Canada: The Provinces and Territories Series
‘Teacher’s Guide’

DVD * ©2005 * 4 Volumes * 80 minutes * Grades 4-12
Presented by On Top of the World
Produced by World Life Video Productions

AMTEC 2006 Award of Merit - For Media Technology in Canadian Education

Synopsis:
Canada, one of the largest countries in the world, is a land of climatic and geographic contrasts with a great diversity of peoples. *Canada: The Provinces and Territories* portrays the beauty and variety of this vast country, depicts its rich heritage and history, and presents some of the industries that contribute to the country’s economy. The complex geographic landforms include mountain ranges, the Canadian Shield, prairies, farmland, tundra, numerous lakes, and networks of waterways. Europeans began to settle in this land in the early 17th century, but native peoples have been here for at least 20,000 years. The program segments, which may each be selected individually on the DVDs, are organized by regional groupings and include:

- **Introduction to Canada** (6 min.): an overview of the history, geography and culture of Canada.
- **Atlantic Provinces** (16 min.): Newfoundland and Labrador; Nova Scotia; New Brunswick; Prince Edward Island
- **Central Canada** (14 min.): Quebec; Ottawa; Ontario
- **Prairies** (19 min.): Manitoba; Saskatchewan; Alberta
- **British Columbia** (10 min.)
- **The Territories** (14 min.): Northwest Territories; Nunavut; Yukon

Maps show the location of the provinces or territories (as well as Ottawa) at the opening of each video segment. Information about each regional group is given and each segment concludes with an information screen showing the capital city, a few of the major industries, the total land area of the province or territory, and the provincial or territorial flag.

Note: The maps shown in these programs may be accessed and downloaded from the Atlas of Canada website: [http://atlas.gc.ca](http://atlas.gc.ca)

Using the Videos
There is a wealth of beautiful visual imagery and a variety of detailed information packed into this 4 Volume (80 minute) video series. Teachers will most likely want to use only one or two sections at a time for more effective instruction.

INTRODUCTION TO CANADA (6:10 min)

Before Viewing Activities:
- Ask students to describe places in Canada that they have visited. What was similar to your community and what was different? Locate the places on a large map of Canada as they are described.
- Canada is one of the world’s largest countries. Ask students what country they think is the largest in geographical area? What country do you think has the greatest population? (Record the answers given.) Make a list of the various information resources you could use to find the answers to these questions, and ask for volunteers to do this research after viewing this video segment.
- Compare the shape of Canada as depicted on a globe with the shape of Canada as it is shown on different kinds of flat wall maps, on websites, in books or in atlases. Using a globe, analyze the
reason for the differences, and examine the various techniques used by mapmakers who have tried to solve the problem of depicting a curved surface on a flat page.

- Look at a map of Canada together as a class. Where do most of the people of Canada live? Discuss the geographical factors that influenced where cities and towns were originally located and the factors that affect where people choose to live today.

**Activities for students while viewing the “Introduction”:**

- Discuss the meaning of the word “contrasts” and ask for a few examples. Now ask students to make note of all the examples of contrasts that they see or hear while viewing the “Introduction”.
- Ask students to record any information presented in the “Introduction” that is surprising to them.

**Immediately after viewing the “Introduction”:**

- List the examples of contrasts students found;
- Ask students to share the surprising information that they noted.
- Provide time for a report back from the students who volunteered to find information about the country that has the largest land area and the one with the largest population. Compare this with the countries predicted by the students before viewing.

**Extended Activities and Research for groups or individuals:**

- Find and list the names of the six time zones in Canada. List the total number of time zones in the world and calculate the percentage represented by Canada’s time zones.
- Find information about how provinces are different from territories in Canada. Prepare a time-line showing when each province and territory entered Confederation. Find the meaning of the word *confederation*.
- The video tells us that it takes four days and five nights to cross the country by train. Using a road map showing the Trans-Canada Highway, calculate how long it would take to drive across the country, if you spent eight hours a day driving, and averaged 100 km per hour. Find out the time required for the ferry crossings from Newfoundland to Nova Scotia and from the British Columbia mainland to Vancouver Island, and include these times in your calculations.
- Select one of the following as a research topic, and prepare a short report summarizing the most significant information:
  - The Gaspé Peninsula
  - The Canadian Shield
  - Ontario Farmland, Then and Now
  - The St. Lawrence Seaway – A History
  - Waterways and the Fur Traders
  - Farming in the Prairie Provinces
  - The History of the Rocky Mountains
  - The St. Elias Mountain Range
  - Hudson’s Bay History
  - The Fraser River Ecology
  - The Mackenzie River - Its Significance
  - Native Peoples in Canada – Their Origins and History Before European Contact
  - The Major Rivers of Alberta

