

# Our Province and Country



## Expected Outcomes for this unit:

Understanding that our country is Canada and finding it on a world map or the globe.

Knowing the name of your province and where it is in Canada. Learning the names of all the provinces and finding them on the map.

Learning the land and water forms and the main cities of your province, and the provincial symbols.

Understanding why we have a provincial government and your capital city.

Organizing and researching another province and presenting it.

Understanding that Canada has many diverse peoples.

Knowing the main land and water features of Canada.

Learning the symbols of Canada, learning to sing 'Oh Canada' and understanding that the Queen is important to the people of Canada.



# Lesson 42 - Our country is Canada

Review: What is a map?

## Discussion:

There are many countries in our world. What is a country? What is our country? See what the students know about Canada. Do not assume they have any idea of the size! They should know the flag of Canada, and they may know that Canada is our country.... but beyond that the concept will likely be little to non-existent.

Show a large map of Canada. Talk about a long long day of driving with the family. You would have to drive for ten long days to go across our country. It is the second biggest country in the world!

How many people live in Canada? Guess to see who can come the closest.... There are approximately 34 million.

Look again at the map. What do you see on the west, the north and the east of Canada? What is to the south? Talk about the shape and the many islands that are part of Canada.

Now look at a globe. Can the students find Canada on the globe? Show that it is part of a larger land shape called a continent. The earth is round, like a ball. How can we make a flat map out of a round shape? Often the map is stretched to make it flat - so that a flat map may look different from the globe. Show Google Earth with the boundaries. Can the students see the shape of Canada?

Talk about the North Pole and this cold area of the earth, and look at it on Google Earth. Not very many people live in the northern parts of Canada. Why? Most people live in the southern parts. Why?

Show the students approximately where you live in Canada on both the flat map and the globe. Twirl the globe and see who can find the spot again.

## Exercise:

Take the outline map of Canada and put a dot where you live before photocopying the map for the students.

Have the students print 'Canada is Our Country' at the top of the map. Put N, S, E and W on the map. Show them how to neatly colour a map by outlining and colouring softly and smoothly. Colour the parts of the map that are land.



## Additional Ideas

Bring a large orange to school and talk about it being the same shape as the earth. Cut a straight line through the peel from one 'pole' to the other. What happens when we take off the peel? How could it be laid flat?

Talk about the word 'island' and make sure the students understand it. Find many islands on the map of Canada.

A country is a nation - the land and the people.

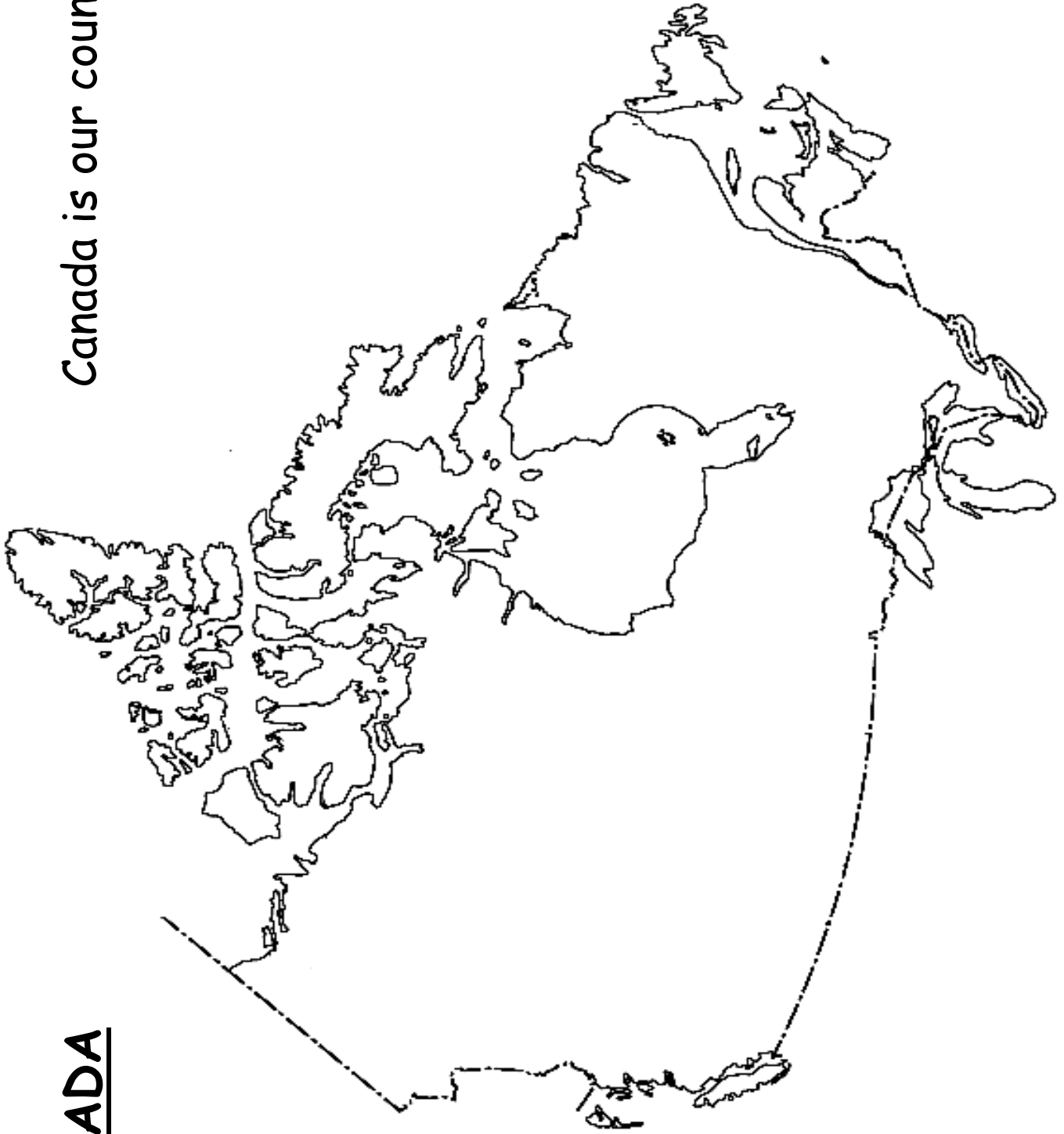
Use Google Earth to show the earth, Canada and then slowly zoom in on your community.

Show the different map projections of Canada. Some stretch the northern parts and some have 'splits'. Show how these compare with the actual globe.



# CANADA

Canada is our country.



# Lesson 43 - The provinces of Canada

**Review:** Review 'Canada is our country'.

## **Discussion:**

Canada is very large. It is a very long way from one side to the other. Because it is so big, it has been divided into 13 pieces. Ten of these pieces or parts are called provinces and three are called territories. Print these words and make sure the students can read them. Show Canada on Google Earth and the parts of the continent that are not in Canada - the U.S. and south, and Alaska. Look at the province divisions on the computer.

Put up a large map of Canada with the provinces shown. Show the 13 provinces and territories - some are very big and some are quite small. Can the students find all 13? Do they know any of the province names?

Does anyone know what province (or territory) you are in? Find it on the map and find where you live in that province. Do you live in the north, south, east or west of Canada? Do you live in the middle?

Have any of the students been to another province? Talk about what the students know of the provinces.

Say, "Canada is our country and \_\_\_\_\_ is our province in Canada". Put this up on a bulletin board or on a sentence strip in the classroom, with a map for the students to see.

## **Exercise:**

Give out the maps of Canada with the province divisions. Make sure every student can point to your province. Print the province name and colour your province one colour. Then colour the rest of Canada another colour.



## Additional Ideas

Buy a puzzle with the provinces the puzzle parts. These are usually wood, so last a long time. Do the puzzle - but also take up a puzzle piece to the large map or the globe and match the shape of the province.

The north of Canada is very cold. Where do most of the people in Canada live? Not very many people live in the territories - why? What would it be like to live there?

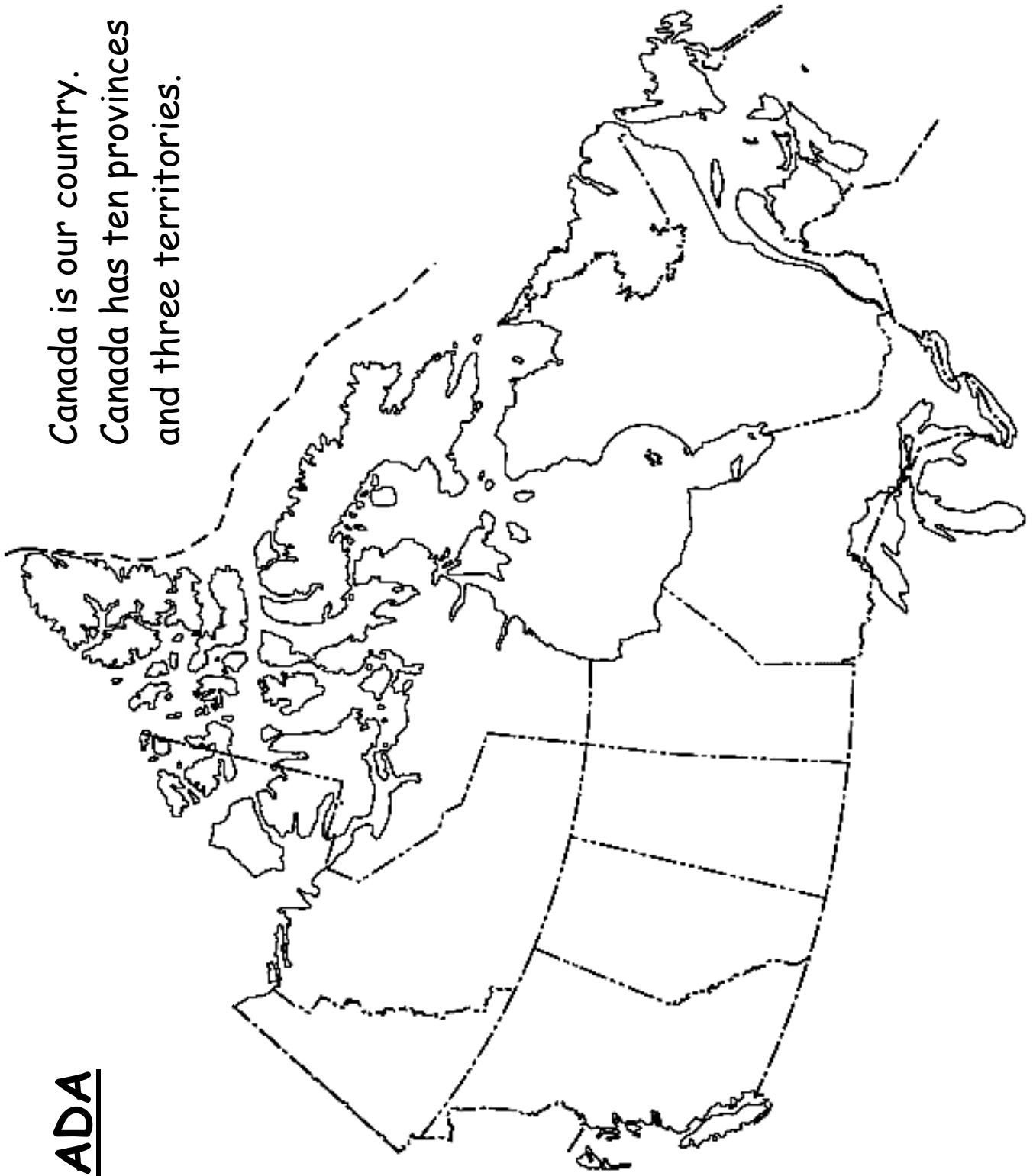
Where is the most northerly part of Canada? The farthest south, east and west? Review the cardinal directions.

Plan an imaginary trip from Vancouver to Halifax. What provinces will you travel through?



# CANADA

Canada is our country.  
Canada has ten provinces  
and three territories.



