



Giant Floor Map Introduction

Learning Objectives:

- Students will compare different regions within Canada.
- Students will learn about the different physical features of Canada.

Time Required:

30-40 minutes

Grades:

K-12

Materials:

N/a

Set up:

N/a

Links to the Canadian National Standards for Geography:

1. The World in Spatial Terms

- Physical/political maps of the province/territory, Canada, and the world.
- Provinces and territories of Canada.
- Major cities of the province and Canada.

2. Places and Regions

- Regions defined by multiple criteria.

Introduction:

Take this time to have students explore the Giant Floor Map on their own. Encourage students to walk across the map in its entirety and to keep in mind any questions that may occur to them.

Prompting questions:

- What do you see?
- What are some similarities and differences between different areas of the country?
- What surprises you? Which sites excite you?
- Where do you want to visit the most?
- Do you notice the Canada C3 Expedition route?

Ask students to stand around the Northern, Eastern, and Western edges of the map for a short discussion on their first experience on the map. Introduce or review the purpose of a map: to provide information about a place. The title of this map is "2017 Canada C3 Expedition: A Journey from Coast to Coast to Coast". Ask students what kind of information they predict this map will provide. Tell students that from June 1 to October 28, 2017, as part of the acknowledgements of Canada 150, an icebreaker ship is traveling from Toronto, Ontario to Victoria, British Columbia via the Northwest Passage. This is called the Canada C3 Expedition.

Development:

To familiarize students even further with the map, play a "Find Me" activity. The teacher can begin the activity asking students to remain on the Northern, Eastern, and Western edges of the map. The teacher will prompt: "Find me a coastline". Students must find a coastline to stand on, followed by a brief discussion.

Prompting questions:

- What is a coastline?
- What coastline did you choose and why?

Additional examples: find a maritime province or city, find the smallest province/territory, find the Canadian shield, find an Indigenous community, find a transportation line, find a national park, find a bird sanctuary, find Clyde River, etc. Teachers can have students take a turn to lead the activity and encourage them to be creative with their prompts.

Conclusion:

Bring students back to the outer edges of the map to discuss the Canada C3 Expedition route.

Prompting questions:

- Why do you think we are taking this route? -Considering your experience on the map today, what are some of the things you think we can expect to see on our journey?

Extend Your Geographic Thinking:

Teachers can play a variety of different activities to familiarize their students with the Giant Floor Map. "Follow the Leader" is a group activity that gives students an opportunity to explore. Each group will have a leader who takes their group on a journey across the map in any direction they choose. They can choose a number of

stops to explore with their group. After each group has gone on their journey, bring the class back to the outer edges of the map and encourage each group to describe their journey with the class.

Prompting questions:

-Where did your leader take you?

-Why did you choose those places?

-Why did you take that route?

-What kinds of things or places could you expect to see if you actually travelled that route?



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Map Elements

Learning Objectives:

- Students will learn about different elements of a map.
- Students will use a map's legend to find information.
- Students will learn about the 2017 Canada C3 Expedition Route.
- Students will learn about coastal National Wildlife Areas, Marine Protected Areas, and Bird Sanctuaries in Canada.

Time Required:

30-40 minutes

Grades:

K-6

Set up:

N/A

Materials:

- N/A

Links to the Canadian National Standards for Geography:

1. The World in Spatial Terms

- Map elements (title, scale, symbols, legend, grid, cardinal and intermediate directions).

Introduction:

Have students gather around the Northern, Eastern, and Western edges of the map. Locate and discuss as a class the core elements of a map: title, border, legend, compass, and scale.

Prompting questions:

-How do these elements make a map easier to read? -What is the purpose of each element?

Point out the map's legend and invite students to have a look. Legends are an important part of maps that help us understand their information. Use the legend to examine some of the basic features of this map.

Prompting questions:

- Where do students see international boundaries, and where do they see provincial boundaries?*
- How many countries does Canada border?*
- How many provinces and territories does Canada have? -What do these boundaries tell you about Canada as a country?*
- Notice the transportation lines that cover Canada. Where are these most common? Which type(s) of these transportation lines are there most of?*
- What do the different types of transportation lines tell you about Canada as a country?*
- Discuss the different colours on the map. What do the different colours mean?*
- Search for the different types of land cover that exist in Canada. What do the different types of land cover tell you about Canada as a country?*

Development:

Remind students that from June 1 to October 28, 2017, as part of the acknowledgements of Canada 150, an icebreaker ship is traveling from Toronto, Ontario to Victoria, British Columbia via the Northwest Passage. This is called the Canada C3 Expedition.

Place students (individually or in pairs/small groups) along the C3 expedition route on community stops, spread out as much as possible. Read through the legend icons 1 by 1 and ask students to identify if that particular icon is the one that is closest to them. Have students share it with the rest of the class. For example, read out "Migratory Bird Sanctuary". A student standing on Pond Inlet might identify the Bylot Island Migratory Bird Sanctuary. Encourage discussion.

Prompting questions:

- What types of birds might be there?*

Conclusion:

Have students rotate between the communities to keep them engaged.

Reconvene as a group to discuss the results.

Prompting questions:

- What else did you notice while you were exploring the legend and the map?*
- Which sites of interest seem most interesting to you?*

Extend Your Geographic Thinking:

Point out the Migratory Bird Sanctuaries, National Wildlife Areas, and Marine Areas and discuss.

Prompting Questions:

- What kind of animals do you think you'd find in each type of these protected areas?*
- Why do you think the cartographer chose the icons that represent these areas on the legend?*
- Why is it important to have these protected areas?*

Explore the four themes of Canada C3: Diversity and Inclusion, Youth Engagement, the Environment, and Reconciliation. Each corner of the map is represented by one of our core themes. Have students stand on the corner that resonates most with them. What does this theme mean to you? Why do you think this is a core theme of the Canada C3 Expedition?

Next, choose one theme to focus on (e.g. the Environment) and ask students to stand anywhere on the map they feel has a strong connection to that particular theme (e.g. students may choose to stand in the Arctic, or near the oil sands in Alberta). Discuss why each student chose a particular area.



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Map Elements

Learning Objectives:

- Students will learn about different elements of a map.
- Students will use a map's legend to find information.
- Students will learn about the 2017 Canada C3 Expedition Route.
- Students will learn about coastal National Wildlife Areas, Marine Protected Areas, and Bird Sanctuaries in Canada.

Time Required:

30-40 minutes

Grades:

K-6

Set up:

N/A

Materials:

- N/A

Links to the Canadian National Standards for Geography:

1. The World in Spatial Terms

- Map elements (title, scale, symbols, legend, grid, cardinal and intermediate directions).

Introduction:

Have students gather around the Northern, Eastern, and Western edges of the map. Locate and discuss as a class the core elements of a map: title, border, legend, compass, and scale.

Prompting questions:

-How do these elements make a map easier to read? -What is the purpose of each element?

Point out the map's legend and invite students to have a look. Legends are an important part of maps that help us understand their information. Use the legend to examine some of the basic features of this map.

Prompting questions:

- Where do students see international boundaries, and where do they see provincial boundaries?*
- How many countries does Canada border?*
- How many provinces and territories does Canada have? -What do these boundaries tell you about Canada as a country?*
- Notice the transportation lines that cover Canada. Where are these most common? Which type(s) of these transportation lines are there most of?*
- What do the different types of transportation lines tell you about Canada as a country?*
- Discuss the different colours on the map. What do the different colours mean?*
- Search for the different types of land cover that exist in Canada. What do the different types of land cover tell you about Canada as a country?*

Development:

Remind students that from June 1 to October 28, 2017, as part of the acknowledgements of Canada 150, an icebreaker ship is traveling from Toronto, Ontario to Victoria, British Columbia via the Northwest Passage. This is called the Canada C3 Expedition.

Place students (individually or in pairs/small groups) along the C3 expedition route on community stops, spread out as much as possible. Read through the legend icons 1 by 1 and ask students to identify if that particular icon is the one that is closest to them. Have students share it with the rest of the class. For example, read out "Migratory Bird Sanctuary". A student standing on Pond Inlet might identify the Bylot Island Migratory Bird Sanctuary. Encourage discussion.

