

Canada Unit Plan

Grade 7, 7-Day Unit Plan (90-minute class periods)

Standards:

1. G.6_12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.
2. G.6_12.2 Analyze the movement of people, goods, ideas, technology, etc. throughout the world.
3. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals.

Objectives:

1. I can explain the difference between provinces and territories.
2. I can compare and contrast American culture to Canadian culture.
3. I can work with a partner to create a presentation and teach about one of the territories/provinces in Canada.
4. I can identify important bodies of water, landforms, and countries located around Canada.
5. I can describe the important historical events and relate them to the cultural aspects of Canada.
6. I can research and organize geographic information.
7. I can discuss current events related to Canada.
8. I can work with a partner to plan a 3-day trip to Canada.

Day 1:

- **Start of Class: Reading and PowerPoint (20-25 minutes)**
 - o 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - o Daily PowerPoint
 - Introduce the day (“It is March 1st”)
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **Introduction: Kahoot about Canada (15 minutes)**
 - o The questions will be very general and will invite curiosity from students.
 - o Whoever places in the top 3 gets a piece of candy
- **Activity: Atlas Sheet #1 (30-40 minutes)**
 - o Students will work individually to answer questions on the atlas sheet. Students will look at population maps, political maps, charts, graphs, and small pieces of writing. Students will use their atlas to find the answers.

- Once all students have completed their atlas sheet, we will correct the sheet as a class. Students will be asked to place their pencils at the top of their desk or in their backpack and to grab a pen.
 - I will read the question and randomly pick a name from the seating chart to answer the question. If they do not know the answer, I will call on another person. If a student answers incorrectly, then I will invite any student to answer the question.
- **End of Class: Plan for next class (5-10 minutes)**
 - I will inform students what the plan for our next class is. The students will be researching provinces and territories and creating a presentation for another group.
 - End class with a riddle

Day 2:

- **Start of Class: Reading and PowerPoint (20-25 minutes)**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day (“It is March 1st”)
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **Introduction: Video (5 Minutes) [\(2\) Canada History - Timeline and Animation in 5 Minutes - YouTube](#)**
 - A brief video will be shown to introduce Canada to the students. It will give a brief history of Canada. The video provides a nice timeline for students to follow. I will follow up the video with a turn and talk with students to discuss what they saw. After a turn and talk, we can discuss as a class.
- **Notes: (10-15 minutes)**
 - Title Slide: Canadian Flag
 - Ask: What is pictured on the flag? (Maple leaf)
 - Ask: Why do you think this is pictured on their flag?
 - A staple in Canada and has multiple uses for food and other necessities.
 - Our neighbor to the North
 - Looking at the map where we are, Canada is to the North of us in the US
 - Second Slide:
 - Similar to the US. Looks like states but they are different
 - We have states in the US. Canada does not

- Canada has Provinces and Territories
- You might ask “what are provinces/territories?”
 - Provinces
 - Located in the southern part of Canada
 - Has a lot of people (around 31 million)
 - They are controlled by the national government, but their own local government has more control (mask mandates, compare to the US)
 - They can make their own laws
 - Create own educational system
 - Environmental laws
 - More developed and financially stable
 - Territories
 - Located in the Northern part of Canada
 - A lot less people (100,000-200,000)
 - They are controlled by the national government or the Canadian national government
 - A lot less power so they cannot create their own laws like provinces
 - Less developed and financially stable
- Third Slide
 - Explain where each location is on the map
- Fourth Slide
 - Hudson Bay - Connected to arctic and Atlantic ocean
 - Great Lakes – Which state in the US are the Great Lakes located in?
 - Gulf of St. Lawrence and St. Lawrence River - Near Quebec and Newfoundland
 - Rocky mountains - You learned about this in your USA section. (Yukon/NW Territories/British Columbia/Alberta)
- **Activity: Provinces and Territories research (45 Minutes)**
 - Students will be paired in groups of 2-3 and tasked with researching a province or territory (some provinces and territories may be doubled up on depending on the number of students groups)
 - I will give students time to research and create their presentation
 - Next class we will have groups view each other's presentations
 - I will show students the rubric that I use to grade
- **End of Class: (5-10 minutes)**
 - Explain how students will present next class
 - Let students have extra time outside of class to finish their presentations
 - Finish with riddle