# **Lesson 44 - Learning the provinces**

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

This lesson will likely be extended over several Social Studies periods, and the game can be played all year. This can be extended to continents and oceans and even countries.

You will need a large map of Canada with the provinces showing, but no other detail and no words. If your school does not have one, make a big one by using the overhead projector and tracing the outlines.

Begin by teaching the names of your province and three others that connect with it. Trace the boundaries and write the names on the board, and put the names on post-it notes on the map.

This game teaches the province names very painlessly! You begin by being 'it'. Say, "I am in a province. Where am I?" A child will guess, but must come up to the map, touch the province and say, "Are you in \_\_\_\_\_?" And you say, "No (or yes), I am/am not in \_\_\_\_\_." This way the child who guesses must know the province name and where it is. The verbal repetition also helps with the memory. If a child guesses correctly, he/she becomes 'it' and must think of a place to be and then whisper it to you before saying, "I am in a province. Where am I?" Always have the students go through the verbal ritual for each guess. (Whispering to you prevents the 'it' person from changing his mind as the students make their guesses.....)

Take the province words off the board and take down the post-it notes so they have to remember the names and locations. Then gradually add all the rest of the provinces beginning with having the new words up and a post-it note on the map. Soon the students will know all the provinces and territories and have fun doing it!

## **Exercise:**

Once all the provincial names have been learned, the following sheet can be done - matching the numbers with the names of the provinces.

## Additional Ideas

Have the province shapes on a chart and the students put up the names to match. This could be done on a magnetic board or a felt board - or use post-it notes with the province names.

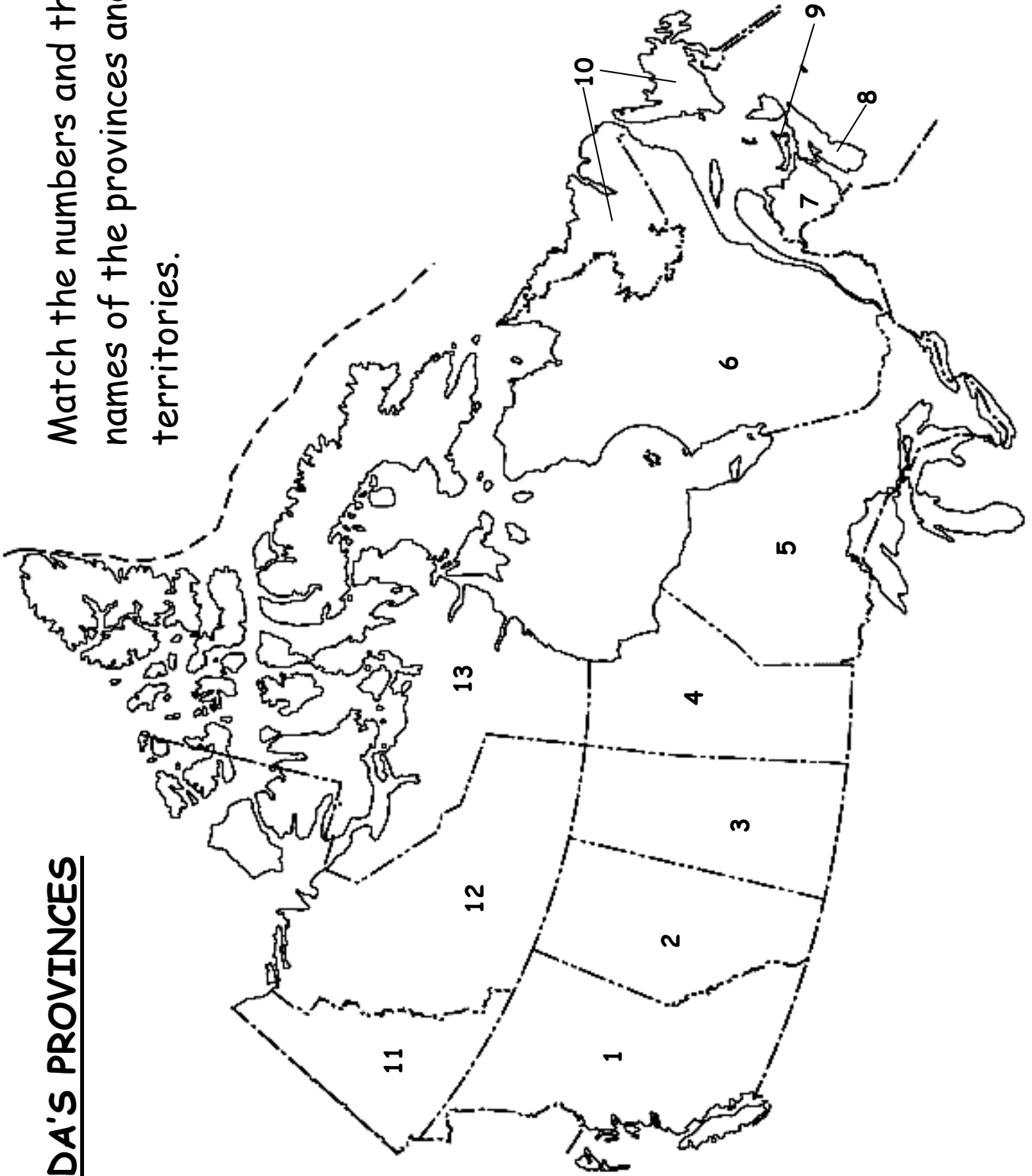
Learn to read and then to spell the province names. Have fun with Saskatchewan!

Look in atlases and different map sources to see the different ways the maps show the provinces. Learn that not all maps look exactly the same!



## CANADA'S PROVINCES

Match the numbers and the names of the provinces and territories.



# Match the Provinces

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

Quebec

Yukon

Alberta

New Brunswick

Newfoundland

Saskatchewan

Ontario

Nunavut

British Columbia

Manitoba

Nova Scotia

Northwest

Territories

Prince Edward Island

# Lesson 45 - Our province

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

Review the vocabulary.... country, province, territory. Again, find your province on the map of Canada and on the globe and talk about where your community is located. Look at Google Earth and find your province.

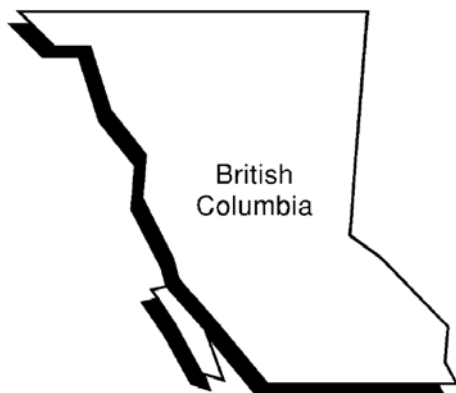
Take your provincial map and look at the shape of your province or territory. Where is your province in Canada? Outline the shape of the province on the map of Canada.

Where is your community located? What cities or towns are the largest and most important in your province? Have road maps or atlas pages of your province and let the students look for familiar things in groups of 3 or 4. Look at the shape of the province on the road map and refer it to the small map. Look at the main roads in the province. How are they shown on the map? How would you get from \_\_\_\_ to \_\_\_\_?

What water forms are in your province? Does your province touch the ocean? Are there lakes and rivers? Find them on the map. Are there mountains and valleys in your province? If you are looking at an atlas page, it may show these by different colours.

## **Exercise:**

Give out the page with your province. Together put tiny dots for the major cities and for your community and label them with small neat printing. Colour the province carefully.



## Additional Ideas

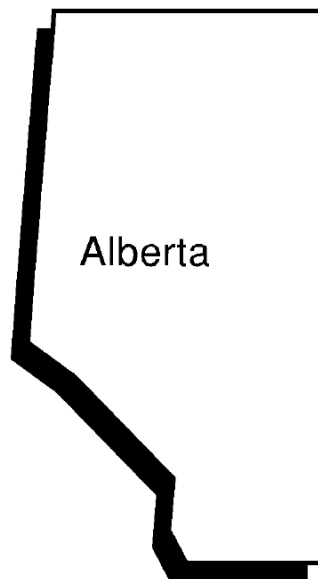
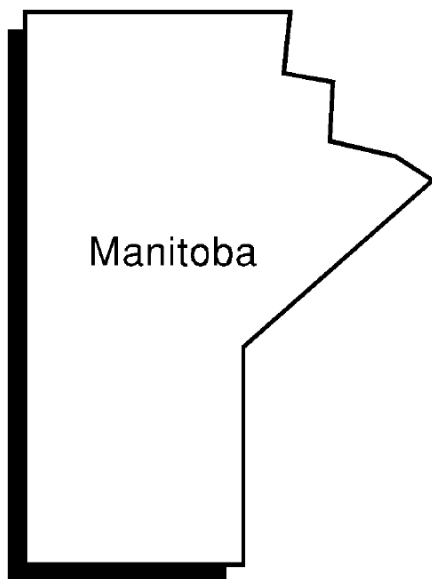
Begin with all the provincial cities and towns that are known to your students and put them on the map, referring to a large map of the province with many features on it. Then expand to the cities, lakes and rivers that the children have heard about but are not as familiar.

Use these maps to discuss the other provinces later.

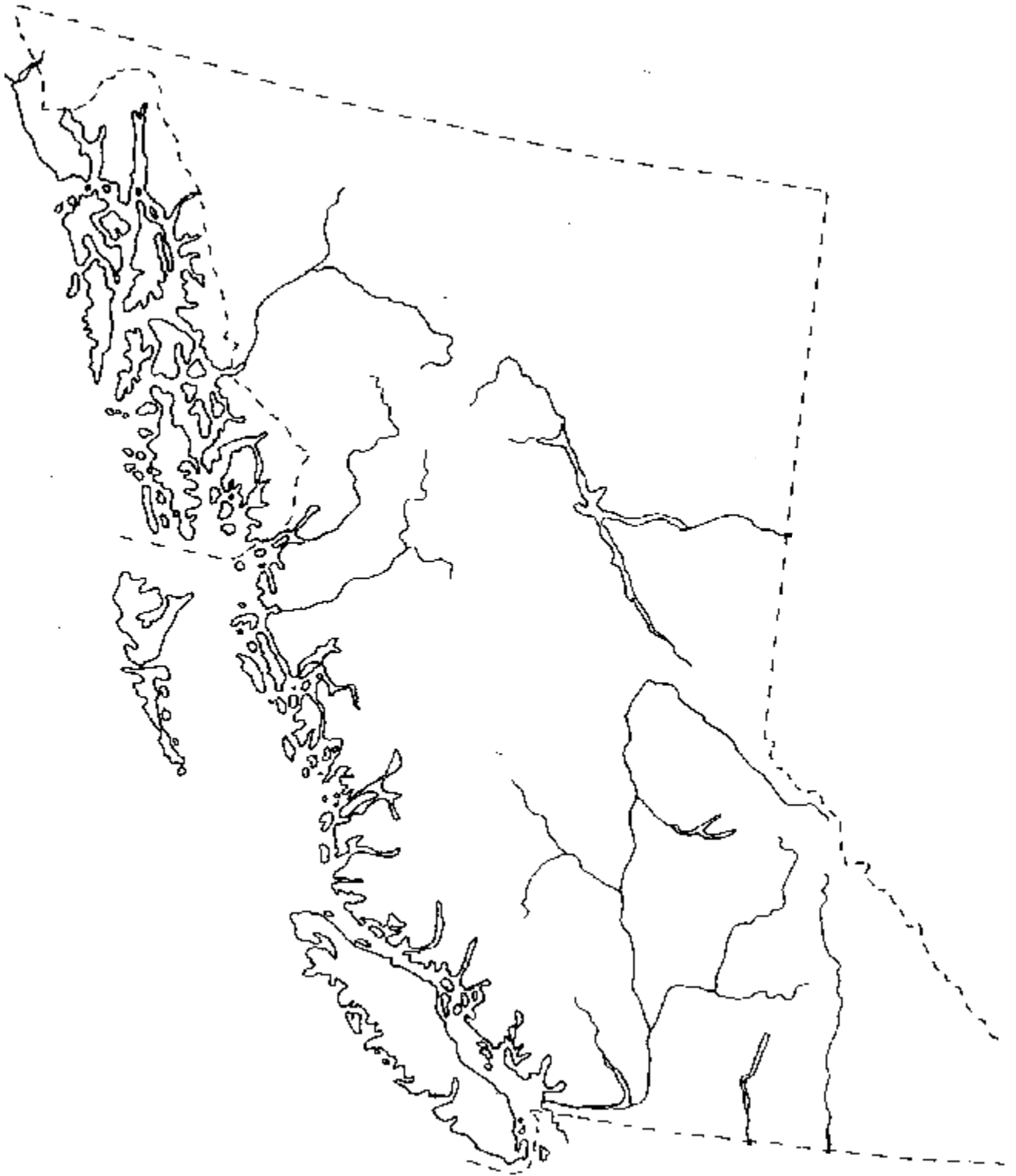
Discuss the borders of your province. Why was the border placed where it is?