**ATLANTIC PROVINCES (16:10 min.)**

- Locate the four Atlantic Provinces on a map of Canada, and explain what makes this a region, how this region is different from the rest of Canada and why the region was given this name.
- Explain why they are also known as the Maritime Provinces. Are there any other provinces in Canada that could be called *Maritime*? Why or why not?
• Discuss the meaning and scope of the term *natural resources*, and list items that students think are likely the most important natural resources of the Atlantic Region, based on the geographic location of these four provinces.

**Newfoundland & Labrador (4:39)**

**Before Viewing Activities – “Newfoundland & Labrador”:**

- Locate Newfoundland and Labrador on a map of Canada. Compare the coastline of this province with the shoreline of Quebec. How do they differ?
- Use the map to find the latitude of the capital city, St. John’s, and compare that to the latitude of Vancouver. Which capital city is farther south? What American city is found on a similar latitude to that of St. John’s?

**Activities while viewing “Newfoundland & Labrador”:**

- Make note of any things shown in the Newfoundland video that you would likely not see in any other province or territory.
- List the items the Vikings were seeking when they came to North America from Norway.
- Identify the natural resource that brought John Cabot (Giovanni Caboto) to Newfoundland 500 years after the Vikings visited.

**Immediately after viewing “Newfoundland & Labrador”:**

- Discuss the answers to the assigned viewing questions.
- Look at a map of the world or a globe and trace the probable route of the Vikings who travelled from Norway to L’Anse Aux Meadows. Keep in mind that their ships were fairly small and they may have stayed quite close to land.
- Locate Italy on a map of the world and speculate on what route they took to get to Newfoundland. Explain the reasoning behind your answers. Research to find the actual route taken from Italy to Newfoundland by Giovanni Caboto (a.k.a. John Cabot). How does it compare to your speculation?

**Nova Scotia (4:51)**

**Before Viewing Activities – “Nova Scotia”:**

- Nova Scotia means “New Scotland”. Discuss what the name reveals about the settlement of this province. Locate the two major geographic sections of Nova Scotia, the mainland and Cape Breton Island, and the causeway that now connects them. Identify the landform differences in the two areas, zooming in on the Nova Scotia section of the Atlas of Canada’s *land* map in the *environment* section of the website to look at the elevations.
- Use a map of Canada to establish the relative locations of other provinces. Which provinces are east of Nova Scotia? Which are west and which are north? What US states are immediately south of Nova Scotia?

**Activities for students while viewing “Nova Scotia”:**

- Make note of the countries from which immigrants came to Nova Scotia, and the events that caused them to seek refuge in Canada.
- Think about how you might feel if you were arriving in a new country at a port like Halifax, or if you were leaving the port on a ship to go to war.

**Immediately after viewing “Nova Scotia”:**

- List countries from which Canadian immigrants originated and the events that led them here.
- Discuss what feelings immigrants might have had as they arrived in Halifax. What feelings do you think soldiers had as they left the port in Halifax to fight in World War II?
• Compare experiences students have had with tides, and discuss the cause of tides, the ecological importance of tides, and the impact tides would have on the design of docks and piers.

**New Brunswick (3:32)**

**Before Viewing Activities – “New Brunswick”:**

- Locate the Bay of Fundy on a map of Canada. Find the towns of Digby, NS and Saint John, NB and also Yarmouth NS and Bar Harbor, Maine mentioned at the end of the previous segment about Nova Scotia. Follow the Bay of Fundy to its narrow tip, and discuss what happens as high tide advances up the Bay.

**Activities for students while viewing “New Brunswick”:**

- Discuss the meaning of the word *habitat*, and identify different habitats in your community. Make a list of the different habitats you see in this segment about New Brunswick.

**Immediately after viewing “New Brunswick”:**

- Describe the variety of habitats shown in the “New Brunswick” video. What is being done to protect them? What are the threats to these habitats?
- Summarize the story of what happened to the Acadians. Compare the climate of Louisiana to that of New Brunswick. Suggest the changes in living conditions the Acadians would have experienced when they emigrated to Louisiana. Analyze how the term *Cajuns* would have evolved from the word *Acadians*.
- Describe the ingenious method of building dykes used by the Acadians to transform salt marshland into good farmland in the Tantramar Marshes, NB. Discuss other areas in Canada and other countries where dykes have been used? What are the advantages and drawbacks of draining marshland? One source of information is [http://museum.gov.ns.ca/arch/infos/infoaca2.htm](http://museum.gov.ns.ca/arch/infos/infoaca2.htm).

