

4.4.3 Describe the political landscape of Canada

Learning Centers Developed and Prepared by:

Katie Dow

Amy Acker

Kelly Gray

Contents - helping students to understand that:

- Canada is a country comprising provinces and territories
- Canada has a central and federal government
- The federal government makes decisions and laws for the entire country in areas for which it has responsibility

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The What and Why of Laws (* Should Activity)

Learning Center: Students will think about, and describe common laws and explain why they are necessary.

**Extension: What is the most important law (past or present) ever enforced in Canada?*

Grade Level: 4

Subject: Social Studies

Materials:

- Laws activity sheet (see attached)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to explain some familiar, everyday laws and describe (on their own and with others) why these laws are necessary in Canada.

Activity Procedure:

1. Students will be asked to complete “Laws” activity sheet. They should write a few sentences explaining what law each picture describes and why these laws are necessary. Students can work alone or collaboratively.
2. They should discuss their knowledge about laws with others at their group.

Steps for Students:

1. Complete the “Laws” sheet. Write (at least) one few full sentences for each picture. Explain what law is shown in each picture and why we need these laws. You may work together or with a partner.
2. Talk with the people at your center about why the laws in the pictures are important and what the world would be like without these laws. What do you think the world would be like without any laws at all?

Extension: Ask students to discuss, within their group, and come to a conclusion about, the most important law they have ever heard of in Canada. They may do research using a computer, and provide evidence backing up their decision.

Assessment:

The “Laws activity sheet” will be used to determine students learning. Students will be assessed based on the completion of the sheet and whether or not they have provided one complete sentence for each question asked (therefore under each law there should be one complete sentence explaining what law the picture is describing, and one complete sentence explaining why that law is necessary).

LAWS

Laws are much like rules. Laws set limits and keep us safe. Look at the pictures below. What laws do these pictures describe? Why do we need these laws?









Laws of the Past and Laws of Today (* Must Activity)

Learning Center: Students will compare laws of 100 years ago with laws of today. They will be required to explain why laws are necessary, why laws have changed, and why some laws have stayed the same.

Grade Level: 4

Subject: Social Studies

Materials:

- Rules/Laws Sorter Sheet (see attached)
- Envelope of Laws/Rules of the Past and Present (see attached)
- Assessment Rubric (see attached)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to distinguish between rules and laws of the past and those of today, and understand that the Federal government makes rules for the whole country.

Activity Procedure/Steps for Students:

1. Take the “laws” envelope and lay out all of the cards face up. Work alone or with a partner to sort out “laws of today” and “laws of the past”.
2. Use the sorter to sort laws as either “Laws & Rules of the past” or “Laws and Rules of Today”
3. Talk with the people at your station about why you sorted the laws in the way in which you did. Move them if you change your mind. Talk about why certain laws might be old, or no longer existing in Canada. Explain why you chose to sort the laws in the way in which you did.

Extension: Think of a law that should be applicable to the whole country (a Federal Law). Why do we need this law? How is it useful/helpful? Have a discussion within your group and create a poster explaining this law.

Assessment rubric: Laws Learning Center

Name: _____

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements, and there is evidence of time and effort in their				

work.				
Knowledge/Reflection: The student demonstrated their knowledge of past and present laws in Canada				

Speed Limit in, town limits, is 10 km per hour	You may not talk on your cell phone while driving
Poor Immigrants are not allowed to enter the country	Working citizens must be paid at least \$9.50 per hour
Citizens may not publicly remove bandages	You must be at least 16 and have a licence in order to drive.
It is illegal for clear sodas to have caffeine in them	It is illegal to take something without paying for it
It is illegal anywhere in Canada to pay for a 26 cent item in all pennies.	It is illegal for schools to operate on Holidays

<p>30% of the music played on Canadian Radio Stations must be by Canadian musicians</p>	<p>You must wear a helmet when riding your bike</p>
<p>Murderers must be hung in public</p>	<p>Women may not vote</p>

Rules and Laws of the
Past

Rules and Laws of
Today

Smart Board Show What You Know (*Could Activity)

Learning Center: Smart board “Canada” activity – Students will be able to learn and identify the names of the provinces and territories and their capitals, recognize their shapes and be able to locate them in relation to each other.

