.nfb.ca/film/maud_lewis_a_world_without_shadows/](http://www.nfb.ca/film/maud_lewis_a_world_without_shadows/)

**Lesson 9: The North (Yukon, Northwest Territories and Nunavut)**

**Objectives:**
SWBAT: Identify salient physical, cultural and symbolic characteristics of the Yukon, Northwest Territories and Nunavut.

Today’s lesson will begin with the teacher pointing out the Northern territories on a map of Canada. As a hook, the teacher will briefly introduce a physical feature, symbol or cultural characteristic unique to all or one of each of the provinces. First, the teacher will read “Sky Sisters” by Jan Bourdeau Waboose to introduce the Northern Lights and explain that they can be seen from the Yukon, Northwest Territories and Nunavut. Then, the teacher will show students images of Mount Logan in the Yukon, which is the highest mountain in Canada and the Mackenzie River in the Northwest Territories, which is the longest river in Canada. Lastly, the teacher will show students the Inuksuk in Rankin Inlet, Nunavut to explain it.
as a symbol with deep roots in the Inuit culture. Students will use the textbook “Our Communities” to complete a graphic organizer on the physical features of the North. First, they will colour in the provinces on the map of Canada. Then, they will extract 3 details about the North and write them in point form. Next, they will read and then extract 2-3 details to write in point form about the Tundra, White Pass, Yukon Territory and Ellesmere Island. After, the teacher will review the graphic organizer with the students.

**Estimated Time:** 45 minutes

**Assessment:**
Quick Scale
- BC Performance Standards: Reading for Information

**Resources:**
Textbook: Our Communities (Grade 3) by Sharon Sterling
“Sky Sisters” by Jan Boudreau Waboose
Mount Logan, Yukon
Link: [http://www.summitsofcanada.ca/canatrek/summits/yukon.html](http://www.summitsofcanada.ca/canatrek/summits/yukon.html)
Mackenzie River, Northwest Territories
Link: [http://www.thecanadianencyclopedia.com/articles/mackenzie-river](http://www.thecanadianencyclopedia.com/articles/mackenzie-river)
Rankin Inlet Inuksuk, Nunavut
Link: [http://www.cbc.ca/sevenwonders/wonder_rankin_inlet_inuksuk.html](http://www.cbc.ca/sevenwonders/wonder_rankin_inlet_inuksuk.html)

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**Lesson 10: Northern Landscape Artwork inspired by Ted Harrison**

**Objectives:**
SWBAT: Identify and recreate the salient physical features of the Northern Canadian landscape in artistic form.
SWBAT: Apply specific visual elements of and principles of design in images in natural environments
SWBAT: Create an artists statement, based on the provided model, that describes their artwork (e.g., I want people to understand that my artwork is a symbolic representation of _______. It was inspired by _____. I want people to feel ____ when they look at my artwork.)

**Part One: 45 Minutes**
In this lesson, the teacher will read aloud “A Northern Alphabet” by Ted Harrison. Then, the teacher will show students a selection of images on the SmartBoard to introduce students to Ted Harrison’s paintings of the Yukon and the physical environment of the Northern landscape. Next, the teacher will discuss Ted Harrison’s unique style and his use of line and bold colours. After, students will sketch their own artic landscape in the same style as Ted Harrison. They will use liquid glue to outline their pencil sketch of the landscape. Finally, they will leave their landscapes to dry until part two of the lesson.

**Part Two: 45 Minutes**
Lesson 11: Identify Symbols of Canadian Provinces and Territories

Objectives:
SWBAT: Students will identify a variety of symbolic representations of the Provinces and Territories for which they have already studied in this unit.

In today’s lesson, the teacher will start by reading, “M is for Maple” by Mike Ulmer. Then, the teacher will review the symbols, cultural representations and physical features of the provinces and territories, which students have studied in this unit, by having student rotate through 13 stations with a partner. The stations will be labelled from 1 to 13 and consists of a number of artifacts for a selected province or territory. Students will have 1 minute to look through the artifacts and write down their guess as to which province the artifacts represent. Each pair will be provided with a map of Canada for which they will write the number of the station on the province or territory. When the students have rotated through all of the stations, the students will come back to the carpet and the teacher will students which stations represent which provinces. The lesson will finish with the province or territory and capital city matching game.