**Prince Edward Island (3:08)**

**Before Viewing Activities – “Prince Edward Island”:**

- Prince Edward Island is the smallest province in Canada. Use a map to compare PEI to the province, territory or state where you live. Use the chart provided at the end of this guide to calculate how many times larger your province is than PEI.
- What things and events do you know about that have made Prince Edward Island famous?

**Activities for students while viewing “Prince Edward Island”:**

- List the things mentioned in the video that have made Prince Edward Island famous.
- Make note of information that will tell you where, when and why Canada was born.
- Identify the structure that changed the way people crossed to and from “the Island”.

**Immediately after viewing “Prince Edward Island”:**

- Summarize the information gathered during the viewing about Canada’s birth and things that have made PEI famous.
- Imagine what things might have changed for residents of Prince Edward Island once the Confederation Bridge replaced ferry transportation across the Northumberland Strait, using categories such as social and family, economic activity, and tourism.
- Ask students who are familiar with the Anne of Green Gables novels to summarize the character of Anne. Analyze why she has become one of the most famous fictional characters in the world.

**Extended Activities and Research after viewing the four Atlantic Provinces segments:**

- Re-view the Atlantic Provinces section of the video and compile a chart listing the information shown for each of the four provinces under categories such as: natural resources, landforms, industries, and cultural origins. Add other category headings if they are needed. Divide the
students into groups to do research to find further information to add to the sections for each province.

- Research the history of the names of the four Atlantic Provinces, and their capital cities. Prepare a brief report explaining the origin of each name, and summarizing the similarities and differences between the origins of the names.
- Find information about how the four Atlantic Provinces work cooperatively on economic, political and educational projects. List the names and purposes of several organization in which the Atlantic Provinces work together.
- Prepare a chart that lists the National Parks in the four Atlantic Provinces, and include information for each one about main attractions for visitors, the types of ecosystems in the park, and the history of the park.

**CENTRAL CANADA (14 min.)**

- Locate Quebec and Ontario on a map of Canada, and discuss why this region is called Central Canada. Is it “central” to Canada in physical location? What percentage of Canada’s population lives in this region?
- Look at the location of Ottawa, and try to determine or recall reasons why this location was chosen as the capital of the country. Discuss the advantages and disadvantages of this geographic location for the country’s capital.

**Quebec (6:01)**

**Before Viewing Activities – “Quebec”:**

- Water forms the boundaries of much of Quebec. Look at a map of Quebec and identify all the bodies of water that mark this province’s borders.
- The majority of settlers in Quebec were from France. Use a map of the province to find some places that were named by French-speaking settlers. Look for place names that seem to be English or Native in origin. What can you infer about the origin of these communities?

**Activities for students while viewing “Quebec”:**

- Make a note of all the historic dates mentioned in the narration of this section, and the significance of each.
- List the most surprising fact you learned in this segment.

**Immediately after viewing “Quebec”:**

- Summarize the dates and events noted, and discuss their importance in the development of Canada
- Compare the surprising facts noted by the students.
- Find a map of the physiographic or landform regions of Canada, and note the three regions mentioned in the program on Quebec: The Canadian Shield, The St. Lawrence Lowlands, and the Appalachian Region. Can you find any provinces that have only one landform region? On a landform map of North America, trace the entire extent of the Appalachian Region.

**Ottawa (2:13)**

**Before Viewing Activities – “Ottawa”:**

- This segment is not about a province or territory, but about the capital of Canada. Develop a brief list of reasons why Ottawa is important to all the provinces and territories of Canada.
- Locate Ottawa on a map of Canada; identify the waterways on which it is located, and the two provinces that border on the larger of these two rivers. Recall the original names of the provinces of Ontario and Quebec, and analyze the reasons that may have been behind the selection of this location for Canada’s capital.
Canada: The Provinces and Territories
Teacher’s Guide

Activities for students while viewing “Ottawa”:
• List the reasons mentioned in the video for Ottawa’s importance to the country.
• Find out what architectural style was used for the design of the Parliament Buildings of Canada.
• Observe the unique shape of the Canadian Museum of Civilization shown in Hull, Quebec.