Grade Level: 4

Subject: Social Studies

Materials:

- Canada Provinces & Capitals Resources Smart board Resource (see below)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

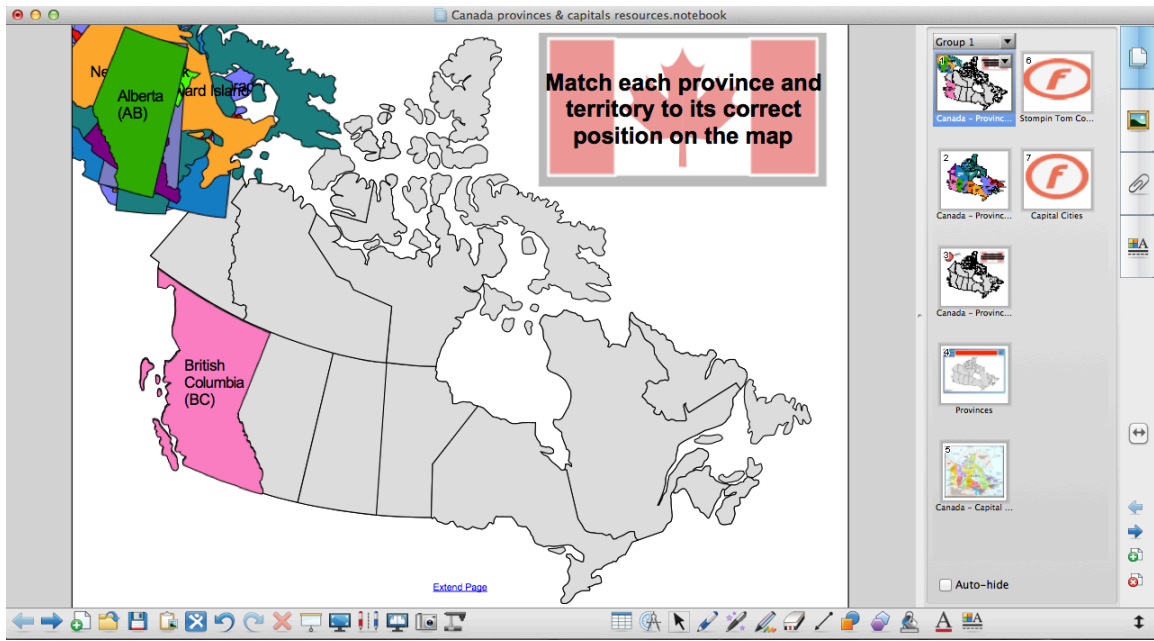
Objectives: Students will be able to determine and match the shapes of the provinces and territories. They will demonstrate their knowledge in the final smart board test, which evaluates knowledge of provinces, territories, and their capitals.

Activity Procedure/Steps for Students:

1. Follow instructions on Smart Board: Match each province and territory to its correct position on the map.
2. Listen to the Canada – provinces song.
3. Use the magnifying glass to help identify the provinces and territories.
4. Play the provinces identification game.
5. Examine the capitals of each province.
6. Listen to Stompin’ Tom’s Capitals song.
7. Review with final game (save game).

Assessment:

- Students will be assessed based on the completion and correct answers of the final review quiz.
- Students will also be given a check or X based on their participation in the activity.



Retrieved from:

<http://exchange.smarttech.com/search.html?q=canadian+geography>

Create your Country (*Could Activity)

Learning Center: Students will be asked to draw a province or territory from an envelope and construct a model of the chosen province or territory with the plasticine and clay provided.

Grade Level: 4

Subject: Social Studies

Materials:

- Provinces/Territories Cards (see attached)
- Map of Canada
- Plasticine or Play dough (enough for every student)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to create the general shapes of randomly selected provinces and territories. They will then be required to work collaboratively and construct a model of Canada using their collective models. If time permits they will be required to label each province and territory and their capitals. They will develop an understanding of the shapes of each province and of Canada as a whole.

Activity Procedure/Steps for Students:

1. Randomly pick a province/territory from the envelope
2. Use your plasticine/clay to mold the shape of your chosen province or territory.
3. If you are finished then choose another card.
4. Once everyone in your group is finished (help others if needed) then attempt to put all of the pieces together based on the map of Canada.
5. If there is still time remaining, label the provinces and territories by drawing on your models with pencils, then label the capitals.

Extension: Using the information in your classroom and the netbook or class computer do some research about Canada's capital. Try to find answers for the following questions: Why is Canada's capital where it is? What does Confederation mean? Who is our prime minister? What is 'parliament'? Prepare a quick explanation to share with the class.