Teach the students how to colour maps well - outlining and soft colour without streaks. Talk about why you would colour them this way.

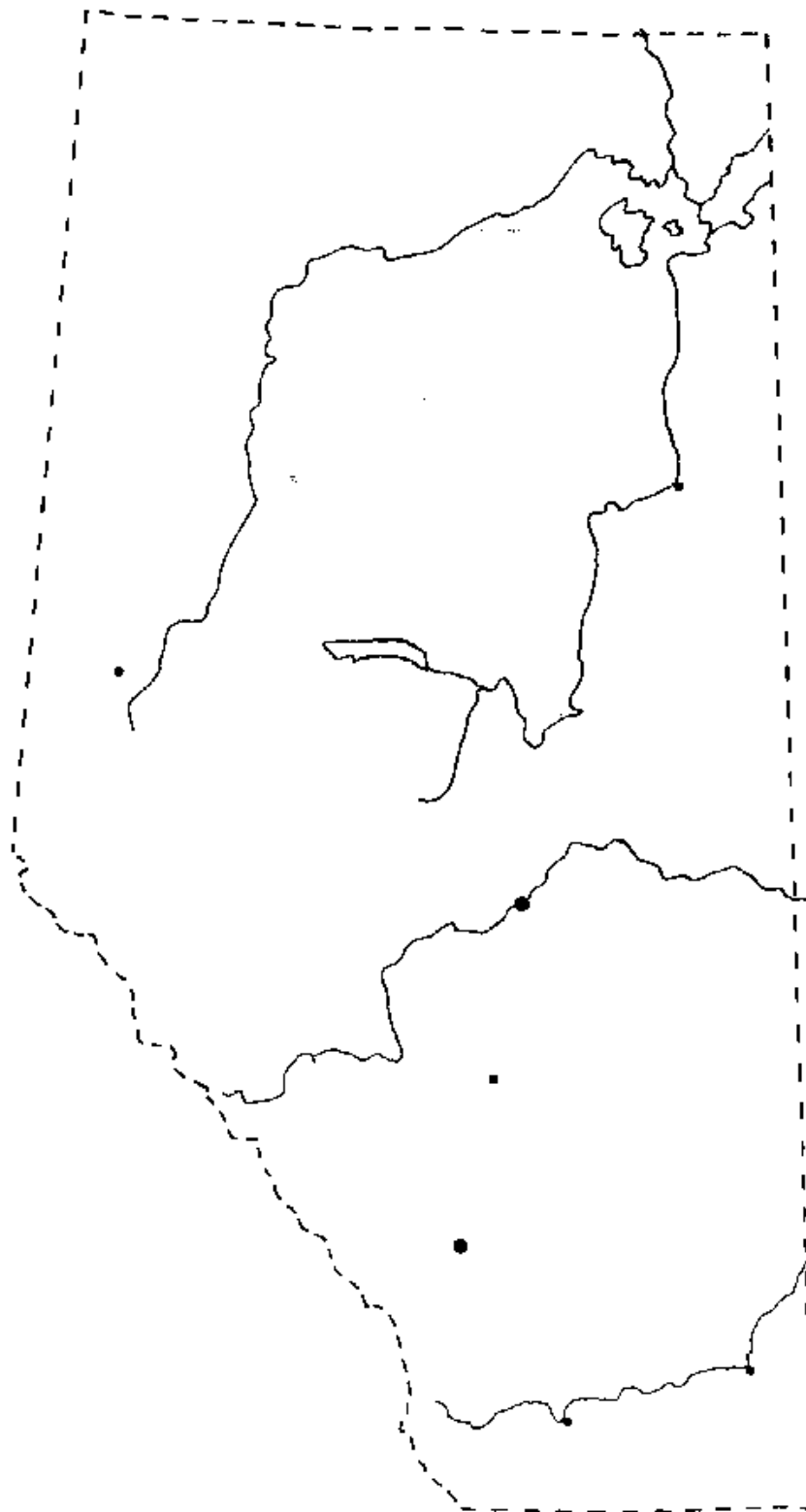
As you colour your province, think about the ocean or other provinces or another country that border it. Discuss the United States, and understand that it is a different country.



