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CANADA



A Simulation of Travel Agencies Planning Family Vacations
in the Canadian Provinces

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

JAN CALLIS, the author of CANADA, received her B.A. from the University of Denver and her M.A. from San Diego State University. Recently, Jan retired after 30 years of teaching, and she now writes cooperative learning materials and integrated curriculum units for young persons. For Interact she has also written AMIGOS, a simulation of a race through Latin America developing awareness of its lands, people, and history.

Revised 2009 Edition.

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10200 Jefferson Boulevard

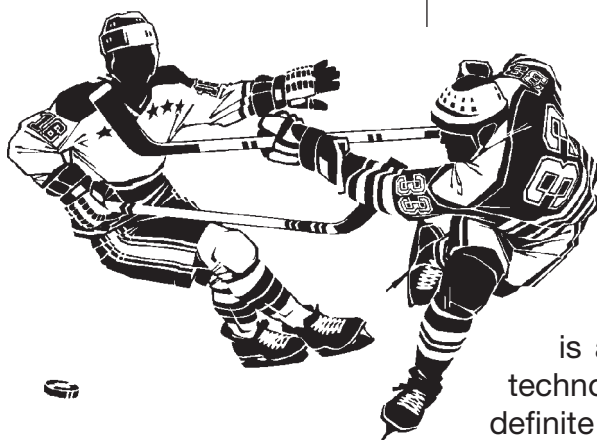
P.O. Box 802

Culver City, CA 90232-0802

www.teachinteract.com

ISBN 978-1-57336-013-5

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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.

1. You may select teams on the basis of the PRE-TEST, by random chance, or in any way you may desire to create balanced teams. (Note: You may wish to form your family groups of members other than the traditional father/mother/children pattern, particularly if a majority of your students come from single parent families. However, both the author and editors believe children should **not** be given as an ideal anything other than the traditional American family.)

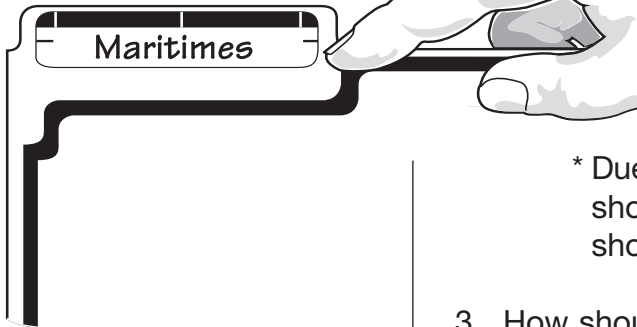
2. Establish five Travel Agency teams:

- **Maritimes** (New Brunswick, Nova Scotia, Prince Edward Islands)
- **Quebec and Newfoundland***
- **Ontario, Nunavut, Northwest Territories**
- **Prairie Provinces** (Alberta, Manitoba, Saskatchewan)
- **British Columbia and Yukon**

* Due to the unsettled political situation in Quebec, you should have Quebec be a separate team, and you should move Newfoundland to the Maritimes.

3. How should you decide which area each Travel Agency will study? The fairest way is likely to have team leaders draw names or numbers from a box or hat. You may also wish to let students have power to negotiate with other teams in order to trade areas. (They love to do such bargaining!) Once the decisions have been made, however, they must stand.

Set up a folder for each Travel Agency.



These notebooks are also very attractive additions to the students' desks or classroom at the time of an open house.

OPENHOUSE

CANADA may be changed in several ways in order to better meet your students' needs and interests.

1. The number of provinces and/or territories studied by each Travel Agency may be changed to fit the size of the group using the simulation.
2. Several classes could use CANADA at the same time with each class studying a different area and presenting the information it has acquired to the other classes.
3. The accumulation of the materials into the notebook at the end of the simulation may be eliminated. (I have found that the notebooks help the children bring together all they have learned. They also make it easier for students to demonstrate to their parents what they have studied.)
4. Only half an hour has been allocated to each group for its presentation. You may wish to extend this time limit. Such a change would mean using more time during the day or extending the length of the simulation by several days.
5. Any MapleLeaf Travel Dollars that cannot be spent in traveling may be used by the Travel Agency members to gain extra time during the day in other areas of study (e.g., extending the due date on a long assignment... gaining additional library, art, music, or physical education time). These dollars may also be used to buy special treats such as viewing a videotape they wish to see or having a special snacktime.

You will likely wish to organize the various students handouts into separate folders.



If you decide you do not want your students to mark on their CANADA maps found on pages 8–9 of their Student Guides, duplicate a class set of the map on page 80.

1. **Duplication:** Prepare the following in the number indicated in *Italics*:

- MAPLELEAF TRAVEL DOLLARS—*25 to 30 sheets (Cut and assemble these “dollars” into like denominations of money. Duplicate more if necessary.)*
- PRE/POST TEST—*two class sets*
- AGENCY TALLY SHEET—*class set + one per Travel Agency*
- “BASIC INFORMATION” QUESTIONS—*class set*
- FAMILY DECISION FORM—*class set + one per Travel Agency*
- Worksheets with questions to answer on each of the “basic information” subjects discussed in the Student Guide. Each student should have a set of the following worksheets:
 - GOVERNMENT ACTIVITY—*class set*
 - HISTORY ACTIVITY—*class set*
 - INDIVIDUAL DECISION FORM—*class set*
 - INDIVIDUAL TALLY SHEET (one copy per student)
 - PEOPLE ACTIVITY—*class set*
 - PROJECT REPORT FORM—*two class sets (minimum)*
 - PROJECTS AND REPORTS—*one per Travel Agency member within areas + one of each for the Travel Agency folder*
 - PROVINCE NOTE-TAKING HANDOUT—*one per student per province or territory, grouped by areas (The number is determined by the number of provinces studied. Duplicate these handouts when completed so each student in the class receives one at the time of the group’s presentation.)*
 - PARTICIPATION AWARD—*class set*
 - SUGGESTED DESTINATIONS—*class set*
 - TOP INDIVIDUAL WINNER—*one (for top student winner)*
 - TOP AGENCY WINNER—*one per member of the winning Travel Agency*

2. **Folder:** Students will need individual folders or envelopes in which to keep the materials they are using. Each Travel Agency team will also need to have a folder or envelope. The folders can be folded 12" x 18" pieces of construction paper, or you can use manila folders.

Write well in advance to receive materials from Canadian sources. You might request one copy for each group so that you have an up-to-date map and booklet on all national parks and historic sites for each Travel Agency.

You may write requesting information or you and/or (select) students may download information from the Internet.

3. **Room environment:** Set aside a large bulletin board for a large map of Canada as well as for scenic pictures and posters. (If a large map of Canada is not available, you can use the center sheet of the Student Guide to make a display copy.)

Provide classroom space for

- any items the students may bring in
- books and supplies needed for research and projects
- completed projects and reports.
- map of Canada

4. **Gathering needed materials**

- At least one month prior to beginning the simulation, mail your requests for information to the various tourist bureaus of the provinces and territories of Canada. It is best to request only one copy of materials for each group.
- Assemble all books and resource materials. (See Information Sources on pages 9–10.)
- Order any appropriate films and/or filmstrips that might be available in your school district or from Canadian sources. Set up a viewing center for the filmstrips.
- Canvas students, parents, and local groups for speakers who have visited Canada and arrange for them to visit the classroom.
- Perhaps you can encourage a parent or high school literature student to read Henry Wadsworth Longfellow's *Evangeline* and tell the story to the class. (This poem is quite difficult for young students to read and comprehend by themselves.)
- It is helpful to have different colored strips of paper for each Agency to indicate which group might presently be using a particular book or brochure in the resource center.
- You may wish to videotape your students' experiences in this simulation. If so, obtain a camcorder and videotape various activities—particularly Agency presentations. You can show portions of this videotape at open house or to next year's students prior to their beginning the simulation.



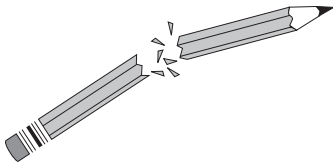
Your students will really love Anne's feisty personality and the lovely scenery of Prince Edward Island ...

The following resources are suggested to provide additional information and a varied selection of materials for your students.

- *The World Today Series—Canada* (This is the best single source of up-to-date information. It is revised and updated each year). Wayne C. Thompson, Ph.D., Skye Corporation/Stryker-Post Publication, 888 Seventeenth St. N.W., Washington, D.C. 20006
- All encyclopedias have articles on Canada, as well as separate articles on each of the individual provinces and territories.
- Many social studies textbooks on the 5th and 6th grade level have sections on Canada.
- Canadian Encyclopedia or Almanacs (found in some larger public libraries)
- Various *National Geographic* magazines
- Any books available from your school library. The following books are highly recommended:
 - George, Jean Craighead, *Julie of the Wolves*
 - Holling, Holling Clancy, *Paddle to the Sea*
 - Livesey, Robert, *Footprints in the Snow: The Heroes and Heroines of Canada*
 - Longfellow, Henry Wadsworth, *Evangeline*
 - Montgomery, Lucy Maud, *Anne of Green Gables* (A superb video has been made of this book. It has appeared on PBS and Disney Cable.)
 - Paulsen, Gary, *Hatchet*
 - Service, Robert, *The Shooting of Dan McGrew* and *The Cremation of Sam McGee*
- Materials from the travel bureaus of Canada as a whole and the individual provinces.



Have your students find answers to these questions while working together as a team. If they have an incorrect answer, make certain that they know that they are expected to change the incorrect answer so that it is correct.

**PRE/POST TEST**

1. 10 provinces and three territories
Alberta
British Columbia
Manitoba
New Brunswick
Newfoundland
Nova Scotia
Ontario
Prince Edward Island
Quebec
Saskatchewan
Territories: Yukon Territory, Northwest and Nunavut Territories
2. Inuit (Eskimos) and First Nations Peoples
3. 75%
4. English, French
5. Prime minister
6. Ottawa, Ontario
7. 50%
8. 1982
9. mosaic
10. acid rain

BASIC INFORMATION QUESTIONS—True/False

- | | |
|-------|-------|
| 1. T | 12. T |
| 2. F | 13. F |
| 3. T | 14. T |
| 4. F | 15. T |
| 5. F | 16. T |
| 6. F | 17. F |
| 7. F | 18. F |
| 8. T | 19. T |
| 9. F | 20. F |
| 10. T | 21. T |
| 11. F | 22. F |



BASIC INFORMATION QUESTIONS

1. United States
2. 75%
3. 25%
4. Canadian Shield
5. Great Lakes/St. Lawrence region
6. Cordilleran region
7. tundra, permafrost
8. Jacques Cartier
9. Samuel de Champlain
10. French and Indian (also known as the Seven Years War)
11. York
12. British North American Act (BNA)
13. 1982
14. King/Queen of England
15. Prime minister
16. Senate, House of Commons
17. Canadian dollar
18. Inuit, Dene
19. hockey, basketball
20. second
21. Prairie Provinces
22. Loyalists
23. Four
24. World War II
25. British/French, Indian
26. governor general
27. CANOL
28. Hudson's Bay Co.
29. manufactured goods
30. July 1
31. peace, order, good government

HISTORY WORKSHEET:

- 1000 - Vikings arrived
- 1497 - Cabots first saw land; sailed for England
- 1534 - Cartier claimed land for France
- 1604 - Champlain established settlement of Acadia
- 1608 - Champlain established settlement of Quebec
- 1642 - Montreal established
- 1670 - Hudson's Bay Company
- 1775-1783 - American Revolution; Loyalists moved into Canada





- 1791 - British divided Quebec into Upper (British) and Lower (French)
- 1812 - Americans and Canadians fight one another in the War of 1812
- 1837 - Rebellions in both Upper and Lower Canada
- 1839 - Durham Report
- 1864 - P.E.I. & Quebec conferences; self-government discussed
- 1867 - Canada became self-governing dominion with four provinces
- 1869 - Purchase of Rupert's Land; Metis Revolution
- 1870 - Manitoba became province
- 1871 - British Columbia became a province; railroad built
- 1873 - Prince Edward Island became a province; RCMP established
- 1885 - Second Metis Rebellion
- 1905 - Alberta and Saskatchewan became provinces
- 1914 - World War I
- 1930s - Business depression
- 1931 - Gained further self-government; statue of Westminster
- 1939–1945 - World War II
- 1949 - Newfoundland became a province
- 1954 - St. Lawrence Seaway project began
- 1957 - CANOL—longest gas pipeline from Alberta to Montreal built
- 1967 - Montreal Expo '67
- 1976 - Summer Olympic Games in Montreal
- 1982 - New constitution; completely self-governing
- 1986 - Vancouver Expo '86
- 1988 - Winter Olympic Games in Calgary
- 1995 - Quebec citizens defeated a referendum calling for independence for Quebec
- 1999 - Territory of Nunavut established



**GOVERNMENT WORKSHEET**

- Head of state - The king or queen of England
- Head of state living in Canada - Governor-General
- Assists the head of state - Privy Council and lieutenant governors
- Legislative - (appointed) Senate, (elected) House of Commons
- Executive - Prime minister, Privy Council, Cabinet
- Judiciary - Supreme Court, Federal Courts, Provincial Courts
- Departments (headed by Cabinet members)
 - Agriculture
 - Communications
 - Consumer & Corporate Affairs
 - Energy, Mines & Resources
 - Environment
 - External Affairs
 - Finance
 - Indian Affairs & Northern Development
 - Industry, Trade & Commerce
 - Justice
 - Labor
 - Manpower & Immigration
 - National Defense
 - National Health and Welfare
 - National Revenue
 - Post Office
 - Public Works
 - Regional Economic Expansion
 - Secretary of State
 - Science and Technology
 - Solicitor General
 - Supply & Services
 - Transport
 - Urban Affairs
 - Veterans Affairs

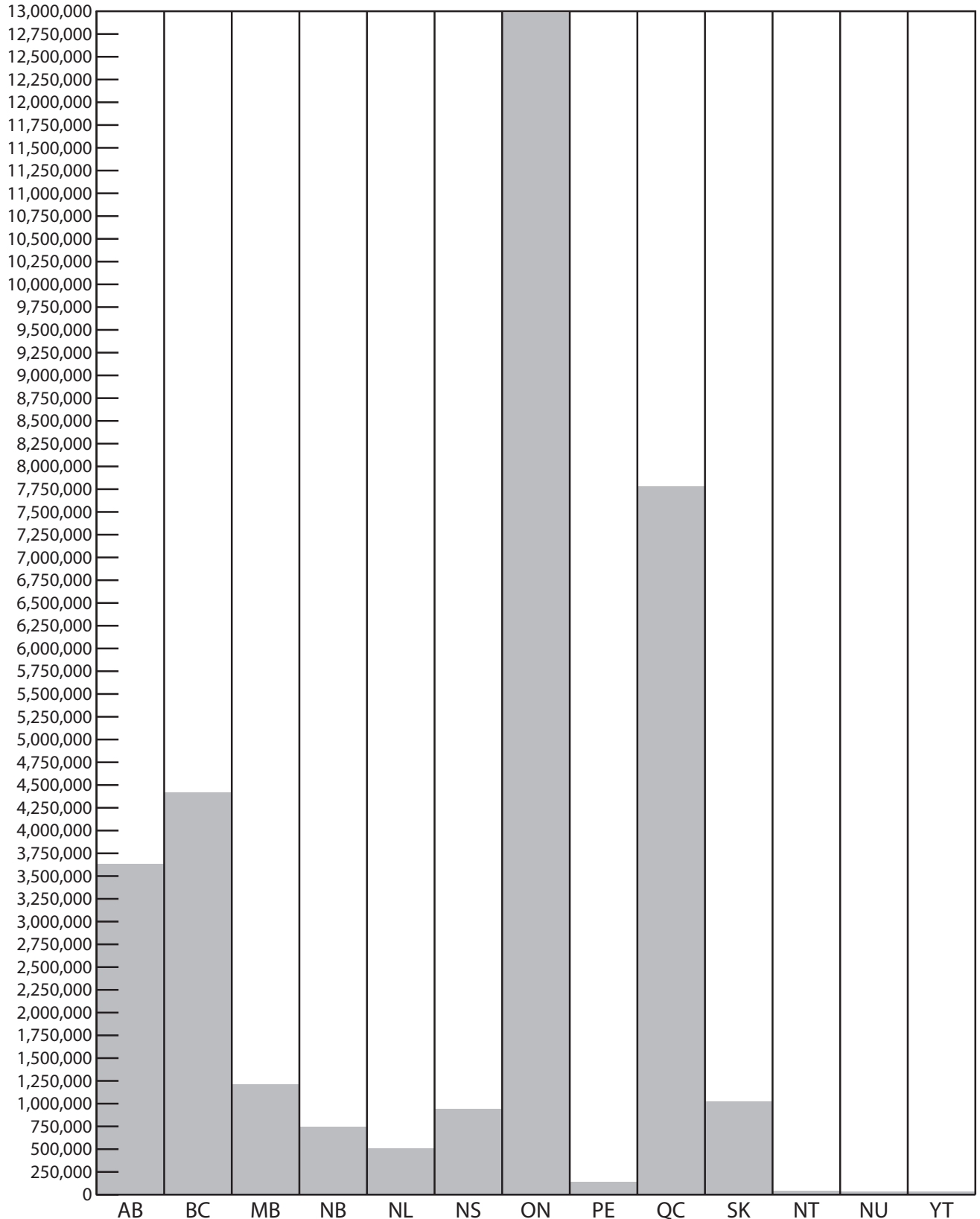
(List varies from government to government.)



PEOPLE ACTIVITY ANSWERS

Directions:

1. Make a bar graph comparing the population of the provinces and the territories. Use the 2007 population figures found on the Student Guide map. Round the numbers off to the closest 10,000.
2. Find the population of your own city and state. Compare. Be ready to share this comparison with your group and your classmates.



UNIT TIME CHART

Use this as a timing guide; alter as desired.

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

Help your students set goals so that they learn to manage time over a scheduled time period lasting several days.



Remind your students that even though they have group projects to do, they also are responsible for individual projects and reports.

Note: *If you are using CANADA with a gifted class or with relatively mature students, you can likely shorten the unit's length considerably.*

Before you begin: Request materials from the various provinces and the Canadian government a month prior to the beginning of the simulation. (See the **Information Sources** on page 8.)

Phase One

Day 1

1. Administer the PRE-TEST. Keep these tests so your students can compare them with the POST-TEST you will give at the end of the simulation. The answers are found on pages 9–13.
2. Introduce and discuss simulations in general and this one in particular.
3. Assign students to Travel Agencies.
4. Have students meet as teams to select leader and recorder, select Travel Agency name, and plan what they are going to do.