Day 3:

- **Start of Class: Reading and PowerPoint (20-25 Minutes)**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day (“It is March 1st”)
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **Notes: History of Canada (10-15 minutes)**
 - 1763: Treaty of Paris - (2) The French and Indian War Explained | History - YouTube
 - War can also be called the seven years war
 - Signed on 10 February 1763, by the kingdoms of Great Britain, France, and Spain, with Portugal in agreement
 - Treaty gave control of the northern part of North America which is now Canada to Britain
 - British North America Act - (2) The Words That Shaped Canada: The British North America Act - YouTube
 - Also known as the constitution act of 1867 (serves as the basis of Canada’s constitution)
 - Created Canada as a self-governing federation
 - Included provinces of New Brunswick, Nova Scotia, Ontario, and Quebec on July 1st, 1867
 - Established the distribution of responsibilities and powers for each level of government and the rights of its inhabitants
 - Quiet revolution - (2) The Official Languages Act - YouTube
 - We discussed how Canada has both English and French speakers
 - This caused a lot of tension in Canada
 - Took place in Quebec
 - Revolved around social and economic change along with language and education
- **1st Activity: Presentations (20-30 minutes)**
 - Each group will have their slideshow pulled up on one computer
 - Half of the groups on one side of the room will be presenting while the other half of the groups will be the audience
 - Each group part of the audience will rotate around the presentations and write down two things they learned from each presentation

- Official sport and winter weather appropriate
 - Strong tradition in the Winter Olympics
 - Hunting and fishing
 - Common to “live off the land” in the territories
 - Poutine
 - French fries with gravy and cheese curds
 - Videos:
 - Basic overview of Canadian culture - [\(2\) Visitor Guide to Understanding Canadian Culture - YouTube](#)
 - [Poutine - \(3\) Poutine: From rural Quebec delicacy to national icon. Here's where it all started | We Are The Best - YouTube](#)
 - USMCA - [\(3\) The USMCA: A 21st Century Trade Agreement - YouTube](#)
- **Game: Jeopardy (20-25 minutes)**
 - Students will play Jeopardy as a review for the Canada Test. Students will be grouped into rows for the game. To begin the game, I will pick a random 100 question and whoever raises their hand first can answer the question. Whoever gets the question right can pick the next question. Students can lose points in the game, but there will be a chance for double jeopardy. The final question leftover will serve as the final jeopardy question where students can wager points. Whichever team has the most points will win and will receive candy as a prize.
- **Activity: Canadianisms (10-15 minutes)**
 - I will show a video to students to show them what Canadianisms are ([\(3\) Learn Your Canadianisms - YouTube](#))
 - For this activity students will:
 - Be in groups of 2-3
 - Pick three words from each category and try to guess what they mean. (the categories serve as a hint)
 - Students will write their guesses on one piece of paper with their names on it.
 - After completing their guesses, I will go over the list with the class
- **End of Class: (5-10 minutes)**
 - Exit ticket
 - Tell me what you learned about Canadian culture
 - Questions you still have about Canada
 - Favorite Canadianism or most surprising Canadianism
 - Riddle

Day 5:

- **Start of Class: Reading and PowerPoint (20-25 Minutes)**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day (“It is March 1st”)

- Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **Activity: Mini-Project: (60 Minutes)**
 - Students will be tasked with planning a trip to Canada along with a 3-day itinerary
 - As a class, we will discuss what an itinerary is and I will provide examples for students. For this project, students will be in groups of 2-3. Once in their groups, I will have students chose their destination. They must either find a city, a province/territory in general, and they need to decide what time of year they want to go (winter or summer).
 - They will calculate costs for a passport, airline tickets, hotel, food, and activities. Students can decide to go by car or to stay at a resort or cabin. Once students plan their activities and calculate costs, they will create a 3-day itinerary. The itinerary can be formatted any way as long as it details the 3 days in an organized and clear manner.
 - Students will be able to present their trips to another group. As a class, we can discuss how much each group spent and what went well, and what did not go well.
 - I will show students the rubric I will use to grade the project.
- **End of Class: (5 minutes)**
 - Riddle

Day 6:

- **Start of Class: Reading and PowerPoint (20-25 Minutes)**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day (“It is March 1st”)
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **Activity: Presentations**
 - Students will present their trips to another group
 - Half of the groups will present while the other half of the groups watches
 - We will switch after each group in the first half has presented
 - Each group will be able to discuss what their trip and itinerary look like
 - Students can ask questions

- **End of Class: (5 minutes)**
 - Riddle
 - Exit slip
 - I will ask students to reflect on the project
 - What did you like? What didn't you like?
 - How did you feel about your groupwork? Was it easy to make compromises?

Day 7:

- **Start of Class: Reading and PowerPoint**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day ("It is March 1st")
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information
 - Any important information for students to be aware of (ex: dates and events)
- **1st Activity: Vocab Review**
 - Students will review their vocab words by playing Quizlet games.
- **2nd Activity: Review Activity**
 - Students will work in groups to create a test about Canada. Students will need to have 3 fill-in-the-blank, 4 true and false, and 6 multiple-choice questions. They will have time to create these questions, then the groups will pass their questions to other groups 2-3 times. After each time the groups will grade the tests and give the other group their score. They will create their questions based on the notes and any other information they feel could be on the test. Students will turn in their tests at the end of the day.
- **End of Class**
 - Riddle

Day 8:

- **Start of Class: Reading and PowerPoint**
 - 15-20 minutes of reading
 - Students can read a paper book or on their computer
 - Daily PowerPoint
 - Introduce the day ("It is March 1st")
 - Political Cartoon
 - Today in History
 - Fascinating/Unusual Information

- Any important information for students to be aware of (ex: dates and events)
- **Exam Day**
 - Students can review their notes for as long as they need to. I will put the test at the front of the room for students to grab when they are ready.
- **End of Class**
 - Riddle

Materials:

1. Canadianisms Activity
 - a. <C:\Users\merce\OneDrive\Documents\Canadianisms Activity.pdf>
2. PowerPoint: Notes on Canada
 - a. <C:\Users\merce\OneDrive\Documents\Canada.pdf>
3. Provinces and Territories Research Activity:
 - a. <C:\Users\merce\OneDrive\Documents\Province and Territory Research.pdf>
4. Jeopardy Game:
 - a. [Canada Jeopardy Template \(jeopardylabs.com\)](Canada Jeopardy Template (jeopardylabs.com))
5. Plan a Trip to Canada:
 - a. <C:\Users\merce\OneDrive\Documents\Plan a Trip to Canada.pdf>
6. 5 Themes of Geography (Canada)
 - a. <C:\Users\merce\OneDrive\Documents\5 Themes Canada.pdf>

Provinces and Territories Research Rubric:

	2	4	6	8	Points
Organization	Information is not presented in a logical manner that makes sense to the audience.	Information is presented in a manner that is somewhat hard for the audience to understand.	Information is presented in a manner that is logical and easy for the audience to understand.	Information is presented logically and interestingly that the audience can easily follow.	
Content Knowledge	Content within the presentation does not address the requirements needed.	Content within the presentation somewhat addresses the requirements.	Content within the presentation addresses almost all the requirements.	Content within the presentation addresses all the requirements.	
Visuals	The student did not use any images or design elements in the presentation.	The student occasionally used visuals and design elements to support the text and presentation.	The student used images and design elements that related to the text and presentation.	The student used images and design elements to fully support the text and presentation.	
Mechanics	The presentation had four or more spelling errors and/or grammatical errors.	The presentation had three spelling errors and/or grammatical errors.	The presentation had no more than two spelling errors and/or grammatical errors.	The presentation had no spelling errors and/or grammatical errors.	
Delivery	The student does not professionally deliver content.	The student somewhat professionally delivers content.	The student professionally delivers content.	The student delivers content professionally and clearly.	
				Total →	