Immediately after viewing “Ottawa”:
• Ask for the reasons students noted for Ottawa’s importance to the country and add them to the list made before viewing the video.
• Discuss the features of the neo-gothic style of architecture seen in the Parliament buildings, and contrast this with other architectural styles with which the students are familiar (e.g. Greek, Victorian, Modern, etc.).
• Recall the distinctive form of the Canadian Museum of Civilization designed by native Canadian architect, Douglas Cardinal. How is this avant-garde style different from other modern architecture? Look up the definition of the term *avant-garde* to enhance the discussion. Mention that research on architectural styles will be one of the assignment options at the end of this section.

Ontario (5:32)

Before Viewing Activities – “Ontario”:
• On a map of Ontario, identify the major cities, and note their location in relation to the entire land area of the province. Draw conclusions as to why so much of Ontario’s population lives along its southern borders. Use resources such as personal experiences, topographical maps, watershed maps, climate maps and landform region maps of Ontario to assist students in the discussion.
• Look at a map that shows the entire Niagara escarpment location in Ontario, and discuss its geographic features. Ask a volunteer to conduct a web search using the words “Niagara Escarpment origins” to get more information about the geological history of this unique feature.

Activities for students while viewing “Ontario”:
• Make note of facts mentioned in the video that relate to water.
• Contrast life in northern native communities, with life in the southern Ontario cities shown.

Immediately after viewing “Ontario”:
• Summarize the facts collected that relate to water, and discuss the importance of waterways in the history of the entire country.
• Make a list of the contrasts noted between life in northern native communities and life in southern cities, and identify the advantages of each.

Extended Activities and Research for groups or individuals:
• Research famous walled cities of the world, listing on a chart the names of the cities, the dates they were established, and the reasons the walls were built.
• Find information about the history of the Iroquois village of Hochelaga, and write a diary entry that Jacques Cartier might have written describing the village he found.
• Research the history of the selection of Ottawa as Canada’s capital, and prepare a short report on the events and controversy surrounding this decision.
• Write a short essay describing the importance of waterways in the development of the Central Ontario region.
• Compile a list of famous artists from Ontario and Quebec, chart the dates of their births and deaths, and identify the subjects most commonly depicted in the art of each one. Summarize some of the most common themes of artists from this part of Canada and create a hypothesis as to why this is so.
• Print a map showing the provincial and national parks of Central Ontario, and create a legend listing significant features of interest to visitors for these parks.
• The narrator says, “Central Canada is the industrial, political and financial heartbeat of the country”. Decide whether you agree or disagree with this statement and record information that will support your decision.
• Find works of children’s literature or young adult literature that are set in Ontario or Quebec and prepare a map with a legend showing the setting for each of the novels or short stories. 
• Compare and contrast life in Ontario and Quebec in categories such as culture, cuisine, geography, education, industries, architecture, economics, social structures and law.
• Find information about the Museum of Civilization and other national museums in Ottawa, and summarize the key attractions of each in chart format.
• Find information about the architectural styles of five or more famous buildings in Ottawa and summarize your information in the form of a pamphlet entitled “An Architectural Guide to Ottawa, Canada”. An Internet advanced search using all the words “architecture Ottawa Canada” will yield several useful websites for this research.

THE PRAIRIES (19 min.)

• On a landform regions map of Canada, find the three Prairie Provinces and identify the three other landform regions found in these provinces in addition to the prairies. Which province has the greatest proportion of prairie lands? Which has the least?
• Ask students what they know about the landscape of the prairies. What experiences or information sources give them this information? How would life in a prairie town be different from life in your community?
• Find information about the meaning of the word prairies and look at a landforms map to identify the areas of the Prairie Provinces that have other types of landforms.

Manitoba (5:25)

Before Viewing Activities – “Manitoba”:
• The bison (also called buffalo) was once a prominent animal species roaming across the prairies. Make a word association list of what comes to students’ minds when they hear the word buffalo. Ask students to work in pairs to find definitions of the two words, buffalo and bison, in a variety of sources, including dictionaries, encyclopedia, books and Internet resources and record the sources. Collect the data found, identify the information source and determine if there is any contradicting information. If there is, discuss how you can assess the accuracy of each source of information.
• Look at a map of Manitoba to find place names that would indicate that the French were early settlers in those areas. Find other place names that imply settlement by people from other countries, listing the place name and the probable nationality of its founders.