Days 2–4

1. Read, discuss, and complete as a *class* the five information sheets on Canada. Students can use the information presented in the Student Guide as well as other sources you have been able to gather. Filling out these sheets should be a team effort.

Day 5

1. Have the class correct these worksheets, simply erasing and changing any incorrect answers. (**Note:** *In the event the Travel Agencies complete their worksheets early, they may begin on the second week's activities.*)

Teams need to set up their material prior to their presentations so that they are ready to go and do not waste valuable time. Team members also need to practice their presentations so that they have accurately predicted the amount of time the team presentation will take.

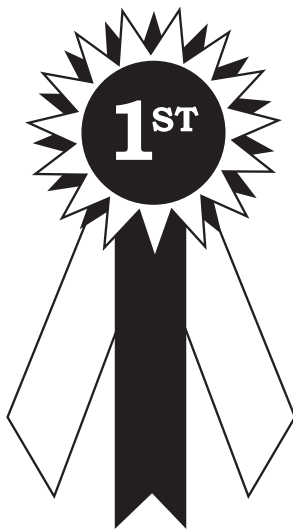
Note: Be sure agencies give classmates the **PROVINCE NOTE-TAKING HANDOUT** for each province in the Agency's presentation.

Days 6–10

1. Teams meet to plan how they are going to present what they learn to the balance of the class.
2. Teams prepare **PROVINCE NOTE-TAKING HANDOUTS** (one for each province in their area) to be handed out to their classmates at the time of their presentation.
3. Reproduce each of the handouts so that each team has enough copies for all team members.
4. The individual members of the group decide which projects and reports they wish to be responsible for completing. Selection may be based on individual preference as well as what will be needed for the group presentation.
5. Each student must complete a minimum of one project and one report.
6. Have students spend the balance of the second week completing their reports and projects, and practicing their presentations.



This time limit may be extended; if you choose this option, alter the overall time chart as appropriate



Phases Two and Three

Days 11–13

1. The Travel Agencies, two each day, give their presentations. The time limit is one-half hour for each group.
2. Award MapleLeaf Travel Dollars to the individual members of the Agencies based on the number and quality of the reports and projects done. Add these MLT dollars to the INDIVIDUAL TALLY SHEETS.
3. The Agencies receive MapleLeaf Travel Dollars based on the quality of their presentation. Add this amount to the AGENCY TALLY SHEET and then divide between the members of the Travel Agency team. Students record this amount on their INDIVIDUAL TALLY SHEETS.
4. Each student completes an INDIVIDUAL DECISION FORM with the help of the SUGGESTED DESTINATIONS handout.

Day 14

1. The “family” groups decide where they are going to spend their travel dollars and then complete their FAMILY DECISION FORMS.
2. When the forms are completed, inform the other groups of the MapleLeaf Travel Dollars they have earned.
3. Check the AGENCY TALLY SHEET and INDIVIDUAL TALLY SHEET after they are brought up to date.

Optional

While you check the TALLY SHEETS, have the students assemble their notebooks. They should make certain to include their Student Guide, all worksheets, and all handouts they have accumulated. The notebooks should contain a title page and a table of contents. Encourage students to design an attractive cover with a Canadian motif.

Day 15

1. Present awards to the individual and the Travel Agency that have accumulated the most MapleLeaf Travel Dollars. Present participation awards to all students who have completed one report, one project, and their notebooks.
2. Give the POST-TEST.
3. During a debriefing have students evaluate the simulation.



PRE/POST TEST

Name _____

1. Canada has _____ provinces and _____ territories. List them.

2. The two native peoples in Canada are the _____ and the _____.

3. _____% of all Canadians live within 100 miles of the U.S.-Canadian border.

4. The main language Canadians speak is _____, but many people, particularly in Quebec, speak _____.

5. The head of the Canadian government is called the _____.

6. The capital of Canada is _____.

7. The Arctic Archipelago covers _____% of Canada.

8. Canada became completely self-governing in _____.

9. When talking about people, the United States is called a “melting pot”; Canada is called a “_____.”

10. One of the greatest environmental problems between the United States and Canada concerned _____.

11. Have you ever been in Canada? _____ If yes, where did you visit?

“BASIC INFORMATION” QUESTIONS - 1

Use your Student Guide to find the answers to all of these questions. Work as a team.
Answer these questions with **T** (true) or **F** (false).

- ___ 1. Canada is the largest country in the world.
- ___ 2. Canada is part of the United States.
- ___ 3. The Canadian Shield was caused by glaciers during the Ice Age.
- ___ 4. Nova Scotia and New Brunswick are islands.
- ___ 5. The Interior Plains area of Canada mines much of the world's potash.
- ___ 6. It never gets warm in Canada.
- ___ 7. Columbus discovered Canada on his fifth trip to the New World.
- ___ 8. Four out of five Canadians live in cities.
- ___ 9. The first Europeans to settle in New France were Ukrainians.
- ___ 10. The Hudson's Bay Co. and fur traders ruled the northern and western parts of Canada for nearly 60 years.
- ___ 11. The Loyalists moved to the United States at the time of the American Revolutionary War.
- ___ 12. The Metis were a mixture of British or French and First Nations Peoples.
- ___ 13. The ALCAN highway was built during World War I.
- ___ 14. The queen's representative in Canada is called the governor-general.
- ___ 15. Canada produces a great many manufactured goods such as automobiles.
- ___ 16. Michael J. Fox, a popular TV and film star, was born in Canada.
- ___ 17. The Canadians celebrate Independence Day on July 4.
- ___ 18. The Great Lakes belong to Canada.
- ___ 19. The Royal Canadian Mounted Police is the main police force in most of Canada.
- ___ 20. The Canadian Shield is the flag of Canada.
- ___ 21. In 1995 Quebec voted to remain a province within the Canadian government.
- ___ 22. The territory of Nunavut is populated mainly by French Canadians.

“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 _____.

“BASIC INFORMATION” QUESTIONS - 3

18. There were two native people in Canada when the Europeans first arrived: the Eskimo, or _____, and the Indian, or _____.
19. Two sports first played in Canada are _____ and _____.
20. Canada is the _____ largest country in the world.
21. A great deal of wheat is grown in the _____.
22. The _____ moved to Canada to escape from the United States during the American Revolution.
23. _____ out of five Canadians live in cities.
24. The ALCAN highway was built during _____.
25. The Metis, who lived on the Interior Plains, were a mixture of _____ and _____.
26. The queen's representative in Canada is the _____.
27. The _____ Pipeline brings gas from Alberta to Montreal.
28. The fur traders and the _____ controlled the northern and western parts of Canada for almost 60 years.
29. Canada's main economic product today is _____.
30. The Canadian national holiday, celebrated for the signing of its constitutions, is on _____.
31. The constitution calls for “_____ , _____ , and _____.”

HISTORY ACTIVITY - 1

Directions: Make a vertical time line of Canadian history by filling in after each date what happened at that time.

1000 -

1497 -

1534 -

1604 -

1608 -

1642 -

1670 -

1775–1783 -

1791 -

1812 -

1837 -

1839 -

1864 -

1867 -

1869 -

1870 -

1871 -

HISTORY ACTIVITY - 2

1873 -

1885 -

1905 -

1914 -

1930s -

1931 -

1939–v1945 -

1949 -

1954 -

1957 -

1967 -

1976 -

1982 -

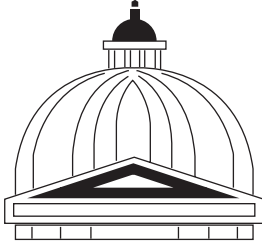
1986 -

1988 -

1995 -

1999 -





GOVERNMENT ACTIVITY

Structure of the Canadian government

Head of state

Head of state living in Canada

Assists head of state

Government

Legislative

Executive

Judiciary

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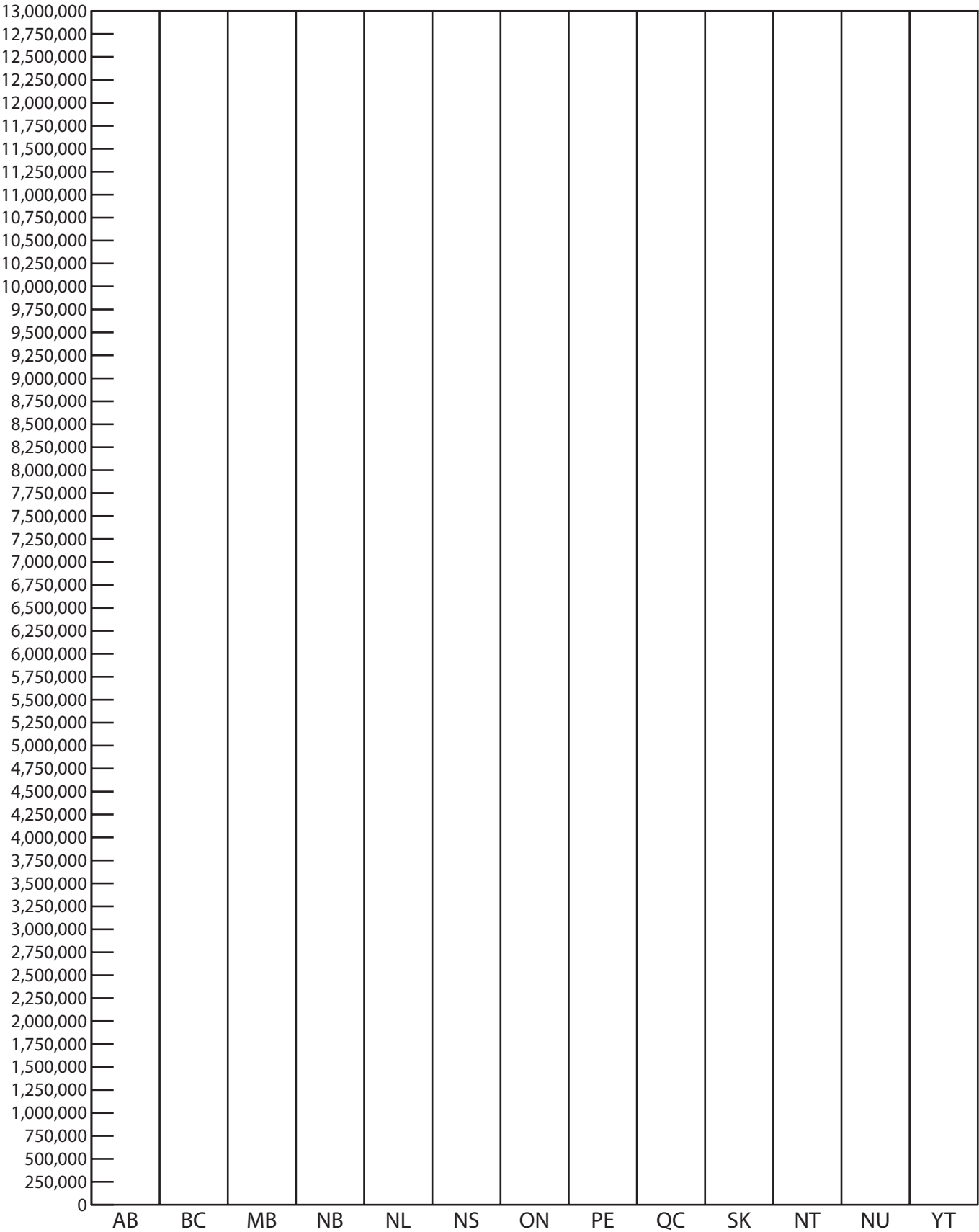
Departments headed by cabinet members:



PEOPLE ACTIVITY

Directions:

- 1. Make a bar graph comparing the population of the provinces and the territories. Use the 2007 population figures found on the Student Guide map. Round the numbers off to the closest 10,000.
- 2. Find the population of your own city and state. Compare. Be ready to share this comparison with your group and your classmates.



PROJECT REPORT FORM

Travel Agency: _____ Date: _____

Description of project report:

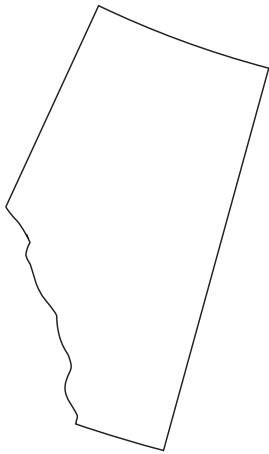
Sources of information:

Submitted by: _____

MapleLeaf Travel Dollars earned:

PROJECTS AND REPORTS:

Alberta



Alberta

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, *use your imagination and have fun!*



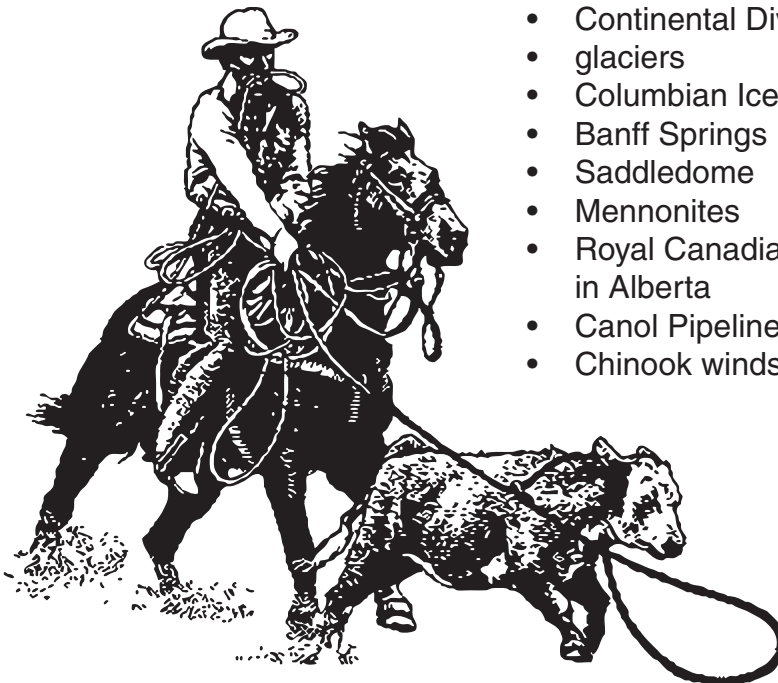
Alberta - page 2

Extra-credit required ideas:

- Make a time line showing the important events in Alberta's history. The scale should be one inch per 10 years.
- Enlarge a map of Edmonton and Calgary, indicating the location of the interesting tourist sites. Use this map during your presentation.
- Make an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

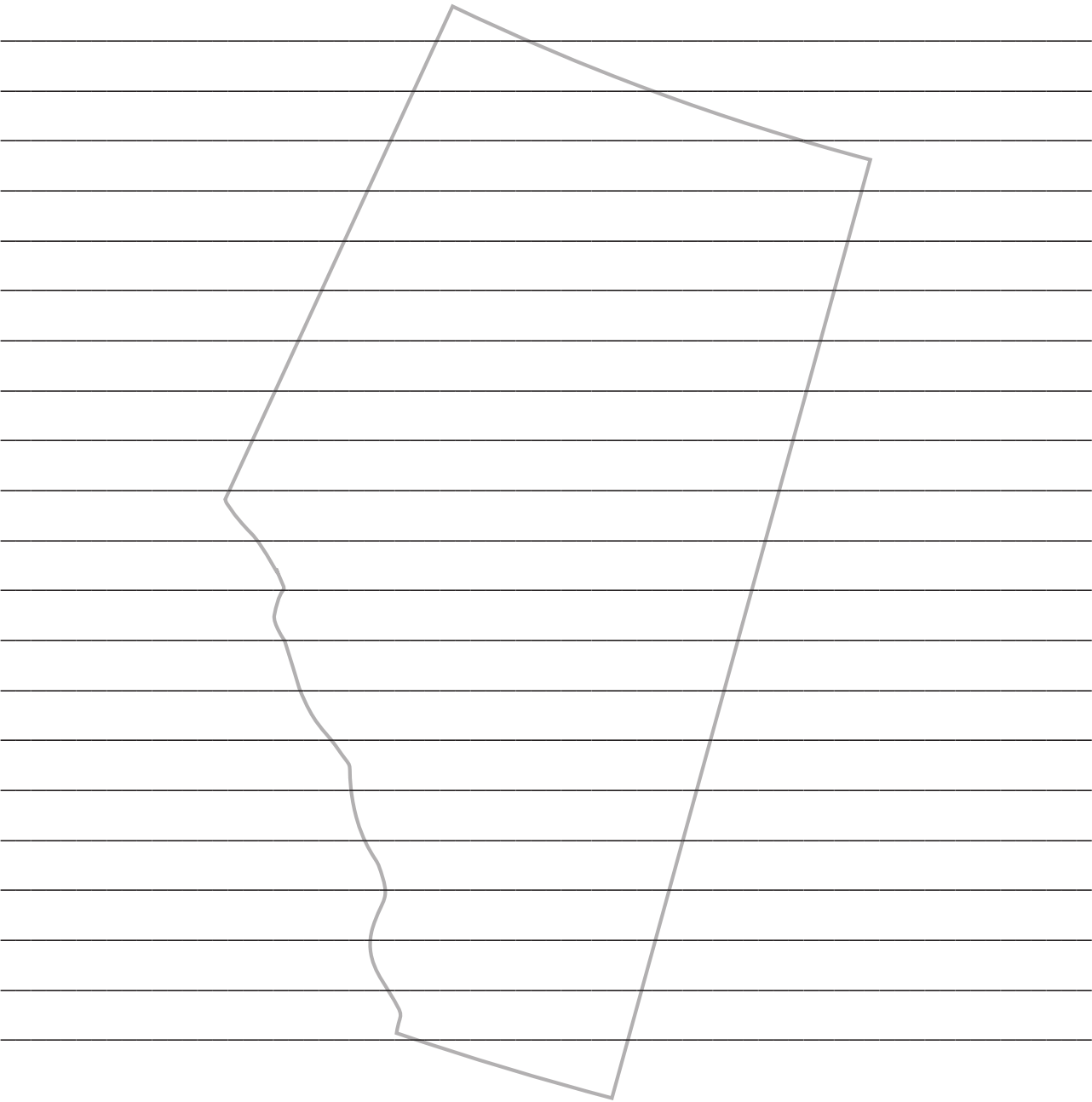
Additional subjects:

- mountain sheep, goats, ducks, geese, lake trout
- wild rose, purple fireweed, goldenrod, crocus
- natural gas, petroleum.
- Indian tribes: Blackfoot, Cree, Piegan, Blood, Gros Ventre, Assiniboin
- famous people: Anthony Henday, Roderick Mackenzie, David Thompson
- North American flyway for migrating birds.
- Early missionaries
- Rocky Mountain House
- paleontology
- dinosaurs
- Tyrrell Museum of Palaeontology
- any one of the four national parks
- 'Writing on Stone'
- Head-Smashed-In Buffalo Jump
- winter Olympics
- Calgary Stampede
- rodeos
- West Edmonton Mall (world's largest)
 - hockey
 - Continental Divide
 - glaciers
 - Columbian Icefields
 - Banff Springs Hotel or Chateau Lake Louise
 - Saddledome
 - Mennonites
 - Royal Canadian Mounted Police activities in Alberta
 - Canol Pipeline
 - Chinook winds



PROVINCE NOTE-TAKING HANDOUT:

Alberta



PROJECTS AND REPORTS:

British Columbia



British Columbia

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!



Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
 - You might want to write a pretend “diary-like” story about visiting a certain location.
 - Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

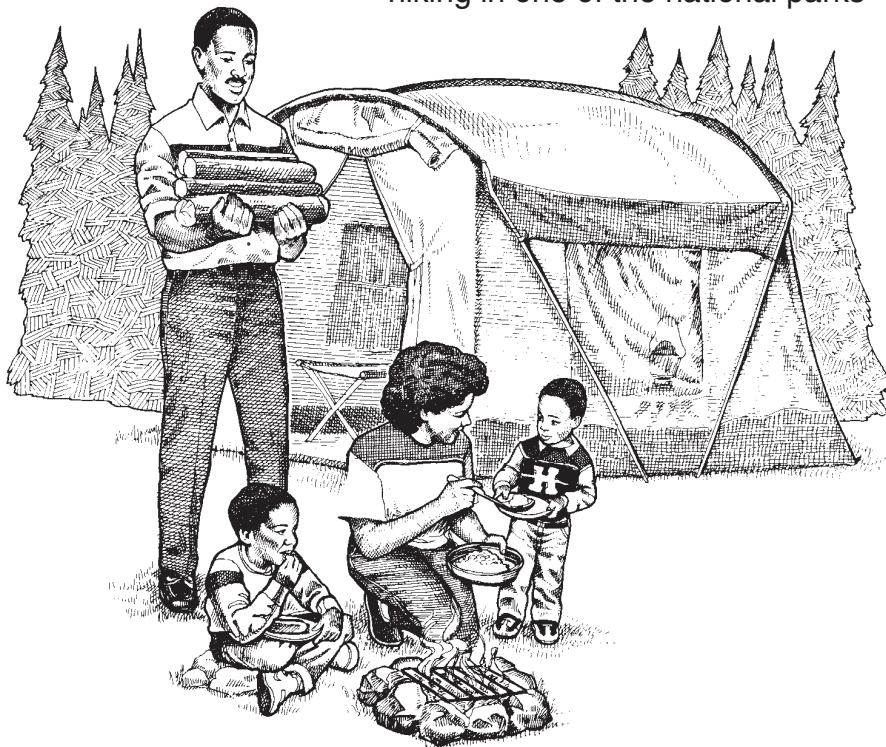
British Columbia - page 2

Extra-credit required ideas:

- Make a time line showing the important events in British Columbia's history. The scale should be one inch per 10 years.
- Enlarge a map of Vancouver and Victoria, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

Additional subjects:

- black bears, seals, sea lions, beavers
- mussels, starfish, sea anemones, sponges, corals
- tungsten, iron, silver
- desert sagebrush and cactus, coniferous trees
- First Nations tribes: Tsimshian, Nootka, Tlingit, Haida, Kwakiutl, Salish, Bella Coola-Inuit
- totem poles
- lumbering
- Hudson's Bay Co.
- famous people: Simon Fraser, David Thompson, George Vancouver, James Cook, Alexander Mackenzie
- tidal pool
- Fort Rodd Hill and Fisgard Lighthouse
- Inside Passage to Alaska.
- ALCAN highway
- rain forest
- cycles of a salmon's life
- hiking in one of the national parks



- national park on Queen Charlotte Islands
- making sand castles
- Capilano Suspension Bridge
- '86 World's Fair
- Butchart Garden in Victoria
- ballooning
- commercial fishing and canneries
- Oriental people found in Vancouver
- backpacking

PROVINCE NOTE-TAKING HANDOUT:

British Columbia



PROJECTS AND REPORTS:

Manitoba



Manitoba

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, *use your imagination and have fun!*

Manitoba - page 2

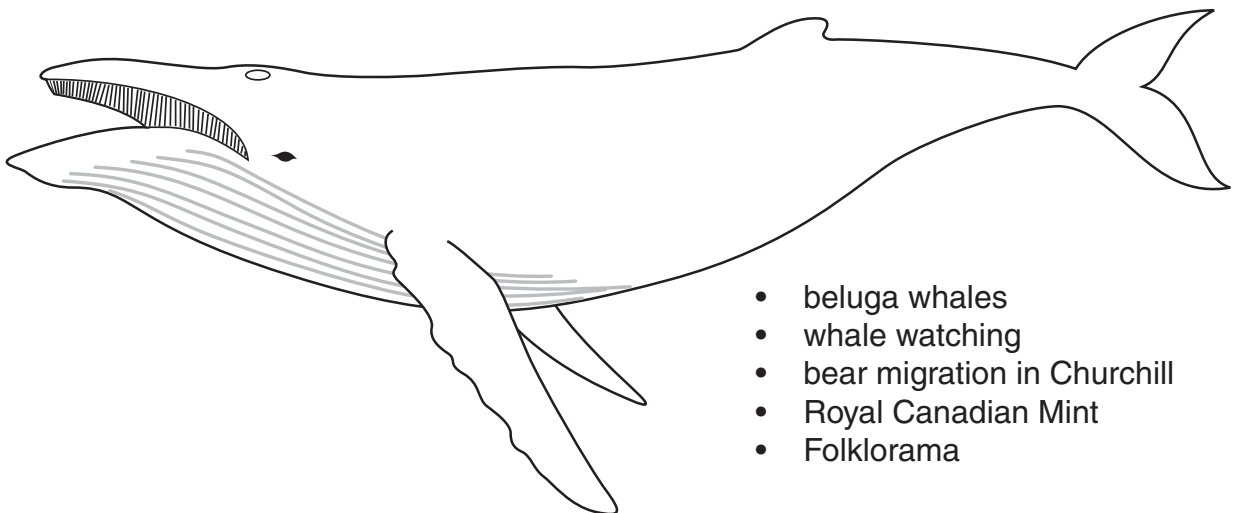


Extra-credit required ideas:

- Make a time line showing the important events in Manitoba's history. The scale should be one inch per 10 years.
- Enlarge a map of Winnipeg, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8-1/2 "x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Development of wheat farming

Additional subjects:

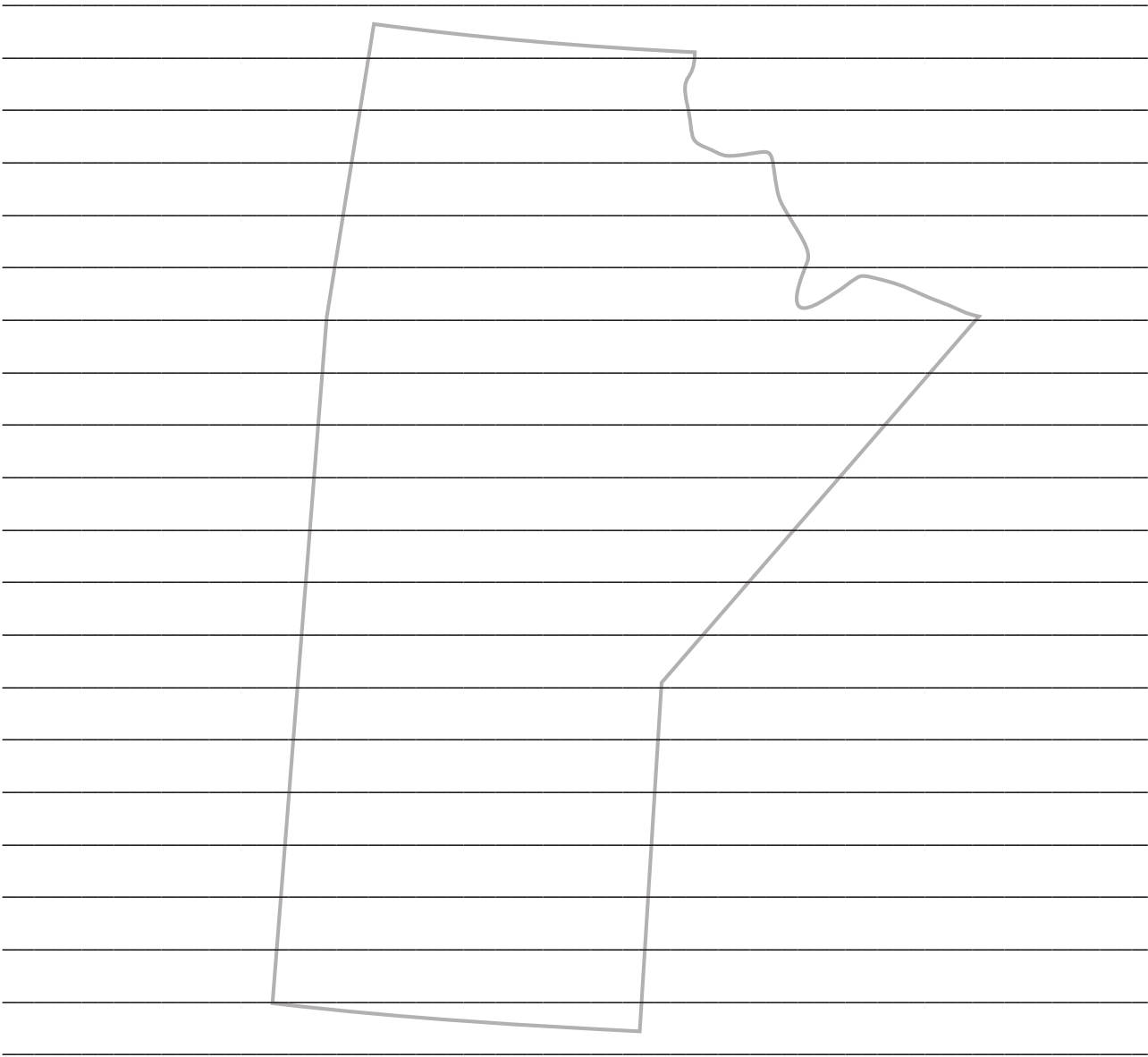
- elk, mink, marten, lynx
- prairie chickens and/or wild turkeys
- cedar, oak, ash, tamarisk trees
- copper, nickel
- Indian tribes: Chipewyan, Cree, Assiniboin, Ojibway, Chippewa
- famous people: Prince Rupert, Henry Hudson, Sir Thomas Button, Sieur de la Verendrye, Louis Riel
- Flin Flon and Al Capp's statue
- Scottish settlers and customs, lead by Earl Selkirk
- Highland Fling
- bagpipes
- tale of the 'White Horse'
- fiddling
- 4-H organization
- Icelandic customs and festivals
- petroforms
- Narcisse and its garter snakes
- York Factory, trading post at Fort Garry
- river cruise on the Red or Assiniboine river
- aurora borealis
- wild rice—try popping it
- Ukrainians and their customs (particularly decorated eggs)



- beluga whales
- whale watching
- bear migration in Churchill
- Royal Canadian Mint
- Folklorama

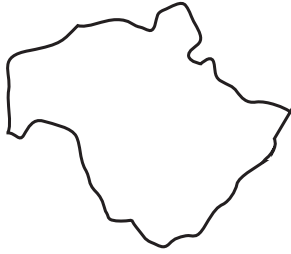
PROVINCE NOTE-TAKING HANDOUT:

Manitoba



PROJECTS AND REPORTS:

New Brunswick



New Brunswick

Directions:

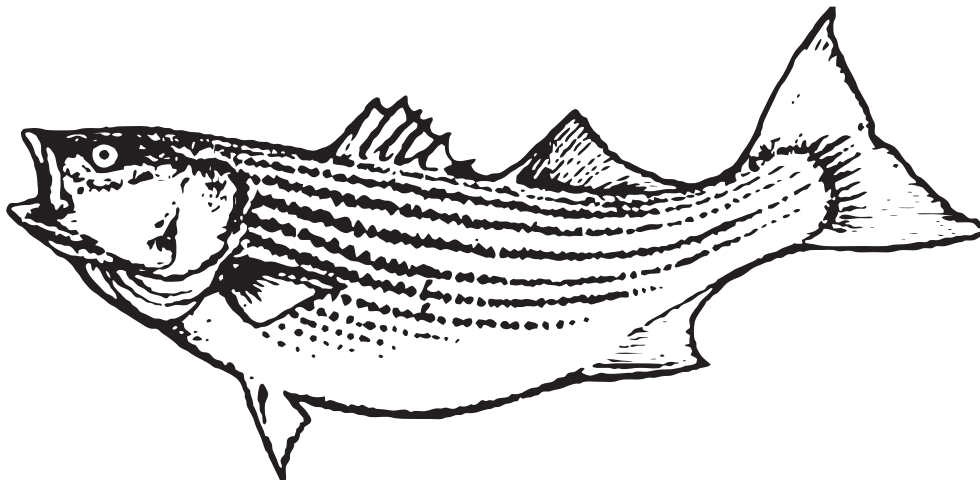
Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*



New Brunswick - page 2

Ways to do your project:

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Extra-credit required ideas:

- Make a time line showing the important events in New Brunswick’s history. The scale should be one inch per 10 years.
- Enlarge a map of Fredericton and Saint John, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

Additional subjects:

- otters, rabbits, skunks, squirrels
- partridge, pheasant
- limestone, peat moss
- mayflowers, violets
- fiddlehead
- dulse
- silver salmon, bass, landlocked salmon, shad
- Indian tribes: Micmac or Malecite
- Loyalists from the US who arrived in 1783
- Bay of Fundy
- The Rocks
- Acadians at Bay of Memramcook and restored village on Riviere du Nord
- covered bridges
- Franklin D. Roosevelt and Campobello
- yachts and yacht racing
- Magnetic Hill
- Mysterious Inscription
- Reversing Falls on Saint John River
- sugar pie—try making it
- salt marshes
- Ride on the Floor of the Ocean
- maple trees and maple syrup



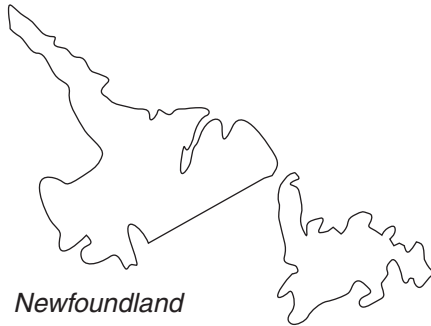
PROVINCE NOTE-TAKING HANDOUT:

New Brunswick



PROJECTS AND REPORTS:

Newfoundland



Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story dramatically while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Newfoundland - page 2

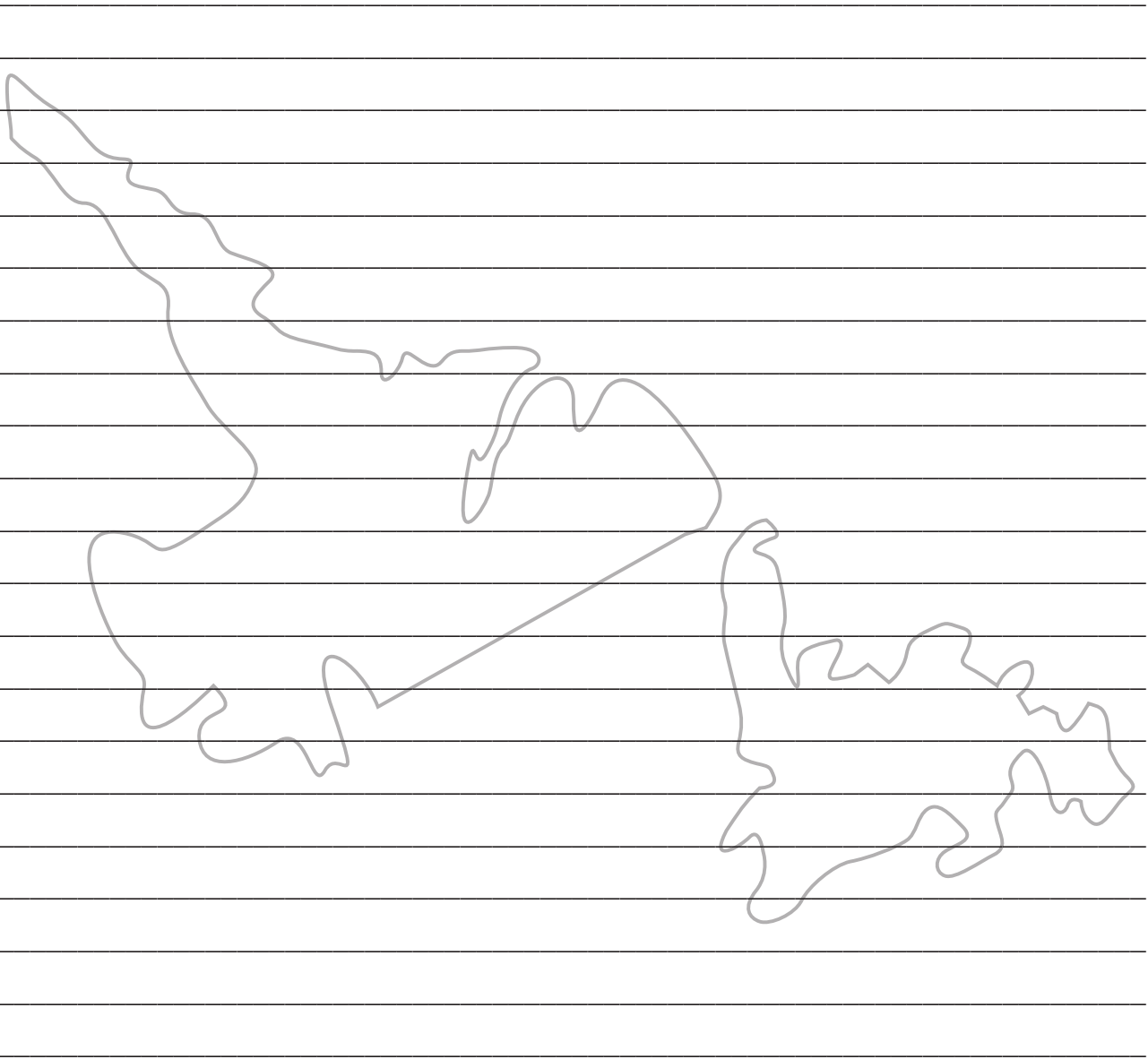
Extra-credit required ideas:

- Make a time line showing the important events in Newfoundland's history. The scale should be one inch per 10 years.
- Enlarge a map of St. John's, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Write a report about L'Anse aux Meadows

Additional subjects:

- caribou, arctic hares, weasels
- razorbills, terns, kittiwakes
- gannetries
- slate, granite, limestone, gravel
 - pitcher plant, orchids, black spruce
- First Nations: Beothuk, lost tribe of "red" men
- famous people: John and Sebastian Cabot, the Irish monk St. Brendan, Sir Humphrey Gilbert
- Marconi, first Atlantic cable, and Signal Hill
- Goose Bay and Gander
- Alcock and Whitten-Brown
- Amelia Earhart
- hydroelectric power plant
- Sir Wilfred Grenfell and his hospital mission
- bird-watching
- 'fly-in' fishing or hunting trips
- scuba-diving
- fjords
- fresh fried cod tongues
- partridgeberries or blueberry grunt—try making some
- pulp made into paper
- types of trees—lumber and paper pulp
- Labrador retriever
- Newfoundland breed of dog
- French islands of Saint Pierre and Miquelon
- Prime Minister Winston Churchill, President Franklin D. Roosevelt and the Atlantic Charter
- wind surfing
- unusual names of towns, coves, bays, etc.