Prompting questions:

- What types of birds might be there?*

Conclusion:

Have students rotate between the communities to keep them engaged.

Reconvene as a group to discuss the results.

Prompting questions:

- What else did you notice while you were exploring the legend and the map?*
- Which sites of interest seem most interesting to you?*

Extend Your Geographic Thinking:

Point out the Migratory Bird Sanctuaries, National Wildlife Areas, and Marine Areas and discuss.

Prompting Questions:

- What kind of animals do you think you'd find in each type of these protected areas?*
- Why do you think the cartographer chose the icons that represent these areas on the legend?*
- Why is it important to have these protected areas?*

Explore the four themes of Canada C3: Diversity and Inclusion, Youth Engagement, the Environment, and Reconciliation. Each corner of the map is represented by one of our core themes. Have students stand on the corner that resonates most with them. What does this theme mean to you? Why do you think this is a core theme of the Canada C3 Expedition?

Next, choose one theme to focus on (e.g. the Environment) and ask students to stand anywhere on the map they feel has a strong connection to that particular theme (e.g. students may choose to stand in the Arctic, or near the oil sands in Alberta). Discuss why each student chose a particular area.



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How does Canada's Coastline Measure up?

Learning Objectives:

- Students will use standard and non-standard units to measure Canada's coastline.
- Students will measure and estimate large numbers.
- Students will learn about the coastline paradox.

Time Required:

45-60 minutes

Grades:

K-8

Materials:

- chains
- Snap cubes
- Paper
- Pencils

Set-up:

- Prepare measurement tools for easy distribution.

Links to the Canadian Standards for Geography:

1. The World in Spatial Terms

- Maps as representations of local and distant places.
- Relative location (e.g. near/far, above/below).
- Location of continents and oceans.
- Relative and absolute locations.

- Map elements (title, scale, symbols, legend, grid, cardinal and intermediate directions).
2. Place and Regions
- Physical and human characteristics of places and regions within the province/territory and Canada.
 - Perceptions of places and regions.
 - Regions defined by multiple criteria.

Introduction:

Gather students around the Northern, Eastern, and Western edges of the map. Tell students that Canada has the second largest total area of any country in the world. Canada also has the longest coastline of any country in the world. Looking at the map, what makes Canada's coastline unique? Which areas are considered coastline? If necessary, remind or inform students that all of Canada's pelagic islands contribute to its coastline distance. Canada has over 50,000 islands, the largest one being Baffin Island, Nunavut.

Point out the scale on the map. Discuss the purpose of the scale and its benefits on the map. Demonstrate how to use the scale on the Giant Floor Map using a non-standard measuring tool of your choice (i.e. footsteps, chains, snap cubes, etc.). First, measure the scale with your tool and show what it represents. Next, find a portion of a coastline to demonstrate how the scale represents a specific distance and how that can be exhibited through a number of different non-standard measuring tools.

Development:

Divide students into three groups. Invite each group to choose one non-standard measuring tool (e.g. footsteps, chains, or snap cubes) to measure one of Canada's coastlines (Arctic, Atlantic, or Pacific). Each group should choose a different tool. Have each group predict the length of the coastline they are on and share their prediction with the class. Ask students to record their predictions and measurements of the coastline on their piece of paper, then rotate groups twice more to measure the other coastlines with their same measuring tool. By the end, each coastline will have been measured in three different non-standard units.

Reconvene as a group. How do the measurements of each coastline compare when using different tools? (For example, are the measurements of the pacific coast using footprints and linking chains the same?) Discuss how the size of a measurement unit affects how many of that unit are needed to measure a distance.

Conclusion:

Because Canada is so large, the most common unit that is used to measure distances within it is called the kilometer (km). Choosing one of your non-standard measuring tools, approximately how many units is equal to the length of 100 kilometers? Use that measurement tool to count by hundreds to determine the approximate length of each coastline. Add the approximate lengths of each coastline together. The Canadian

Government reports that the length of our coastline is 243,042 km.* Discuss why or why not your approximate measurements were close to this length. Introduce students to the concept of the coastline paradox. This is a noted scientific and mathematical phenomenon in which the more precisely you measure a coastline (i.e. the smaller your measurement unit), including all of its jagged edges and inlets, the longer your measurement will be. Because of tides and coastal erosion, coastline distances also shift over the course of a day and in the long term. There is no global standard for how precisely coastlines are measured. For example, while Canada reports that our coastline is 243,042 km, other reporting bodies from other countries report different distances. (For example, the United States' Central Intelligence Agency World Factbook lists Canada's coastline as 202,080 km.)**

Extend Your Geographic Thinking:

Compare the length of Canada's coastline to distances you travel every day. Walk or run around your school's gymnasium, track, neighbourhood block, or building. How many times do you have to go around this distance to travel one kilometer? How many times would you have to go around this distance to travel the length of Canada's coastline (243,042 km)? Time yourself walking or running around this distance. If your speed always stayed the same, how long would it take you to walk or run around Canada's coastline?

Canada C3 is traveling along Canada's three coasts, but not along its entire coastline. Use the map's scale to compare the approximate length of the Canada C3 route (the red line on the map) to Canada's total coastline.

Distance is only one way that Canada can be measured. For example, the science program on the Canada C3 expedition will be taking many measurements as the ship travels around the country's coastlines. What other ways do you think Canada could be measured?

*<http://www.statcan.gc.ca/pub/11-402-x/2012000/chap/geo/geo-eng.htm>

**<https://www.cia.gov/library/publications/the-world-factbook/fields/2060.html>



Scientists Aboard the C3 Expedition

Learning Objectives:

- Students will learn about the different scientists on board Canada C3.
- Students will examine the research being conducted throughout the expedition.
- Students will make informed hypotheses about this research.

Time Required:

40-60 minutes

Grades:

6-12

Materials:

- Scientist booklets
- Scientist profile worksheets

Set-up:

Make copies of materials to distribute.

Links to Canadian National Standards for Geography:

- Environment and Society:
 - Environmental issues (e.g. global warming, loss of biodiversity, deforestation, ozone depletion, air pollution, water pollution, acid precipitation, disposal of solid waste)

Introduction:

Ask students to gather around the edges of the map and let them know that they will be learning about the different scientists on board the Canada C3 expedition and forms of research being employed along the journey. Begin a discussion by asking students about what “science” means to them.

Prompting questions:

- What does science look like?
- Who can conduct scientific research?
- Why is scientific research important?
- What type of research could be conducted along Canada's coastlines?

Development:

Divide students into ten groups. Explain that on each leg of the Canada C3 expedition, there will be scientists conducting research about many different issues. At the end of the expedition, all of the research will be compiled and made available to the public. Students will be learning about these exciting research projects.

Hand out to each group their scientist booklet and the scientist profile worksheets.

Instruct them to only look at page 1 of their booklet - no peeking!

Go through each step of this activity one at a time as a group. Remember to remind students they cannot look ahead in their booklet until it is time.

Step 1: Ask students to use the coordinates on page 1 to find the research institution where their scientist works. If necessary, demonstrate how to find a location using coordinates.

Step 2: Once students have found the scientist's institution's location, they can turn to page 2 of their booklet. There they will find the name of the research institution, what the scientist studies, and the leg(s) of the Canada C3 journey that the scientist will be on. Ask students to move to the location of their scientist's institution (if they have not already) and examine the area. After some time, ask students to walk along the route of the leg(s) their scientists should be participating in.

Step 3 : Once students have examined the legs of the journey that their scientist will be on, they can move on to page 3 to discuss their scientist and predict what they may be researching.

Step 4: Ask students to turn to page 4 to learn about the research that the scientists will be conducting on the Canada C3 Expedition. Encourage students to discuss the research with each other and to ask questions.

Step 5: After reading about the research, they will use their booklet to fill out their 'scientist profile' worksheets.