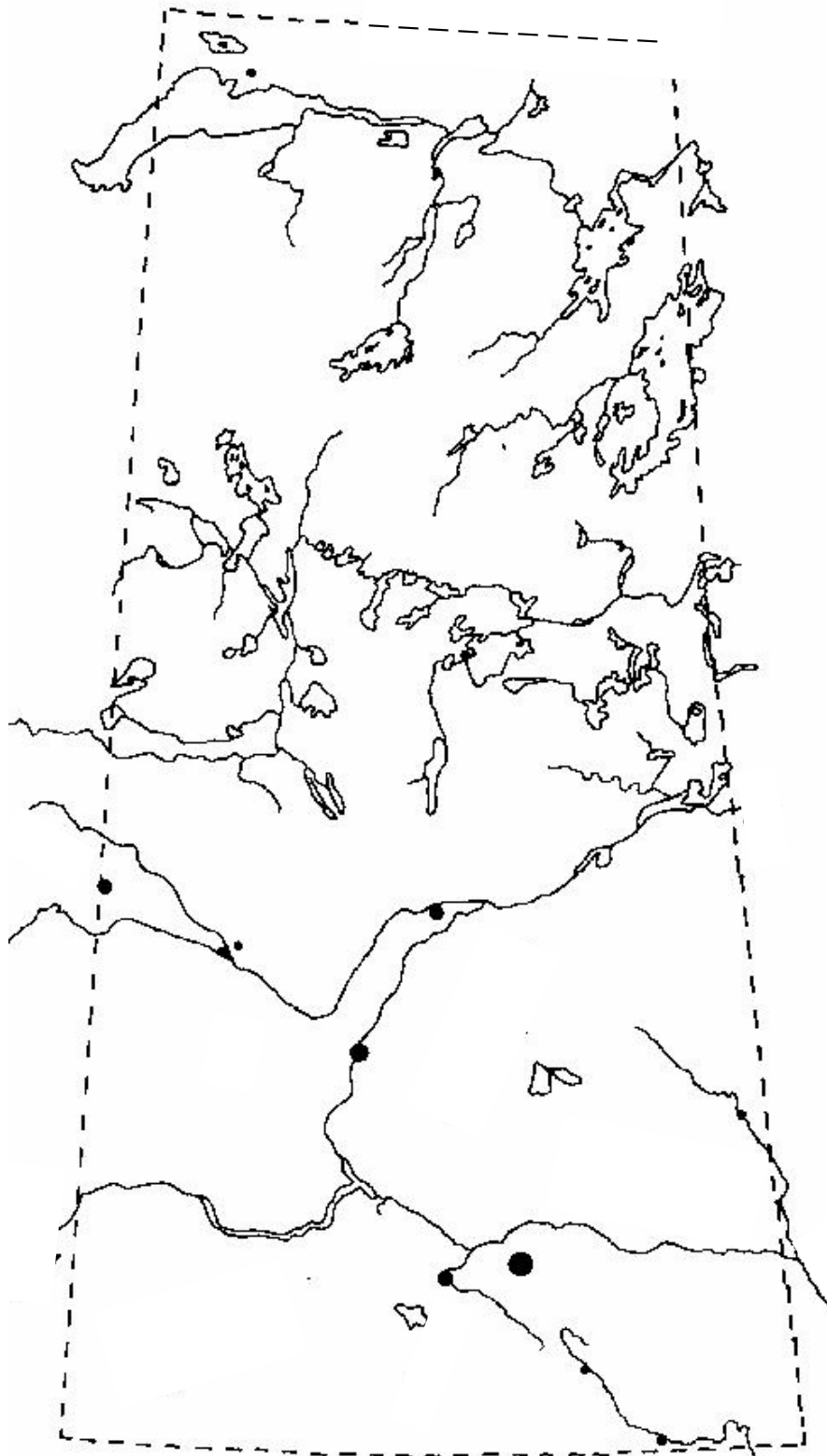
## British Columbia



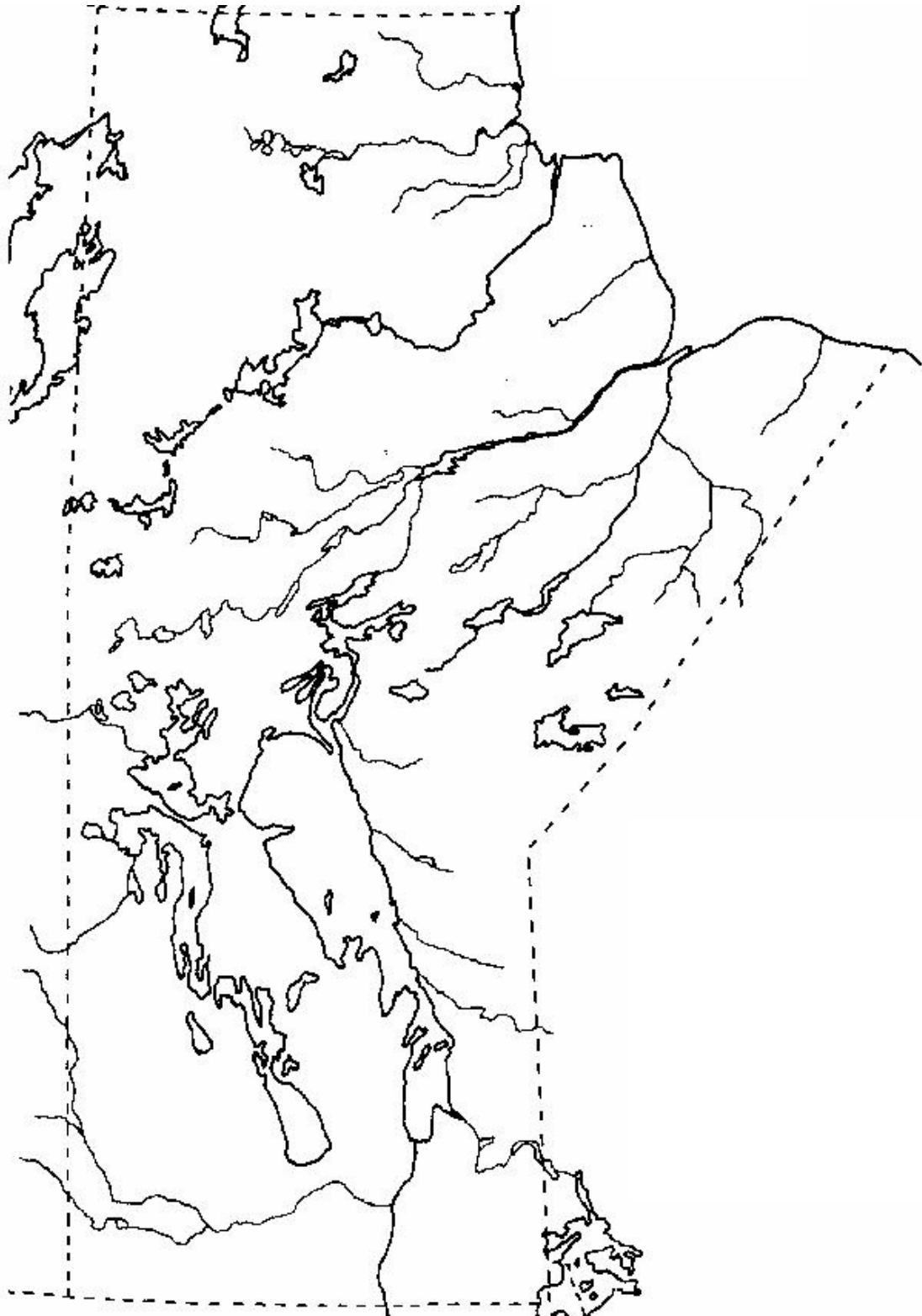
# Alberta



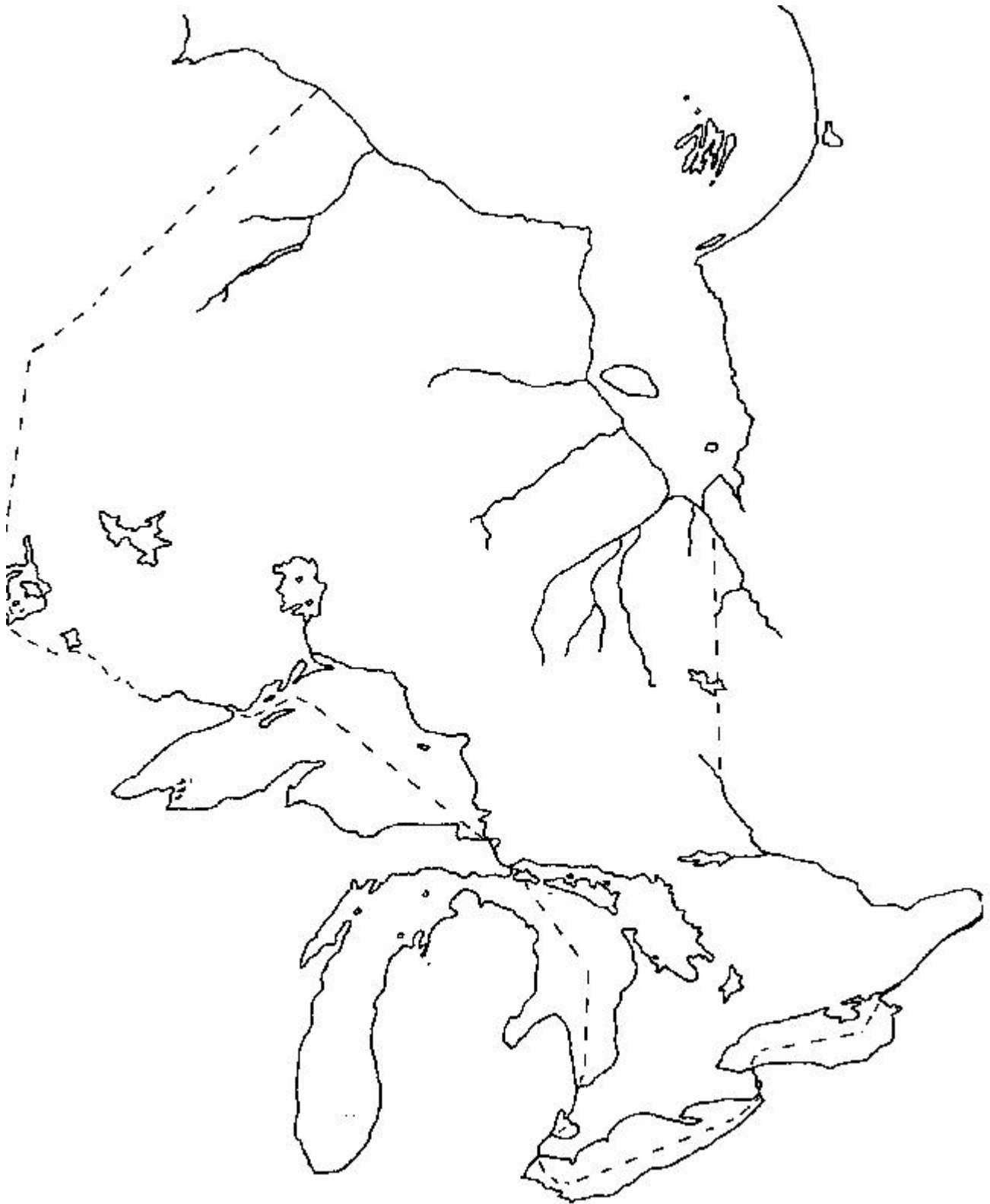
## Saskatchewan



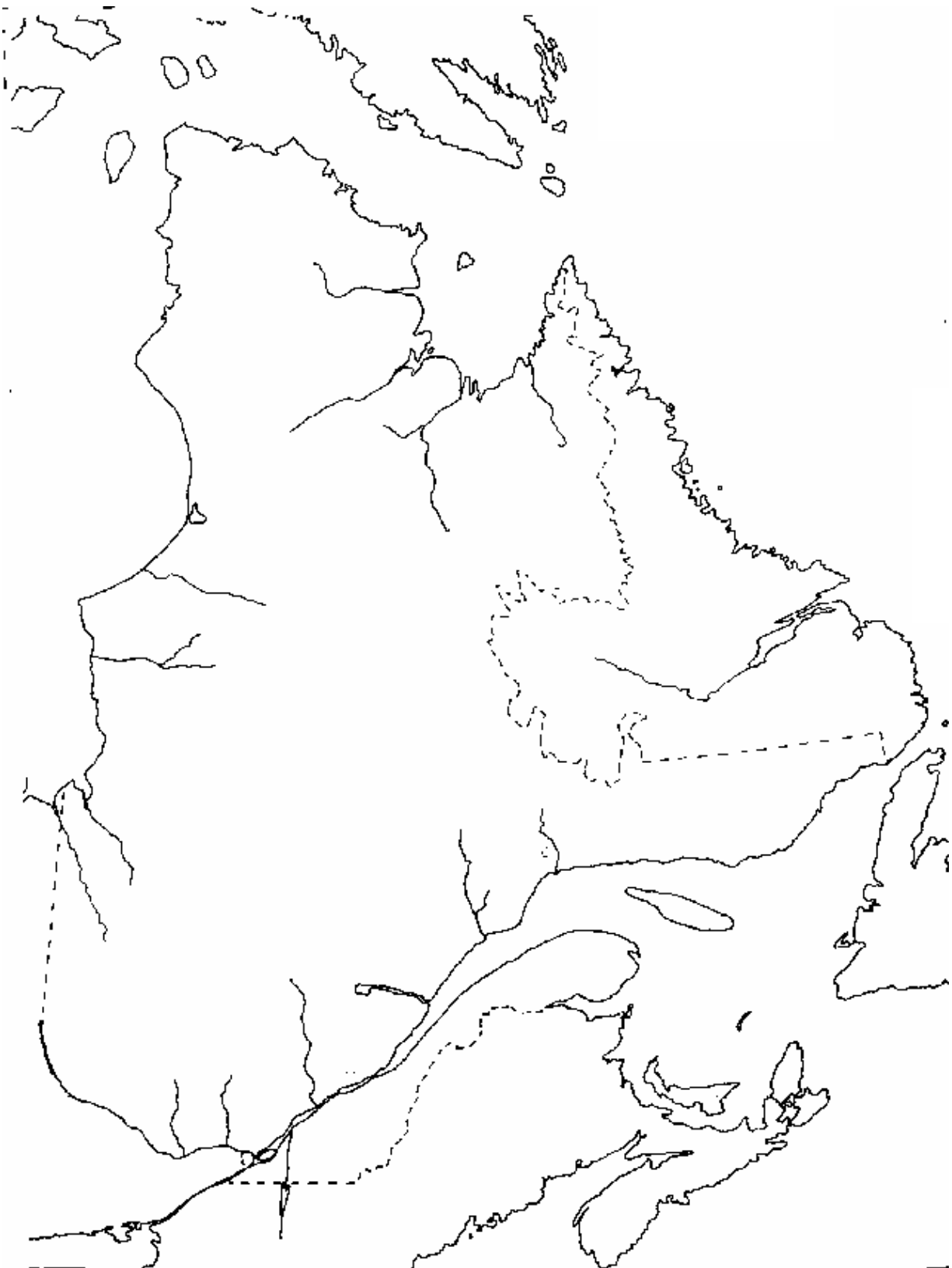
## Manitoba



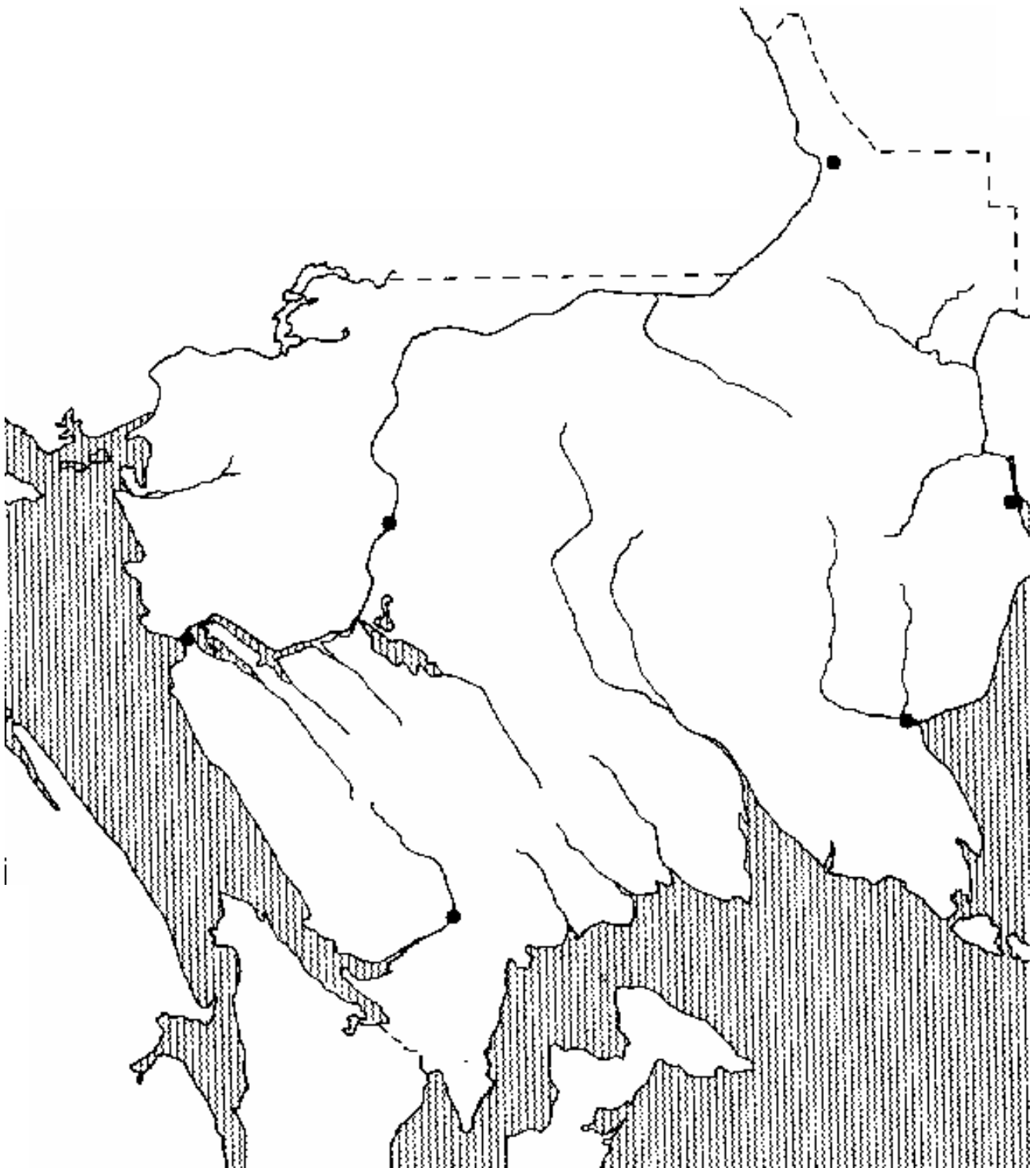
## Ontario



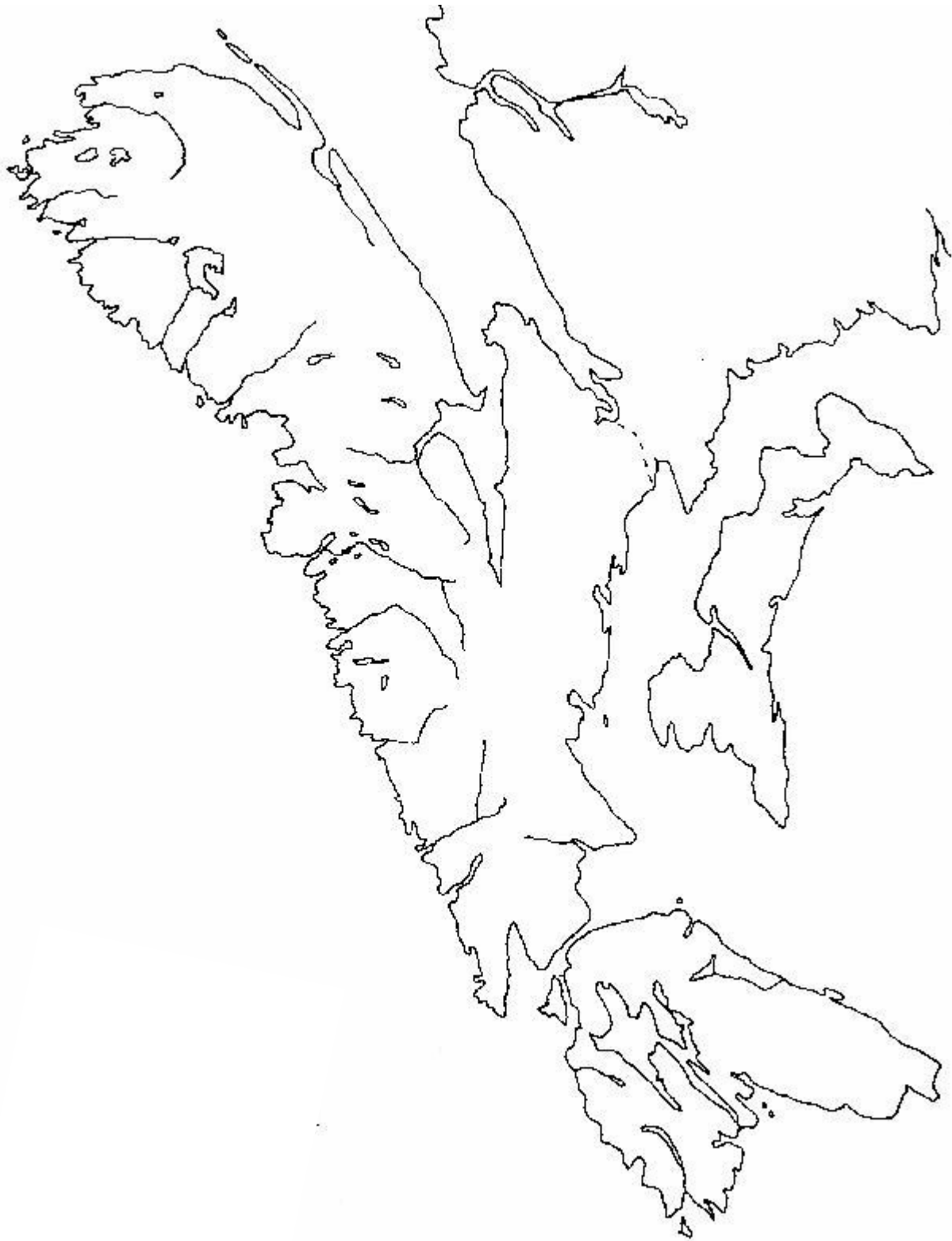
## Quebec



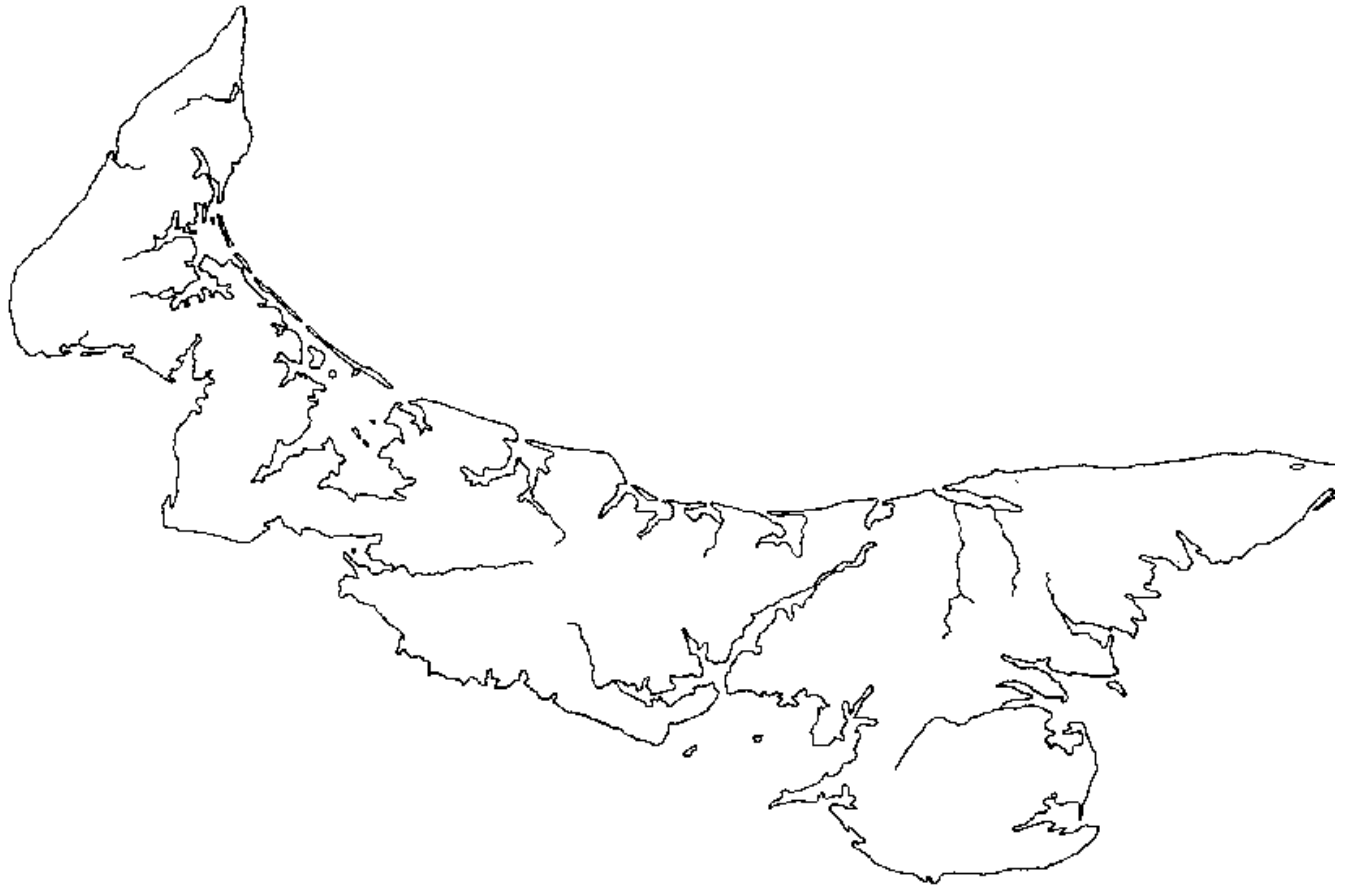
## New Brunswick



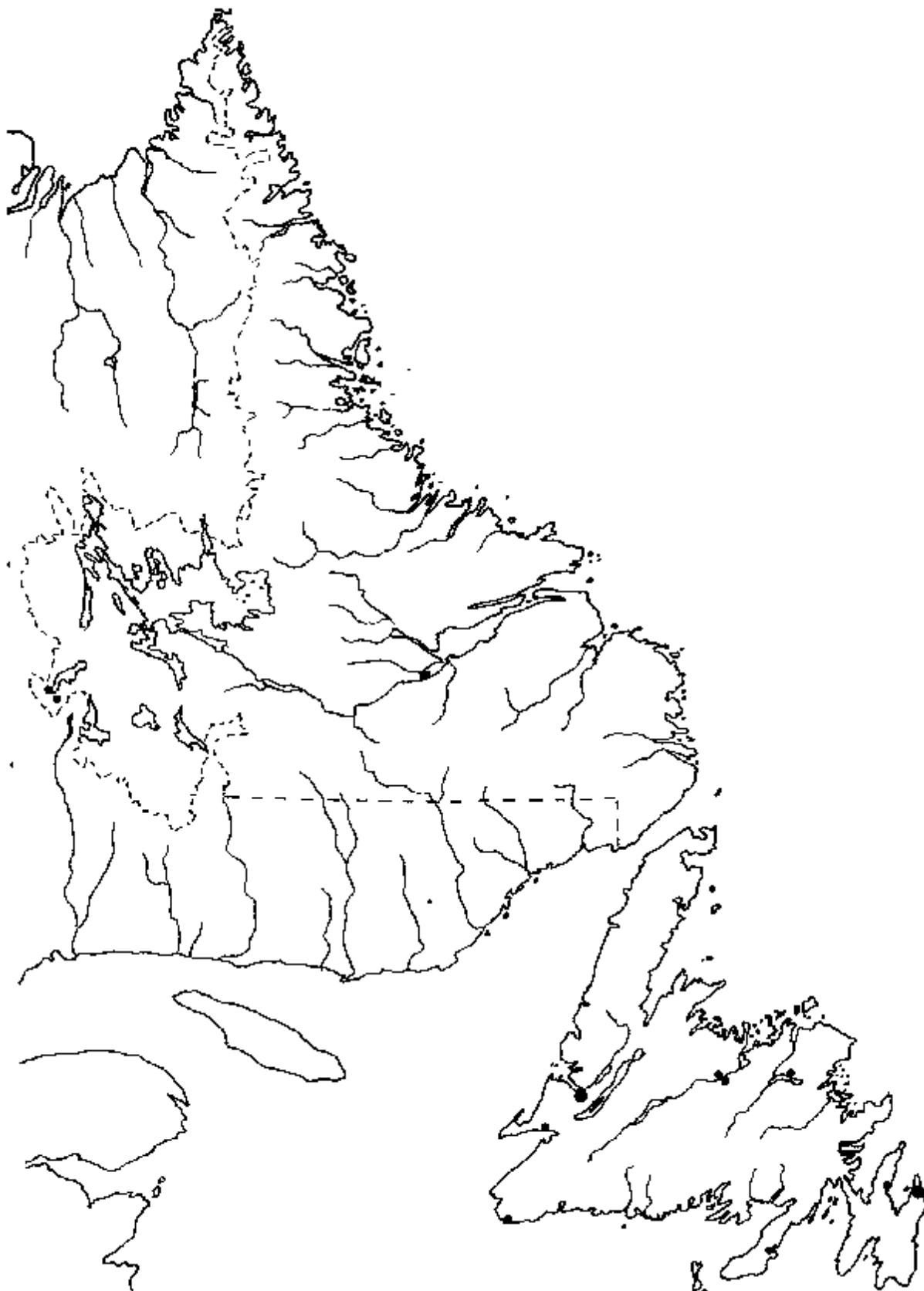
## Nova Scotia



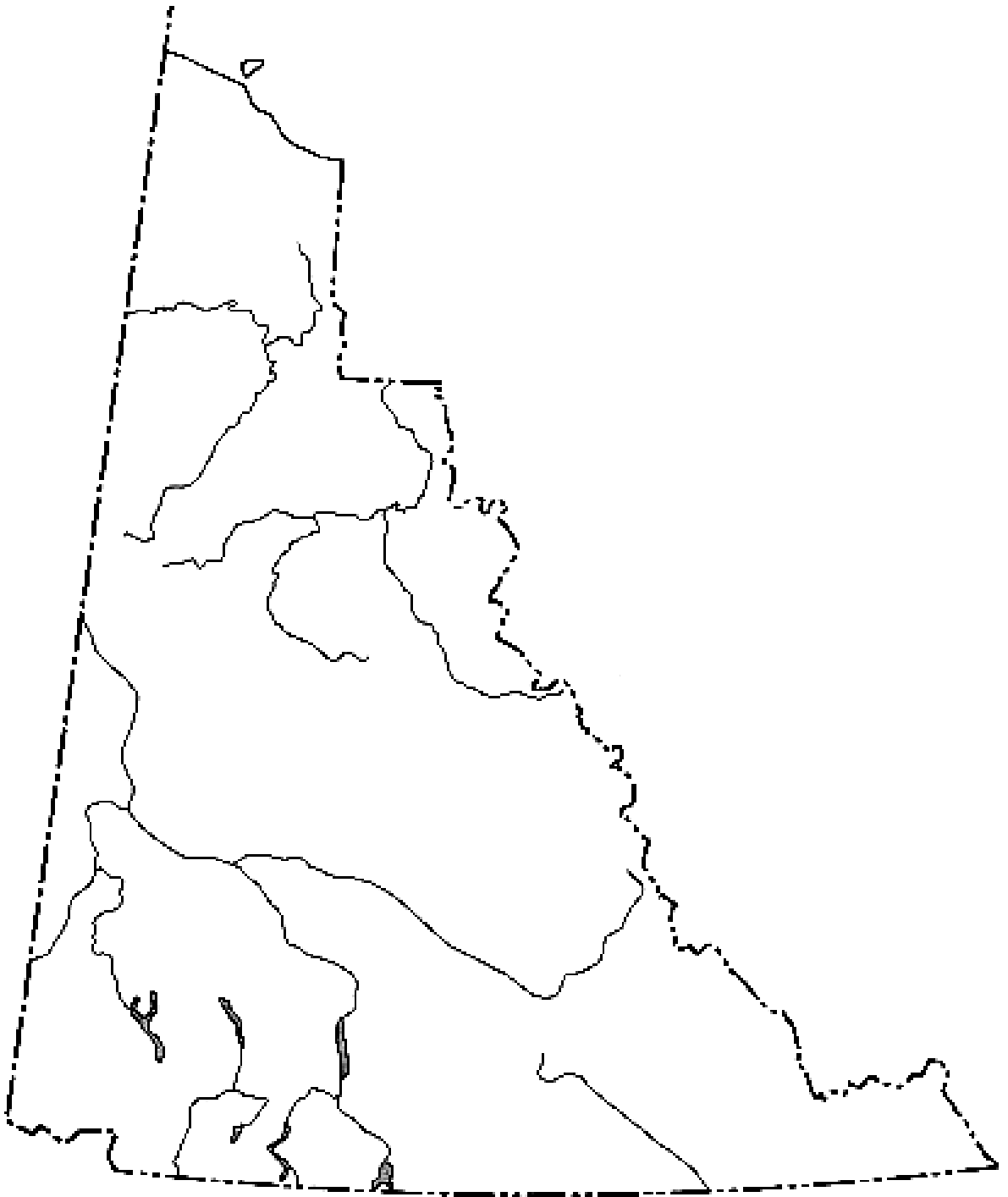
## Prince Edward Island



## Newfoundland



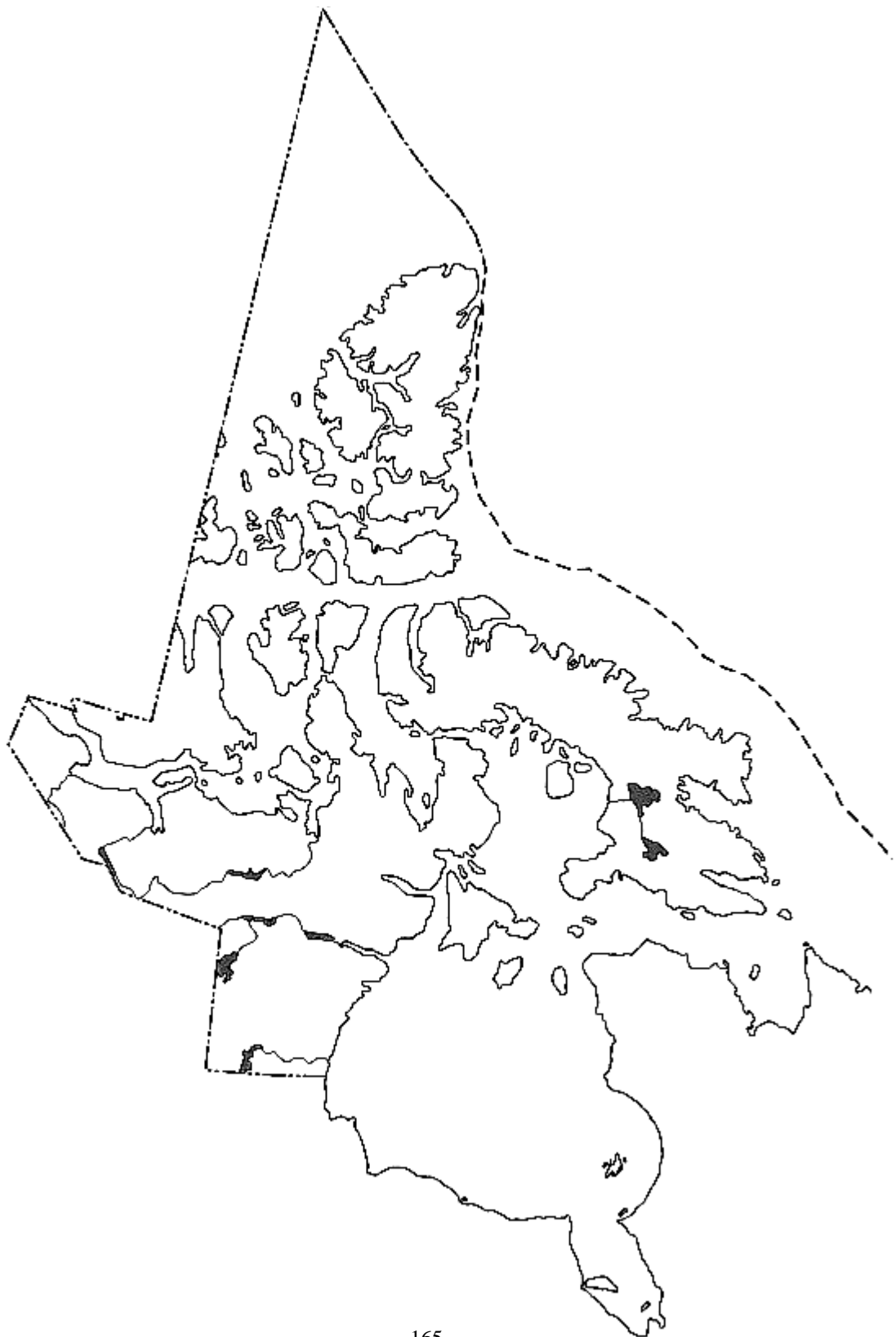
## Yukon



## Northwest Territories



# Nunavut



# Lesson 46 - Our province - symbols

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

Talk about your province and the main land and water features.

Teach the word 'symbol'. A symbol is a picture or object that reminds us of something else. There are symbols of our province. Can the students think of any? A flag is a symbol. Each province and territory has a flag. Have you seen your provincial flag? What does it look like? The following website has simple information on all the provincial symbols.

<http://www3.sympatico.ca/goweezer/canada/cansymbols.htm>

This website has pictures of the flags that can be printed out.

<http://www.crwflags.com/fotw/flags/cbk-ca.html>

Talk about the colours of the flag. What do the parts of the flag mean? Go to:

<http://www.worldflags101.com/canada/alberta.aspx> to see the meanings.

[http://www.pch.gc.ca/progs/cpsc-ccsp/atc-ac/index\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/atc-ac/index_e.cfm)

<http://www.enchantedlearning.com/school/Canada/Canadaflag.shtml>

The above website has good information on the provincial symbols, but you can't print out the flags unless you pay to join the website.

Teach your provincial flower and bird and tree, and any other symbols.