Northwest Territories

PROJECTS AND REPORTS:

Northwest Territories

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story dramatically while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Northwest Territories - page 2



Extra-credit required ideas:

- Make a time line showing the important events in the Northwest Territories' history. The scale should be one inch per 10 years.
- Enlarge a map of Yellowknife, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

Additional subjects:

- polar bears, musk oxen, walrus, white foxes, muskrats
- whooping crane
- uranium, radium
- mosses, lichens, tundra flowers
- walleye pike, pickerel, northern pike
- Mackenzie River system
- Athapaskan peoples
- soapstone carvings
- Hudson's Bay Co.
- famous people: Martin Frobisher, Sir Alexander Mackenzie
- Rupert's Land
- Great Slave Lake
- snowshoes
- kayaks model and demonstrate
- Royal Canadian Mounted Police experiences in the Northwest Territories
- snowmobiles
- Northern Lights drawing
- permafrost
- tundra
- Arctic explorers—Byrd, Amundsen, Baffin
- whale watching
- North Magnetic Pole
- changing boundary lines

* Some of the projects and reports listed for Nunavut might be appropriate for the Northwest Territory as well.



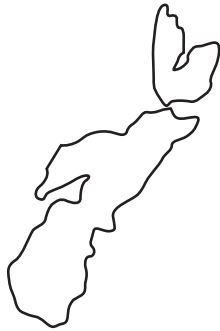
PROVINCE NOTE-TAKING HANDOUT:

Northwest Territories



PROJECTS AND REPORTS:

Nova Scotia



Nova Scotia

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

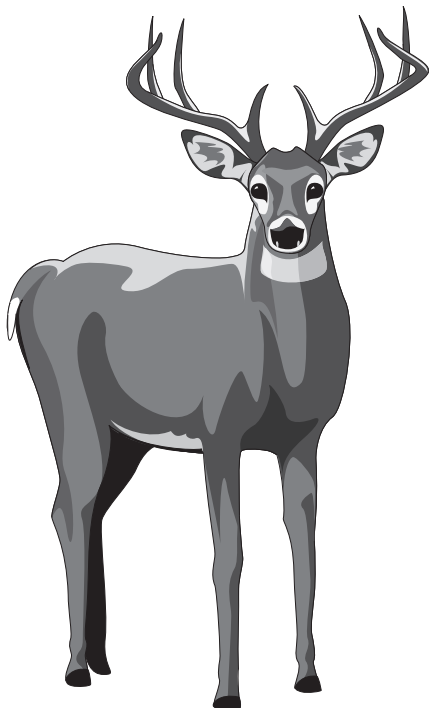
What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Whatever way you decide to do your project, use the **PROJECT REPORT FORM** to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the **PROJECT REPORT FORM**.
4. **Remember:** You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.



Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story dramatically while you pretend to be someone else.

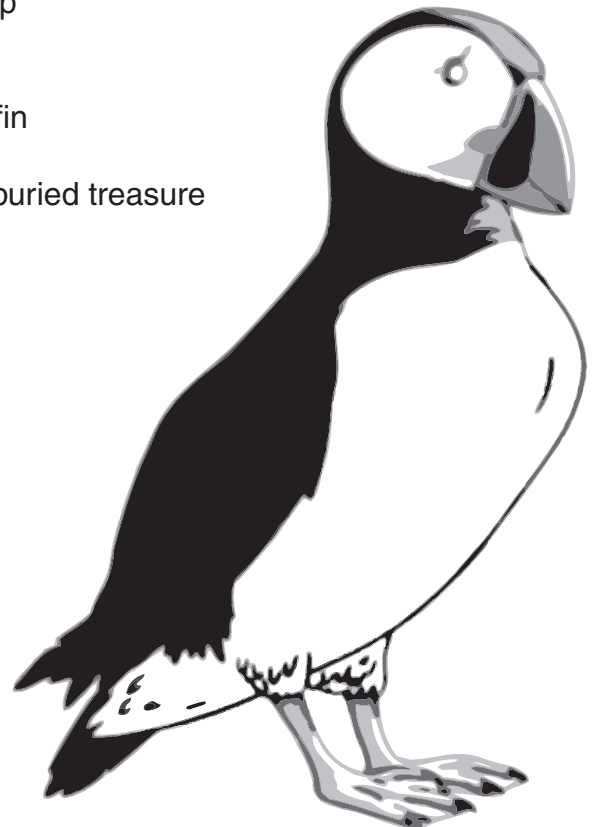
Nova Scotia - page 2

Extra-credit required ideas:

- Make a time line showing the important events in Nova Scotia's history. The scale should be one inch per 10 years.
- Enlarge a map of Halifax, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

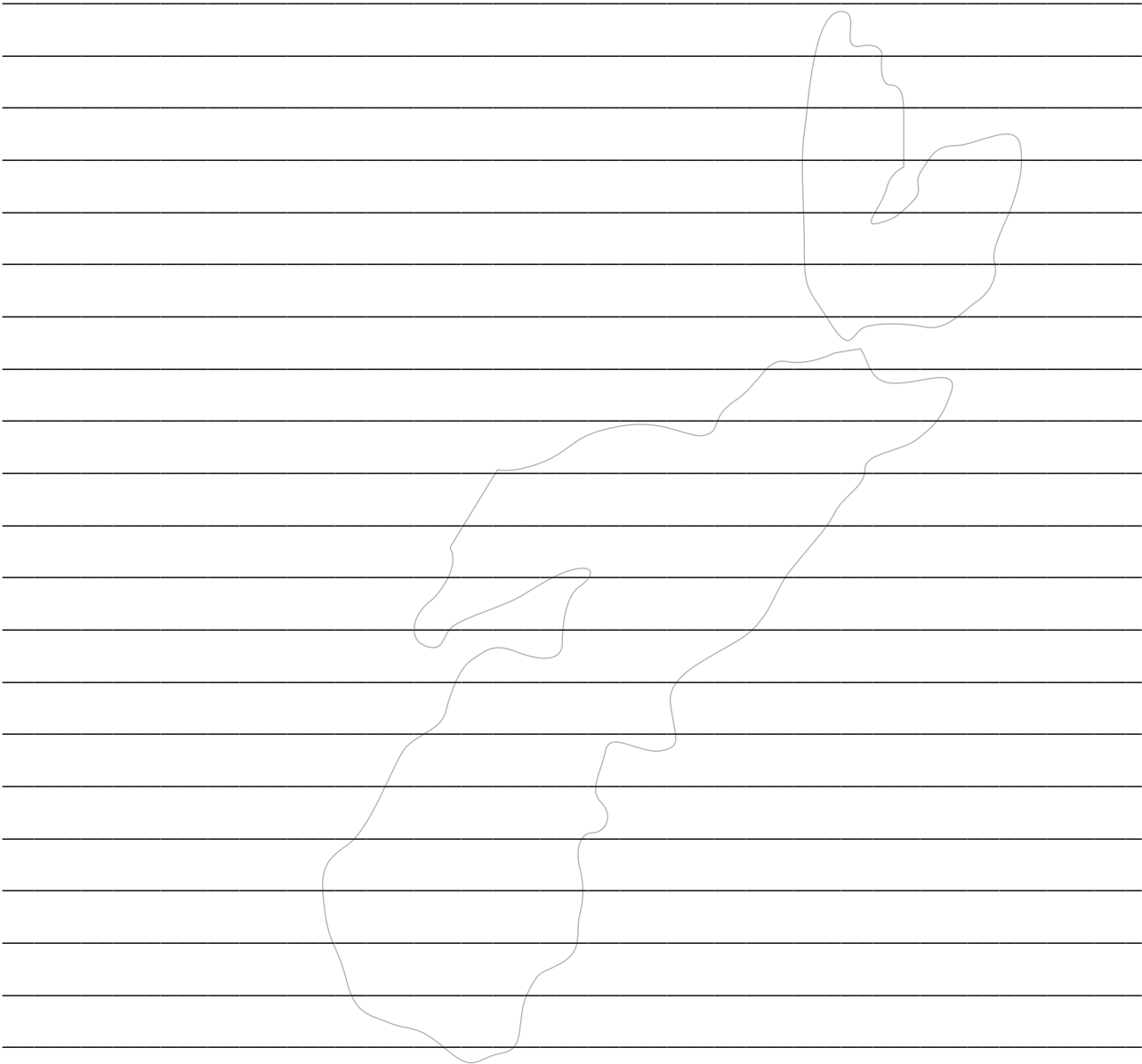
Additional subjects:

- wild cats, white-tailed deer, porcupines, woodchucks
- ruffed grouse, wood cock
- gypsum, barite, salt
- bracken, wintergreen
- Atlantic salmon, lobsters, cod, halibut
- Micmac peoples
- famous people: Giovanni da Verrazano, Jacques Cartier
- Acadia at Grand Pre and the treatment of the Acadians by the English
- Louisbourg
- Citadel in Halifax
- "Order of the Good Time"
- curling
- *Evangeline*
- Henry W. Longfellow
- mythical giant, Gluskap
- various trails
- lighthouses
- Bird Island and its puffin
- Gaelic language
- Captain Kidd and his buried treasure
- the ship, *Bounty*
- Ceilidh
- Scottish customs
- Annapolis Royal
- bogs
- Alexander G. Bell
- Canso Causeway



PROVINCE NOTE-TAKING HANDOUT:

Nova Scotia





Nunavut

PROJECTS AND REPORTS:

Nunavut

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story dramatically while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Nunavut - page 2

Extra-credit required ideas:

- Make a time line showing the important events leading up to Nunavut becoming a Territory. The scale should be one inch per 10 years
- Enlarge a map of Nunavut, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8-1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant or flag. Write a short report about it.
- Plan a special celebration that might have occurred on the April 1, 1999 day that Nunavut became a self-governing territory, such as speeches, presentation of territory symbols, food, etc. (Use the library or Internet to check newspapers for that date. You may find a description of what really happened.)
- Make certain all group members (and classmates) can spell and pronounce the name of the territory and its capital.

Additional subjects:

- Inuit peoples
- Explain the importance of the establishment of Nunavut. (This is the first time a country has given land back to a native people and granted them self-government.)
- List the problems that Nunavut will have in establishing their new self-governing territory and the way in which they plan to solve these problems.
- List the untapped mineral resources in Nunavut, how these minerals are used and explain why they haven't been mined up to this time.
- Plan what you would do if you were establishing a new territory or state, the problems that would occur and how you would solve them.
- Learn all you can about the new written language that is being developed for the spoken Inuit language-give examples, if possible.
- soapstone carvings
- Northern lights (aurora borealis)
- permafrost and tundra
- True North Pole and Magnetic North Pole
- Arctic Islands of Baffin, Ellesmere, Victoria, etc. Use salt and flour to make a relief map of these islands.

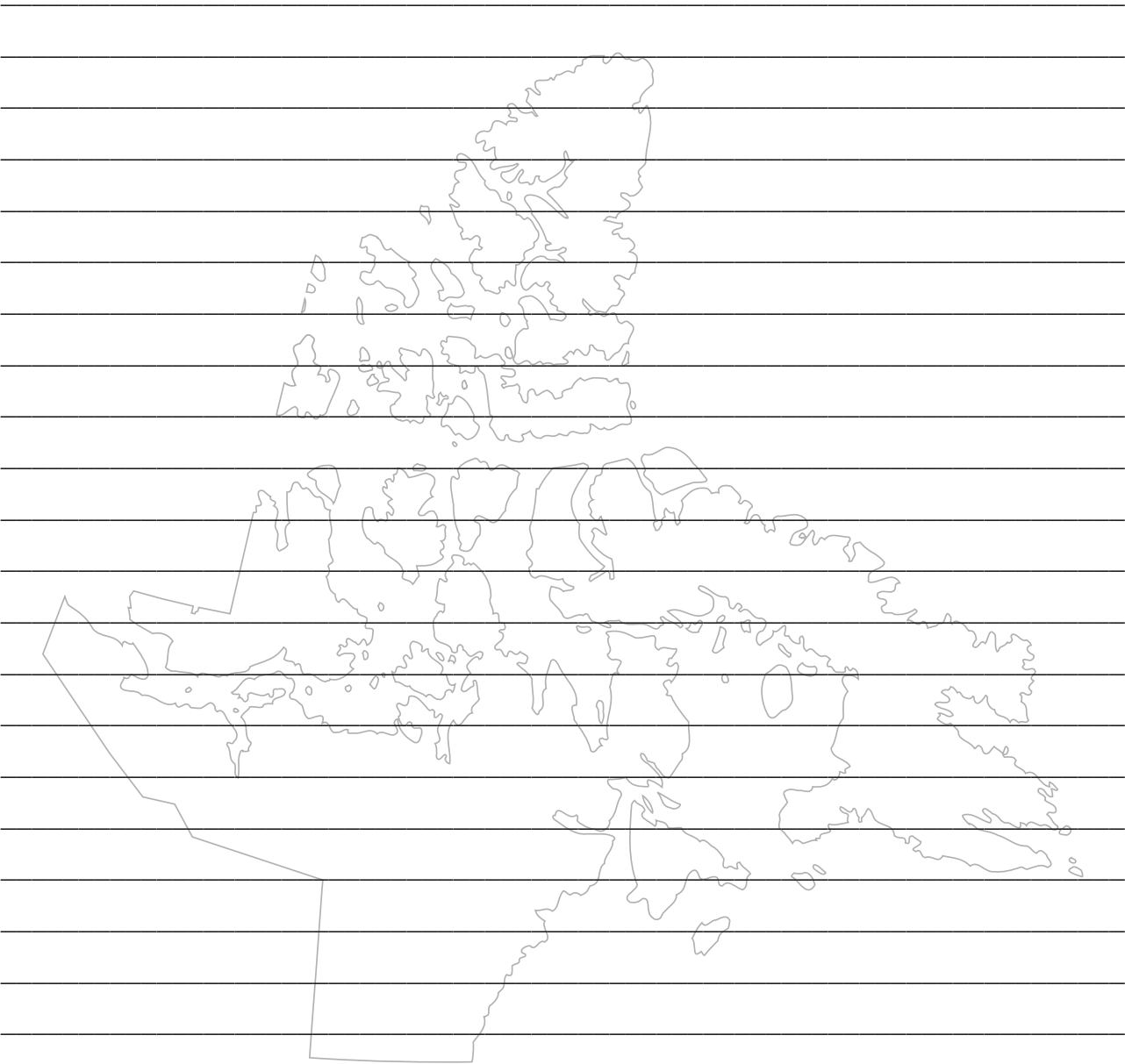
- Arctic foxes, hares, polar bears, ptarmigans, seals, walruses, whales, caribou, musk oxen
- Trophy hunters and their wild-life management
- Tell about super hero 'Super Shaman'
- List waterfowl, shore birds and other migrating birds found in this area
- explain what created the fjords

* Some of the projects and reports listed for the Northwest Territory might be appropriate for Nunavut as well.