Estimated Time: 55 minutes

Assessment:
-Anecdotal notes on students behaviour from teachers observation

Resources:
“M is for Maple” by Mike Ulmer
Symbols of Canada by Canadian Heritage
Map of Canada from Our Communities Teachers Resource (Grade 3)
Objectives:
SWBAT: In pairs, students will select a province or territory and research the following: its relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, provincial flower, animal, tree and flag and coat of arms.

To begin today’s lesson, the teacher will review the use of text features in a non-fiction text. Then the teacher will show students the research graphic organizer and explain to students that they will be working in pairs to research a selected province or territory. The teacher will explain to students that they must colour in the province on the map of Canada and draw pictures for the landform, body of water, tourist attraction, industry, major city and provincial flower, animal, tree and flag and coat of arms. At this point in the research, students will only be required to write one to three details in point form about each topic. Then, students will be assigned a partner and a selected province or territory. They will use the Symbols of Canada book from Heritage Canada and the non-fiction text on their Province or territory to conduct their research.

Estimated Time: Two 60 minute sessions

Assessment
- Anecdotal notes on students behaviour from teacher observation

Resources:
Symbols of Canada by Canadian Heritage
All About Series: Provinces and Territories of Canada (Nelson Education)

Lesson 13: Create Poster of Selected Province or Territory

Objectives:
SWBAT: Create a poster about a selected province or territory
SWBAT: Depict the selected province or territories relative location within Canada, significant landforms and bodies of water, tourist attractions, major industries, major cities and towns, flag and coat of arms.

To begin today’s lesson, the teacher will review how to use the point form details that the students took to describe the landform, body of water, tourist attraction, major industry and city and turn them into sentences. The teacher will show the students the paper that they will write the sentences on. Then the teacher will model how to cut the pictures that they drew out of the research organizer in a neat and careful manner. Finally, the teacher will model how to place all of the pictures and writing on their poster and then to glue it onto the poster. After, students will return to their desks with their partner and write their good copy sentences. Finally, they will cut out the pictures from the graphic organizer and lay everything out in a logical manner. When they have laid everything out, they will have to get teacher’s permission before they glue it down. After students
have put together their poster, they will engage in self-assessment using the rubric provided. The last part of the lesson will include a gallery walk around the classroom to view everyone’s posters and then peer-evaluation of another pair’s poster using the “2 stars and 1 wish” assessment strategy.

**Estimated time:** 60 minutes

**Assessment**
Rubric
- Rating Scale
Self and Peer Evaluation
- 2 stars and 1 wish

**Resources:**
Symbols of Canada by Canadian Heritage
All About Series: Provinces and Territories of Canada (Nelson Education)
Fully Developed Lesson Plans

Lesson 1: Map of Canada

Lesson 8: Nova Scotia Landscape Artwork Inspired by Maud Lewis

Lesson 10: Northern Landscape Artwork Inspired by Ted Harrison

Lesson 11: Symbols and Characteristics of Canadian Provinces and Territories
### Lesson 1: Map of Canada

#### Prescribed Learning Outcomes:
- **A2:** Identify a variety of symbolic representations
- **A3:** Use simple maps to interpret and present information

#### Lesson Objectives:
Students will be able to label the Provinces, Territories and Capital Cities on a map of Canada. Students will be able to identify the symbol for capital cities on maps and use it to create a legend.

#### Materials and/or Resources:
  Link: [http://www.youtube.com/watch?v=lCypAqZI9Yc](http://www.youtube.com/watch?v=lCypAqZI9Yc)
- KWL Chart
- “Oh, Canada!” by Per-Henrik Gurth
- Blank Map of Canada
- Matching Game Cards

#### Lesson Hook:
- Teacher will explain to students that they will be embarking upon a learning journey across the Provinces and Territories of Canada through exploration of Canada region-by-region
- Teacher will explain that the goal of the unit is for students to be able to identify salient physical features and cultural and symbolic characteristics of the Provinces and Territories
- At their desks, the teacher will have students complete the “know” and “wonder” sections of a KWL chart for the Canadian Provinces and Territories and
- During KWL seatwork, the teacher will play the song C-A-N-A-D-A by Stompin’ Tom Connors