Conclusion:

Have students share the information they learned about their scientist and the research their scientist is conducting on the Canada C3 Expedition. If they have completed the "scientist profile" worksheet, have them share it with the class.

Extend Your Thinking:

Have students use the information that they have learned to develop their own research questions.

If possible, encourage students follow-up on the research completed by their scientist.



Indigenous Communities Along Canada's Coasts

Learning Objectives:

- Students will identify and map Indigenous coastal communities (and communities built upon traditional Indigenous territories) in Canada that the Canada C3 Expedition is visiting.
- Students will engage in discussions of Reconciliation.

Time Required:

60-75 minutes

Grades:

3-12

Materials:

- Community Cards:
 - Eastern First Nations Cards (Red)(17) ,
 - Northern Inuit Cards (Blue) (13)
 - Western First Nations Cards (Green) (17)

Set-up:

- Divide Community Cards into three coastal groups (colour-coded: East/Red, North/Blue, and West/Green).

Links to the Canadian Standards for Geography:

Essential Element 2: Places and Regions

- Concept of human features
- Description of places, what's old and what's new
- Similarities and differences of local places and regions within other places and regions

- How culture affects places and regions
- The importance of places and regions to individual and social identity

Essential Element 4: Human Systems

- Culture of the local community and other communities
- Cultural regions

Introduction:

Invite students to stand around the Eastern, Northern, and Western edges of the map. Identify Canada's three coastlines, and discuss how different boundaries (i.e., international, provincial, territorial) are represented on the map. Remind students that many of the boundaries that exist in Canada now did not originally exist among Indigenous peoples. Play an I-Spy game to locate First Nations' traditional territories along the east and west coasts, and the four territories of Inuit Nunangat along the north coast. After the teacher leads a few rounds (e.g., "I spy with my little eye, Innu territory." or "I spy the homeland of the Haida.") and students stand in those locations on the map, invite students to lead the game for their peers

Development:

Divide students into three groups, and assign each group to one of the coasts. Hand out the sets of Community Stop Cards to the corresponding groups. For younger students, model how to place one of the cards on the map by matching the "Nearest Route Stop" name. For older students, model how to place one of these cards on the map by reading its coordinates and using the map's lines of latitude and longitude. Ask groups to collaborate to place the rest of the cards accordingly. While students are placing each card on its proper location, invite them to stop at each location, read their information card, and discuss with their group what they have learned about that community.

Take a few minutes to prompt conversation in regards to those with "Eastern First Nation's" cards. It is important to point out that some of the route stops on the C3 expedition are not exclusively Indigenous communities. For example, Mississaugas of New Credit is a Nation within Toronto (a C3 route stop), however Toronto is not predominantly an Indigenous community today. Toronto is built upon the traditional territories of the Mississaugas of the New Credit. You will notice this common theme among several of the Eastern First Nation's Cards and southern cities on the Westerns First Nation's Cards.

Prompting questions:

- What do you find interesting about this community?*
- What do each of these facts tell you about the community? (Positive or negative implications?)*
- What does this community have in common, or how does it differ, from others you have seen so far?*

When all cards have been placed, invite students to take a gallery walk around the map,

either noticing the locations of each community, or reading information about each of the communities.

Reconvene in a circle in the middle of the map. Ask students to talk with a partner sitting beside them about an interesting observation they made during the gallery walk. Ask for a few pairs of volunteers to share their observations with the whole group.

Conclusion:

Continue sitting in a circle for a closing discussion. Notice with students that this map has only marked coastal Indigenous territories, and that there are many more diverse communities inland. How might coastal and inland Indigenous communities be similar and different? Remind students that these cards only show some of the Indigenous communities within community stops along the Canada C3 Expedition route; even more Indigenous communities exist along Canada C3's route and the rest of Canada's coastline!

Remind students that one of the themes of the Canada C3 expedition is Reconciliation, and, if necessary, of the meaning of this term. Why might it be an act of Reconciliation to know which Indigenous territories and communities are located along Canada's coasts?

Extend Your Geographic Thinking:

Identify which traditional territory your school rests on and which Indigenous communities you are a part of or neighbour. If you do not already, consider adding a territory acknowledgement to your daily routines (e.g., before singing the national anthem each morning).

Acknowledge that all of Canada is the traditional territory of Indigenous peoples. Discuss whether certain communities have always been located in the places they are now.

Consider researching more about The Indian Act, including the creation and continuation of reserves, and Inuit Forced Relocation. Read the Truth and Reconciliation Commission's Calls to Action, and choose one as a class to take action on.



Indigenous Communities Along Canada's Coasts

Learning Objectives:

- Students will identify and map Indigenous coastal communities (and communities built upon traditional Indigenous territories) in Canada that the Canada C3 Expedition is visiting.
- Students will engage in discussions of Reconciliation.

Time Required:

60-75 minutes

Grades:

3-12

Materials:

- Community Cards:
 - Eastern First Nations Cards (Red)(17) ,
 - Northern Inuit Cards (Blue) (13)
 - Western First Nations Cards (Green) (17)

Set-up:

- Divide Community Cards into three coastal groups (colour-coded: East/Red, North/Blue, and West/Green).

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Essential Element 2: Places and Regions

- Concept of human features
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Development:

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Consider researching more about The Indian Act, including the creation and continuation of reserves, and Inuit Forced Relocation. Read the Truth and Reconciliation Commission's Calls to Action, and choose one as a class to take action on.



Indigenous Canada: The Great Lakes and St. Lawrence River

Learning Objectives:

- Students will learn about the diverse cultures of First Nations in the Great Lakes/St. Lawrence region.
- Students will explore the unique physical geography of the Great Lakes/St. Lawrence region.
- Students will map Indigenous environmental initiatives such as Josephine Mandamin's Water Walkers.

Time Required:

60 minutes

Grades:

- 4-12
- Adaptable for K-3

Materials:

Included in this package:

- Pylons (10)
- Great Lakes/St. Lawrence First Nations information cards (12)

Set-up:

- Prepare materials

Links to Canadian Standards for Geography:

Essential Element 1: The World in Spatial Terms

- Location and distribution of physical and human features
- Latitude, longitude, and the global grid

Essential Element 2: Places and Regions

- Concept of physical features

- Concept of human features
- The importance of places and regions to individual and social identity

Essential Element 5: Environment and Society

- Physical environment influences human activities
- Human activities change Earth
- Environmental issues

Introduction:

Gather students in the southeast corner of the map. Ask them to identify and locate the five Great Lakes and St. Lawrence River, examine this area of the map, and share any observations they make. Identify the First Nations that have their traditional territory in this region (Anishinaabe, Haudenosaunee, Wendat, Abénaquis, Innu, Wolastiqiyik, and Mi'kmaq). Today, diverse Indigenous peoples, including Métis, Inuit, and many First Nations from across Canada, live in this region. Some of the Indigenous peoples of the Great Lakes/St. Lawrence region call North America *Turtle Island* because in their creation stories this land was created on the back of a turtle.

Have the students identify various physical and human geographic features of this region (e.g., many interconnected large bodies of water, lowlands, access to the ocean, substantial urban and transportation development). Ask them to hypothesize about how the physical geographic features may have led to the human development of this area. Divide students into pairs or small groups and give each a pylon. Ask each pair or group to walk around and explore the map, then place their pylon somewhere on the map that shows a similar physical geography to the Great Lakes/St. Lawrence region (e.g., the Lower Mainland of British Columbia, the Mackenzie River (Yukon and Northwest Territories), and central Manitoba, etc.) and determine if those areas also have significant human development. Speculate about why these areas are or are not heavily developed.

Development:

Tell the students that they will be studying some important cultural elements of the First Nations of the Great Lakes/St. Lawrence region. These places help demonstrate the connection Indigenous peoples have to the land and their territories. Divide students into pairs or small groups, and give each one a Great Lakes/St. Lawrence First Nations information card and a pylon. If necessary, demonstrate to students how to follow longitude and latitude coordinates to find a specific location on the map. Then, ask students to find their community's coordinates and place their pylon on their community on the map. Students can then return to the outer edges of the map holding their information card. Working in their small groups, have students read the information from their cards and discuss the information with their group.

