



# CANADA

A simulation of travel agencies planning family vacations in the Canadian provinces

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*Canada is a country whose citizens love the outdoors. They value their scenery and sports—as do visitors to their nation.*

It has been said that Canada, our northern neighbor, is the best friend the United States has anywhere in today's world. Yet many of us know little about this country that shares our northern border. There are people who believe that Canada is one of the states in the United States. Others believe that Canada is simply a land of ice and snow. How wrong they are! Canada

is a modern nation, much like the United States—technologically advanced and progressive. Yet there are definite differences between the two nations. Our children should learn to understand and respect these similarities and differences as citizens of both nations work to remain good friends and neighbors in the years to come.

This simulation is designed to help students learn and experience the following:

**Knowledge**

- Location
- Physical features
- History
- Government
- Recreational attractions
- People of Canada's 10 provinces and three territories

**Attitudes**

- Enjoying and feeling empathy for the beautiful lands and peoples of a culture so like ours—but yet so different.
- Appreciating the benefits of individual research and group participation
- Valuing the knowledge gained by listening to fellow students' presentations.

**Skills**

- Using a variety of resource materials
- Organizing information gathered
- Using written and oral language correctly
- Developing imagination while creating projects
- Becoming productive, cooperative members of a group
- Gaining knowledge from classmates' presentations
- Making decisions
- Enjoying the process of learning

CANADA is a simulation developed to help children learn about our neighboring country to the north. The class is divided into five Travel Agency teams. Each Travel Agency team is responsible for learning about one area of Canada. The teams present what they have learned to the class in such a way that their classmates want to visit the area as a family group on a vacation during Phase 3.

### **Phase 1**

Students complete pretests to determine their present knowledge. Next, the team members, working as a group, complete individual worksheets based on basic knowledge they need to know about Canada as a whole (e.g., geography, history, government, and people). They gain this information from the material printed in their Student Guides as well as in encyclopedias and other available resource materials. At the end of the first week, these worksheets are corrected together as a class and any misinformation simply changed.

Next, the Travel Agency teams plan how they wish to present what they have learned about their particular areas. Each team prepares a handout for each province/territory in its area. Duplicate these handouts and give them to the Travel Agencies to distribute at the time of the presentations.

The individual members of the teams choose reports and projects they wish to be responsible for completing, based on their individual preferences as well as what will be needed for the presentation. The Travel Agencies have one week to complete this preparation.

### **Phase 2**

The teams present what they have learned to the class. Each team member earns MapleLeaf Travel (MLT) money based on the amount and quality of the work done individually. The Agency receives MapleLeaf Travel money based on the team effort during the presentation. The amount earned by the team is recorded on the AGENCY TALLY SHEET and then is divided among the individual members of the Agency who record their shares on their INDIVIDUAL TALLY SHEETS.

### **Phase 3**

The Travel Agency teams now become "Family" units planning a vacation to Canadian destinations. Each team receives an additional 1,000 bonus MapleLeaf Travel Dollars. This amount



*Your students will research necessary background information about the various provinces and then will speak confidently because of the information they have gathered.*

*Your students will enjoy  
simulating families  
traveling through Canada.*



is be recorded on the AGENCY TALLY SHEET and divided between Agency members, who record their share on their INDIVIDUAL TALLY SHEETS.

The two students with the largest number of MLT dollars (top boy and top girl) become the parents; the rest of the group become the children of the family unit.

Then individual members of the family groups decide where they would like to spend the MapleLeaf Travel Dollars they have earned. They complete a form listing the places and the reasons for their choices. Based on the individual members' choices, the group decides where members will go as a family unit. The vacation lasts 14 days during which time each family group spends 250 MapleLeaf Travel Dollars per day. Families may visit any of the five areas, but they may spend only 250 MLT dollars in the area they studied. Those who have become parents have the deciding vote by right of their position as heads of the family group.

The FAMILY DECISION FORM is turned in to you so the other teams know the number of MLT dollars they have earned.

While you help the family groups complete their INDIVIDUAL TALLY SHEETS and AGENCY TALLY SHEETS, students assemble everything they have received (including the Student Guide) into a notebook with a cover, title page, and table of contents. MLT dollars are earned for completing these notebooks.

The person who accumulates the most MapleLeaf Travel Dollars becomes the individual winner, and the team with the most points becomes the winning team. Each student who has completed one project, one report, and a notebook, and has taken an active part in his/her team's presentation receives a Participation Award. All awards are presented.

The children evaluate what they have learned and take a post-test.