New Brunswick	Alberta
Nova Scotia	British Columbia
Prince Edward Island (PEI)	Quebec
Newfoundland and Labrador	Yukon
Ontario	Nunavut
Saskatchewan	Northwest Territories
Manitoba	

Canadian Crossword (*Should Activity)

Learning Center: Students will complete a crossword puzzle on Provinces, Territories and Capitals. They will be required to fill in the answers to the crossword puzzle with help from the map of Canada that is provided.

Grade Level: 4

Subject: Social Studies

Materials:

- Map of Canada for each student (see attached)
- Crossword for each student (see attached)
- Assessment rubric (see attached)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to understand that Canada is comprised of Provinces, Territories and Capitals, Including Ottawa as the Nations Capital

Activity Procedure/Steps for Students:

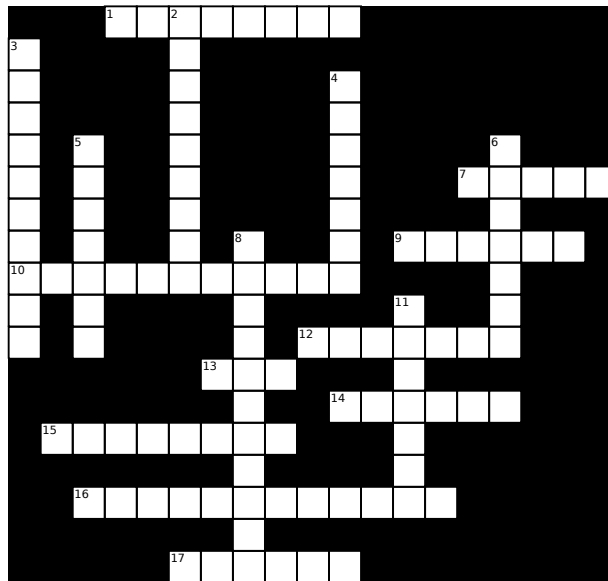
1. Take a crossword and map of Canada
2. Within Canada, there are different provinces and territories. Each one houses a seat for the government within its own Capital City. It is here where they help to begin the process of making laws for that part of the country. All laws to be passed go to Ottawa Ontario, Canada's Capital City.
3. Please put your name on the crossword and complete it with the help of your map. You may work with others at your group



Provinces and Capitals of Canada

Miss. Acker

- *Complete the puzzle to your best ability.
- *Use the map to help you answer questions.
- *Don't use spaces
- *Ex: Nova Scotia would be NovaScotia.



- | Across | Down |
|--|--|
| 1 Winnipeg is the Capital City of which Province? | 2 Which territory is between Nunavut and the Yukon? |
| 7 Which Territory looks most like a triangle? | 3 Which Province is shaped like a boot? |
| 9 The Capital of Canada is _____ | 4 What is the Capital City of Newfoundland and Labrador? |
| 10 In Canada, there are 10 Provinces and 3 _____ | 5 Toronto is the Capital of which Province? |
| 12 The Capital City of Nunavut is _____ | 6 Which Territory spreads the farthest North in Canada? |
| 13 Which Province is the smallest Province in Canada? | 8 What is the Capital of New Brunswick? |
| 14 Which Province has the same name as its Capital City? | 11 Edmonton is the Capital City of _____ |
| 15 What is the Capital of British Columbia? | |
| 16 Which province is to the left of Manitoba? | |
| 17 We live in the Country of _____ | |

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements, and there is evidence that they used the map to help answer questions				
Knowledge: The students' answers demonstrated proper spelling of the provinces, territories and capitals				

Sing a long Fill in the Provinces and Territories (* Could Activity)

Learning Center: *Listening center:* Students will listen to a song that indicates what the Provinces, Territories and Capitals are within Canada. As they listen to the song, students will be required to fill in the blanks as to what the Capital Cities are. The song lists the capital cities in the same order as the provinces and territories are sung. The song can be played as many times as they need to complete the activity.

Grade Level: 4

Subject: Social Studies

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to understand that Canada is comprised of provinces, territories, and their capitals.

Materials:

- Provinces and territories sheet (see attached)
- Assessment Rubric (see attached)
- YouTube provinces/capitals song (see below)
- Netbook and headphones for each student

Activity Procedure/Steps for Students:

1. Go to a netbook, put headphones in, and listen to the YouTube linked song.
2. Take the provinces and territories sheet and listen to the song while filling in the sheet (hint: the song tells the provinces and capitals in a counter clockwise fashion).
3. Make sure that your name is at the top of the sheet and hand it in.