Next, the teacher will explain that she/he[← they] will call out different categories. Items on each information card will all fit into one or more of these categories. When students think their card fits into the announced category, they must stand up. These categories are intended to be guidelines and to prompt discussion. Students are encouraged to assign their items to whichever category they think it belongs to and explain their reasoning. For example, the teacher calls out "tools"; student groups with canoe, chert, and deer corral must stand up. After each category, prompt a brief discussion with your students about the category.

For example,

- Why do you think your item fits into this category?*
- Why would an eel be considered a tool?*
- How does an eel fit into more than one category?*
- Why are tools an important part of culture?*

Teacher calls out:

- Tools (canoe, chert, deer corral, eel)*
- Transportation (canoe, Wolastoq)*
- Food (manoomin, eel)*
- Games (lacrosse)*
- Law (Gayanashagowa)*
- Land/Area (Wolastoq, Stadacona, Sault Ste. Marie)*
- Homes (longhouse, Sault Ste. Marie)*
- Art (petroglyphs)*

Briefly discuss: What makes a culture? All of these categories make up different aspects of a culture. How and why are they important?

Conclusion:

As time allows, ask students to lay their cards back down with their respective pylon on the map, then rotate groups so that each group gets the opportunity to read other cards. Reconvene as a group and ask volunteers to share new interesting information they learned.

Extend Your Geographic Thinking:

Explore with your students another example of the connection Indigenous peoples of this area have to their environment. Keeping the pylons in their designated locations on the map, ask students to guess what the path of the pylons represent. Introduce students to Josephine Mandamin and the Water Walkers*. Josephine and her supporters have walked around each of the Great Lakes and down the length of the St. Lawrence River to draw attention to the condition of water. In Anishinaabe culture, women have the role of being water carriers, and the Water Walkers carry a copper pot of water on their journeys. This movement has caught on around the world and Water Walks have become annual events. Encourage students to walk along the coastline of the Great Lakes/St. Lawrence as to retrace the Water Walk routes, or play "Follow-the-Leader" and trace the Water Walkers' route through the Great Lakes to the mouth of the St. Lawrence.

Remind students that, traditionally, Indigenous territories covered virtually all of Canada from coast to coast to coast. With the coming of Europeans and the expansion of Canada's population, Indigenous peoples lost control of most of their traditional territories and were pushed onto reserves, lost territory outright, or were forced, by economic necessity, into towns and cities. Part of the Reconciliation process is acknowledging that Indigenous peoples have a deep connection to the land and water of their territories and that access to those territories allows them to practice traditional cultural activities. Indigenous peoples, such as Josephine Mandamin and the Water Walkers, are taking action to rehabilitate the land and water. Have you seen other examples of this in other regions of Canada? Brainstorm bodies of water in your

own community that may have experienced development and/or pollution. How might a Water Walk draw attention to the need to support the water in your community? Research, organize, or participate in a Water Walk in your own region.

Notes:

******For additional information on Josephine Mandamin visit:

<http://indigenoustrising.org/josephine-mandamin/>



Polar Knowledge
Canada

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Canada





Basket Making

Learning Objectives:

- Students will identify and map where Black Ash and Red Maple trees are found in the Mi'kmaq and surrounding territories.
- Students will learn the cultural importance of basket making to Mi'kmaq people.
- Students will learn how to weave (technique of basket making).

Time Required:

45-60 minutes

Grades:

K-8

Materials:

- Index cards
(2 different colours)
- Black Ash Tree Card (5 copies) and Red Maple Tree Card
(5 copies)

You will also need:

- Inset maps of the eastern provinces (print distribution maps found here):
<https://tidcf.nrcan.gc.ca/en/trees/factsheet/27> and here:
<https://tidcf.nrcan.gc.ca/en/trees/factsheet/84>
- Strips of coloured paper (2 different colours)

Set-up:

- Pre-cut strips of coloured paper (10 strips for each student for a 5x5 weaving, or 6 strips for each student for a 3x3 weaving).
- Separate index cards by colour to represent Black Ash and Red Maple trees.
- Organize inset maps, tree cards, and photos of Mi'kmaq baskets for easy access.

Links to the Canadian Standards for Geography:

Essential Concept 1: The World in Spatial Terms

- location and distribution of physical and human features
- provinces and territories of Canada

Essential Concept 2: Places and Regions

- concept of physical features
- local environment

Introduction:

Gather students around the Eastern edge of the map. Ask them to study the map and identify the names of the Indigenous territories in this region. Which modern-day provinces now occupy Mi'kmaq territory? Remind students that majority of Mi'kmaq people still live in this territory. Ask students to observe the natural features covering Mi'kmaq territory (e.g., salt water, fresh water, forest cover, mountains/rocky patches).

Prompting questions:

-What resources do you think Mi'kmaq people utilized and continue to use from surrounding natural features? (e.g., fish, seafood, plants, etc.)

-Mi'kmaq society was traditionally nomadic (i.e., moving from place to place). Do land features provide any clues as to why Mi'kmaq were traditionally nomadic?

Inform students about how Indigenous nations across Canada are in the midst of a cultural resurgence. For instance, in Mi'kma'ki, basket making is an important aspect of Mi'kmaq cultural identity. Baskets were a means of livelihood using the wood from trees as a natural resource off the land. For map study, ask students to brainstorm on different purposes baskets might have been used for in Mi'kmaq territory. Ask students to compare how baskets were used historically to how they are used today. When Europeans arrived in this region of Canada, they considered baskets utilitarian (i.e., they were designed to be useful and practical), but Mi'kmaq artisans also regarded them as works of art. Basket weaving might be considered a lost art form, as it is no longer common practice to weave baskets. Some Mi'kmaq artists are working toward revitalizing the art of basketry. The tree species *Wisqoq* (Black Ash trees used for making the wood) is now extinct in Una'maki (Cape Breton Island, Nova Scotia) and must be imported from Mainland, Nova Scotia. Accessing wood from *Wisqoq* is limited; therefore, some artisans sometimes have to get their wood as far away as the state of Maine. Efforts are made to maintain this aspect of Mi'kmaq culture by way of workshops and demonstrations in communities and in schools for cultural transference of knowledge from Mi'kmaq Elders to youth.

Development:

The main species of trees used for wood for basket making by Mi'kmaq and other Indigenous peoples in this region are *Wisqoq* (Black Ash Tree) and *Malsnawei* (Red Maple Tree). Sweetgrass, an aromatic plant is also used as a decorative detail in basket making.

Have students work in small groups and distribute inset maps of the Eastern Shore, as well as *Wisqoq* (Black Ash Tree) index cards and *Malsnawei* (Red Maple Tree) index cards. Each inset map shows where either Black Ash trees or Red Maple trees can be found in Mi'kmaq and surrounding territories*. Assign each group to a province within Mi'kmaq territory (Quebec, New Brunswick, Prince Edward Island, Nova Scotia, and Newfoundland). Choose one colour of index cards to represent *Malsnawei* (Red Maple Tree) and a different colour of index cards to represent *Wisqoq* (Black Ash Tree) (on top of the *Malsnawei*, if necessary). This will indicate tree distributions in the different provinces.

Following the activity, initiate a discussion on what students notice about the distribution of these two types of trees throughout Mi'kmaq territory.

Hand out the Black Ash Tree Cards and Red Maple Tree Cards to each group*. Ask groups to read the information on their Tree Cards and discuss which tree they think might be preferable to use when basket making. How might each tree be preferable to make baskets that would be used for different purposes? Ask for volunteers to share what they have discussed with the whole group. Remind students that one way that Mi'kmaq people are revitalizing the craft of basket making is by re-planting *Wisqoq* in their territory. Looking at the token distributions, and using what students know about *Wisqoq* from the tree cards, why is it important for the tradition of basket making?

Provide students with photos of different styles of a Mi'kmaq basket. Invite students to brainstorm on how different designs are woven together, and whether Black Ash or Red Maple may have been used to weave each basket.