#### Lesson Intro:
- At the carpet, the teacher will read “Oh, Canada!” by Per-Henrik Gurth
- After, the teacher will show students map of Canada and point out the provinces and territories and the locations of the capital cities
- Then, the teacher will introduce the symbol for capital cities on a map and explain how to create a legend for a map
- Students will be provided with blank maps of Canada and will be asked to label the provinces and territories; label the capital cities using the appropriate symbol; and create legend with the symbol for the capital cities

#### Activity:
- Students will label the provinces and territories, and the capital cities using the appropriate symbol
- Students will create a map legend for the capital city symbol

#### Lesson Closure:
**Provinces, Territories and Capital Cities Matching Game**
- The teacher will randomly hand out cards to students with a province, territory or capital city written on it and explain that students will need to match a province or territory card with a capital city card
- When teacher says go, students will find the student with their matching
card
- Students will play several rounds of this matching game to reinforce memorization of the provinces and territories and their respective capital cities

**Assessment: Rating Scale**

**Exceeding Expectations:** Student accurately labelled all of the Provinces, Territories, and Capital Cities. Student used the correct symbol for capital cities and included it on a legend. All of the Provinces, Territories and Capital Cities are spelled correctly. It is exceptionally neat and legible.

**Fully Meeting Expectations:** Student accurately labelled all of the Provinces, Territories, and Capital Cities. Student used the correct symbol for capital cities and included it on a legend. Most of the Provinces, Territories, and Capital Cities are spelled accurately. It is neat and legible.

**Meeting Expectations:** Student accurately labelled most of the Provinces, Territories and Capital Cities. Student used the correct symbol for capital cities most of the time and included it on a legend. Most of the Provinces, Territories and Capital Cities are spelled accurately. It is neat and legible to a satisfactory degree.

**Approaching Expectations:** Student is missing some of the Provinces, Territories and Capital Cities. Student may or may not have used the correct symbol for capital cities and included it on a legend. Some of the Provinces, Territories and Capital Cities are spelled incorrectly and/or due to its legibility cannot be easily read.

**Adaptations:**
ELL students and the student with the IEP will be provided with a labelled map of Canada to reference while they complete their own.
# CANADA: Provinces and Territories

## KWL Chart

<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder?</th>
<th>Learn</th>
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</thead>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
### Matching Game

**Provinces, Territories and Capital Cities**

Instructions: Hand out the cards to the students. Explain that students with a province or territory card need to find the student with their capital city and vice versa. Allow students 2–3 minutes to do this. Then reshuffle the cards, hand them out again and challenge the students to find their match even quicker.

<table>
<thead>
<tr>
<th>British Columbia</th>
<th>Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
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<tr>
<td>Manitoba</td>
<td>Winnipeg</td>
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<td>Toronto</td>
</tr>
<tr>
<td>Quebec</td>
<td>Quebec City</td>
</tr>
<tr>
<td>Province/Region</td>
<td>Capital</td>
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<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
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<td>Newfoundland and Labrador</td>
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<td>Nova Scotia</td>
<td>Halifax</td>
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<td>Yukon</td>
<td>Whitehorse</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Yellowknife</td>
</tr>
</tbody>
</table>
# Lesson 8: Nova Scotia Landscape Artwork Inspired by Maud Lewis

Inspiration taken from:  

## Prescribed Learning Outcomes:

### Social Studies

**E1:** Locate major landforms and bodies of water in BC and Canada  
**E2:** Identify characteristics of the provinces and territories of Canada

### Visual Art

**A4:** Experiment with materials, technologies, and processes to create particular effects.  
**B2:** Describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including, colour, shape and line.  
**D3:** Display individual and group artworks in a variety of ways

## Lesson Objectives:

Students will be able to identify and recreate the salient cultural symbols and physical features of the Nova Scotia Coast in artistic form. Students will create the background for a landscape of the Nova Scotia Coast inspired by Maud Lewis’ folk art painting style.