Activities for students while viewing “Manitoba”:
• Ask students to make note of the reasons mentioned in the video for the beaver’s importance in Canada’s history.
• Ask students to write the name of the place shown in this video segment they would most like to visit, and list the reason they selected that place.

Immediately after viewing “Manitoba”:
• Discuss the information found about the importance of the beaver in the country’s history.
• Collect the names of the place each student selected as their choice for a visit. Ask one student to compile a chart using all the data to show which area attracted the most interest and the different reasons given.
• “Wetlands are second only to rainforest in the amount of biological diversity that they contain.” Develop a list of the diverse life forms that could be found in Manitoba wetlands, based on what students find in a brief individual information “treasure hunt” using your school library resources.
Canada: The Provinces and Territories
Teacher’s Guide

Saskatchewan (6:15)

Before Viewing Activities – “Saskatchewan”:
- Find the Cree origin of the name Saskatchewan, and look on a map to find the river on which it is located. Find or think of other river names with “sipi” as the latter part of the name (Cree for Saskatchewan is “Kisiskatchewani Sipi,” meaning swiftly flowing river) and other place names that have Native language origins.
- Discuss the meaning of the term “oral tradition” and ask students for examples of a story that has been passed down in their families only in oral form. What other forms do families use to record significant events? (e.g. photo albums, scrap books, letters, diaries, videos, family trees, etc.) Ask students to listen for references to the phrase “oral tradition” in this video segment.

Activities for students while viewing “Saskatchewan”:
- Record action verbs that describe the many things the video tells us that natives did (e.g. hunted)
- Make a list of the characteristics of a boreal forest that are described by the narrator.

Immediately after viewing the “Saskatchewan”:
- What example of “oral tradition” was mentioned in this section of the video?
- Discuss the characteristics of a boreal forest, and draw conclusions about the importance of these ecosystems to our health, economy, culture, recreation and tourism.
- Compile a list of the action verbs noted by students, and analyze the variety of ways native cultures were and still are vital to our country.
- Recall the three cities mentioned in this segment, and locate them on a map.

Alberta (7:14)

Before Viewing Activities – “Alberta”:
- Locate Alberta’s two largest cities, Calgary and Edmonton, on a map of Alberta and ask students to list things that have made each one famous.
- One of the places shown in the video is “Head-Smashed-in-Buffalo-Jump”. Ask students to speculate on what they would see at this location, and what events might have been the source of the name. Tell students that they will see this interesting site in this video segment about Alberta.

Activities for students while viewing “Alberta”:
- Provide students with a chart with three headings: National Parks, Provincial Parks, and Cultural Heritage Parks. Ask them to work as pairs to list the names of the parks mentioned in the video, placing each under the appropriate category.

Immediately after viewing “Alberta”:
- On a large map of Alberta, mark with coloured pins (one colour for each type of park) the parks noted by students while viewing “Alberta” and see if all nine were found: Fort Edmonton Park, Ukrainian Cultural Heritage Village, Elk Island Park, Dinosaur Provincial Park, Head-Smashed-in-Buffalo-Jump (a UNESCO World Heritage Centre), Banff National Park, Jasper National Park, Yoho (National Park) and Kootenay (National Park). Student volunteers could later find other parks on the province’s map and put the appropriate colour of marker on each.
- Find a watershed map of Canada on the website http://atlas.gc.ca under Explore our Maps, click on Environment, then Hydrology, then Drainage Basins) and project it for the class to examine. Locate the Columbia Icefield that was mentioned in the video, and verify the statement made that it “creates water for... the Saskatchewan, the Columbia, and the Athabasca, and each of those rivers flow into three different oceans”.

Extended Activities and Research for groups or individuals:
• Research to find information about the history of the Métis people in Canada, and conclude your report with a paragraph describing their present situation.
• Prepare a research report on one of the groups that immigrated to the west during the early part of the 20th century when free land was given to each family: Ukrainians, Russian Mennonites, Czechoslovakians, Germans, Polish people, and Dutch people from the Netherlands.
• Find biographical information about Louis Riel, and use it to write an obituary that might have been published the day after his death.
• Use at least four different sources to find information about the man known as Grey Owl, and summarize the highlights of his life by creating a time-line. Make note of any contradictory information found and the sources for each. Evaluate which source is the most credible.
• Do a survey of students in the class to find out who has visited any of the three Prairie Provinces, and write one sentence describing the most memorable thing they did or saw in each province.
• Make a chart called “What Would Happen if…” listing the names of the three Prairie Provinces across the top of three columns and the scenarios down the left column. Fill in predictions for each province for each scenario, indicating how their economic activities would be affected.
  • The price of oil doubled;
  • A huge fire swept the boreal forest
  • There was an extremely hot dry summer;
  • The Columbia icefield stopped melting
  • Diamonds were discovered near the point where Alberta, Saskatchewan and the Northwest Territories borders meet.