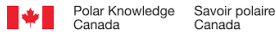
Conclusion:

Basket making is still a livelihood for Mi'kmaq, Wolastiqiyik, and other Indigenous artists. Finding the species of trees used for basket making is a challenge. Determining where the right tree is growing can be a difficult task for many basket makers. *L'nu* (the original name that Mi'kmaq called themselves, meaning "the people") use resources from the land and replace what they have taken, to keep the balance for Mother Earth. Ask students to examine the map for evidence of human development and infrastructure in Mi'kmaq territory. How has development perhaps interrupted the balance of the environment, including *Wisqoq* (Black Ash Tree) and *Malsnawei* (Red Maple Tree) distributions, in the area? Discuss how harvesting trees for the making of baskets compares to the effects of increased economic development and infrastructure on tree distributions. The main threat for *Wisqoq* is habitat loss. The Emerald Ash Borer is an invasive beetle species that kills ash trees and is quickly spreading through Ontario and Quebec*. How might it affect Mi'kmaq culture if the Emerald Ash Borer spreads further East?

Extend Your Geographic Thinking:

For in class study, view the video “Wisqoq: Mi’kmaq Traditional Black Ash Basket Instructional Video” [<http://wisqoq.ca/black-ash/history/>]. Hand out the materials students will need to make their own weavings. Model for students using paper strips how to make a weave for a basket. Place 5 or 3 strips of one color on a flat surface. Weave one strip of the opposite color using the pattern “under and over” or “in and out”. Use the photos of Mi’kmaq baskets as a guide. Once students complete their weaving, gather in a circle to share their work. Students can compare each other’s patterns. Ask students to reflect upon the lesson and discuss which part of the lesson is most valuable in learning about Mi’kmaq basket making.

*<http://wisqoq.ca/black-ash/recovery-plan/>





Connecting Inuit Knowledge with Science

Learning Objectives:

- Students will explore the significance of incorporating scientific research with Inuit traditional knowledge in different scenarios.
- Students will learn about HMS Terror in Terror Bay.
- Students will learn about CHARS (Canadian High Arctic Research Station) in Cambridge Bay.
- Students will learn about tracking sea animals in Rigolet.

Time Required:

45 minutes

Grades:

7-12

Materials**Included in this package:**

- Information cards (3)

Set-Up

- Read the provided resources to familiarize yourself with the 3 examples in this lesson. See links below.

Links to Standards:

1. The world in spatial terms

-How culture affects places and regions (e.g., cultural landscapes).

2. Places and regions

Physical and human characteristics of places and regions in Canada and the world

Introduction:

Gather students on the northern edge of the map. Begin with a discussion surrounding Indigenous traditional knowledge, in particular in the north.

Prompting questions:

-What is Inuit knowledge?

-How do the views of Indigenous peoples versus non-Indigenous peoples differ on this topic?

*For additional background information, see, e.g.,

<http://www.carc.org/pubs/v20no1/inuit.htm>

Development:

Next, divide students into 3 groups and assign each group with one Information card. Each group will be assigned either Terror Bay, NU, CHARS (Cambridge Bay, NU), or Rigolet, Labrador. Ask students to first locate their location on the map using the provided coordinates, and move their group to that spot. Next, students should read their card together and discuss as a group in preparation for a larger class discussion.

Prompting questions:

-What happened in your location?

-What ways of knowing (i.e., traditional knowledge) are used by Inuit in this area?

-How does Inuit traditional knowledge connect with science in this example?

Conclusion:

Invite each group to briefly explain the information that they learned on their card and what their group discussed. Discuss as a class each example and emphasize the interconnection between Inuit knowledge and science.

Extend Your Geographic Thinking:

Explore and research CHARS, Terror Bay, and Rigolet in further detail and have students present their findings.

Have students research different communities (e.g., Pond Inlet) along the northern coast that have diverse wildlife and which are blending science and Inuit traditional knowledge. Identify the research that has been done on the species (both traditional and scientific) and identify the factors which affect these species, their migration habits, etc.

*For additional information on Rigolet, see PDF.

*For additional information on Terror Bay, see:

<https://www.pc.gc.ca/en/culture/franklin>

*For additional information on CHARS, see: <https://www.canada.ca/en/polar-knowledge/publications/feasibilitystudy.html>



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Inuit Regions

Learning Objectives:

- Students will learn about the Inuit regions and their geographic locations
- Students will examine various cultural aspects in each region
- Students will examine the similarities and differences among the regions

Time Required:

60 minutes

Grades:

3-12

Materials:

Included on this package:

- Inuit Region Information Cards (40)

Set-up:

- Pre-arrange student groups with assigned Inuit regions.
- Prepare materials.

Links to the Canadian Standards for Geography:**2. Places and Regions**

- Description of places, what's old and what's new • Local natural environment
- Similarities and differences of local places and regions with other places and regions
- Changes in places and regions over time
- Regions defined by multiple criteria

6. The Uses of Geography

- Description of places in past times

Introduction:

Gauge student knowledge by asking them what they know about the Inuit regions in Canada.

How many are there?

What are their names?

Can you show me on the map where they are located?

Explain and show to students there are four Inuit regions in Canada: Nunavut, Nunavik (Quebec), Nunatsiavut (Labrador), and the Inuvialuit Settlement Region of the Northwest Territories.

Development:

Students will engage in a jigsaw activity. Divide students into 4 equal groups, which represent each Inuit region. Each group will get 10 cards that have various information about that region. Give students 10 minutes to discuss amongst themselves the information they have. After the time is up, get each student to pick a card or cards (depending on the number of students in a group) that they will use in the next step of the activity. Students will then find a student from another region to share information with. Give student pairings 1-2 minutes to discuss the assigned region. Make sure students begin by telling their partner what region their information comes from. Students will continue switching partners until everyone has shared their card(s). Have students return to their region and begin a discussion with the questions:

Were there any similarities that you found between your assigned region and other regions?

Were there any differences between your assigned region and other regions?

Conclusion:

Explain to students you will now engage in an activity called “That’s Us!”. Students will remain in their assigned groups sitting on their Inuit region. The teacher will call out various facts about each Inuit Region from the Inuit Region Information cards, without saying which region it is. When students hear a fact that applies to their particular region, they must stand up together and say “that’s us!”. The teacher may choose to play the game in one (or more) of three ways: 1) solely for fun and education, 2) award each team with points when they get an answer correct, or 3) play as elimination game (i.e., any student who stands up at the incorrect time is eliminated from the game).

Extend Your Geographic Thinking:

Have students examine the map and locate the 4 Inuit regions. “Guess Which Region” is an activity where the teacher will call out a single fact (from the Inuit Region Information Cards) about the region, without naming it and students must decide which Inuit region the fact applies to. After allowing a short amount of time for students to think about their answer, everyone will stand on the region of their choice. After the activity, initiate a discussion with the question: Has anyone been to one of the Inuit

regions? Would you like to share your experience?

After the map has left, explore the Inuit regions of Canada further. Research the different peoples that inhabit each region. Invite students to continue their discussion with the questions:

How does my life differ from someone my age who lives in an Inuit region?

How is my life the same?

For additional resources see:

<http://www.pulaarvik.ca/youngfamilies/tradClothing.html>

<http://nunavuttourism.com/things-to-see-do/arts-crafts-clothing>

<http://icor.ottawainuitchildrens.com/node/39>



Polar Knowledge
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Early Inuit Contact with Europeans

Learning Objectives:

- Students will learn about the explorers, whalers, traders, and missionaries who travelled through the Arctic.
- Students will learn about the impacts these groups had on the Inuit and their land.

Time Required:

60-75 mins

Grades:

6-12

Materials:

- Visitor info cards (20)
- Coloured index cards (60: 20 red, 20 green, 20 yellow)

Set-up:

- Have 4 equal groups pre-selected.
- Prepare cards to be distributed.

Links to Standards:

1. World in Spatial Terms

Distribution of major human and physical features at country and global scales.