Show the flags of the other provinces and discuss what they might mean. Which flag do you like best?

## **Exercise:**

Print off your provincial flag and colour it correctly.



## Additional Ideas

[http://en.wikipedia.org/wiki List\\_of\\_Canadian\\_provincial\\_and\\_territorial\\_symbols](http://en.wikipedia.org/wiki/List_of_Canadian_provincial_and_territorial_symbols)

Bring up this website and you can click on the pictures to bring them larger.

Why were these symbols picked for your province? Do you see these things near where you live?

<http://www.ucd.ie/canada/flowers/index.html>

This website has good pictures of the provincial flowers.



# Lesson 47 - Our province - capital, government

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

Review community government and the mayor as the person who has been chosen by vote to lead the community, and the council of people who make decisions.

Each province has a capital city. What is a capital city? Teach the word 'capital' and 'government'. What is your provincial capital? Locate it on a provincial map.

The person who has been voted to lead the provincial government is called the 'Premier'. Tell the students the name of your Premier - ask them later to see if any can remember the name! There are also many other people who come from all the different parts of the province to help make decisions. This is called the Legislature. How are these people chosen? Review voting and talk about how this voting works. How do people choose the person to vote for? Why do they choose one person over another? What qualities does a good politician need? (Hard working, smart, honest, etc.) What do people do when they go to vote?

What kinds of things do the elected officials decide? They decide some of the laws. They make rules that the people and businesses must follow. They decide to build roads and bridges and some buildings. They decide things that will keep all the people safe and healthy.