Song: http://www.youtube.com/watch?v=iKk_SqXFBIM

Lyrics:

BC and Alberta, Saskatchewan nearby
Manitoba, Ontario, Quebec and P.E.I.
New Brunswick, Nova Scotia,
Newfoundland and Labrador
Nunavut, Northwest Territories
then the Yukon, lets do more!

Victoria and Edmonton, Regina can be found
Winnipeg, Toronto, Quebec City, Charlottetown
Fredericton, Halifax and then we have St. Johns
Iqaluit Yellowknife then Whitehorse...
And we're done!

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity with help from the song				
Knowledge: The students' answers demonstrated proper spelling of the capitals by using the list provided				



1. St. Johns
2. Yellowknife
3. Victoria
4. Fredericton
5. Charlottetown
6. Edmonton
7. Whitehorse
8. Winnipeg
9. Toronto
10. Halifax
11. Regina
12. Iqaluit
13. Quebec City

Provincial Twister (*Must Activity)

Learning Center: Students will play the game of twister, but on a large map instead. This game will help them locate the provinces within Canada.

Grade Level: 4

Subject: Social Studies

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

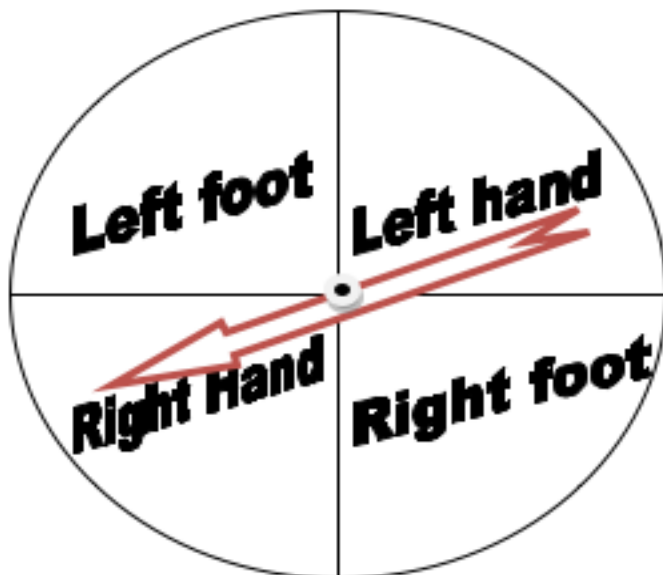
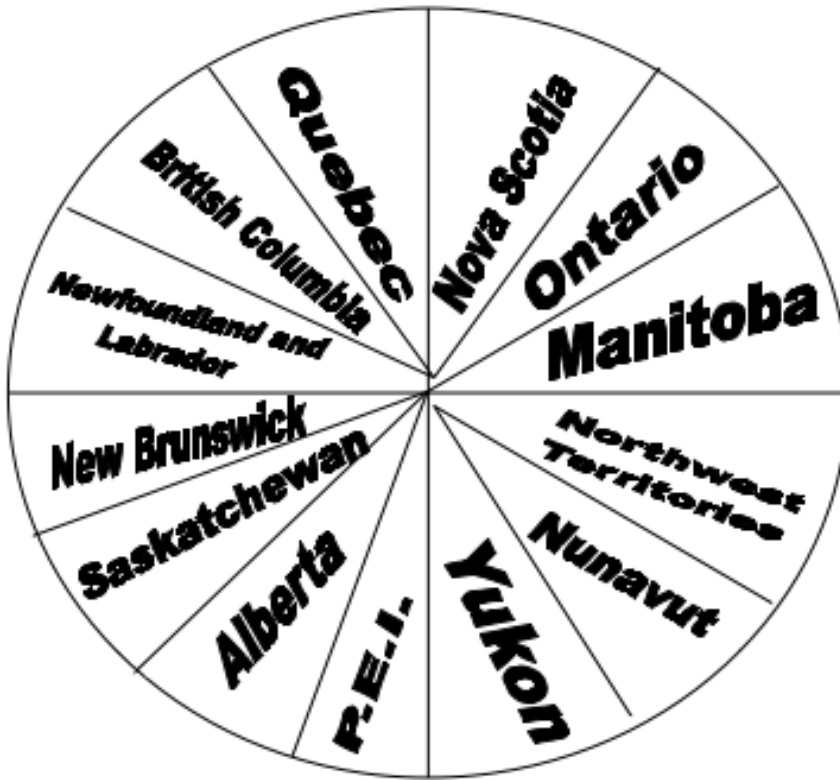
Objectives: Students will be able to physically locate different areas of Canada quickly and show them with their hands and feet.