2. Places and Regions

- Physical and human processes shape places and regions.
- The importance of places and regions to individual and social identity.
- Interdependence of places and regions.
- How culture affects places and regions (e.g., cultural landscapes).

3. Physical Systems

Convergence and divergence of cultures.

4. Human Systems

- Types of economic activity (resources, manufacturing, service)

Introduction:

Ask students to gather around the northern coastline of the map. Introduce this lesson with an explanation about the Inuit culture. Where on the map do Inuit people live? Show students the four Inuit regions on the map: Nunatsiavut, Nunavik, Nunavut, and Inuvialuit.

Explain to students that before Europeans came to North America (precontact), Inuit were a thriving culture who had full control over their lives. Early contact with Europeans brought change for the Inuit. Some of this change had a positive impact on the Inuit and their culture, while some of this change had a negative impact. This early contact involved cultural exchange, while later contact forced assimilation on Inuit.

Development:

Divide students into 4 equal groups. Each group should represent one of the groups that Inuit had early contact with: explorers, whalers, traders, and missionaries.

Introduce each of the groups with a brief description.

Explorers: Europeans began exploring the Arctic in search of resources and scientific knowledge in the tenth century and again throughout the 1500s.¹

Invite students to look at the map and names of some of the cities/regions in the North (e.g., Baffin Island, Davis Strait, Gjoa Haven, Clyde River, Repulse Bay, Hudson Bay, Terror Bay, etc.). — Which places do you think might have been named by early explorers? Why or why not?

Whalers: International seamen travelled to the Arctic for seasons at a time to hunt whales and bring their resources back to their home country.²

Traders: Over time, whales in the Arctic became over hunted and fur traders moved into the North where they encouraged the Inuit to participate in the fur trade.³

Missionaries: People from other countries came to Inuit regions with a mission to “civilize” the Inuit people through education and religion.

Distribute to each group (explorers, whalers, traders, missionaries) their respective (5) visitor info cards and ask students to read through them and discuss the meaning of the facts presented. Use this time for students to discuss, ask questions and ensure they understand their cards.

Prompting questions:

-What does this fact mean?

-Why would this group have wanted to do this?

-What were the possible positive and negative effects this had on the Inuit?

Next, students should take 15 minutes to discuss with their group how to create their timeline on the Giant Floor Map, one group at a time. They should decide with their group if each card had a positive or negative impact on Inuit and their culture. (Keep in mind these issues are not black and white. Many students may find each card does not have exclusively a positive or negative impact. These are deep rooted issues that may have had a combination of both). Each group will receive 15 index cards (5 red, 5 yellow, 5 green). Red index cards indicate negative impact; green index cards indicate positive impact; yellow index cards indicate a combination of both or “complicated”. Groups should explain their reasoning.

Prompting discussion questions:

- What changed for Inuit after the arrival of this group?*
- What did this group have to offer?*
- How did this group and their work directly impact Inuit?*
- How did it affect Inuit culture and the way they lived their lives?*
- Do you think it has affected the way Inuit live their lives today?*
- What were the short term impacts on Inuit?*
- What were the long term impacts on Inuit?*

*Note: Remind students this is a learning process and even if students are unsure of their answer, encourage them to share their opinions to prompt and contribute to discussion.

Conclusion:

Have each group present their timeline with a rationale for the colour that they chose for each card. Why do you think X had a positive/negative impact on Y? Have each group explain their answer.

Conclude the lesson with a discussion as a class.

Take a look at the giant floor map with all cards laid out from each group. Do you see more red, green, or yellow? What does this mean? What does it represent?

Prompting questions and points:

- Pre-contact, Inuit lived a nomadic lifestyle, they were subsistent community hunters, they had a shared economy with their community, and they followed taboos/shamanism/spiritual legends.*
- How were Inuit ultimately affected after all of these periods of contact?*
- Inuit are now working for cultural resurgence and self-government.*

Extend Your Geographic Thinking:

Take a picture of X and send it to education@canadac3.ca - let's compare to other schools!

Explore further how Inuit are working for cultural resurgence. What is happening in Inuit regions today?

Additional Resources:

¹https://slmc.uottawa.ca/?q=european_colonization

<https://www.aadnc-aandc.gc.ca/eng/1100100016900/1100100016908#chp>

¹ <http://www.thecanadianencyclopedia.ca/en/article/arctic-exploration/>

² <http://www.thecanadianencyclopedia.ca/en/article/whaling/>

³ <https://www.aadnc-aandc.gc.ca/eng/1100100016900/1100100016908#chp1>



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A Modern People

Learning Objectives:

- Students will map communities in Nunavut and large cities in southern Canada.
- Students will examine their perceptions of northern regions.
- Students will learn about modern Inuit culture and communities.

Time Required:

30-45 minutes

Grades:

3-12

Materials:

- Inuit Community Feature Cards (17)
- Ball of rope (or spool of cord or twine)

You will also need:

- Two colours (e.g., yellow and green) Post-it notes
- Pencils

Set-up:

- Prepare materials.

Links to the Canadian Standards for Geography:

Essential Element 1: The World in Spatial Terms

- Major cities of the province
- Provinces and territories of Canada

Essential Element 2: Places and Regions

- Similarities and differences of local places and regions with other places and regions
- Perceptions of places and regions
- Factors that influence people's perception of places and regions

- How culture affects places and regions

Essential Element 4: Human Systems

- Culture of the local community and other communities
- Patterns of cultural traits
- Population distribution
- Changes in culture
- Cultural regions

Introduction:

Ask students to stand along the northern edge of the map. Discuss what students notice about this area of Canada (e.g., land cover, types of landforms, Inuit land claim boundaries, etc.). Point out to students that much of this region is traditional Inuit territory, and Inuit are still the largest demographic of people to live in this area. Approximately 44,000 Inuit live in this area of Canada.¹ Ask students to think about what they already know about modern life in the north or about Inuit culture. Distribute the yellow Post-it notes and pencils and ask students to write one adjective that they believe describes the north of Canada. [Note: some students, especially those who live in southern Canada, may express some misconceptions during this portion of the activity, but these will likely be resolved later on in the lesson.] Stick the yellow Post-it notes around the northern region of the map as students record their ideas. Tell students that while valuing tradition, Inuit live in the modern world and have adapted a lot of Inuit culture into modern society. Indeed, Inuit have always been an adaptable people, which is why the culture has thrived in the north for so long.

Development:

Tell students that today they will be learning more about the modern communities that Inuit live in, in both Nunavut and southern Canada. Approximately 7,100 Inuit live in cities outside of the regions of Nunangaat.² Give each student or pairs of students one of the Inuit Community Feature Cards. Keep one card aside for yourself. Ask students to find the location of their community on the map and to stand on that area, while you move to the area of the map of your own community card. Holding the ball of rope, read aloud the information from your community card. Hold the end of the rope tightly in your hand, and toss the rest of the ball to a student standing elsewhere on the map. As the ball of rope is passed around, students will share information about their community, hold tightly onto the rope, and then pass the rest of the ball of rope to another classmate standing elsewhere on the map. Ask students to read the brief information on their cards. When the last student has had their turn, ask them to pass the ball of rope back to you, reminding students to continue holding tightly to their portion of the rope. Ask students to look at the web of rope you have created. What does this symbolize or represent about modern Inuit culture in Canada? Discuss how the rate of change within a culture can affect rates of migration between cultures. When tidying up, carefully unwind the web of rope. (It may be easiest if the rope is rewound around the ball/spool of remaining rope in the reverse order to which it was

passed.) If desired, have students place their photos on their community locations on the map, then conduct a gallery walk where students can wander to better see the images of features in other Nunavut communities.

Conclusion:

Reconvene as a group. Ask students to share interesting things they noticed about these communities. What more have they learned about living in the north and Inuit culture from this portion of the activity? Re-examine the yellow Post-it notes around the north of Canada on the map. After this activity, do students believe that all of these adjectives still accurately describe life in the north? Discuss which yellow Post-it notes should perhaps be removed from the map. Hand out the green Post-it notes and pencils, and ask students to add new adjectives to the map based on what they have learned.