## Resources:

- The Bay of Fundy  
  Link: http://www.bayoffundytourism.com/tides/  
- Maud Lewis “A World Without Shadows”  
  Link: http://www.nfb.ca/film/maud_lewis_a_world_without_shadows/

### Materials:

- Exemplar  
- Rubric  
- Large White Drawing Paper  
- Pencils  
- Tempera Paints: Light Blue (Sky), Dark Blue (Ocean), Green (Hills), White (Clouds), Yellow (Sun), Grey (Rocks), Red (Folk Art Detail)  
- Large Paint Brushes (Landscape)  
- Water Containers  
- Scissors  
- Construction paper in a variety of colours (White, Blue, Yellow, Red, Pink & Purple)  
- Glue Sticks  
- Medium & Small Paint Brushes (Folk Art Detail)

## Lesson Hook:

- Teacher will show images of the Nova Scotia coast including the Bay of Fundy and discuss salient cultural and symbolic representations, which include lighthouses, fishing boats, fishermen, seagulls, whales, and the style of Nova Scotia homes and buildings  

10 mins
- Next, the teacher will show students part of a video showing a selection of Maud Lewis’s paintings of the Nova Coast and discuss her whimsical painting style and choice of colour

<table>
<thead>
<tr>
<th>Lesson Intro:</th>
<th>10 mins</th>
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<tbody>
<tr>
<td>- Teacher will explain that students will be creating a landscape of the Nova Scotia Coast inspired by Maud Lewis’s folk art painting style</td>
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<tr>
<td>- Teacher will demonstrate the five steps required to complete the painting</td>
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<tr>
<td>- Teacher will explain to students that they must include a hill, rocks, sky and ocean, paint them green, grey, light blue and dark blue respectively. As well as they must include 4 construction paper elements (a lighthouse, a house, a fishing boat and the sun) but will be encouraged to add additional elements.</td>
<td></td>
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<tr>
<td>- Teacher will write the rubric on chart paper and display it beside the art exemplars</td>
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<table>
<thead>
<tr>
<th>Activity:</th>
<th>90 mins</th>
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</table>
| **Part One**  
*Estimated Time: 60 minutes* | |
| - Students will sketch a hill, rocks at the bottom on the hill and a horizon line | |
| - Then, students will use tempera paint to paint the hill green, the ocean dark blue, the sky light blue and the rocks grey | |
| - Next, students will use construction paper to create elements inspired by the Nova Scotia coast, such as a lighthouse, the sun, fishing boat/s, house/s, and seagulls and/or whales | |

| Part Two: | |
|-----------| |
| *Estimated Time: 30 minutes* | |
| - When the paint has dried, the students may glue the construction paper lighthouses, sun, fishing boats, houses, seagulls and whales to their paintings | |
| - Finally, students will use paint to add details to the construction paper to create the whimsical, folk art feel of a Maud Lewis painting | |

<table>
<thead>
<tr>
<th>Lesson Closure:</th>
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<tbody>
<tr>
<td>- Students will complete an artists statement</td>
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<table>
<thead>
<tr>
<th>Assessment: Rating Scale</th>
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<tbody>
<tr>
<td><strong>Exceeding Expectations:</strong> The student demonstrated exceptional care and neatness in creating his or her artwork. The student’s artwork demonstrates a unique level of originality is creative and reflects the whimsical folk art style of Maud Lewis’s paintings. The student has included a hill, rocks, sky and ocean and painted them with the appropriate colours. The student has included the required construction paper elements, the lighthouse, the sun, a house and a fishing boat, and more than two additional elements.</td>
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</tbody>
</table>
**Fully Meeting Expectations:** The student demonstrated care and neatness in creating his or her artwork. The student’s artwork is creative and reflects the whimsical folk art style of Maud Lewis’s paintings. The student has included a hill, rocks, sky and ocean and painted them with the appropriate colours. The student has included the required construction paper elements (the lighthouse, the sun, a house and a fishing boat) and 1-2 additional elements.

**Meeting Expectations:** The student completed his or her artwork with a satisfactory level of care and neatness. The student’s artwork lacks sincere originality and may or may not reflect the folk art style of Maud Lewis’s paintings. The student has included a hill, rocks, sky and ocean and has painted the landscape with the appropriate colours. The student has included the required construction paper elements (the lighthouse, the sun, a house and a fishing boat) and may or may not have any additional elements.

**Approaching Expectations:** The student either did not complete his or her artwork with a satisfactory level of care and neatness and/or he or she is missing one or more of the landscape or construction paper elements.

**Adaptations:**

ELL students will be provided with a visual copy of step-by-step instructions.
Maud Lewis Inspired Landscape
Artist’s Statement

Name:
Date:

My painting represents...

It is inspired by....