BRITISH COLUMBIA (10 min.)

Before Viewing Activities – “British Columbia”:
• Three areas of BC are shown in this video segment: the mainland, the Haida Gwaii/Queen Charlotte Islands and Vancouver Island. On a map of British Columbia, locate these three areas, and discuss their geographic similarities and differences. Find the meaning of the name Haida Gwaii.
• On a map, locate the following towns and cities that will be shown in the video: Kamloops, Victoria, Vancouver, Prince Rupert, Port Hardy, and also the Pacific Rim National Park.
• Native peoples have lived along the BC coastal area for at least 12,000 years, and are believed to have crossed from Asia over the Bering Strait after the last ice age. Use a globe or map to locate the easternmost edge of Asia and the Bering Strait, and trace the route that the ancestors of the Haida would have followed en-route to the Queen Charlotte Islands.

Activities for students while viewing “British Columbia”:
• The totem poles of the west coast are unique among North American native groups. Listen carefully to what is said by master carver, Stan Joseph, as he “reads” the totem pole, and later by Ron Wilson of the Haida Gwaii Watchmen. Make notes of the main ideas or key concepts they communicate.
• Make a list for one of the following topics as you view “BC”:
  o The types of landforms and bodies of water shown;
  o The species of animal life and plant life shown;
  o The major industries and economic activities mentioned or shown.

Immediately after viewing “British Columbia”:
• Discuss the role the totem pole played in Northwest coast native cultures and draw a conclusion about the cultural purpose. How is “reading” a totem pole similar to other types of reading (stories, poems, graphic novels, comic strips, ads, etc.)? How is it different?
• Collect the lists made of the types of landforms and bodies of water, the species of plants and animals, and the major industries and economic activities. Ask for volunteers to prepare composite lists.
Extended Activities and Research for groups or individuals:

- Compose a poem that describes one of the memorable images from this video segment. Before you begin, view the video segment again in order to help you think of adjectives that describe the images.
- Design a totem pole that portrays important events in your family’s life. Write a brief interpretation of your creation.
- Do research and write a report on the history of the Haida Gwaii/Queen Charlotte Islands and the controversy currently surrounding the Gwaii Haanas National Marine Conservation Area Reserve and Haida Heritage Site. One useful information source is [www.pc.gc.ca/pn-np/bc/gwaiihaanas](http://www.pc.gc.ca/pn-np/bc/gwaiihaanas)
- Find information about the importance of the major rivers and the Pacific Ocean in the development of BC, and write a report.
- List the names of some of the major cities in British Columbia, and also some unusual place names, and prepare a chart giving the historic origin of each name.
- Research the history of the building of the BC section of the Canadian Pacific Railway, and write a story about it written from the point of view of one of the people involved in completing this great accomplishment.
- Find information about native people who live in eastern Asia today and compare their traditions, culture and lifestyles with those of native people in Canada.
- Use a landforms map to locate the physical regions of British Columbia. Find out what the province’s major natural resources are and add symbols to the map to show where they are found. Prepare a legend to explain the meaning of the symbols.

THE TERRITORIES (13:32 min.)

- Look at a map showing the three territories that make up Northern Canada, and estimate how much of Canada’s land mass is located in this area. Using the figures on the chart at the end of this guide, sum up the area of the three territories, and calculate what percentage of the country’s land is in this region.
- Use a globe to identify the other countries that are closest to the country’s north. What similarities would you expect to find between Canada’s territories and these other circumpolar countries?
- Look at the flags of each of the three northern territories and compare and contrast the designs. What do the designs communicate about the history, culture and geography of each territory?

The Northwest Territories (5:22)

Before Viewing Activities – “The Northwest Territories”:

- Look at a relief map of the Northwest Territories (available on [http://atlas.gc.ca](http://atlas.gc.ca)) or a landforms map showing the area, and identify the major landforms and waterways in this territory. Discuss the role often played by rivers and mountains when borders between provinces, states or countries are determined. Look for examples in other parts of North America where landforms define political borders.

Activities for students while viewing “The Northwest Territories”:

- As you watch the NWT video segment, write adjectives and nouns that describe the landscape, buildings and people that are shown.
- Watch for information about the Eskimo dogs, and how their role is different from that of dogs that are family pets.