Plan a Trip to Canada Rubric:

	2	4	6	8	Points
Itinerary	The itinerary is not organized and is not split up into three days.	The itinerary is somewhat organized but only includes one day.	The itinerary is organized but only includes two days.	The itinerary is organized and includes all three days.	
Planning and Calculating Process	No planning or calculating is shown throughout the document or presentation.	Some planning and calculating are shown in the document or presentation.	Most planning and calculating are shown in the document or presentation.	Planning and calculating process is clearly shown in the document or presentation.	
Organization	Document or presentation is messy and not sequentially organized.	Document or presentation is somewhat messy and sequentially organized.	Document or presentation is not messy but still is not sequentially organized.	Document or presentation is neat, and the information is sequentially organized.	
Groupwork	Group members did not work well together. Disagreements would come up that could not be solved.	Group members worked somewhat well together. More than three disagreements came up that could be solved.	Group members worked well together. Only one or two disagreements came up that could be easily solved.	Group members worked well together. No disagreements came up.	
Time and Management	Group members were not on task or focused on the project. Class time was not used wisely.	Group members were sometimes distracted or off task. Class time was not fully utilized.	Group members needed some refocusing but managed well. Class time was used wisely.	Group members were self-motivated and sought assistance when needed. Class time was used wisely.	
				Total →	

Canada Exam:



Word bank for Map -

Arctic Ocean

Atlantic Ocean

Great Lakes

Gulf of St Lawrence

Hudson Bay

Pacific Ocean

Rocky Mountains

United States

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Multiple Choice 9 to 20 (some choices might be used twice)

A – British North American Act B – Treaty of Paris C – Quiet Revolution

9 _____ Happened in 1763

10 _____ Happened in 1867

11 _____ Happened in 1960's

12 _____ Was mainly focused in Quebec

13 _____ Ended the French and Indian War

14 _____ When Canada became its own country

15. What province mainly has a "French" Culture? _____

16. What is the most popular sport in Canada? _____

17. What are the two main languages in Canada? _____ and _____

18. What is the only country that touches Canada? _____

19. _____ How many territories are in Canada?

A. 3

B. 5

C. 13

20. _____ When is Canada Day?

A. October 13

B. June 21

C. July 1

D. July 4

21. _____ Who is Canada's Main Trading Partner?

A. USA

B. Great Britain

C. Germany

22. _____ What landcover is northern Canada?

A. Cropland

B. Tundra

C. Tropical Rainforest

D. Urban

E. Forest

Quizlet Vocab: Global Studies Vocab Words Flashcards | Quizlet

Vocab:

Bilingual - Speaking 2 or more languages

Continents - A big piece of land usually separated by water (must be able to list all 7)

Culture - What makes people unique

Diversity - Being different

Ethnic Group - Group of people with similar backgrounds

Geography - Study of the Earth

Hemisphere - Half of the Earth

Human Environment Interaction - How people affect the environment, how the environment affects people

Latitude - Imaginary lines that run horizontally

Location - Where something is

Longitude - Imaginary lines that run vertically

Movement - How ideas and goods move

Natural Resource - Material source of wealth that comes from the Earth

Place - Features of an area

Population Density - Number of people/animals in an area

Push-Pull - Why a person moves

Region - Area that shared elements

Rural - Countryside

Scale - Used to determine the size of an area on a map

Urban - City