Finally, members of the Travel Agency teams may choose to set up booths in the classroom (possibly for a PTA meeting) in order to show their parents what they have learned and to educate others about Canada.

# UNIT TIME CHART

Use this as a timing guide; alter as desired.

<p><b>PHASE ONE</b></p> <p>PRE-TEST</p> <p>Introduction</p> <p>Establish groups</p> <p style="text-align: right;"><b>1</b></p>	<p>Read, discuss, and complete Information Charts on Canada</p> <p style="text-align: right;"><b>2</b></p>	<p>Read, discuss, and complete Information Charts on Canada</p> <p style="text-align: right;"><b>3</b></p>	<p>Read, discuss, and complete Information Charts on Canada</p> <p style="text-align: right;"><b>4</b></p>	<p>Correct worksheets</p> <p style="text-align: right;"><b>5</b></p>
<p>Complete the reports and projects</p> <p>Plan Presentation</p> <p>PROVINCE NOTE-TAKING HANDOUTS</p> <p style="text-align: right;"><b>6</b></p>	<p>Complete the reports and projects</p> <p>Plan Presentation</p> <p>PROVINCE NOTE-TAKING HANDOUTS</p> <p style="text-align: right;"><b>7</b></p>	<p>Complete the reports and projects</p> <p>Plan Presentation</p> <p>PROVINCE NOTE-TAKING HANDOUTS</p> <p style="text-align: right;"><b>8</b></p>	<p>Complete the reports and projects</p> <p>Plan Presentation</p> <p>PROVINCE NOTE-TAKING HANDOUTS</p> <p style="text-align: right;"><b>9</b></p>	<p>Complete the reports and projects</p> <p>Plan Presentation</p> <p>PROVINCE NOTE-TAKING HANDOUTS</p> <p style="text-align: right;"><b>10</b></p>
<p><b>PHASE TWO</b></p> <p>Agency presentations</p> <p>AGENCY TALLY SHEET</p> <p>INDIVIDUAL TALLY SHEET</p> <p>AWARD MLT DOLLARS</p> <p style="text-align: right;"><b>11</b></p>	<p>Agency presentations</p> <p>AGENCY TALLY SHEET</p> <p>INDIVIDUAL TALLY SHEET</p> <p>AWARD MLT DOLLARS</p> <p style="text-align: right;"><b>12</b></p>	<p>Agency presentations</p> <p>AGENCY TALLY SHEET</p> <p>INDIVIDUAL TALLY SHEET</p> <p>INDIVIDUAL DECISIONS FORM</p> <p>AWARD MLT DOLLARS</p> <p style="text-align: right;"><b>13</b></p>	<p><b>PHASE THREE</b></p> <p>Group decisions</p> <p>Tally points</p> <p>FAMILY DECISION FORM</p> <p>Assemble Notebooks</p> <p style="text-align: right;"><b>14</b></p>	<p>Present awards</p> <p>POST-TEST</p> <p>Debriefing and evaluation</p> <p style="text-align: right;"><b>15</b></p>

## “BASIC INFORMATION” QUESTIONS - 2

Fill in the correct answers to these questions. Remember to use your Student Guide.

1. Do more people live in the United States or Canada? \_\_\_\_\_
2. \_\_\_\_\_% of all Canadians live within 100 miles of the US-Canadian border.
3. The northern area of Canada contains \_\_\_\_\_% of the world's supply of fresh water.
4. The greatest land area in Canada was formed during the Ice Age and is called the \_\_\_\_\_.
5. Canada's most populated area is \_\_\_\_\_.
6. The high mountain area of British Columbia, Yukon, Alberta, and the Northwest Territories is called the \_\_\_\_\_.
7. Two words that can be used to describe the plains that lie around the Arctic Ocean are \_\_\_\_\_ and \_\_\_\_\_.
8. \_\_\_\_\_ was the first explorer to see and claim Canada for France.
9. \_\_\_\_\_ established the first permanent settlement in Canada at Quebec.
10. The British won the Canadian lands after the \_\_\_\_\_ War.
11. During the War of 1812, the Americans captured and burned the capitol of Canada at \_\_\_\_\_.
12. The Dominion of Canada was established when the \_\_\_\_\_ was passed by the English Parliament in 1867.
13. The Canadians gained complete self-rule in \_\_\_\_\_.
14. The head of state is the \_\_\_\_\_.
15. The head of the government is \_\_\_\_\_.
16. Parliament is divided into the \_\_\_\_\_ and the \_\_\_\_\_.
17. The money used in Canada is called the \_\_\_\_\_.