PROVINCE NOTE-TAKING HANDOUT:

Nunavut





PROJECTS AND REPORTS:

Ontario

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story dramatically while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Ontario - page 2

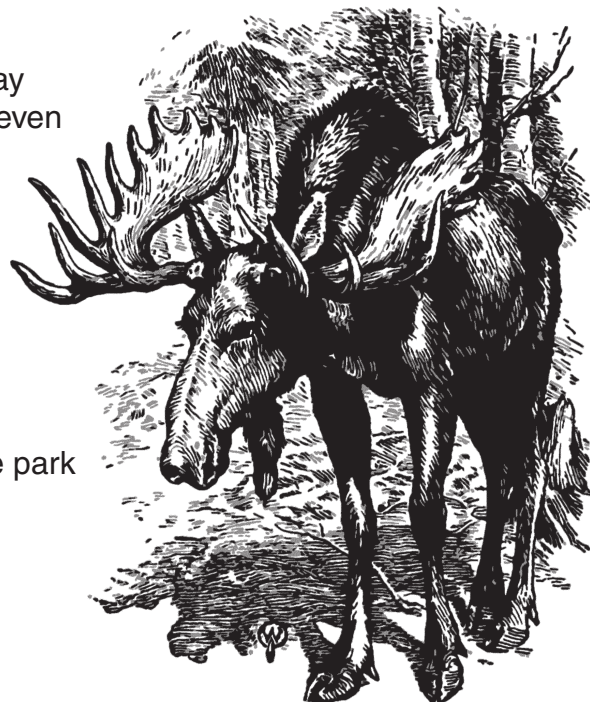
Extra-credit required ideas:

- Make a time line showing the important events in Ontario's history. The scale should be one inch per 10 years.
- Enlarge a map of Toronto and Ottawa, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Treaty of Paris
- Loyalists
- British North American Act



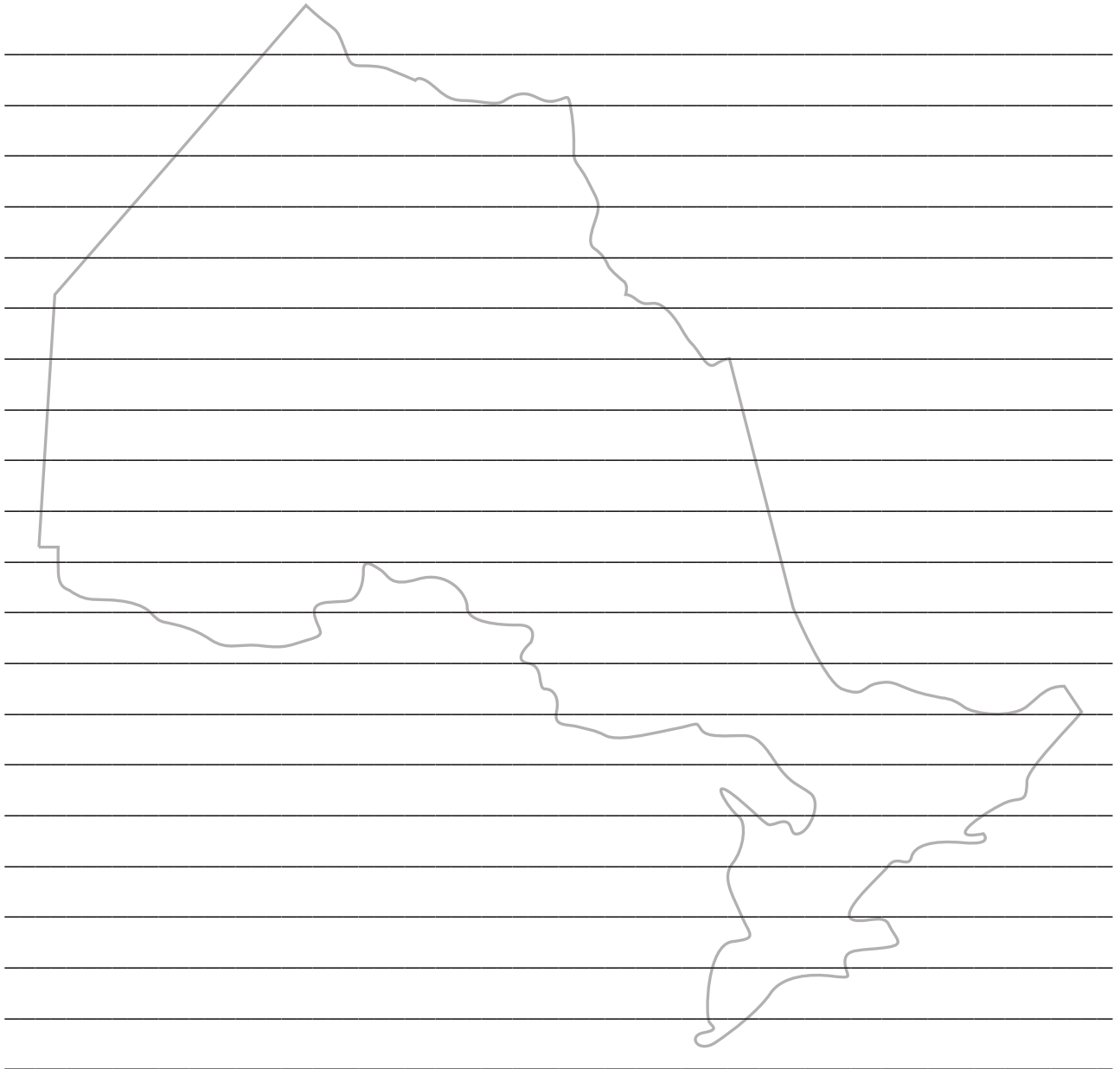
Additional subjects:

- deer, moose, black bear
- loon
- Monarch butterfly
- platinum, chromium, cobalt, mica, flourite, talc
- trilliums, bloodroots, wild carrot, spruce trees
- Indian tribes: Chippewa, Huron, Iroquois
- early French missions
- invasion of Canada by the US during the War of 1812
- Welland Canal
- Underground Railroad for slaves during the Civil War in the US —Eliza's Cottage
- Niagara Falls
- famous people: William Lyon Mackenzie, Dionne Quintuplets
- St. Lawrence Seaway
- Rideau Canal
- route of the Trans-Canada Highway
- Canadian Group of Seven (wildlife painters)
- rafting on Ottawa River from Pembroke
- *Paddle to the Sea*
- insulin
- Great Lakes
- "Hug-a-Tree" program
- sight-seeing boat on Georgian Bay and the park
- Durham Report
- CN Tower



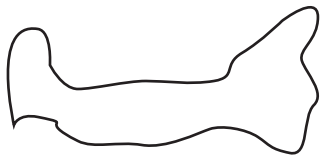
PROVINCE NOTE-TAKING HANDOUT:

Ontario



PROJECTS AND REPORTS:

Prince Edward Island

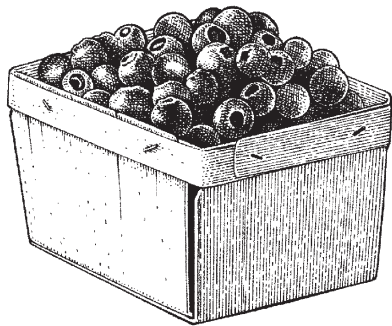


Prince Edward Island

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:



- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

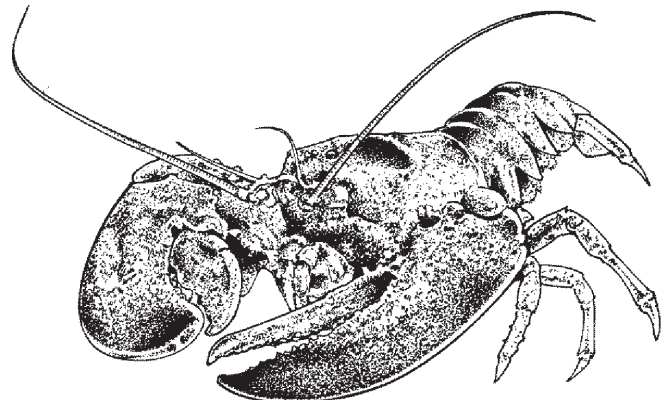
Prince Edward Island - page 2

Extra-credit required ideas:

- Make a time line showing the important events in Prince Edward Island's history. The scale should be one inch per 10 years.
- Enlarge a map of Charlottetown, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Land Purchase Act and its effect
- Treaty of Aix-la-Chapelle

Additional subjects:

- snowshoe rabbit, squirrel
- Hungarian partridge, snipe, ring-necked pheasant
- wild blueberries
- mackerel, oysters, cod, tuna, clams
- Micmac peoples, descendants of Paleo
- birch-bark canoe
- *Anne of Green Gables* (excellent stories and beautiful motion picture available on video—the Disney channel)
- Confederation Conference
- Provincial House
- Lucy Maud Montgomery's home
- Micmac God Manitou
- Prince Edward Island National Park
- Irish moss
- famous people: Jacques Cartier, Samuel de Champlain
- abduction of the governor and Great Seal of P.E.I. by Americans
- oysters
- jet skiing, might do it
- Lucy Maud Montgomery
- Treaty of Paris
- Scottish immigration and customs
- potatoes on P.E.I.
- lobsters
- ice boats
- Acadians
- harness racing



A hand-drawn sketch of a complex, irregular shape on lined paper. The shape is elongated horizontally and features several undulating, wavy edges. It has a small, sharp protrusion on the left side and a larger, more rounded protrusion on the right side. The interior of the shape is filled with a light gray color.

PROJECTS AND REPORTS:

Quebec



Quebec

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Quebec - page 2

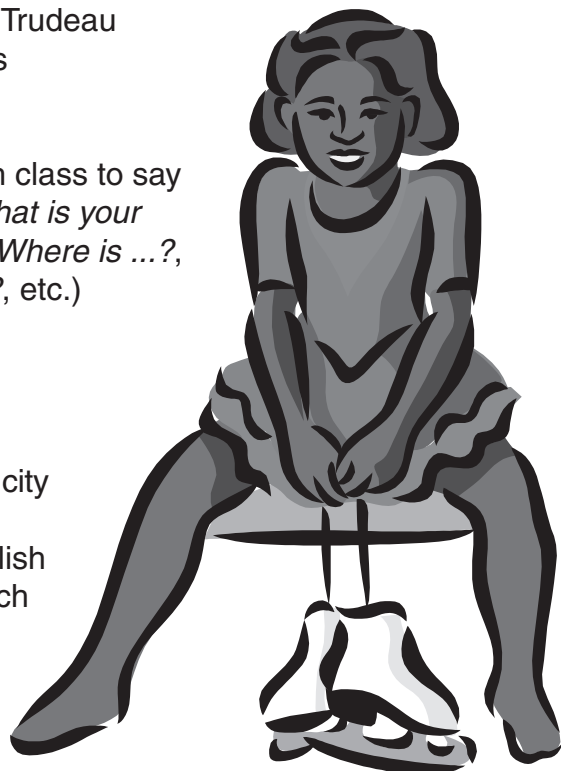


Extra-credit required ideas:

- Make a time line showing the important events in Quebec's history. The scale should be one inch per 10 years.
- Enlarge a map of Montreal and Quebec City, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2"x11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Canadian Shield
- Reason for the unsettled political situation existing in Quebec.

Additional subjects:

- ermines, foxes, raccoons
- warblers, owls, shrikes
- cement, zinc, ilmenite (titanium ore), asbestos
- Madonna lily, buttercup
- sugar maple tree
- Indian tribes: Cree, Algonkian, Huron, Malecite
- hydroelectric power
- ice ages
- Laurentian Mountains
- Gaspé Peninsula and Perce Rock
- famous people: Jacques Cartier, Samuel de Champlain, General Louis Joseph Montcalm and General James Wolfe (include the Battle on the Plains of Abraham), Pierre Elliott Trudeau
- summer Olympic games
- ice carving
- wood carving
- French language (Teach class to say these phrases: *Hello, what is your name?*, *My name is ...*, *Where is ...?*, *How much does it cost?*, etc.)
- road signs in French
- ice skating
- cross-country skiing
- Old Quebec
- Montreal's underground city and Metro
- difference between English Common Law and French Civil Law
- Expo '67 (World's Fair)
- French cooking—demonstrate



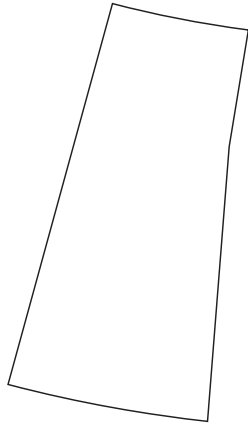
PROVINCE NOTE-TAKING HANDOUT:

Quebec



PROJECTS AND REPORTS:

Saskatchewan



Saskatchewan

Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

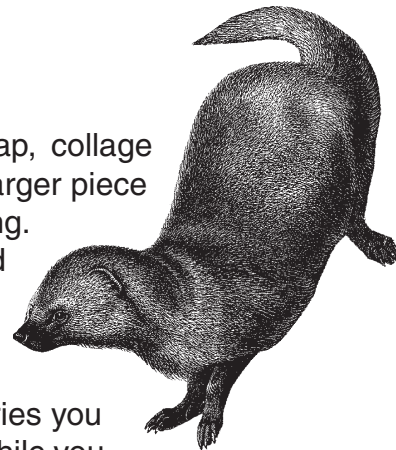
- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. **Remember:** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.



Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

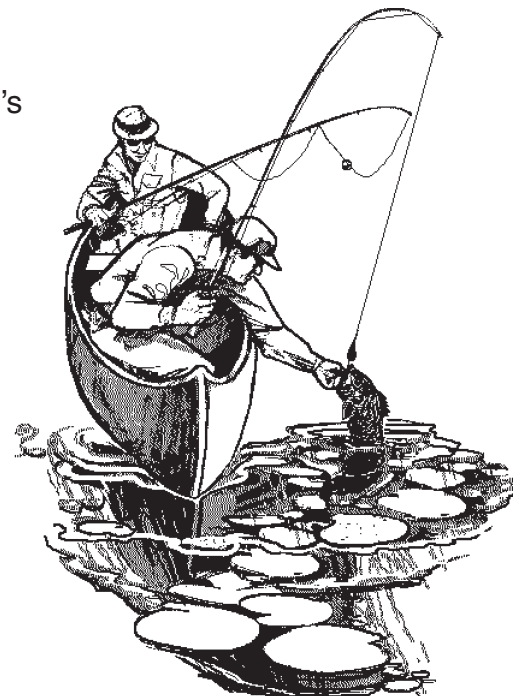
Saskatchewan - page 2

Extra-credit required ideas:

- Make a time line showing the important events in Saskatchewan's history. The scale should be one inch per 10 years.
- Enlarge a map of Regina and Saskatoon, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8 1/2" x 11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.
- Make certain everyone in your group can correctly spell Saskatchewan.
- Royal Canadian Mounted Police

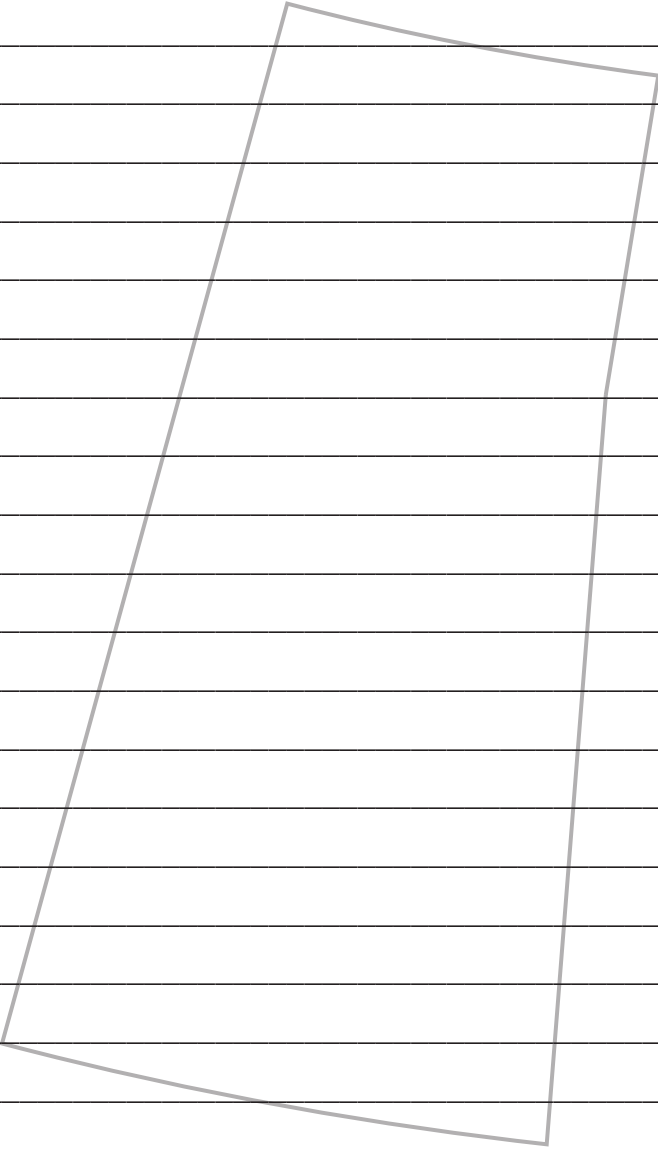
Additional subjects:

- deer, otters, bison, prairie dog
- sharp-tailed grouse, partridge
- cadmium, selenium, sodium sulfate, common salt, potash
- prairie lily, chokecherries, vetches
- mullets, northern pike
- Indian tribes: Chipewyan, Assiniboin, Cree
- Canadian Pacific Railroad
- Louis Riel and the Metis Revolution
- famous people: Henry Kelsey, Sieur de la Verendrye
- fossils, such as the ones at Cypress Hills
- farm vacations
- plucking a goose—Kindersley Goose Festival
- catching a greased pig
- Indian powwow
- Pile O'Bones
- wheat, oats, barley
- petroleum
- Sitting Bull and the Mountie's missing horses
- Mount Blackstrap and Blackstrap Lake
- canoeing and portages



PROVINCE NOTE-TAKING HANDOUT:

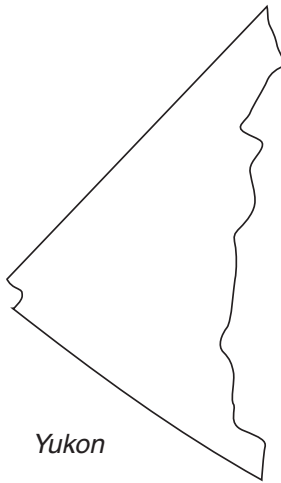
Saskatchewan



A large, light gray parallelogram shape tilted at an angle, centered on a background of horizontal purple lines. The parallelogram is intended for students to draw a map of Saskatchewan.

PROJECTS AND REPORTS:

Yukon



Directions:

Your team must prepare a handout for *each province within your area*. Make these handouts as attractive and interesting as you can because you will give one to each of your classmates at the time of your presentation. Your teacher will duplicate them so you will have all the copies you need. Your classmates will use them to take notes on the information that you present.

What minimal information must be on the handout:

- Name of the province
- Map of the province showing the capital; major cities; rivers, lakes, and large bodies of water; major land features; and what is to be found on its four borders.
- Major language
- Date it became a province
- Population
- Provincial flower, tree, etc.
- Nickname and where the nickname came from

Of course, you can add other information and illustrations if you wish to do so.

1. The list below provides suggested projects and reports.
2. Talk with your teacher if you want to do something not listed.
3. The reports are to be one-page long and are to be written on the PROJECT REPORT FORM.
4. ***Remember:*** *You are responsible for doing one project and one report; however, the more work you do, the more MapleLeaf Travel Dollars you earn.*

Ways to do your project:

- Draw a picture.
- Make a diorama, poster, chart, map, collage (overlapping pictures pasted on a larger piece of paper), model, diagram, or carving.
- You might want to write a pretend “diary-like” story about visiting a certain location.
- Some ideas lend themselves to demonstrations or “tale-telling” (stories you tell around a campfire or fireplace while you are dressed as an old-timer or Indian). Therefore, if you would like to speak in front of classmates, tell your story *dramatically* while you pretend to be someone else.