Show pictures of your provincial capital building, the Premier and the legislature assembly.

## **Exercise:**

Roll play an election. Ask who would like to be the Premier of your province. Each of these students should tell the others why they should vote for him/her, talking about his/her own qualities and what would get done if in charge of the province. (Keep this short and simple!) Then set up a voting booth and give out ballots with little boxes after the names. Talk about putting an X in the little box after the name they choose.

Complete the sentences on the following page, and put a dot on the map of Canada where you live.

## Additional Ideas

Have you ever been (or do you live in) your provincial capital city? If you live nearby, go on a field trip to see the parliament buildings and the rooms where the elected people do their work.

If you are too far away for this, show pictures. There may be pictures on your provincial government website.

There are people in the government who are in charge of specific things. One person is the Minister of Education, another the Minister of Children and Families, etc.

Write a letter to the Premier.

Learn to read and then to spell the words needed for the exercise page.



Name \_\_\_\_\_

My school is \_\_\_\_\_.

The Principal's name is \_\_\_\_\_.

Our community is \_\_\_\_\_.

The Mayor's name is \_\_\_\_\_.

We live in the province of \_\_\_\_\_.

The capital city is \_\_\_\_\_.

The Premier of our province is \_\_\_\_\_.

Our country is \_\_\_\_\_.



# Lesson 48 - A Province Project

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

Brainstorm and discuss ways we can find information. We can look in books, magazines, see on TV, look on the internet, ask people, etc.

We know quite a bit about our own province. Let's find out some things about the other provinces!