Extend Your Geographic Thinking:

Proportionally, more Inuit work as artists than any other cultural demographic in Canada and Inuit art plays an important role in northern economies. Many Inuit see art as a form of cultural healing, preservation, and resurgence of their culture. Research traditional and modern Inuit art forms.

One type of art that is gaining traction among Inuit is literature. Inhabit Media is an Inuit-owned, Iqaluit-based publishing company that promotes the stories, knowledge, and talent of Inuit authors. Aviaq Johnston, one of Canada C3's Youth Ambassadors, wrote the children's book *"What's My Superpower?"* [<https://www.amazon.com/Whats-My-Superpower-Aviaq-Johnston/dp/1772271403>]. Read this book as a class. How does this form of art teach you more about modern Inuit culture?

Visit <https://www.itk.ca/about-canadian-inuit/> and <https://www.aadnc-aandc.gc.ca/eng/1100100014187/1100100014191> to explore Inuit culture further.



¹ <https://www.aadnc-aandc.gc.ca/eng/1100100014187/1100100014191>

² <https://www.aadnc-aandc.gc.ca/eng/1100100014187/1100100014191>



The Inhabitants of the Beaufort Delta Region

Learning Objectives:

- Students will learn some traditional place names in the Inuvialuit and Gwich'in languages.
- Students will map the well-known, distinctive features of Inuvialuit and Gwich'in communities in the Western Arctic.
- Students will consider how physical geography can influence place names.

Time Required:

30-40 minutes

Grades:

K-8

Materials:

Included in this package:

- Community Cards (10)

You will also need:

- Post-it notes and pencils
- Tablet devices with pre-loaded videos

Set-up:

- Prepare materials.
- Load dance videos on an iPad or another device for students to view

Links to the Canadian Standards for Geography:

Essential Element 1: The World in Spatial Terms

- location and names of places in school and the neighbourhood
- major cities of the province/territory
- location of major human and physical features on Earth

Essential Element 2: Places and Regions

- description of places, what's old and what's new
- physical and human characteristics of places and regions within the province/territory and Canada

Essential Element 4: Human Systems

- culture of the local community and other communities
- patterns of cultural traits
- cultural regions

Essential Element 5: Environment and Society

- physical environment influences human activities

Introduction:

Ask students to stand along the northern edge of the map, and to examine and discuss what they see. Direct students to notice the four Inuit governed regions in Canada. The Westernmost Inuit region of Canada is called Inuvialuit. Use the map's legend to help you notice the features represented on the map in this region, including natural areas of interest, names of water systems, and types of land cover. In this region of the high Arctic, two Indigenous peoples who call themselves the Inuvialuit (Inuit) and Gwich'in (Dene) live here. These people have occupied the land for thousands of years.

Development:

Bring students' attention to the names of communities in the areas of the Beaufort Sea, Amundsen Gulf, and Mackenzie Delta regions. Explain that the Inuvialuit and Gwich'in who live in these regions each have their own names for their communities. Each of these places is known by the peoples of this area for well-known distinctive features, often reflected in community names.

Divide students into pairs or small groups and distribute the Inuvialuit Community Cards and Gwich'in Community Cards. Point out that some community names on the map are written in both English and in Qaliujaaqpait (the form of writing in Inuktitut that uses Roman orthography). Ask pairs or groups of students to locate the English names of the communities represented on their cards, and to place the cards on those locations on the map. Encourage students to read the information on the cards. As a whole group, discuss the information and meanings of the names of these different places (e.g., Why do you think Inuvialuit would have named that spot *Ikahuk*, or "place where you cross to"?). Discuss why some communities may have English names (e.g., Sachs Harbour, Fort McPherson) while others have traditional Indigenous language names (e.g., Inuvik).

Conclusion:

Point out or encourage students to look for other communities in Canada that have names that reflect their places (e.g., Petit-Rocher, New Brunswick or Stony Rapids,

Saskatchewan). What do those names tell you about those places? Hand out post-it notes and writing utensils to students. Ask them to look around the map and find a place with unique physical geography. If they were going to name that place, what might they name it? Encourage them to discreetly write down their place name on their Post-it note then hand it back to the teacher. Together as a whole group, play a guessing game in which the teacher reads the made-up place names (e.g., “Where Polar Bears Live”) and students have to stand on the map in places where they think that name would be suitable. Discuss how some names suit many places while others only suit a few, and how different names could be used for the same place. Remind students that some places in Canada have been called the same name by Indigenous peoples for thousands of years, while other places were more recently named.

Extend Your Geographic Thinking:

There are many ways to communicate that don’t involve using words or writing. What are some ways you can know what a friend is thinking or feeling, even if they don’t use words?

The Inuvialuit people of this region have always had an oral (not written) history. The main way that this oral history was shared in their culture was through storytelling, including music and dance. Drum dancing is an important way to share stories. You can learn more about drum dancing by watching “The Inuvik Drummers and Dancers” video [<https://www.youtube.com/watch?v=bdK3W1eykUA>] or the “Muskrat Jamboree Drum Dancers” video [<https://www.youtube.com/watch?v=apMFtojQz5c>]. There are also other types of dances that are common in this area. When European settlers came to the area, they brought jig dances with them, and many Gwich’in and other Indigenous people now practice this form of dance. You can learn more about jigging by watching the “2011 Beluga Jamboree Jigging” video [<https://www.youtube.com/watch?v=0ggXKfajytQ>].

What kind of dances are common in your region of Canada? Are these used to communicate like they are in Inuvialuit? Create a dance or dramatic representation of a place that is important to you. What body shapes, movements, and rhythms could you use to represent a place without words?



Polar Knowledge
Canada

Savoir polaire
Canada





Exploring UNDRIP

Learning Objectives:

- Students will examine the importance of the United Nations Declaration on the Right of Indigenous People, with a particular focus on articles relating to land, language, and culture.
- Students will examine the traditional territory of the Kwakiutl on Northern Vancouver Island surrounding the Port Hardy area.
- Students will examine names of places within the traditional territory of the Kwagu'ł (Kwakiutl) as a problem solving activity.

Time Required:

60-75 minutes

Grades:

7-12

Materials:

Included in this package:

- UNDRIP cards (17)

You will also need:

- One small piece of red construction paper (2" x4")

Set-up:

- Audio/visual equipment and speakers to view YouTube videos. download

Links to the Canadian National Standards for Geography:

1. The World in Spatial Terms

- Map, globe, and atlas use (e.g., observing and analyzing relationships)
2. Places and Regions
- Physical and human characteristics of places and regions in Canada and the world
- How culture affects places and regions (e.g., cultural landscapes)

Introduction:

Gather students around the Eastern and Western coastlines of the map. Ask students to read the names of the Indigenous territories on these coasts. Remind students that many First Nations communities exist within these territories and other territories in the interior of Canada. Indeed, there are more than 600 First Nations and bands in Canada. However, despite this large number, First Nations have a relatively tiny land base. The government of Canada reports that the total First Nations land base is 35,548 km². In comparison, the area of Inuit land claims is approximately 2,823,150 km², and the total area of Canada is 9,984,670 km². This means that the total First Nations land base represents less than 0.01% of all of Canada. Place a red piece of construction paper somewhere on the map. If the entire map represented Canada, this small rectangle would be slightly larger than the total size of the First Nations' land base.

Development:

Tell students that they will be learning more about the United Nations Declaration on the Rights of Indigenous Peoples, also known as UNDRIP. UNDRIP has a total of 46 articles; today we will study 17 that relate to land, language, and culture. Distribute the UNDRIP cards to individuals or pairs of students. Ask students to read their card, discuss it with their partner or another student nearby to ensure they understand the meaning. Next, choose a place on the map to stand that they feel relates to the UNDRIP article on their card. When all students have chosen a location to stand, ask for volunteers to share why they chose to stand where they did on the map, and how it relates to the information on their card. When UNDRIP was negotiated in 2006, Canada voted against its adoption. In 2010, the Canadian government reversed its decision and officially endorsed the declaration. Have a discussion about Canada and UNDRIP with your class.