Whatever way you decide to do your project, use the PROJECT REPORT FORM to briefly tell about your project or write your story. Above all, use your imagination and have fun!

Yukon - page 2



Extra-credit required ideas:

- Make a time line showing the important events in the Yukon's history. The scale should be one inch per 10 years.
- Enlarge a map of Whitehorse and Dawson, indicating the location of the interesting tourist sites. Use during your presentation.
- Draw an 8-1/2"x11" copy of the provincial coat of arms, seal, tree, bird, plant, or flag. Write a short report about it.

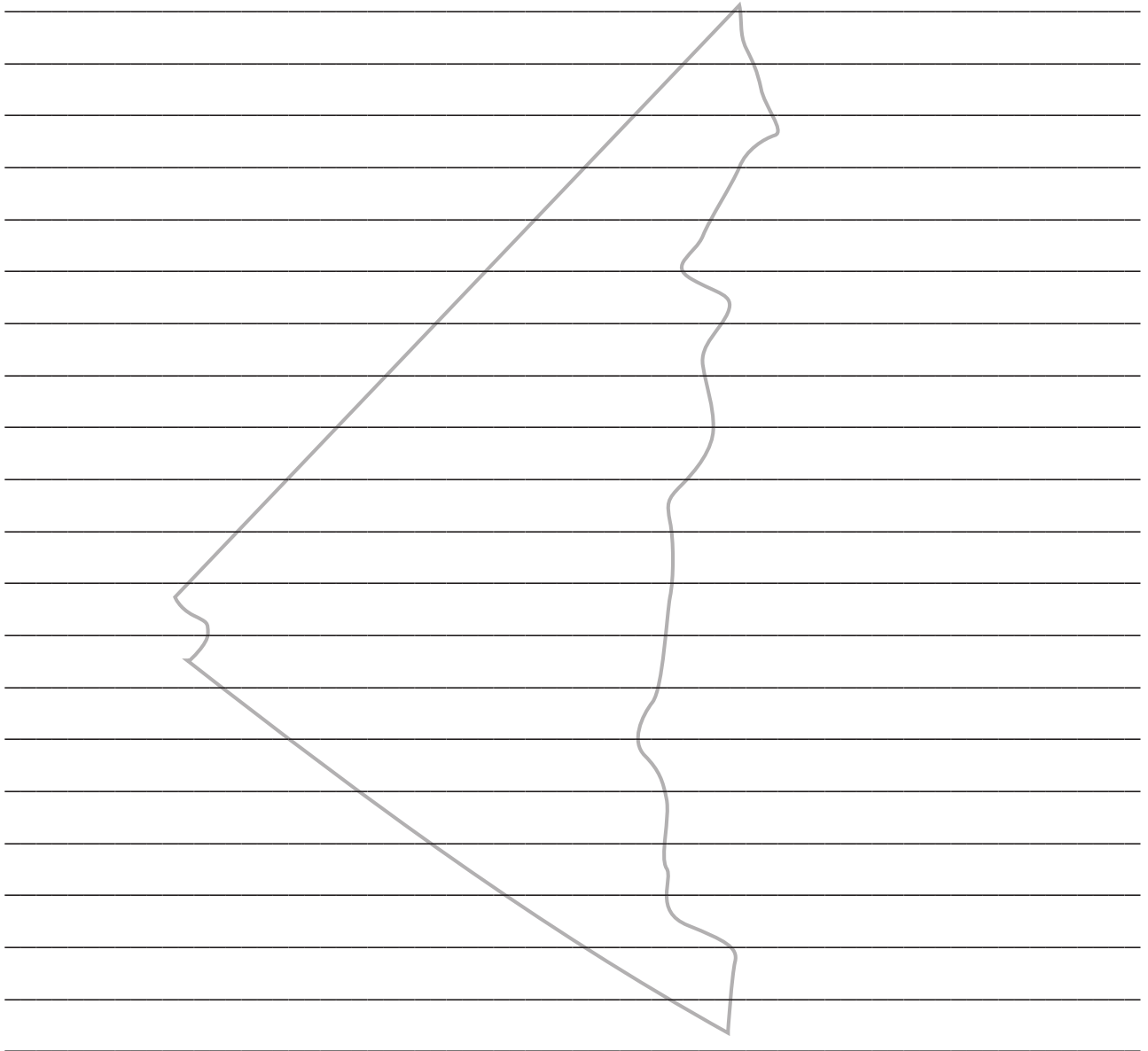
Additional subjects:

- Dall sheep, moose
- gold, lead
- snow goose, grouse, ptarmigan
- waterfowl migration routes.
- fireweed
- grayling, rainbow trout, northern pike
- Indian tribe: Chilkat
- Inuit
- famous people: Robert Campbell, George Carmack
- Klondike Gold Rush
- Robert Service's *Shooting of Dan McGrew* or *Cremation of Sam McGee*
- Klune National Park
- Northern Yukon National Park
- mountain climbing
- soapstone carving (using soap)
- ALCAN highway
- movie: *Gold Rush Days* with Charlie Chaplin.
- Chilkoot Trail
- glaciers
- icefields
- Royal Canadian Mounted Police adventures in the Yukon
- S.S. Klondike moored at Whitehouse
- caribou migration
- panning for gold
- fly-in fishing and hunting trips
- helicopter flightseeing
- mukluks
- Alaska's panhandle
- White Pass Train



PROVINCE NOTE-TAKING HANDOUT:

Yukon



INDIVIDUAL TALLY SHEET



Your name: _____

Reports and Projects completed	MapleLeaf Travel Dollars earned

Total research MapleLeaf Travel Dollars earned _____

Share of Agency Presentation MapleLeaf Travel Dollars _____

Share of Bonus MapleLeaf Travel Dollars _____

Share of Tourist MapleLeaf Travel Dollars _____

MapleLeaf Travel Dollars earned for notebook _____

Grand Total of MapleLeaf Travel Dollars earned _____

AGENCY TALLY SHEET

Name of your agency: _____

INDIVIDUAL MAPLELEAF TRAVEL DOLLARS FROM TEAM MEMBERS' RESEARCH PROJECTS

Member's Name	Amount earned

Total MapleLeaf Travel Dollars earned from team members' research projects _____

MapleLeaf Travel Dollars earned from team members' research projects _____

Bonus MapleLeaf Travel Dollars _____

MAPLELEAF TRAVEL DOLLARS FROM FAMILIES

Family #1: Maritimes	
Family #2: Quebec and Newfoundland	
Family #3: Ontario and Northwest Territories	
Family #4: Prairie Provinces	
Family #5: British Columbia and the Yukon	

Total MapleLeaf Travel Dollars from Families _____

MapleLeaf Travel Dollars from Notebooks _____

Grand Total of MapleLeaf Travel Dollars earned _____

5
**MapleLeaf
Travel Dollars****5**
**MapleLeaf
Travel Dollars****10**
**MapleLeaf
Travel Dollars****10**
**MapleLeaf
Travel Dollars****20**
**MapleLeaf
Travel Dollars****20**
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Travel Dollars****50**
**MapleLeaf
Travel Dollars****50**
**MapleLeaf
Travel Dollars****100**
**MapleLeaf
Travel Dollars****100**
**MapleLeaf
Travel Dollars**



*Geography
made us
neighbors ...
History made
us friends ...
Economics
made us
partners ...*



John F. Kennedy

SUGGESTED DESTINATIONS - 1

Your “Family” is going to travel in Canada for 14 days and spend \$250 a day. You may spend only \$250 MapleLeaf Travel (MLT) dollars in your own area. To go places not listed below, receive permission and MLT dollar cost from your teacher. *The following destinations are only suggestions.*

Alberta

- Go sightseeing in Calgary, including Dinosaur Park: \$150
- Go on a sightseeing tour in Edmonton to see the West Edmonton Mall and Calgary to see the Saddledome: \$250
- Take in the Calgary Stampede Rodeo: \$200
- Enjoy a fly-in ski trip: \$250
- Visit the Tyrrell Museum of Palaeontology in dinosaur country: \$100

British Columbia

- Go on a sightseeing tour of Vancouver: \$250
- Take a tour of Victoria on the double-decker bus and enjoy a visit to Butchart Gardens: \$50
- Enjoy a cruise of the Inside Passage to Alaska to see the fjords: \$750
- Visit the new Haida Gwaii Park on Queen Charlotte Island to see rain forests, tide pools, and native homes: \$250
- Ride on the ALCAN highway from Dawson City through the mountains to the Yukon: \$150

Manitoba

- Go on a sightseeing tour of Winnipeg, including the Children’s Museum: \$150
- Take a sightseeing tour of Churchill, including watching the bear migration: \$100
- Enjoy a river cruise with dinner to watch the Aurora Borealis: \$100
- Visit a Ukrainian festival with Russian-type horseback riders and dancers—decorate your own Ukrainian egg: \$150
- Take a trip through the Royal Canadian Mint with samples of various kinds of Canadian money: \$100



SUGGESTED DESTINATIONS - 2

New Brunswick

- Go sightseeing in the capital Fredericton and the province's largest city at Saint John: \$100
- Visit Magnetic Hill, Mysterious Inscription, and Reversing Falls: \$200
- Take a boat trip to Campobello and learn about Franklin D. Roosevelt: \$100
- Visit Fundy National Park and The Rocks to see the tide: \$100
- Visit the Acadian Village on Riviere du Nord: \$100

Newfoundland/Labrador

- Go on a sightseeing trip to St. John's: \$100
- Travel to L'Anse aux Meadows to see the Viking settlement: \$100
- Visit the French islands of Saint Pierre and Miquelon: \$100
- Take a camping trip into Gros Morne National Park to see the wildlife and fjords: \$150
- Visit the \$950,000,000 hydroelectric plant in Churchill Falls: \$100

Northwest Territories

- Go on a sightseeing trip to Yellowknife to see the flowering dwarf plants growing on the tundra, and the Northern Lights. Also to watch the Midnight Sun Golf Tournament: \$150
- Try white-water rafting on the So. Nahanni River: \$150
- Visit an Inuit village to meet the natives, watch their sports and dances, and buy soapstone carvings and mukluks: \$200
- Take a floatplane flight to the North Magnetic Pole, Baffin Island, and Ellesmere Island: \$150

Nova Scotia

- Take a sightseeing tour in Halifax and sign up for an "Order of the Good Time" certificate: \$100
- Go to a Scottish Gathering of the Clan and try your hand at bag-piping, the Highland Fling, and log throwing: \$150
- Visit the Acadian country: \$150
- Spend a day at the fortress at Louisbourg, watch the old-time activities and have stew made in a pot in the fireplace: \$200
- Go fishing in one of the 4,500 lakes or 50 rivers for a brook trout or salmon: \$100



SUGGESTED DESTINATIONS - 3

“

If I were the president of the United States, I'd wake up in the morning and probably look at the events around the world—Americans under attack here, the U.S. embassy attacked there, acts of terrorism and violence—I'd look at all that, and I'd look at Canada and say, 'Thank God I have Canada for a neighbor ... Now, what can I do for Canada today?'

”

**Prime Minister
Brian Mulroney**

Ontario

- Visit Niagara Falls and take a ride on the Maid of the Mist: \$250
- Visit the locks along the St. Lawrence Seaway: \$100
- Go sightseeing in Toronto, including visits to the top of the CN Tower, Ontario Place, and the Ontario Science Center: \$250
- Visit the capital of Canada, Ottawa, watch Parliament and see the changing of the guard at the Parliament Building: \$200
- Take a sightseeing cruise to the islands in Georgian Bay, including the marine park at Bruce Peninsula, where you can put on flippers and see the underwater world with sunken boats: \$200
- Go on a wild river-rafting trip on the Ottawa River: \$100

Prince Edward Island

- Tour the island, including a visit to Charlottetown, Provincial House, and Lucy M. Montgomery's home at Cavendish: \$250
- Enjoy an evening of dining on lobster and watching the musical *Anne of Green Gables*: \$150
- Camp in Prince Edward Island National Park with fishing, swimming, sailing, and windsurfing: \$150
- Take part in a yacht "Round-the-Island" race: \$100
- Try jet skiing: \$50

Quebec

- Go sightseeing in Montreal, including the underground city and Metro: \$200
- Take a sightseeing tour in Quebec with a trip to Old Quebec, Plains of Abraham, Citadel, and Chateau Frontenac: \$100
- Visit Gaspé Peninsula, including a trip to Perce Rock, nature walks, and whale watching: \$100
- Try cross-country skiing in the Laurentian Mountains: \$100
- Watch a curling match and receive a lesson on how to play: \$100
- Visit the Saint Maurice Forges to see how iron was turned into cannons, stoves, and wheels for railway cars: \$100



SUGGESTED DESTINATIONS - 4

Saskatchewan

- Take a sightseeing tour of Regina with the show “Trial of Louis Riel”: \$100
- Enjoy a sightseeing trip to Saskatoon with a trip to Mount Blackstrap and Blackstrap Lake: \$150
- Try a farm vacation—milking cows, riding ponies, picking wild berries, and going on a hayride: \$200
- Visit the Royal Canadian Mounted Police headquarters and museum, spending the day with a Mounty: \$150
- Visit the Standing Buffalo Indian Powwow at Sioux Bridge: \$100

Yukon

- Take a sightseeing trip to Dawson for the Gold Rush Festival: \$200
- Enjoy a performance of the *Cremation of Sam McGee*: \$100
- Take a hiking and backpacking trip into the Klune National Park: \$200
- Plan a fly-in fishing trip: \$100
- Enjoy a sightseeing trip to Whitehorse to see the S.S. Klondike and travel on part of the ALCAN highway: \$150

INDIVIDUAL DECISION FORM

Name: _____

Destination #1:

- Reason:

Destination #2:

- Reason:

Destination #3:

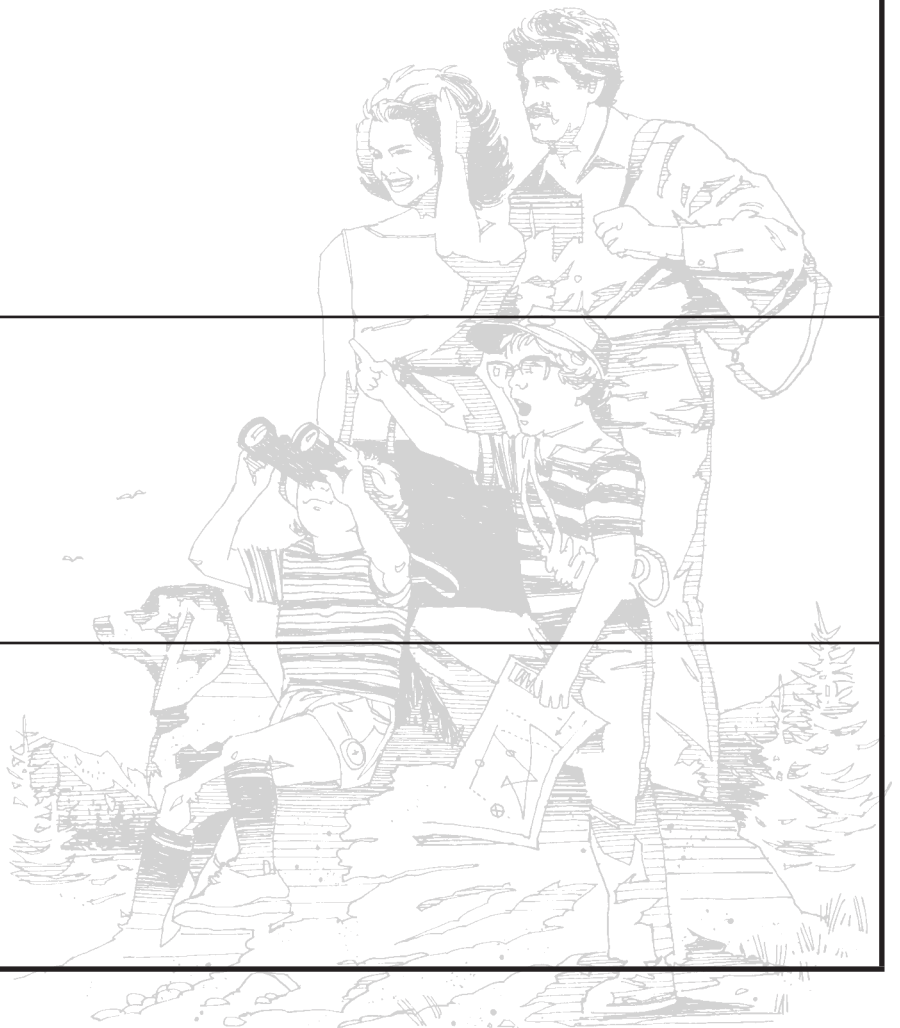
- Reason:

Destination #4:

- Reason:

Destination #5:

- Reason:



FAMILY DECISION FORM

Your trip is to last 14 days. The total cost is 3,500 MapleLeaf Travel Dollars (14 × 250 per day).

DESTINATION	# of days	MLT Dollars used	
			TEAM #1
Total MLT Dollars to Team #1			
			TEAM #2
Total MLT Dollars to Team #2			
			TEAM #3
Total MLT Dollars to Team #3			
			TEAM #4
Total MLT Dollars to Team #4			
			TEAM #5
Total MLT Dollars to Team #5			

Top Individual Winner



Our study of CANADA

Top Agency Winner



Our study of CANADA

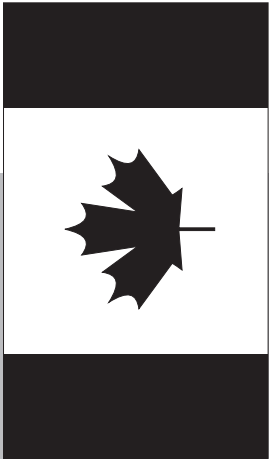
Participation Award



Completed this minimum:

- one report
- one project
- a notebook
- took active part in agency presentation

Our study of CANADA



TEACHER FEEDBACK FORM

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

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Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

RELEASE FORM FOR PHOTOGRAPHIC IMAGES

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

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I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

Interact

10200 Jefferson Blvd.
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310-839-2436



CANADA

A simulation of travel agencies planning family vacations in Canada

Hiking quiet mountain trails, watching wild animals living free, skiing down snowy slopes, rafting wild and rough waters, watching the sky ablaze with the lights of the Aurora Borealis, visiting museums made for kids, eating great food, going to the top of the tallest free-standing tower in the world, riding in the Maid of Mist with the waters of the Niagara thundering down in front of you—all of these are things you might do in Canada, the country you visit in this simulation. First you learn about the geography, history, government, economics and people of Canada. Then you become a member of a Tourist Agency team that encourages others to visit your particular part of this great land. Finally, as part of a family, you help plan a two-week vacation in Canada—going wherever you wish to go and doing whatever you choose to do. Bon voyage!