When people look at my artwork, I want them to feel....
Lesson 10: Northern Landscape Artwork Inspired by Ted Harrison


<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes:</th>
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</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td>E1: Locate major landforms and bodies of water in BC and Canada</td>
</tr>
<tr>
<td>E2: Identify characteristics of the provinces and territories of Canada</td>
</tr>
<tr>
<td><strong>Visual Art</strong></td>
</tr>
<tr>
<td>A4: Experiment with materials, technologies, and processes to create particular effects.</td>
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<td>B2: Describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including, colour, shape and line.</td>
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<td>D3: Display individual and group artworks in a variety of ways</td>
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</tbody>
</table>

| Lesson Objectives: | Students will identify the salient physical features and cultural and symbolic representations of the Yukon and Canada’s North. Students will create a bold and colourful representation of the Yukon landscape inspired by Ted Harrison’s iconic paintings of Canada’s North. |

<table>
<thead>
<tr>
<th>Resources:</th>
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</thead>
<tbody>
<tr>
<td>- “A Northern Alphabet” by Ted Harrison</td>
</tr>
<tr>
<td>- “Children of the Yukon” by Ted Harrison</td>
</tr>
<tr>
<td>- Northern Images</td>
</tr>
<tr>
<td>- Mount Logan, Yukon</td>
</tr>
<tr>
<td>- Tundra</td>
</tr>
<tr>
<td>Link: <a href="http://www.summitsofcanada.ca/canatrek/summits/yukon.html">http://www.summitsofcanada.ca/canatrek/summits/yukon.html</a></td>
</tr>
<tr>
<td>- Tundra</td>
</tr>
<tr>
<td>Link: <a href="http://www.specialplaces.ca/spc/5Tundra.html">http://www.specialplaces.ca/spc/5Tundra.html</a></td>
</tr>
<tr>
<td>- Northern Lights</td>
</tr>
<tr>
<td>Link: <a href="http://caen.canada.travel/experience/northern-lights">http://caen.canada.travel/experience/northern-lights</a></td>
</tr>
<tr>
<td>- Rankin Inlet Inuksuk, Nunavut</td>
</tr>
<tr>
<td>Link: <a href="http://www.cbc.ca/sevenwonders/wonder_rankin_inlet_inuksuk.html">http://www.cbc.ca/sevenwonders/wonder_rankin_inlet_inuksuk.html</a></td>
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<th>Materials:</th>
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<tbody>
<tr>
<td>- Exemplar</td>
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<tr>
<td>- Rubric</td>
</tr>
<tr>
<td>- White Drawing Paper</td>
</tr>
<tr>
<td>- Pencils</td>
</tr>
<tr>
<td>- White Liquid Glue</td>
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<tr>
<td>- Pastels</td>
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<table>
<thead>
<tr>
<th>Lesson Hook:</th>
<th>10 mins</th>
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<tbody>
<tr>
<td>- Read “A Northern Alphabet” by Ted Harrison</td>
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<tr>
<td>- Read “Children of the Yukon” by Ted Harrison</td>
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</tbody>
</table>
**Lesson Intro:**
- Show students a variety of Northern images including the Aurora Borealis, the Tundra, frozen bodies of water, ice bergs, Northern Wildlife, small isolated towns and the Inuksuk
- Discuss the following elements characteristic of Ted Harrison’s paintings:
  - Bold, wavy lines
  - Bright, bold colour choices not reflecting natural colours (ex. purple hills, pink sky, lime green ocean)
  - Simple shapes
  - Horizontal lines
  - Perspective: foreground (people, animals, objects, houses, inuksuk’s)/ background (landscape)
  - Point out how his paintings are primarily focussed on the landscape but that he does add some small pictures
- Ask students to chose a Northern scene and to think about how they are going to use line and colour to recreate it
- Teacher will model the steps: sketch, outline with liquid glue and colour in with pastels
- Explain that students should begin by sketching the foreground (people, animals and buildings) and then the background.
- Explain that when students are ready to use the pastels, they must remember that they cannot use the same colour in two sections that are beside each other
- Teacher will write the rubric on chart paper and display it beside the art exemplars

<table>
<thead>
<tr>
<th>Activity</th>
<th>Part One:</th>
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</table>
| **Estimated Time:** 25 minutes | - Students will use a pencil to sketch their Northern scene  
- When students are happy with their sketch, they will use white liquid glue to outline their sketch |

<table>
<thead>
<tr>
<th>Part Two:</th>
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</table>
| **Estimated Time:** 45 minutes | - Before students chose their pastels, remind them that they must remember that they cannot use the same colour in two side-by-side sections  
- When the glue has dried, students will choose a selection of bold and bright coloured pastels to fill in the spaces between the lines |

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<td><strong>Exceeding Expectations:</strong> The student demonstrated exceptional care and</td>
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neatness in creating his or her artwork. The student’s artwork demonstrates a unique level of originality, creativity and reflects Ted Harrison’s painting style. The student included a simple scene (people, animals and/or buildings) in the foreground and a landscape in the background. The student chose bold and bright colours and does not use the same colour in two side-by-side line sections.