Give each student a province or territory to research. The amount of information expected will depend on the class and the individual students. Some will be able to find the information by themselves and others will need lots of help.

The province (or territory) name

This province is in the (west, north, east, middle) of Canada.

\_\_\_\_\_ people live in this province.

The capital city of this province is \_\_\_\_\_. Other cities are \_\_\_\_\_ and \_\_\_\_\_.

This is the flag of this province.

Other symbols of this province are \_\_\_\_\_.

If you have internet access, show the students how to find the information they need. Go to the library and show them how to find the information here, too.

## **Exercise:**

Print this out on a large sheet of paper, with an outline of the province, the flag and the symbols to decorate the sheet. Show the students how to do it neatly, so they will be proud of the finished product. Colour it carefully.

A possible outline is on the following page.....

These will make a good bulletin board display.

## Additional Ideas

From a teacher:

"I have a lesson on "Provincial Fact cubes" that the students seem to like. They work in pairs using a resource book on a certain province/territory (age-appropriate from the library), and I usually have 1 pair per province/territory. They research 6 specific questions, provide written answers for each (such as "An interesting thing about my province/territory is that..."). Then they each create their own "fact cube" from their research, illustrating one of their research questions per side of the cube. They present their research and cube to the class, and then we display the cubes in the classroom!"

You can have each student put the learned facts into a little book with illustrations.

When the students have completed their research, have them write a story, "I would like to go to \_\_\_\_\_ because \_\_\_\_\_."

Print out the colouring versions of the provincial symbols and make a bulletin board display with the students colouring the different symbols and flags and putting them with the province name and an outline map.

Learn some of the capital cities of the other provinces.



\_\_\_\_\_ (province name)

By \_\_\_\_\_

The province of \_\_\_\_\_ is in the \_\_\_\_\_ of Canada.

\_\_\_\_\_ people live in this province.

The capital city of this province is \_\_\_\_\_.

Other cities are \_\_\_\_\_ and \_\_\_\_\_.

This is the flag of this province.

The provincial bird is \_\_\_\_\_.

The provincial flower is \_\_\_\_\_.

The provincial tree is \_\_\_\_\_.

This province is interesting because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 49: Canada is a large community of diverse people

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

What is a Canadian? The First Nations and Inuit peoples were here before other people came. Then people came to Canada from all over the world. Where did your students' families come from? People came here to have a better life and because they wanted to be Canadians. Many people in other countries speak different languages and continue to speak their own languages here.

People in Canada speak English and French. Depending on where you live, discuss the languages. Where do those languages originally come from? Look up England and France on the globe and world map. If the children in your class are unfamiliar with the dual language concept, show a variety of products with the English and French languages. Talk about Quebec and other French speaking areas. Some children in your community may be learning to speak French in French immersion schools.

People who come from another country often live near one another. In the larger cities the students may be familiar with the different ethnic areas - Chinese, Japanese, East Indian, Italian, Greek, etc.

People from other countries may wear different clothes, eat different foods and speak different languages - but they are all Canadian. That is what Canada is - a mix of people from all over the world - but together we make up one country.

## **Exercise:**

A great idea donated by a teacher:

"One of my favorite projects is to take a large outline map of Canada. The children cut out faces from magazines and we make a collage of faces in the shape of Canada (all colours and types of faces). Then we cut it out and make a display titled, "Canada has many faces".



### **Additional Ideas:**

Have a lunch with ethnic foods in your classroom.

Go on a field trip to an ethnic community - Chinatown, for example - or watch videos about different communities.

Learn to speak a little French - hello, goodbye, numbers to 10, etc.

Study a First Nations or Inuit community. Read books about these and discuss their customs and beliefs.

Discuss the differences and the similarities in families and ethnic communities. Talk about everyone having the same needs and wants, but different customs.

Learn about the celebrations in some of the local ethnic communities - the Chinese New Year is always fun....



# Lesson 50: Land and water features of Canada

**Review:** Review 'Canada is our country' and '\_\_\_\_\_ is our province in Canada'.

## **Discussion:**

Canada is very large! There are three oceans that border our country - on the west, north and the east. Look on a world map and a map of Canada to see these. (You can mention the ocean names now - we will study them later....)

There are mountains through B.C. and Alberta, the Yukon and Northwest Territories. The Rocky Mountains are very high. Show pictures - you can go here: <http://www.phototour.ca/> to see some - they are small, though. Your school library will likely have some books of photography that show the mountains and the other land features in Canada. Eastern Canada has mountains, too, but not as high as the ones in the west. Show where the mountains are on the map of Canada.

Talk about the prairies and where they are found.

There are many lakes, some very large. Talk about the Great Lakes and show them on a map. Look at Google Earth and see all the lakes. Talk about the largest lakes in your province. There is a lot of water in Canada, and it all must run to the oceans in rivers. Review the concept of many tiny streams joining to make a river, and many rivers joining together to make a large river traveling down to the sea. Show the St. Lawrence River, the Mackenzie River and the main rivers in your province. Look on a map of Canada to see where the big rivers begin and where they enter the ocean. The students do not have to learn the river and lake names this year, but should understand the concepts.

## **Exercise:**

Look at the map on the following page. Colour the water forms blue and the land yellow. This must be a directed exercise - it is difficult for many children to understand what parts are water and what parts are land..... If this is too difficult for your students, do one together.

How are mountains shown on the map?

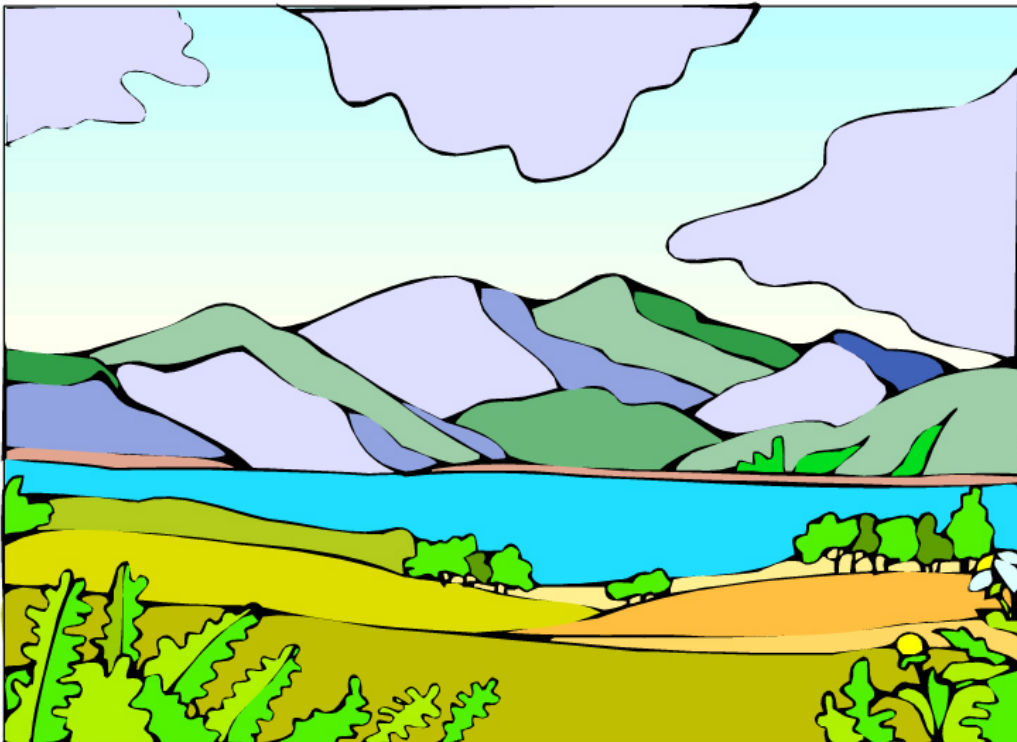
## Additional Ideas

Show pictures from <http://www.phototour.ca/> to help the students understand the different land and water features of Canada. For example, look in the 'Central Canada' photos and click on 'Prairie Highway' to show how a prairie looks. Children from mountainous country will be amazed!

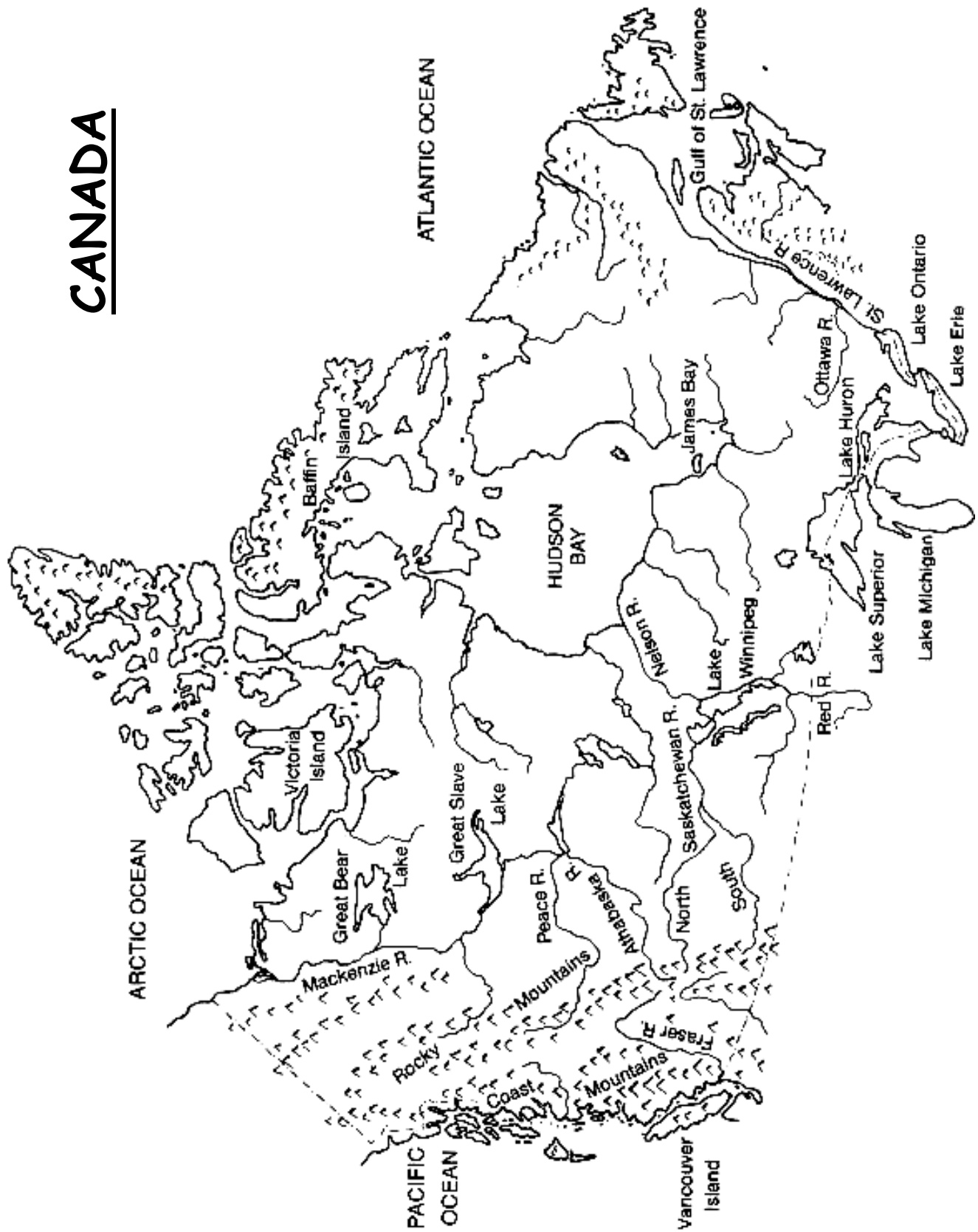
Print off pictures of the land and water forms in Canada and glue them to a large map of Canada.

Follow a familiar river from its beginning to the end at the ocean.

You can teach some lake and river names if your students are interested and capable.