Phase 1

1. Complete the Pretest.
2. Select an Agency leader and a recorder.
3. Choose a name for your Travel Agency.
4. Read and discuss the material in this Student Guide.
5. Complete your own set of background information sheets, but decide on the answers together as a team. On about the fifth day your class will likely correct the information sheets. If you made a mistake, simply change it.
6. Plan your Agency's presentation to the class. Make it exciting so everyone will want to visit your area during Phase 3. Your group will receive Maple Leaf Travel dollars based on the quality of your presentation.
7. Your Agency team must also prepare a one page (one side only) handout for each province within your area. Your teacher will give you directions for completing these Province Note-Taking Handouts. When completed, your teacher will copy and distribute the handouts to other Agencies.
8. Each member of your Agency is responsible for a minimum of one report and one project on a Canadian province. Choose what you wish to do based on your own preferences as well as what your Agency needs for its presentation. Your teacher will give you Projects and Reports handouts to help you decide what to do. You earn Maple Leaf Travel dollars based on the quality of your work and the difficulty of the task you chose.
9. If two or more wish to do the same activity, decide who will do it by means of chance (toss a coin, think of a number, draw a straw) or work together and split the dollars earned.
10. You will have only 30 minutes for your presentation. Rehearse it carefully so that all members know what to do, so that it will move smoothly from one thing to another and so your Agency can stay within the time limit.





Phase 2

1. Start your presentation by introducing your Agency's members. Distribute the handouts. Briefly go over them with the class. Make your presentations—reports, plays, etc. Briefly summarize the highlights of your area at the end of your presentation.
2. Your teacher will award Maple Leaf Travel dollars for the individual projects and reports done, as well as for the Agency presentation.
3. Record the Maple Leaf Travel dollars earned on the Individual Tally Sheet and Agency Sheet.
4. Listen to the other presentations carefully. Take notes on the back of the handouts so that you will remember what each area has to offer. You will need to have this information during Phase 3.

Phase 3

1. Your Agency group will now become a family group going on a vacation.
2. Tally all individual points earned so far. The boy and the girl with the largest number of points become the parent figures and will have the final say when group decisions are made. Each family unit will receive an additional \$1,000 bonus in Maple Leaf Travel dollars. Add these dollars to the Individual Tally Sheet and Agency Tally Sheet.

3. Complete the Individual Decision Form on places you would like to visit.
4. Complete the Family Decision Form and give it to your teacher so the other Agencies can receive the Maple Leaf Travel dollars they have earned because you choose to travel in their areas. Spend \$250 in the areas you studied.
5. Assemble a notebook of the following materials complete with a cover, a title page and a table of contents:
 - This Student Guide
 - Information sheets
 - Handouts on each of the 13 provinces and territories
 - Project Report Form on each activity you completed
 - Individual Decision Form
 - Copy of completed Family Decision Form
 - Completed Individual Tally Sheet
 - Copy of completed Agency Tally Sheet 6
6. Awards will be given to the winners as follows:
 - Individual winner—person with the most Maple Leaf Travel dollars
 - Travel Agency winners—team members of the Agency earning the most Maple Leaf Travel dollars
 - Participation Awards to all students completing a minimum of one report and one project, and turning in a completed notebook
7. Take part in a class evaluation of the simulation
8. Complete the Posttest

You might wish to set up your Travel Agencies for booths at a PTA meeting—or for an open house for your parents—so that you can teach everyone about Canada and all the exciting and interesting things that this nation has to offer.



Bordering the United States on the north is Canada. It is a very large country. In fact, it is the second largest country in the world. It just may be the best friend that the United States has anywhere in the world today. These countries share the longest international border without guns or forts. The cities and towns look much like those in the United States, with shopping centers, supermarkets, gas stations and convenience stores. Canadians and Americans wear similar kinds of clothes, eat foods that are very much alike, and live in similar types of houses. They drive the same kinds of cars—complete with bumper stickers. Except for the province of Quebec, Canadians use English as their primary language.

But there are differences. Canada is not part of the United States. It is a separate country with a different history, geography and form of government. It is important that Americans know about Canadians in order to appreciate the similarities and differences.

The population of Canada is ten times smaller than the United States, but the land size is 10 percent larger. The relationship between the two countries is sometimes rather lop-sided. This can be very difficult for the Canadians. The United States has a tendency to treat the Canadians much like an older brother might treat a younger brother. Many things that happen in the United States affect the Canadians. As one of Canada's former prime ministers, Pierre Elliot Trudeau, once remarked, "Sharing a border with the United States is like sleeping with an elephant. No matter how friendly or even-tempered is the beast, if I may call it that, one is affected by every twitch and grunt!"

Fortunately, with the exception of several incidents when both were very young nations, the United States and Canada have been able to sit down together, discuss their problems and find solutions. One problem facing the two nations is the acid rain from industries in the northern United States blowing onto Canadian lands, killing their plants and polluting their air and water. Hopefully, the two countries can find a way to control their industries so that this very serious problem can be solved.

Canadians know more about Americans than Americans know about them. This fact is easy to understand when you realize that 75 percent of all Canadians live within 100 miles of the U.S. border. Canadians watch American television, read American magazines, listen to American music, see the same movies, and watch or participate in the same kinds of sports.



Finally, the greatest difference between Canada and the United States is in the makeup of the people. Whereas the U.S. is a melting pot where new people try to become part of the United States, Canada is a mosaic where new people gather together with others similar to themselves. This is particularly true in the province of Quebec, which was settled originally by the French. Even today the residents have maintained their French culture—complete with customs, language and laws. In recent years the United States has become more of a mosaic as well.

So let's start learning more about this truly beautiful land of Canada and its varied and interesting people.

Early Exploration

Long before the United States was discovered and settled, the Vikings had established a settlement in Canada around 1000 CE.

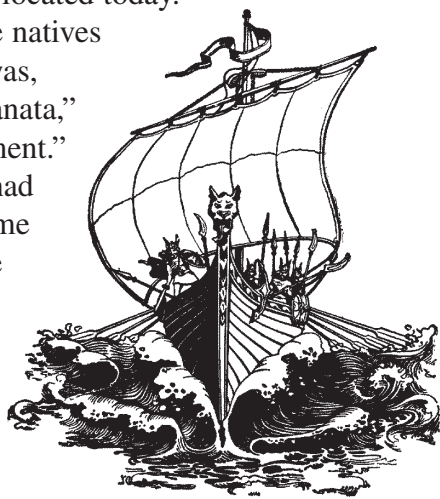
The Vikings left because they could not overcome, or they did not wish to try to overcome, the hardships they encountered. Today you can see a reconstruction of their village at L'Anse aux Meadows in Labrador.

Soon after Columbus rediscovered the North American continent in 1492, John Cabot and Sebastian Cabot, while sailing for England in 1497, explored the waters off Newfoundland and found them to be teeming with fish. They did not explore further in this area. The English, although they continued to fish in the area, did not try to establish settlements.

The Cabots had been looking for a Northwest Passage to the riches of the Orient. They were followed by many other English and French explorers, such as Jacques Cartier, Sir Martin Frobisher, William Baffin and Henry Hudson. It wasn't until much later, in the 20th century, that such a passage was discovered.

During Cartier's voyages in 1534, 1535, and 1541, he sailed into the Gulf of St. Lawrence and on to where Montreal is located today.

When he asked the natives he met where he was, they answered "Kanata," meaning "a settlement." They believed he had asked them the name of their village. He claimed the lands for France, but he was unsuccessful in establishing a colony.



Think of the long, cold voyage the Vikings experienced while they sailed across the cold Atlantic several centuries ago!

First Permanent Settlements

Until the early 1600s the French paid little attention to Canada, except for fishing in her waters. The British, however, began to settle in the land they had claimed to the south in what is now the United States. The French felt they must also begin settlements or the British might try to claim these lands to the north. In 1604, Samuel de Champlain (known as the "Father of New France") founded Acadia on the Bay of Fundy. Believing he could find an even better place to settle, he continued up the St. Lawrence River and established Quebec in 1608. This became the first permanent settlement in Canada. It was settled one year after the British established Jamestown in Virginia.

Montreal, which was founded in 1642, began as a Catholic missionary center for the natives. Despite constant conflicts, many natives converted to Christianity. In 1663, the French King, Louis XIV decreed it to be a province of France.

During the next sixty years, fur-trading companies came to control this area known as "New France." In return for trading rights, they were supposed to bring in settlers and start settlements. Many French people did settle in the areas that are now the provinces of Nova Scotia, New Brunswick, Prince Edward Island, Quebec and Ontario.

In 1670 however, the British granted the Hudson's Bay Company trading rights and power to rule the northern part of Canada on lands draining into the Hudson Bay. This grant caused the French to be hemmed in with the English to the north and along the eastern seaboard. Two men, the priest Jacques Marquette and trader-explorer Louis Joliet, were sent out to explore the Mississippi area. Robert de la Salle sought the mouth of the Mississippi River. The French founded trading posts along the Great Lakes and along the Mississippi River as far south as the Gulf of Mexico.

French-English Animosity Begins

Even though the French colonies were more unified, the British forces slowly whittled away at them,

capturing Quebec and eventually conquering all of New France in a war known as the French and Indian War. By 1763, the British controlled all Canadian lands settled at the time, but they found it difficult to rule a land populated mainly by the French. Many of the French colonists were forced to leave. Some were resettled in New Orleans in what eventually became the United States. Longfellow's poem *Evangeline* tells of these people, the Acadians. Many of Canada's difficulties today between the French and English citizens stem from that time.

During the American Revolutionary War, 1775–1783, the Colonists tried unsuccessfully to attack Canada. More than 40,000 loyalists or Americans who did not want to break away from England left the United States and moved into Canada. More loyalists relocated in the ensuing years.

In 1791, the British divided the old province of Quebec into Upper (British) and Lower (French) Canada. At this time the name of Canada came into use.

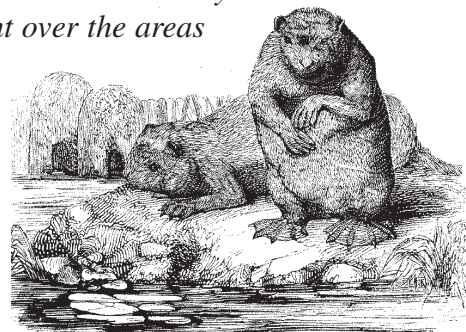
In the late 1700s and early 1800s, explorers such as Sir Alexander Mackenzie, David Thompson and Lord Selkirk pushed farther into the unknown western country until they reached the Pacific Ocean. However, few settlements were established.

Nineteenth Century Problems

During the War of 1812, the Canadians were forced to defend their country from invasion by the Americans.

The Americans captured and burned the capitol of Canada at York. This caused the British to march on the capitol of the United States in Washington and burn it. Events in Europe stopped the war and saved the United States from being retaken by the British. Canadians now began to feel of themselves as a separate and special country. Their capital was rebuilt at Ottawa, a small town located on the Ottawa River which separates Ontario and Quebec. The boundary between the two countries had been established by 1818.

The North West and Hudson's Bay companies fought over the areas where beavers lived. This fur trade was very lucrative during the nineteenth century.



Meanwhile, there was a fierce struggle between the North West Company of Montreal and the Hudson's Bay Company. Both companies wished to control the fur trade in the area north to the Arctic and west to the Pacific Ocean. Hudson's Bay Company won, and in 1821 took over the North West Company.

Trouble was also brewing in both the colonies of Upper and Lower Canada. Two short rebellions occurred in 1837. They were led by Louis Joseph Papineau in Lower Canada and William Lyon Mackenzie in Upper Canada. Although the rebellions were unsuccessful, the British government in London sent John Lambton, first Earl of Durham, to Canada to see what could be done. He wrote his Durham Report in 1839. In it he said that if England would give Canadians self-rule, they would remain part of the British Empire.

Canada Unified

This turn of events startled the English, but in 1841 they decided to join Upper and Lower Canada as a beginning toward making Canada one country. This decision didn't work. England was afraid she would lose her colony to the United States. The newly united Canada wanted to include New Brunswick, Nova Scotia and Prince Edward Island. The leaders of the Maritime Provinces were planning to combine by themselves and already had a conference arranged in Charlottetown on Prince Edward Island in September 1864. Representatives of Upper and Lower Canada urged them to consider uniting together as the British North American Colonies. Later in 1864, they all met again at the Quebec Conference. There they wrote their plan for a government.

The Canadians chose to pattern themselves after the English type of government. They felt that there were serious problems in the American form, particularly in the power given to the separate states.

Many Canadians had become the last stop of the “Underground Railroad.” They helped slaves who were escaping from the Southern states during the Americans’ Civil War. This situation not only caused hard feelings between the two countries, it also made some Canadians suspicious of a governmental system that would allow some states to retain slavery.

Unity from Sea to Sea

The British North American Act was passed by the British Parliament in 1867. It established the Dominion of Canada composed of four provinces: Quebec, Ontario, Nova Scotia and New Brunswick. Sir John A. Macdonald was chosen as the first prime minister. The dominion did not think of itself as independent of Great Britain, only as free to govern itself in those matters dealing with domestic affairs.

In 1869, the founders of the dominion purchased the lands to the north and west known as Rupert’s Land from the Hudson’s Bay Co. It was during this period that the Royal Canadian Mounted Police (RCMP) was established to bring order to this newly acquired land. Many of the Metis (pronounced ‘may TEECE’), or mixtures of First Nations Peoples and French and British fur traders, lived in this area. They had developed a strong sense of their own identity. Under the leadership of Louis Riel, they rebelled in 1869, but the rebellion was put down. In 1870 Manitoba, the area of the Metis Rebellion, was created as a province.

On the west coast the two colonies, Vancouver Island and British Columbia, joined together as British Columbia. They favored the idea of joining the United States. Macdonald’s government promised them that if they joined the dominion a railroad would be built within Canada to unite them with the eastern provinces. In 1871, British Columbia agreed and became the sixth province. Constructing the railroad was extremely difficult because it had to be built through a very rugged area in the

Rocky Mountains. Also, funding was curtailed due to an economic depression during the 1890s. This depression was considered the worst the world had ever known. But the railroad was completed and the dominion now stretched from sea to sea. Prince Edward Island joined the dominion in 1873, so there were then seven provinces.

Northwest Rebellion of 1885

The Metis, led by Riel, revolted again in 1885, in what became known as the Northwest Rebellion of 1885. The revolt was put down and Riel was captured and hanged.

Because of the RCMP, this interior area of Canada became much safer. Consequently, thousands of immigrants from the United Kingdom, Europe and the United States claimed land. But it wasn’t until 1905 that Alberta and Saskatchewan became large enough in population to become separate provinces.

World War I and After

In 1914, Canada, as part of the British Empire, became involved in World War I. Many Canadians, particularly the Francophones (French speakers), did not wish to participate. Canadian troops, however, were trained in Britain and later served gallantly in the war. Canada also contributed huge amounts of food and munitions and lent Great Britain more than \$700,000,000. Serious problems began to develop between the Francophones and Anglophones (Canadians with English background). After the war another wave of immigrants arrived in Canada. More than ever, Canadians wished to become a self-governing country. In 1927, a gathering of countries within the British Commonwealth agreed. After the British Statute of Westminster was passed in 1931, the British Parliament could no longer make laws for the dominion; Britain could, however, change the Constitution concerning things between England and the provinces.

The Great Depression Strikes

Canada suffered economic problems during the 1930s as did most of the rest of the world. New political parties came into being. There were strikes

and unemployment. The railroad was taken over by the government, and the Bank of Canada was established. The Canadian Radio Broadcasting Commission (renamed Canadian Broadcasting Corporation in 1936) was created, as well as the state-controlled Trans-Canada Air Lines (now known as Air Canada).

World War II

World War II began in 1941. Canada was not prepared to go to war. It contributed money and supplies to England, but again there was a problem with sending troops into the war. The Quebecois (French-speaking Quebec natives) saw the conflict as a “British war.” What the people didn’t like was conscription, or requiring men to go into battle. Canadian troops and the Royal Air Force, however, did take active parts in the war in Europe. And then after Hitler’s Germany surrendered, troops were transferred to the Pacific to fight Japan.

Canadian factories built ships, planes and weapons for the war effort. They also took in orphans and other young English children so they would be safe from the bombing. At this time the 1,519-mile Alaskan Highway was also constructed. It was a joint US-Canadian project developed to provide a badly needed transportation route; 1,220 miles of this Alaska-Canadian (ALCAN) highway lie within Canadian borders.

Total Independence

The years after World War II brought total independence from English rule, more central government powers, and more wealth and prosperity for the people. In 1949, Newfoundland became the tenth Canadian province, and the country of Canada consisted of ten provinces and two territories. Canada was now a unified country. Work began in 1954 on the Saint Lawrence Seaway project which allowed large ocean-going ships to sail throughout the Great Lakes. This project was financed and constructed jointly by Canada and the United States. The world’s longest natural gas pipeline was constructed in 1957 from Alberta to Montreal. Nuclear reactors and dams were built to increase power sources.

Queen Elizabeth and the Canadian prime minister signed a new Constitution in 1982. All powers were given to the Canadian government. Although the British monarch remains the head of state, she/he has no say in running the Canadian government.

Recent Events and Concerns

The world’s spotlight fell on Canada in the late twentieth century: a World’s Fair in Quebec (1967), the Summer Olympics in Montreal (1976), a World’s Fair in Vancouver (1986), and the Winter Olympics in Calgary (1988). These events helped people everywhere to become aware of Canada’s development into a modern, powerful country.

On April 1, 1999, the Northwest Territory was divided, resulting in the establishment of the new Territory of Nunavut (*meaning our land*). It is pronounced *Noo-nah-voot*. Its capital is Iqaluit (*Eee-kah-loo-eet*) located on Baffin Island.

Today’s Canadians are concerned with several things: the unrest in Quebec, establishing a separate self-governing home for the native people of the Territories, the acid-rain situation caused by the United States, foreign ownership of their businesses, national unity and the state of their economy.







Geography Activity

Directions: Locate and label all the places listed below. Make a mark by each of the items after you have placed each on the map.