**Fully Meeting Expectations:** The student demonstrated care and neatness in creating his or her artwork. The student’s artwork demonstrates creativity and reflects Ted Harrison’s painting style. The student included a simple scene (people, animals and/or buildings) in the foreground and a landscape in the background. The student chose bold and bright colours and does not use the same colour in two side-by-side line sections.

**Meeting Expectations:** The student demonstrated a satisfactory level of care and neatness in creating his or her artwork. The student’s artwork lacks a sincere level of creativity but reflects Ted Harrison’s painting style. The student chose bold and bright colours but may have used the same colour in side-by-side sections.

**Approaching Expectations:** The student either did not complete his or her artwork with a satisfactory level of care and neatness and/or he or she is missing the foreground elements and/or it does not reflect Ted Harrison's style of painting.

**Adaptations:**
ELL students will be provided with visual step-by-step instructions.
Ted Harrison Inspired Landscape
Artist’s Statement

Name:
Date:

My painting represents...

It is inspired by...

When people look at my artwork, I want them to feel...
<table>
<thead>
<tr>
<th>Lesson 11: Symbols and Characteristics of Canadian Provinces and Territories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prescribed Learning Outcomes:</strong></td>
</tr>
<tr>
<td>A2: Identify a variety of symbolic representations</td>
</tr>
<tr>
<td>E2: Identify characteristics of the provinces and territories of Canada</td>
</tr>
</tbody>
</table>

| **Lesson Objectives:** Students will be able to identify, through cultural, physical and symbolic representations, characteristics of the Provinces and Territories of Canada |

| **Materials and/or Resources:** |
| - “M is for Maple” by Mike Ulmer |
| - 13 Stations for each Province and Territory with 5-10 artifacts each |
| - Blank Map of Canada |

| **Lesson Hook:** |
| - Teacher will read “M is for Maple” by Mike Ulmer | 10 mins |

| **Lesson Intro:** |
| - Show students a map of Canada and review the location of the Provinces, Territories and Capital Cities |
| - Briefly explain to students’ that they are going to rotate in pairs through 13 stations |
| - Tell students that each station will contain 5-10 artifacts and that they will have to use the knowledge that they have gained during the unit to guess which Province or Territory the artifacts represent |
| - Provide students with a blank map of Canada and explain that they will write the number of the station in the correct Province or Territory on the map. | 5 mins |

| **Activity:** |
| - Students will rotate through the 13 stations every 2 minutes |
| - At each station, students will talk with their partner and write down their best guess on the map of Canada |
| - Teacher will rotate between stations to assess students knowledge of Canadian symbols and take anecdotal notes | 30 mins |

| **Lesson Closure:** |
| - At the carpet, the teacher will review each station and ask student volunteers to point out on the map their guess before revealing the correct Province or Territory | 10 mins |

| **Assessment:** |
| **Teacher’s Anecdotal Observations Checklist:** |
| - Student is actively engaged and participating |
- Student is contributing his or her knowledge to make an informed guess
- Student is cooperative and communicates well with partner by listening actively
- Student keeps focused and stays on task
- Students demonstrate knowledge of Canadian Provinces and Territories and is able to answer questions when asked by teacher

**Adaptation:**
Provide ELL students and student on IEP with a Map of Canada with the Provinces and Territories labelled. Pair ELL students and student on IEP with partners who are not designated ELL.
Lesson 5: The Prairies Provinces (Alberta, Saskatchewan and Manitoba)

Lesson 6: Ontario and Quebec

Lesson 7: The Atlantic Provinces (New Brunswick, Nova Scotia, Newfoundland and Labrador and Prince Edward Island)

Lesson 9: The North (Yukon, Northwest Territories and Nunavut)
The Prairie Provinces: Alberta, Saskatchewan and Manitoba.