Immediately after viewing “The Northwest Territories”:

- What were the puppies doing that would help them survive if they were attacked? Try to imagine how this would help them if they were out in a snowy landscape.
Canada: The Provinces and Territories
Teacher’s Guide

- The gold rush attracted a lot of people who hoped to get rich quickly. Make a list of the characteristics of people who would head into unknown territory hoping to find gold.
- What is your overall impression of the Northwest Territories after watching this video segment?

**Nunavut (3:06)**

**Before Viewing Activities – “Nunavut”:**
- The flag of the newest territory, Nunavut, includes the image of an inukshuk. Look at the Nunavut flag and ask students to recall where else they have seen this symbol. Go to the Governor General’s web site on the Internet ([http://www.gg.ca/heraldry/emb/02/index_e.asp](http://www.gg.ca/heraldry/emb/02/index_e.asp)) to find information about the creation of the flag and coat of arms for Nunavut, and review the meaning of the symbols (images and colours) as a class. What is especially striking about this flag compared with that of your province or state?
- The Northwest Territories, until April 1999, also included what is now the new territory of Nunavut. Look at a map showing both territories and identify any landforms that may have played a part in deciding the location for the new border between the two territories.

**Activities for students while viewing “Nunavut”:**
- Think of something large that you or your family would like to purchase this year. While watching the Nunavut video segment, draw a conclusion as to what methods of transportation would be used to get that item to a person living in Iqaluit, the capital city of Nunavut, or to some small settlement a great distance from the capital.
- List things that are shown on the screen but not mentioned in the narration, naming the items if you know what they are or describing them so that they can be identified later.

**Immediately after viewing “Nunavut”:**
- Find out what purchases students thought about, and discuss how the transportation of large items would affect the price and the timing of purchases of such things in Nunavut. Analyze how modern transportation (airplanes, ships, railways) has changed life for northern native communities.
- Compile a composite list of things that were shown but not identified, and try to find the name for any unknown things.
- Discuss the similarities and differences between life in your community and life in a community in Nunavut.

**The Yukon (5:04)**

**Before Viewing Activities – “The Yukon”:**
- Look at a map of the Yukon that also shows Alaska and the Pacific Ocean. Locate the towns that will be mentioned in the video: Dawson City, Whitehorse, and Haines Junction, as well as Kluane National Park and Mt. Logan, the highest mountain in Canada.
- Find a map of Kluane Park that shows the size of its ice field, the largest non-polar ice field in the world. Compare it to the two polar icecaps in area and thickness.

**Activities for students while viewing “The Yukon”:**
- Find out from the video how the Pacific Ocean affects the Yukon even though a part of Alaska is located between the ocean and the Yukon.
- Make a list of the three prominent features of Kluane National Park that led to its being named as a World Heritage Site in 1979.

**Immediately after viewing “The Yukon”:**
- Discuss the answers found to the questions assigned during viewing.
Mary Jane Johnson says in the video that her people were nomadic, not by choice but because they had to follow their food sources. Discuss the meaning of nomadic, and recall the foods she mentioned in the video. What kind of game would they have followed when they were hunting? What time of year would they be picking berries, fishing, and hunting? Discuss why the elders are very important to a nomadic group.

Extended Activities and Research for groups or individuals:
- Select one of the following aboriginal groups, and do research on their history, culture, and current locations in Canada: The Dené, the Métis, or the Inuit. Summarize and simplify the information you find, and create text for a picture book about your group. Write with a Grade 3 reader as your intended audience.
- Research to find information about the natural resources of the three territories and record your information in chart format for each of the three territories.
- Conduct an Internet search for information about Nunavut’s flag and symbols. Compare the information you find with what is on the official Governor General’s site. How can you assess the accuracy of information you find on the Internet?
- Find information about the use of dogs in northern communities and write a newspaper article that describes the history of these dogs, the breeds, their traditional importance to natives, their modern uses and how technology has affected these dogs.