# CANADA



# Lesson 51: Canadian symbols, Oh Canada

**Review:** Review the facts learned about Canada.

## **Discussion:**

What is a symbol? We learned that the provinces have symbols, and Canada has symbols, too. The most important symbol is the flag. Talk about it and think of places that the students have seen it displayed.

Look on the Canadian coins for other symbols - the beaver, the moose, the loon, the polar bear, the Canada goose. Why are each of these good symbols for Canada? The beaver was trapped to make hats for people in England, and because they wanted so many the explorers went farther and farther from the east of Canada to the west.

The maple tree was used for its wood and for its maple sugar. The maple leaf is perhaps the most widely known symbol. Where have the students seen this symbol? It is on the flag, of course, on clothing, on lapel pins, etc.

What is the best-known Canadian sport? Hockey, of course! Lacrosse is also a Canadian sport, if your students are familiar with it.

Teach the students the words to 'Oh, Canada'. Make sure they can read the words and understand the meanings. Practice singing it until the students are very familiar with it and then sing it often. Talk about standing straight at attention as they sing it, as respect.

Learn that Ottawa is the capital of Canada. Learn the name of the Prime Minister and talk about the government. Find Ottawa on the map of Canada.

## **Exercise:**

Colour the flag.

Colour the page of Canadian symbols.



### **Additional Ideas:**

Paint flags using a red hand print as a maple leaf.

Do rubbings of the Canadian coins.

Face paint a flag by first putting on a red stamp of the Canadian flag and then painting in the bars and the leaf.

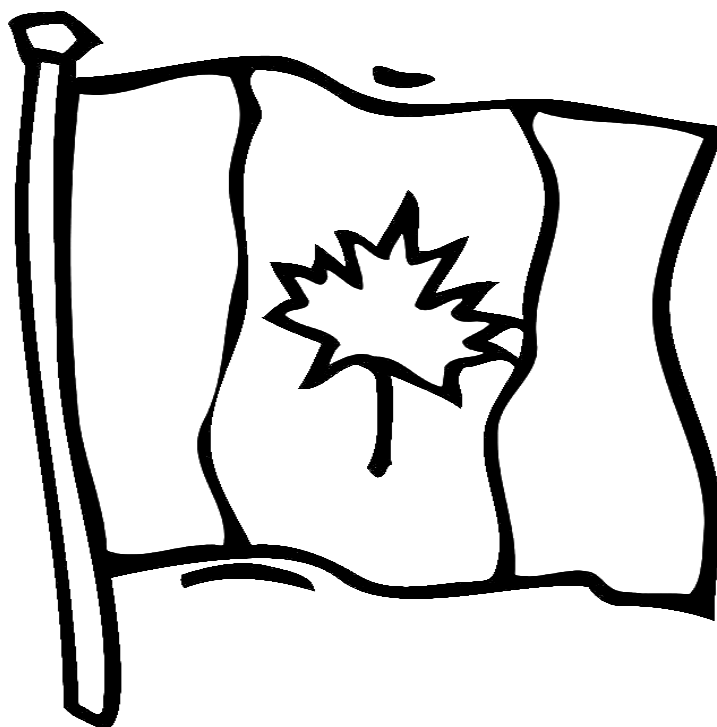
[http://www.fvsvd.ab.ca/stm/strictly\\_canadian\\_sites.htm](http://www.fvsvd.ab.ca/stm/strictly_canadian_sites.htm)

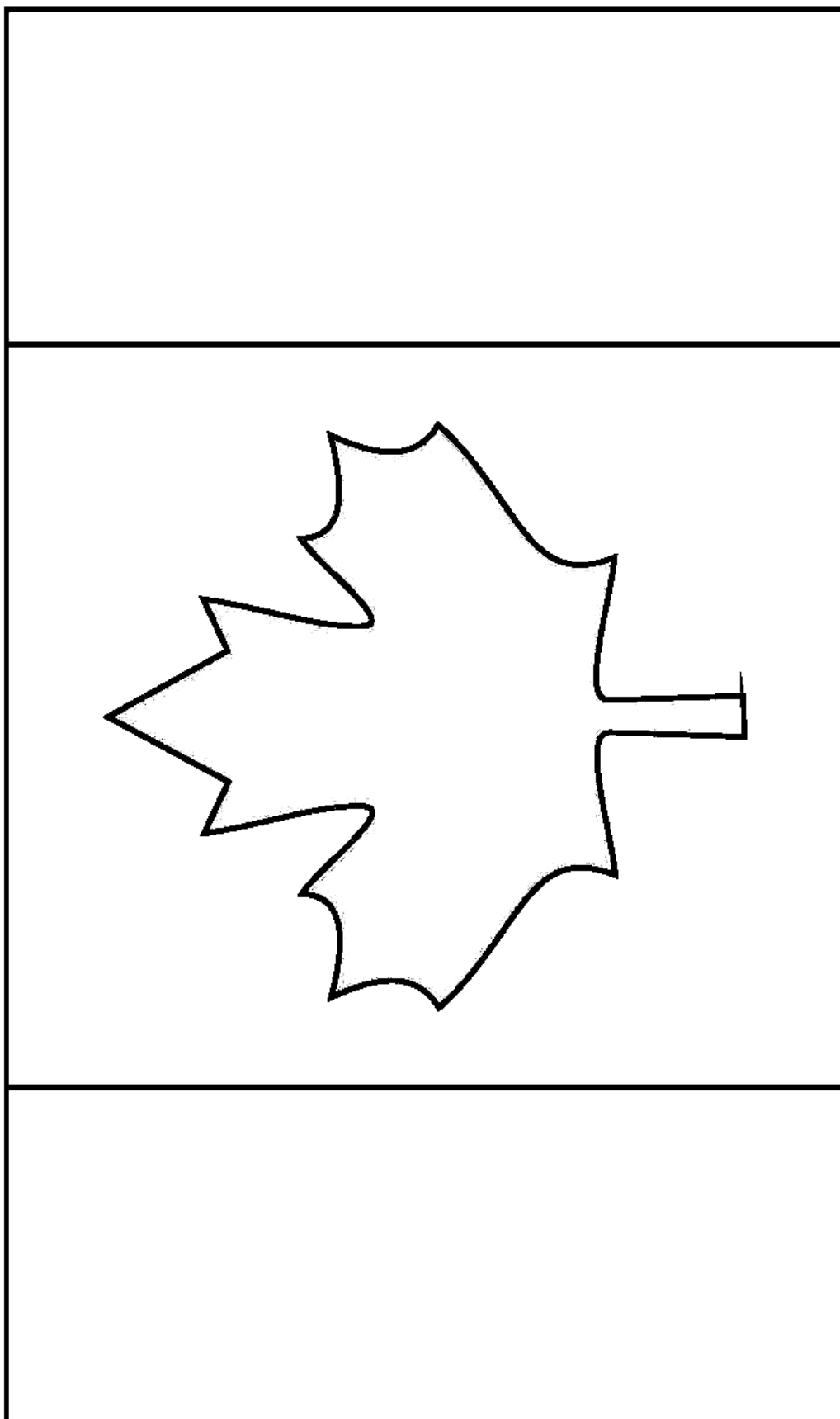
This site has lots of links to good information.

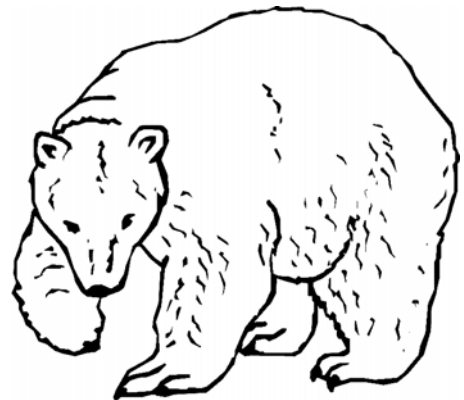
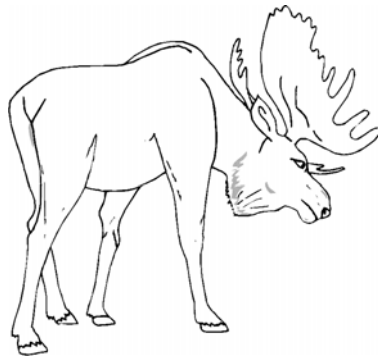
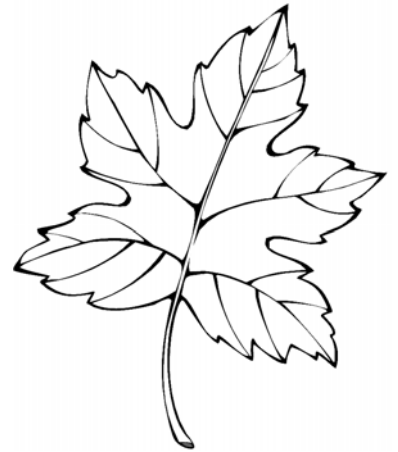
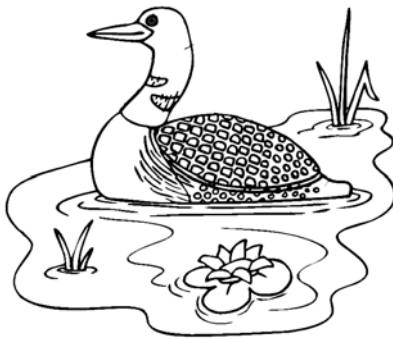
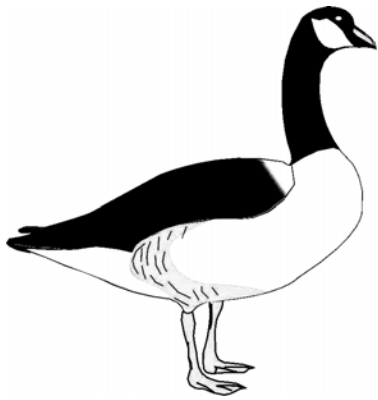
Learn more about the Canadian government in Ottawa.



O Canada!  
Our home and native land!  
True patriot love in all thy sons command.  
With glowing hearts we see thee rise,  
The True North strong and free!  
From far and wide,  
O Canada, we stand on guard for thee.  
God keep our land glorious and free!  
O Canada, we stand on guard for thee.  
O Canada, we stand on guard for thee.







# Lesson 52: The Queen

**Review:** Review the symbols of Canada.

## **Discussion:**

In the last lesson we looked at coins to see some Canadian symbols. The Queen is also on coins and paper money. Do the students know why? She is the Queen of Canada, as well as Great Britain, Australia and some other countries.

What is the Queen's name? She is Queen Elizabeth II. Talk about the II - and that it means 'second'. Talk about the first Queen Elizabeth. How did she become the queen? This is passed down in her family - her father and grandfather were kings - and farther back. Who will be the next ruler? Talk about the royal family and Prince Charles and Prince William. Show pictures of the family.

There are pictures and information here:

<http://www.royal.gov.uk/output/Page1.asp>

<http://www.canadianheritage.gc.ca/jubilee/e-biography.htm>

Queen Elizabeth, at the time of this writing, is 81 years old. She became queen in 1952 - so she has been queen for 55 years. When she comes to Canada, everyone comes out to see her and cheer.

What do the students think a queen does? Why is it a good thing to have Queen Elizabeth the queen of Canada?

The Queen is a symbol of Canada and our historical ties to England.

## **Exercise:**

Write a story telling what you know about Queen Elizabeth.



## Additional Ideas

Learn about England and the British Commonwealth.

Watch a film or read a book about the Queen's life.

What would it be like to be the Queen? Would you like to be a King or a Queen?

Show pictures of the Crown Jewels and the castles where the Queen lives.

Show England and the British Isles on Google Earth and then zoom in on London and Buckingham Palace. Show pictures of what it looks like if you visited there.

Canada has representatives of the Queen in Ottawa and in each of the provincial capitals. The Queen's representative is called the *Governor General*.



Name \_\_\_\_\_



Our Queen, Elizabeth II

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.