Please colour Alberta, Saskatchewan and Manitoba.

Write 3 Facts about the Prairies:

- Alberta Foothills
- Saskatchewan Wheat Farms
- Manitoba Forests
Ontario and Quebec

Please colour Ontario and Quebec.

Write 3 Facts about Ontario and Quebec.

<table>
<thead>
<tr>
<th>Niagara Falls</th>
<th>Northern Ontario Moose</th>
<th>St. Lawrence River</th>
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</thead>
<tbody>
<tr>
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</table>

Please colour New Brunswick, Nova Scotia, Newfoundland and Labrador and Prince Edward Island.

Write 3 Facts about the Atlantic Provinces:

<table>
<thead>
<tr>
<th>The Bay of Fundy</th>
<th>Coast of Newfoundland</th>
<th>Prince Edward Island Farms</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
The North: Yukon, Northwest Territories and Nunavut

Please colour Yukon, Northwest Territories and Nunavut

Write 3 Facts about the North:

<table>
<thead>
<tr>
<th>Tundra</th>
<th>White Pass, Yukon Territory</th>
<th>Ellesmere Island</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Canadian Province or Territory: Research Organizer

Location in Canada
Instructions: Please colour your selected province. Then carefully cut the map out around the black edge.

Provincial Flag
Instructions: Please draw and colour the provincial flag.
**Provincial Flower**
Instructions: Please draw and colour the provincial flower. Write the name of the provincial flower.

<table>
<thead>
<tr>
<th>Provincial Flower:</th>
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</thead>
</table>

**Provincial Animal**
Instructions: Please draw and colour the provincial animal. Write the name of the provincial animal.

<table>
<thead>
<tr>
<th>Provincial Animal:</th>
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</table>
**Provincial Tree**
Instructions: Please draw and colour the provincial flower. Write the name of the provincial flower.

<table>
<thead>
<tr>
<th>Provincial Tree:</th>
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</table>

**Coat of Arms:** Please draw and colour the coat of arms.

<table>
<thead>
<tr>
<th>Coat of Arms</th>
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</thead>
</table>
Significant Landform
Instructions: Please write the name of the landform and draw a picture of it. This picture will be your good copy.

Now, write 1-3 point form details describing it. You will write the good copy of your research on different paper provided.

■

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**Significant Bodies of Water**

Instructions: Please write the name of the body of water and draw a picture of it. This will be your good copy.

Now, write 1-3 point form details describing it. You will write the good copy of your research on different paper provided.
Tourist Attraction

Instructions: Please write the name of the tourist attraction and draw a picture of it. This picture will be your good copy.

Now, write 1-3 point form details describing it. You will be given paper to write your sentences in good copy.
**Major Industry**
Instructions: Please write the name of the industry and draw a picture. This will be your good copy.

Now, write 1-3 point form details describing it. You will be given paper to write your sentences in good copy.

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Resource Critique

Textbook: “Our Communities” Grade 3 by Sharon Sterling
Teacher Resource “Our Communities” Grade 3

Great textbook to teach children about the physical geography of the Canadian provinces and territories. The teacher’s resource book for the textbook has many wonderful great reproducible maps and graphic organizers as well as assessment strategies and ideas.

“Canada Eh!” Featuring C-A-N-A-D-A by Stompin’ Tom Connors
Link: [http://www.youtube.com/watch?v=ICypAqZl9Yc](http://www.youtube.com/watch?v=ICypAqZl9Yc)

Excellent song by iconic Canadian musician Stompin’ Tom Connors with a Canadian theme. The YouTube video that accompanies the song contains many images of Canadian symbols and characteristics of the provinces and territories.

Provincial Symbols:
Link: [http://www.protocol.gov.bc.ca/protocol/prgs/symbols/symbols.htm](http://www.protocol.gov.bc.ca/protocol/prgs/symbols/symbols.htm)

This Government of British Columbia web page shows the provincial symbols (Coat of Arms, Provincial Flag, Pacific Dogwood, Steller’s Jay, Spirit Bear, Jade, Western Red Cedar and Tartan. It also gives a brief explanation for each one.

Symbols of Canada by Canadian Heritage

This publication can be ordered free of charge from the Canadian Heritage website. It contains colour illustrations of the symbols of Canada and its provinces and territories. It comes with a poster insert.