1. Each of the ten provinces and three territories
2. Capital of each of the provinces and territories
3. Capital of Canada
4. Bodies of water:
 - Hudson Bay and Strait
 - Gulf of St. Lawrence
 - Arctic Ocean
 - Atlantic Ocean
 - Pacific Ocean
 - Lake Winnipeg
 - Labrador Sea
5. Islands:
 - Victoria Island
 - Baffin Island
 - Ellesmere Island
 - Queen Charlotte Island
 - Vancouver Island
6. Rivers:
 - Fraser River
 - St. Lawrence River
 - Detroit River
 - Ottawa River
7. Geographical features: (Very lightly shade in the approximate location of each of the following. Use different colors.)
 - Canadian Shield
 - Appalachia Highlands
 - Great Lake/St. Lawrence Lowlands
 - Interior Plains
 - Cordilleran Region
 - Arctic Archipelago
 - Great Lakes
 - Great Slave Lake
 - Great Bear Lake
8. Northwest Territory (3 districts)

People Activity

Directions: Use these 2007 population figures when you complete the PEOPLE ACTIVITY handout your teacher gives you.

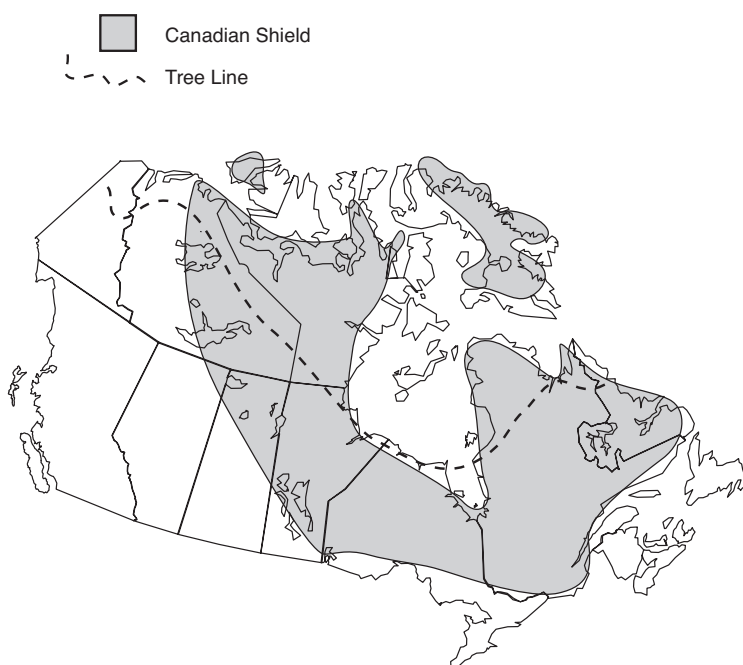
Alberta	3,633,000
British Columbia	4,420,000
Manitoba	1,214,000
New Brunswick	748,000
Newfoundland	509,000
Nova Scotia	940,000
Ontario	12,987,000
Prince Edward Island	140,000
Quebec	7,783,000
Saskatchewan	1,024,000
Northwest Territory	43,000
Nunavut	32,000
Yukon	33,000

Canada stretches from the Atlantic Ocean to the Pacific Ocean. Its northernmost point is less than 500 miles from the geographical North Pole. Its southern border is the United States with whom it shares the Great Lakes. Vast farmlands lie in the center of the country and spectacular peaks rise in the western mountain ranges.

Descriptive Regions

The land can be divided into six very different topographical areas:

- **Canadian Shield:** Covering nearly half the land of the country, the Canadian Shield extends around the Hudson Bay and stretches north and west from the Atlantic Ocean to the Arctic Ocean. The Shield was caused by the glaciers of an Ice Age long ago. This land has very little top soil needed for growing crops. In the south are hundreds of thousands of miles of trees and to the very north is treeless tundra. This northern area contains more than a million rivers, streams and lakes, with about one-fourth of the world's fresh water supply. The Canadians have harnessed these waters with dams which provide energy for themselves and for the United States. There are also vast and as yet unknown quantities of minerals: gold, silver, nickel, zinc, copper, cobalt, uranium and many more.
- **Appalachian Highlands:** Including low ranges of mountains, valleys, rolling plains and rugged coastlines, the Highlands provide natural resources to support the important industries of forestry, fishing and mining.
- **Great Lakes/St. Lawrence Lowlands:** Bordering the Great Lakes and the St. Lawrence River in Southern Quebec and Ontario, these lowlands are the most populated area in Canada. There is a great deal of manufacturing and rich farmland in this region.
- **Interior Plains:** Sandwiched in between the Canadian Shield and the Cordilleran Mountains, this series of plains includes bluffs, which mark the borders of the various plains. The soil in the southern area is very rich and supplies much of the world's wheat. There are also important deposits of oil, gas and potash.
- **Cordilleran Region:** These mountain ranges that run north to south lie within the provinces of British Columbia, Yukon, western Alberta and the Northwest Territories. These mountains are very high and rugged with deep valleys. In the west these lands slope down to meet the Pacific Ocean. There are rich forests producing lumber and lumber products. In the southern valleys there is agricultural land with orchards and vineyards. Many fisheries are located along the Pacific Ocean.



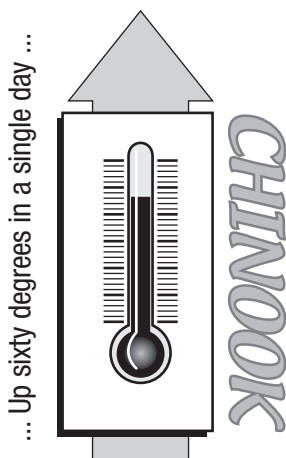
- **Arctic Archipelago:** Cold, forbidding and difficult to traverse or inhabit, the Arctic Archipelago experiences long, miserably cold winters, very little daylight and frozen waters for eight to nine months of the year. It covers 50 percent of the land. The land here cannot be used for agriculture. The only vegetation is permafrost and tundra. Scientists believe there may be a wealth of minerals as yet undiscovered in the Arctic.



Climate

Just as Canada's landmass has a variety of topographies, so its areas have a variety of climates. To live in the freezing cold of the harsh northern areas is very difficult. The southern areas, however, have four distinct seasons, much like the northern U.S.

- **Interior Plains:** The summers can be very warm, with light rainfall. There can be long periods without any rainfall called droughts. There can also be thunderstorms and unseasonable spring and autumn frosts. During the winter months the Prairie Provinces, especially Alberta, may have unusual "chinook" conditions where the temperature may rise as much as sixty degrees in a single day.
- **Western Coastal Areas:** This section can be cool and fairly dry in the summer. The winters are mild, often with little or no snow, but they may be cloudy and wet.
- **Mountains:** These high areas have heavy snow and cold winters; however, the summers may be warm and dry.



- **Southern Ontario and Quebec:** Because of moisture from the Great Lakes, these provinces experience cold, damp winters and hot, humid summers.
- **Maritime Provinces:** Due to the Gulf of St. Lawrence and the Atlantic Ocean, these provinces experience a humid climate; however, they may receive dry air from the continental interior. As a result, the day-to-day weather conditions may be the most varied of all of the areas in Canada. Heavy snowstorms are not uncommon in the winter, fog is common in the spring and early summer, and the summers are very mild.

Population Distribution

The geography and climate of Canada have had a great influence on its people. Three-fourths of the people live within 100 miles of the Canadian-U.S. border and 90 percent of all people live within 200 miles of the border. You might imagine that most Canadians live on farms or in rural areas, but this is not true. Eighty percent of the Canadians live in cities. The majority of these people live within the Great Lakes/St. Lawrence River area or in British Columbia.

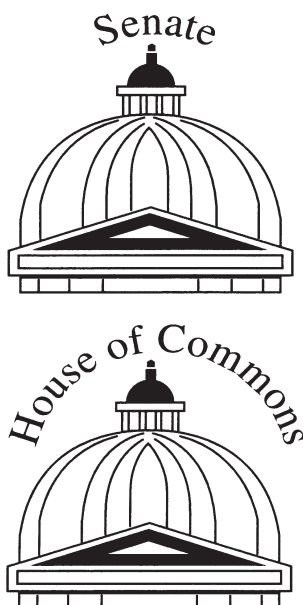
Influence on Unity

Because of geography, it has been difficult for many Canadians in the past to feel they were a united nation. A thousand miles of rocks, eroded mountain chains and bogs divided the Prairie Provinces from the more settled areas of Ontario and Quebec and high mountains divided them from British Columbia. Two of the Maritime Provinces are islands, and the third is connected by only a strip of about one hundred miles. Today, with modern transportation and communication, these barriers are more easily overcome.

When Canadian lawmakers established their government, they were influenced by what the British, the French and the Americans had done before them in forming their governments. But the Canadians' government was definitely planned to fit Canada's own special needs.

In 1867, the British Parliament passed the British North American Act (BNA Act) which gave the Canadian government the power "to make laws for Peace, Order and Good Government."

Before that time, all decisions about anything to do with Canada had been made in England. When the Canadians wrote their Constitution, they said that the government in Ottawa had the right to make decisions in matters of national concern, such as defense and criminal law, plus all other matters where power was not given specifically to the provinces. England kept some powers, such as dealing with foreign nations. The provinces had the responsibility for education, health, and municipal or city affairs. Much of the Constitution was unwritten, as was true of the British Constitution. It was based on what had been done in the past. It wasn't until 1982 that the Constitution Act changed this, making the Constitution explain the powers of the national and provincial governments in more detail and giving all powers of governmental control to Canada.



The United States has a president, Congress (Senate and House of Representatives) and a court system. Similarly, Canada has a head of state and head of government, a Parliament (Senate and House of Commons) and a court system.

Head of State

Canada has divided the position of president into two offices: a head of state (governor-general) and a head of the government (prime minister). The head of state is the King or Queen of England. Since the King or Queen does not live in Canada, a Canadian is appointed to represent him or her. This person is in office for five years and alternates between being English and French, but he or she must speak both languages. This Queen's representative, called a governor-general, has lieutenant governors in each province and a Privy Council to help keep up-to-date on what is going on in the country. The governor-general reports regularly to the King or Queen, and also does all the ceremonial-type government jobs, such as representing the government at the opening of the Olympics, presenting awards and meeting officials from other countries.

Prime Minister

The head of the government, or prime minister, is the one who, together with his cabinet and Parliament, makes the important decisions about what will happen within the government. This position is not elected directly by the people. It is filled by the leader of the political party that has the most members, serving in the House of Commons within the Parliament. The prime minister chooses a cabinet from the elected members of the House of Commons. These cabinet members are in charge of committees which handle items such as education, money and defense. The cabinet determines the government policy and is responsible for it to the House of Commons. If there should be a disagreement as to how things should be done, the prime minister can recommend that a new government be established. Then the people will have to vote again on whom they want to represent them in the House of Commons and a new prime minister and cabinet will be chosen. The actual day-to-day work of the government is done by the federal departments headed by the cabinet members.

Parliament

The Parliament is divided into two groups: the higher chamber is called the Senate; the lower chamber is called the House of Commons. These groups do not have the same powers. The Senate does not deal with money matters and cannot change the Constitution.

The Senate members are chosen by the governor-general on the advice of the prime minister and hold their position for life. The members of the House of Commons are elected by the people and as was mentioned before, the leader of the largest number of representatives in the House of Commons becomes the prime minister.

Courts

Within the court system is an independent general court of appeal. It is known as the Supreme Court of Canada. This court deals with decisions made by lower courts where people do not agree with a decision that was made in either a civil or criminal case. The Federal Court of Canada deals

with taxation cases, trademarks and copyrights and patents, among other things. These two are considered the two superior courts. There are also provincial courts that deal with both provincial and federal laws within the provinces.

Provinces

The governments within the provinces are much like the federal government, except there is no upper house or Senate, there is a premier instead of a prime minister and there is a lieutenant-governor instead of a governor-general. There are provincial courts. The government of Quebec is somewhat different than the other provinces.

Territories

The three territories come directly under the government and Parliament of Canada in Ottawa. They are governed by appointed commissioners and by councils elected by the people. They also have representation in the House of Commons and Senate.



A country's economy is how its people and businesses earn and spend the money used to run the country. Canada's economy started long before it became a country with the British and the French fishing off the Grand Banks near Nova Scotia and Newfoundland. The fur trade was important about the time that Canada became a territory of England and continued on until Canada became a dominion. Soon the vast prairie regions led the economy with the production of grains that were sold throughout the world. Now, although fields of grain, dairy farming and fishing are still important, manufacturing has become the main source of income.



Factories first developed in the St. Lawrence Valley (Ontario and Quebec). Now, however, they have spread across the country from the Atlantic to the Pacific. The manufactured goods they produce are automobiles, aircraft and many different types of machinery. Other industries are involved in pulp and paper, petroleum, iron and steel, and the processing of natural resources such as minerals.

Canada's industry is run on oil, gas and water power, all of which they have. It has also been developing nuclear power based on its supply of natural uranium.

The money used in Canada is called the Canadian dollar. Its value changes daily, just as money does in the United States. Parliament decides how much money should be printed or coined, and the actual money making is done in Winnipeg, Manitoba.

...if I were president of the United States, I'd wake up in the morning and probably look at the events around the world—Americans under attack here, the U.S. Embassy under attack there, acts of terrorism and violence—I'd look at all that, and I'd look at Canada and say, 'Thank God I have Canada for a neighbor. Now, what can I do for Canada today?'

Brian Mulroney
Prime Minister, 1984-1993



Native Canadians

When the early explorers first arrived in Canada, two native peoples were already living there: Eskimos, who prefer to be called “Inuit,” and First Nations Peoples, who prefer to be called “Dene.”

Before the Europeans came and before they became aware of one another, both the Inuit and Dene believed they were the only race of humans on earth; hence, the names Inuit and Dene, which mean “the people.”



Scholars believe the Dene arrived first, coming from Northern Asia by way of the land bridge across the Bering Strait. They spread throughout Canada and existed mainly by hunting, fishing and living off the plentiful land. The tribes developed separate customs because of the different places in which they settled.

Early Explorers Arrive

When the fur trappers first arrived in Canada, the Dene supplied them with furs and food and knowledge of the wilderness. Unfortunately, the early explorers and traders brought diseases such as smallpox with them. Because the Dene had no natural immunity to these germs, thousands died.

During the French and Indian War, some tribes sided with the French and others sided with the English. The tribes played an important part in the final outcome.

After Canada gained self-rule in 1867, the government made many treaties with the Dene, paying them money for their lands and moving them to reservations. Approximately 573 different bands remain in Canada today. Their reserves are considered local governments and each has its own councils. The Canadian government is responsible for the housing, social, recreational and educational projects for these reservations. Nearly 30 percent of the Dene

population has chosen to move off the reservations. The Inuit, like the Dene, probably came across the Bering Strait, but they came by boat much later. In the early days they lived in igloos (snow houses), had sled dogs, paddled kayaks and hunted whales. With the coming of the Europeans, the life of the Inuit changed, particularly after World War II. Many Inuit left their small hunting-camps for larger settlements. Here they live in homes much like the other Northerners, using snowmobiles or outboard motors. They have radios, telephones and televisions. Their children go to schools set up by the federal government. Fortunately many Inuit have continued to make their fine carvings of ivory, animal bones, deer antlers, driftwood and stone and continue to honor their heritage in other ways.

Mixed Ethnic Settlement of Canada

The French were the first Europeans to settle in Canada. They were followed by people from Scotland, Wales, Ireland and England who immigrated into Canada, bringing their customs and beliefs with them. During and after the American Revolution, many loyalists from the United States moved into Canada. After Canada became a dominion, the land between the provinces of Ontario and British Columbia was opened for settlement. People from throughout Europe arrived—Germans, Italians and Ukrainians—and men from Asia were brought in to do the hard labor of building the railroad. These men eventually sent for their wives and families. Finally, prior to the Civil War in the United States, runaway slaves escaped to Canada via the Underground Railroad, which actually consisted of sympathetic white Northern families spotted every one hundred miles or so in a secret trail leading to Canada. These families hid and transported these persons until they crossed the border.



The last great wave of immigration was after World War II. Asians, Africans, Caribbean islanders and Latin Americans arrived, as well as people from Indochina. Immigration has slowed recently. Canada has a mixed population similar to the United States. However, as the people entering into the United States tried to become “Americans,” the people entering Canada gathered together with people like themselves. Geography helped to cause this. It has made it difficult for Canadians to think of themselves as a unified country or as “Canadians.”

Famous Canadians

Just as the United States has affected Canada, so Canada and its citizens have affected the United States. Quite a few Canadians have become famous in the United States. Examples are newscaster Peter Jennings; comedians Dan Akroyd, Rich Little, Jim Carrey and Mike Myers; TV and movie stars William Shatner (*Star Trek*), Raymond Burr (*Perry Mason*), Lorne Green (*Bonanza*), Alex Trebek (*Jeopardy*) and Michael J. Fox; and musicians Shania Twain, Celine Dion and Anne Murray. Movies and television shows produced in Canada or by Canadians include *Superman*, *Due South* and *MacGyver*. Canadian James Cameron gave us *The Terminator*, *Aliens* and *Titanic*, and Ivan Reitman gave us *Ghostbusters*. In sports, Canada has given us hockey great Wayne Gretsky. The Canadians enjoy basketball, baseball and softball, just as we do. Their play-by-play announcements are often given in both French and English. Have you played “*Trivial Pursuit*”? It was invented in Canada, too.

Children in Canada begin school at age five or six and attend elementary school for six years, then junior high school for three years and senior high for three years. In Quebec, high school graduates go to a two- to three-year college of general and professional instruction to prepare them for either the university or a specific occupation.

Holidays Celebrated

Canadians are friendly and open but perhaps a bit more reserved than most Americans. Patriotism like many Americans show is not usual in Canada. They celebrate Victoria Day in May in honor of Queen Victoria, even though she never visited Canada. They do not celebrate Sir John Macdonald’s birthday, even though he is considered Canada’s “founding father.” Thanksgiving is celebrated almost six weeks earlier than it is in the United States. Their national holiday is July First, the day on which the country’s two Constitutions were enacted, one in 1867 and one in 1982. Canadians have less crime than the United States. Perhaps this is because they place more importance on order. Remember: their Constitution says “peace, order and good government” whereas the United States’ Declaration of Independence says “life, liberty and pursuit of happiness.”

ON TO RESEARCH Now that you have some background on Canada and Canadians, it is up to you to discover what makes each of the provinces unique. See what you can find to do, see and experience in this varied and interesting country. Enjoy all your research into Canada’s many fascinating provinces.