CONCLUDING SUMMARY ACTIVITIES
- Use a map of Canada to recall significant things about each province and territory that were shown in the video. What are some things that are common to most of the country? What are some of the most significant differences between east, west and northern areas of Canada? What significant things about your province were not included?
- Provincial flags are shown at the end of each province and territory segment. Find a reproduction or conduct an Internet search to find the flags and symbols of each province, and discuss the similarities and differences between them. What is the significance of the symbols, and what do they signify for each province or territory?
- The chart at the end of this guide lists the major industries of the provinces and territories of Canada that were listed in the video. Divide the class into 13 groups and assign one province or territory to each group. Ask them to use library resources to find other important industries and economic activities to add to this chart.
- Compare a landforms region map of Canada with a satellite photomap of the country. What images are common to each? What do you see on one that you do not see on the other?
- On a road map of Canada, find the Trans-Canada Highway, and list the major cities through which it passes. Describe Terry Fox’s attempt to run across Canada and locate the place mentioned in the video where he was forced to end his run. Discuss why this became a historically significant event. Predict what might have been different if he had been able to complete the run as planned.
- Find current population data for each capital city in Canada. Record the information on a graph and sort the data in ascending order.
- Identify relationships between your province and other provinces in Canada, using categories such as tourist destinations, dramatic arts collaborations, economic trade, heritage relationships, amateur and professional sports, music, and technological achievements.
- People move from one area of the country to another, sometimes pushed by causes such as drought, economic downturn or discrimination, and sometimes pulled by attractions such as free land, employment opportunities or climate. View the entire video again and record examples of events shown that motivated the movement of people to and within Canada. Predict what human migration might take place in future decades, and what events might push or pull these migrations, both within Canada and from other parts of the world.
- View the entire video again (preferably over two days) and assign to different groups of students the task of finding one of the following:
  - Examples of how humans have affected the Canadian landscape;
Canada: The Provinces and Territories  
**Teacher’s Guide**

- Native groups mentioned by province and territory, the activity shown and their influence on Canada;
- Music and sound effects included on the sound track that enhance the images being shown;
- The animals and vegetation that were shown in each province and territory;
- The landforms shown in each province and territory segment;
- Examples of structures, technology and building projects that changed the way people, goods and materials are moved around the country;
- National and Provincial Parks mentioned in the video.

Be sure that students understand the terminology in their assigned task.

- Write a report about the types and significance of fossils found in Miguasha Park, Quebec (a UNESCO World Heritage Site), and Dinosaur Provincial Park, Alberta. List other places designated as World Heritage Sites in Canada and the significant features of each.

**Additional Resources:**

The maps shown in these programs may be downloaded from the Atlas of Canada website: [http://atlas.gc.ca](http://atlas.gc.ca)

<table>
<thead>
<tr>
<th>Province or Territory</th>
<th>Square Kilometers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>661,190</td>
</tr>
<tr>
<td>British Columbia</td>
<td>929,730</td>
</tr>
<tr>
<td>Manitoba</td>
<td>650,087</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>73,436</td>
</tr>
<tr>
<td>Newfoundland &amp; Labrador</td>
<td>372,000</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>1,170,000</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>52,841</td>
</tr>
<tr>
<td>Nunavut</td>
<td>1,990,000</td>
</tr>
<tr>
<td>Ontario</td>
<td>1,068,582</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>5,660</td>
</tr>
<tr>
<td>Quebec</td>
<td>1,358,000</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>651,900</td>
</tr>
<tr>
<td>Yukon</td>
<td>483,450</td>
</tr>
<tr>
<td><strong>Total Land Area of Canada</strong></td>
<td><strong>9,466,876</strong></td>
</tr>
</tbody>
</table>

**Major Industries of the Provinces and Territories of Canada (as listed in the video)**

<table>
<thead>
<tr>
<th>Province or Territory</th>
<th>Industry</th>
<th>Industry</th>
<th>Industry</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>Agriculture</td>
<td>Forestry</td>
<td>Oil</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td>Fishing</td>
<td>Forestry</td>
<td>Mining</td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td>Cattle</td>
<td>Grain</td>
<td>Mining</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Food processing</td>
<td>Forestry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland &amp; Labrador</td>
<td>Fishing</td>
<td>Forestry</td>
<td>Mining</td>
<td>Oil</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Mining</td>
<td>Oil &amp; Gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Agriculture</td>
<td>Forestry</td>
<td>Mining</td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td>Fishing</td>
<td>Mining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td>Manufacturing</td>
<td>Mining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Agriculture</td>
<td>Fishing</td>
<td>Tourism</td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td>Aerospace</td>
<td>Manufacturing</td>
<td>Mining</td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Mining</td>
<td>Oil &amp; Gas</td>
<td>Wheat</td>
<td></td>
</tr>
<tr>
<td>Yukon</td>
<td>Forestry</td>
<td>Mining</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>