Frog Girl by Paul Owen Lewis

This story is based on a Native Pacific Northwest Tale. It contains elements of animism and wonderful illustrations.

An Indian Coloring Book: Totem Poles by Carol Batdorf

This is a two in one colouring book and story, which teaches children the significance of the totem pole and house pole to Aboriginal peoples. The colouring book illustrations are beautiful.

Explore the Animals: Northwest Coast First Nations and Native Art Colouring and Learning Book by NativeNorthWest.com

This colouring book contains animals, which have been drawn by aboriginal artists from across the Northwest Coast. It is an excellent resource to teach children about the significance of animals to aboriginal culture.

First Nations People of British Columbia
Link: [http://www.bced.gov.bc.ca/abed/map.htm](http://www.bced.gov.bc.ca/abed/map.htm)

This map is an excellent teaching aid to illustrate the diversity of the First Nations peoples in British Columbia.

“Four Pictures by Emily Carr” by Nicholas Debon

This book tells the life story of Emily Carr through comic book illustration.
Art: Alive by Emily Carr

This is an excellent painting to show students to inspire their own artwork using Emily Carr’s unique painting style.

Drumheller, Alberta
Link: http://www.tyrrellmuseum.com/exhibits/alberta_fossil_trail.htm

This website contains a map of Alberta’s Fossil Trail and images of the dinosaur fossils to show students.

Churchill, Manitoba “Polar Bear Capital of the World”
Link: http://everythingchurchill.com/polar-bears/

This website contains images and information on Churchill Manitoba and it’s polar bear population.

“The Hockey Sweater” by Roch Carrier

This is a classic Canadian children’s story about a child growing up in Quebec whose favourite hockey team is the Montreal Canadians and its star, Maurice Richard. It chronicles the passion Canadians have for hockey and their own province or cities team.

The Bonhomme Carnaval
Link: http://carnaval.qc.ca/en/media-library/videos/

This website contains images, video clips and information on the Bonhomme Carnaval in Quebec.

The Great Lakes

This website contains useful images and information about the Great Lakes in Ontario

Anne of Green Gables by Lucy Maud Montgomery
Link: http://www.gov.pe.ca/greengables/

This website contains useful images, history and information about the connection between Anne of Green Gables and Prince Edward Island.

The Bluenose, a symbol of Nova Scotia
Link: http://bluenose.novascotia.ca/history/

This website contains useful images and historical information about the Bluenose and why it an iconic Canadian symbol and its relevance to Nova Scotia.

“I’s the B’y”, Newfoundland Folk Song
Link: http://www.youtube.com/watch?v=S-bQn9DtqUA

This is a fun song to play to students to teach them about the fishing culture in Newfoundland.

The Bay of Fundy
http://www.bayoffundytourism.com/tides/

This is an excellent website containing images, explanations regarding the tides and information about the Bay of Fundy.
Maud Lewis
Link: http://www.nfb.ca/film/maud_lewis_a_world_without_shadows/

This is an excellent short 10 minute film detailing Maud Lewis life and her paintings.

Sky Sisters by Jan Boudreau Waboose

This is a wonderful story with beautiful illustrations about two sisters who view the Northern Lights.

Mount Logan, Yukon
Link: http://www.summitsofcanada.ca/canatrek/summits/yukon.html

This website contains useful images and information about the highest mountain in Canada, Mount Logan, Yukon.

Mackenzie River, Northwest Territories
Link: http://www.thecanadianencyclopedia.com/articles/mackenzie-river

This website contains useful images and information about the longest river in Canada, the Mackenzie River, Northwest Territories.

Rankin Inlet Inuksuk, Nunavut
Link: http://www.cbc.ca/sevenwonders/wonder_rankin_inlet_inuksuk.html

This website contains useful images and information about the famous inuksuk in Rankin Inlet, Nunavut.

“A Northern Alphabet” by Ted Harrison

This is a beautiful story of life in Canada’s north as illustrated through Ted Harrison’s gorgeous landscapes.

“M is for Maple” by Mike Ulmer

This is an excellent story of Canadian cultural symbols and physical features as told through the alphabet. This is a great story to read to grades 3-7.

All About Series: Provinces and Territories of Canada (Nelson Education)

The All About Series consists of 13 separate non-fiction readers for the provinces and territories. Each reader contains information about the significant landforms, waterways, history, places to visit, major industries, cities and towns, and provincial symbols.