Materials:

- 2 spinners (see attached)
- Large floor map of Canada (see Learning Center 5: Blow up map to floor size)
- Assessment Rubric (see attached)

Activity Procedure/Steps for students:

1. Decide who will go first and who will be the spinner first using rock-paper-scissors.
2. Spin both spinners for each player (in turn).
3. One indicates which hand or foot to use and the other indicates which province or territory to place it on. For example: your spin showed Ontario, right hand – then put your right hand on Ontario.
4. One person spins the spinners and other group members play the game until someone falls down or play for 5 minutes and then restart to ensure that everyone has a turn.



Assessment:

- Students will be assessed based on their participation on the activity and their accuracy in locating provinces and territories on the map of Canada

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements (followed spinner instructions and placed appropriate body parts on the accurate provinces/territories)				
Knowledge: The students' answers demonstrated understanding of the locations of provinces and territories.				

Scrambled Canada (*Should Activity)

Learning Center: Students will apply their knowledge of capitals to unscramble letters on each province and territory to create the appropriate capital

Grade Level: 4

Subject: Social Studies

Materials:

- “Capitals scramble sheet” (see attached)
- Letter tiles
- Pencils
- Assessment Rubric (see attached)

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to unscramble letters that are on each province and territory to create the appropriate federal capitals.

Activity Procedure:

3. Students will be given letter tiles to use in order unscramble the letters that are on each province and territory creating the appropriate capital to that province or territory
4. Students can make the words using their letter tiles and place them directly on the table in their space
5. Students are to try it on their own but can collaborate if experiencing difficulty
6. Go over all of the capitals as a group allowing every student to have the opportunity to share their unscrambled capital for the appropriate province or territory
7. Students are then to write in the capital to the appropriate province or territory

Steps for Students:

4. Take a container of letter tiles and a map of Canada
5. Put your name and date at the top of the map of Canada
6. Use the letter tiles to unscramble the capitals that are placed in a province or territory
7. Have your capitals spelt out on the table with your letter tiles
8. Discuss with people at your center possible answers
9. Write the appropriate capital in every province and territory
- 10.

Assessment:

The “Capitals scramble sheet” will be used to determine students learning. Students will be assessed based on the completion of the sheet and whether or not they have provided the appropriate capital to each province and territory.

Canada



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Assessment rubric: Scrambled Capitals Learning Center

Name: _____

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements, and there is evidence of time and effort in their work.				
Knowledge/Reflection: The student demonstrated their knowledge of federal capitals through the activity.				

Canadian Treasure Trek (*Must Activity)

Learning Center: Students will apply their knowledge of provinces and territories' shapes, names, capitals and abbreviations to complete the online activity "Treasure Trek" on their netbooks.

Grade Level: 4

Subject: Social Studies

Materials:

- A netbook for every member in the group
- Website: <http://www.tvokids.com/games/canadastreasuretrek>
- Social Studies book
- Pencil

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to use clues to answer questions about the landscape of Canada

Activity Procedure:

1. First students will log into their netbook and go to <http://www.tvokids.com/games/canadastreasuretrek>
2. They will begin at level one and work their way up to level three in "Canada's Treasure Trek." They will try and complete every level in the time allotted. They are to try and answer the skill testing questions as best they can.
3. They will start by clicking on level one where the clue given is the name of the province or territory. This reinforces student's knowledge of shape recognition and location
4. Then students will go to level two where the clue given is the capital of each province or territory. This reinforces students' knowledge of capitals, shape recognition and location.
8. Students then go to level three where the clue given is the province or territories abbreviation. This level introduces a new way of naming provinces and territories as well as reinforces shape recognition and location.
9. Have them write in their Social Studies book what level they completed and what was the last question asked

Steps for Students:

1. Log onto your netbook and go to <http://www.tvokids.com/games/canadastreasuretrek>
2. Choose level one. Read the clue and drag the province or territory at the bottom of the screen to its appropriate location on the map. Answer the questions as best you can.

3. When finished, put in the link again and try level two. This time the clue will give you the capital and you are to choose the province or territory that matches the capital to bring to its appropriate location on the map. Again, answer the questions as best you can.
4. When finished, put in the link again and try level three. This time you will be introduced to the abbreviations of provinces and territories. Do your best to match the abbreviations with the proper provinces and territories and drag them to their appropriate spot on the map! Again, answer the questions as best you can.
5. Write down in your social studies book what level you made it to and the last question that was asked i.e. “the place whose capital is Winnipeg”

Assessment:

Assessment will be done through observation of students’ competency of activity on “Canada’s Treasure Trek.” Assessment will also be done by looking at what level the students make it to in the time allotted. Students will have it written in their Social Studies book.

Assessment rubric: Treasure Trek Learning Center

Name: _____

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements, and there is evidence of time and effort in their work.				
Knowledge/Reflection: The student demonstrated their knowledge of the landscape of Canada by answering questions correctly				

Vote for a new teacher (* Must Activity)

Learning Center: Students will be given a hypothetical situation where their teacher has to leave for the rest of the year. They are given a list of five teachers and they are to vote for a one to take over their current teacher's position. They will look at their qualities and decide which teacher would be the best fit for their classroom.

Grade Level: 4

Subject: Social Studies

Materials:

- Instruction of an election
- Five separate description sheets of teachers
- Cue cards
- Ballot box
- Pencil
- Social Studies notebook

Curriculum Outcomes: **GCO:** Unit 4: Exploring the Landscapes of Canada

SCO: 4.4.3 Exploring the political landscape of Canada

Objectives: Students will be able to understand how a Prime Minister is voted into their position and why a Prime Minister might be voted in based on certain qualities they might have.

Activity Procedure:

1. First students are to read the instructions of an election
2. Then students will write down in their social studies notebook traits they think a good teacher should have
3. Then students will write down traits they think a good teacher should not have
4. They will then be shown five sheets of paper with a different teacher on each and all of their traits
5. They are to look at their list of traits and see if any are similar to the traits the teacher's have and they are to vote on a cue card that is to be placed in the election box in the middle of the table
6. Students will then count the votes to see which teacher won (the most votes wins)
7. Students then write in their social studies notebook why they think the chosen teacher will or will not be a good teacher and why

Steps for Students:

1. Read the instruction sheet on elections
2. Write down traits you think a good teacher should have i.e. caring, helpful
3. Now write down traits you think a good teacher should not have i.e. mean, bossy
4. Take a look at the five different teachers on the papers in front of you

5. Look at the traits you have written for a good teacher and compare it to these teachers to see if any of the traits are the same
6. Now it's time to vote! Take a cue card and write a teachers name on it then place it into the election box in the middle of the table
7. The student with the longest hair will count up the votes to see which teacher won
8. Write in your social studies notebook if you think that this teacher will or will not be a good teacher and why

Assessment:

Assessment will be done through observation of student's notebooks. Student learning will be assessed by reading what is written in their notebooks as to why they think the teacher that was chosen will or will not be a good teacher.

Assessment rubric: Voting Learning Center

Name: _____

<i>Evaluation criteria</i>	<i>Not there yet</i>	<i>Getting there...</i>	<i>Made it!</i>	<i>Comments</i>
Participation: The student completed the activity as per requirements, and there is evidence of time and effort in their work.				
Knowledge/Reflection: The student demonstrated their knowledge of voting by voting for a teacher that has the best characteristics for the job and backed up their answer with a logical response.				

Election Instructions: (to be given at beginning of center)

Your teacher just won the lottery and is taking the rest of the year off! There are five teachers that all want to teach your class. It is up to you to decide which teacher will do the best job in your classroom. An election will be held at this center and your vote will decide who will teach your class for the rest of the year! An election is when everyone chooses a teacher they think will do the best job based on their character traits and write it down. When everyone has chosen, the choices will be

counted and the teacher who was chosen the most wins! Read the following instructions and don't forget to choose carefully.

Teacher #1

- Never on time
- Caring
- Helpful
- Gives confusing instructions
- Funny person

Teacher #2

- Sad
- Boring
- Always late
- Helpful
- Busy (always on the move)

Teacher #3

- Hard worker (makes students work hard)
- Always on time
- Hard marker
- Happy
- Enthusiastic

Teacher #4

- Energetic (lots of energy)
- Loud
- Kind
- Gives lots of homework
- Asks lots of questions to students

Teacher #5

- Thoughtful
- Teaches into recess
- Organized
- Won't answer student's questions
- Gives hard tests