Prompting questions:

- Why do you think the Government of Canada might have taken their initial stance?*
- Why might the government's stance have changed in 2010?*
- Given what you know about the size of the First Nation's land base in Canada, and what you know about Indigenous peoples in Canada and around the world, why do you think the UN determined a need for and created the UNDRIP?*

Regather students around the western coastline of the map. In pairs, ask students to

discuss the physical geographic features of Canada's west coast (e.g., mountains, ocean, river inlets, forested areas, islands), and ask for volunteers to share what they discussed with their group. Based on this information, ask students to think about which natural resources from the land were and are still available for Indigenous peoples from these territories (e.g., fish, seafood, plants). Tell students that many of these natural resources are very important to Indigenous ways of life, and that many places in Indigenous territories were traditionally named after the land and resources in that area.

Conclusion:

Point out on the map Port Hardy on Northern Vancouver Island. Explain that this is the traditional territory of the Kwagu't (Kwakwaka'wakw) who inhabit this area. The town of Port Hardy formally endorsed UNDRIP in 2016. As part of this endorsement Port Hardy is in the process of renaming places in the community with traditional place names in the Kwak'wala language. Ask students to refer back to their UNDRIP cards. Which articles of the UNDRIP would support Port Hardy's decision to rename places in this territory?

Extend Your Geographic Thinking:

Discuss Port Hardy and Kwak'wala language in more depth. Explain that Kwak'wala is a verb based language. We learn from place, and must always demonstrate our gratitude to the land and sea and the gifts or resources we receive from them. Kwagu't have and still live in a reciprocal relationship with the land and sea. For instance, when the salmon return at the beginning of summer the people express their gratitude to the salmon by returning bones, of the first salmon eaten, to the ocean and say thank you to the salmon for nourishing their bodies. Then they ask the salmon to send more of their family and again thank them for coming. Kwagu't believe that when they receive something from the land, sea, and natural world they must express their gratitude and demonstrate their appreciation, or these things will no longer be provided. Discuss Kwagu't practice with your students.

Prompting questions:

What do you think reciprocal means?

How else do you think the Kwagu't demonstrate their appreciation to the land, sea, and the gifts from the natural world?

How would you demonstrate your appreciation for the natural world?

Do you know of other nations that live in a reciprocal relationship and demonstrate their gratitude?

Watch [Awi'nakola](#) and explore the concept of reciprocity further.

* <http://www12.statcan.gc.ca/census-recensement/2006/as-sa/97-558/p6-eng.cfm>



Polar Knowledge
Canada

Savoir polaire
Canada



THE ROYAL
CANADIAN
GEOGRAPHICAL
SOCIETY



LA SOCIÉTÉ
GÉOGRAPHIQUE
ROYALE DU
CANADA



STUDENTS ON ICE

FONDATION • FOUNDATION



Reclaiming Governance

Learning Objectives:

- Students will learn about how Nations are governed under the Indian Act.
- Students will learn about how Nations are governed under self-governing agreements.
- Students will compare how Indigenous and non-Indigenous communities are governed.
- Students will map out communities that are self-governing today.
- Students will map out communities that are in the process of becoming self-governing Nations.

Time Required:

60 minutes

Grades:

6-12

Materials:

Included in this package:

- Index cards (red, yellow, green)
- snap cubes
- Self-Governing Nations Cards (8)
- Negotiation Cards (8)

Set-up:

- Organize governance tokens to access.
- Organize coordinate cards into separate piles (self-governing and negotiation process) to access throughout the lesson.
- Organize snap cubes by colour.

Links to the Canadian National Standards for Geography:

Essential Element 1: The World in Spatial Terms

- provinces and territories of Canada
- major cities of the province and Canada

Essential Element 4: Human Systems

- political units and hierarchies

Essential Element 6: The Uses of Geography

- role of multiple points of view in contemporary geographic policies and issues

Introduction:

Invite students to stand along the western edge of the map. Ask them to notice which Canadian provinces and territories are in this region, and what other countries are also in this region. Point out the names of British Columbia's coastal Indigenous communities, and tell students that there are many Nations within Canada both within these coastal communities and within the interior. Draw students' attention to the lines of latitude and longitude; model how you can plot places on the map using latitude and longitude information.

Development:

The Indigenous peoples of Canada had systems of governing prior to settler contact, when a Eurocentric system was imposed through the Indian Act. This system is different from how the rest of non-Indigenous Canada is governed. In recent decades, the Canadian government has begun negotiation with Nations treaties that allow Nations to govern themselves once again.

To introduce or review how non-Indigenous communities are governed (i.e., federally, provincially/territorially, municipally), as a group, discuss and place the index cards on the map. For federal government responsibilities (e.g., international relations, immigration, criminal law, military), place the green cards in the Ottawa, Ontario/Gatineau, Quebec region. For provincial/territorial responsibilities (e.g., education, health care, environment, highway roads), place the yellow cards in the area of your provincial or territorial capital city. For municipal responsibilities (e.g., libraries, local emergency services, garbage and recycling, public transportation), place the red cards in the area of your city, town, or municipality. Using the Teacher Content Notes* as needed, explain to students the details of the governance system used under the Indian Act. Demonstrate this by moving all of the governance cards to the Ottawa, Ontario/Gatineau, Quebec region. Discuss with your students.

Prompting questions:

-How might the quality of some of these services be affected if they are not typically the responsibilities of the federal government?

-What are some reasons why Nations would govern themselves the way they would like?

Divide students into 8 groups and hand out red snap cubes and the Self-Governing Nations Coordinate Cards. Model how to place one cube using the coordinates from one of the cards. Then have students plot out the rest of the self-governing Nations/groups with red snap cubes by reading the coordinates on the back of their card. When students are finished, briefly discuss what they observe.

Conclusion:

Using the Teacher Content Notes* as needed, explain that there is a lengthy process for Nations to become self-governing. At the time of writing, only about 25% of treaty negotiations have reached final agreements to become self-governing.

Distribute the brown snap cubes and Negotiation Process Coordinate Cards to the 8 groups. Have students read the coordinates on the back of their card, and plot out the Nations/groups that are still moving through the negotiation process with a brown snap cube. When the plotting has finished, invite students to stand along the western edge of the map and compare the number of self-governing Nations/groups (red snap cubes) with the Nations/groups in the negotiation process (brown snap cubes).

Ask students why there may be so many Nations still in the process of negotiations. 40% of these negotiations have been ongoing for 16-20 years.

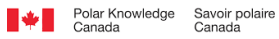
Extend Your Geographic Thinking:

Invite students to observe the distribution of snap cubes across Canada. Ask them which province contains the greatest number of snap cubes of each colour. Explain that in British Columbia (B.C.), there is a B.C. Treaty Commission process (BCTC). The BCTC coordinates the start of negotiations, monitors progress, keeps negotiations on track, provides information to the public, and allocates funds to support First Nations' participation. Ask students to consider a future where there is a commission process like the BCTC for all of Canada, and predict how many self-governing Nations there would be in Canada in 2050 if such a national commission existed.

Ask students to consider how reconciliation might look if all of the Nations in Canada were self-governing.

Back in the classroom, read the Truth and Reconciliation Commissions' calls to action around health care, law, and education. What changes does the Commission recommend be made in these areas so that Indigenous peoples receive the same quality of care and service that non-Indigenous peoples do? Research Jordan's Principal and create a youth action initiative that addresses this issue.

*<http://www.aadnc-aandc.gc.ca/eng/1100100016293/1100100016294>





The Northwest Passage

Learning Objectives:

- Students will explore different communities along the Northwest Passage.
- Students will explore changing sea ice levels.
- Students will explore the effects of changing sea ice levels.

Time Required:

40 - 60 minutes

Grades:

K-12

For older grades: incorporate greenhouse gas (e.g., carbon dioxide, methane, nitrous oxide) emissions and the “greenhouse effect” into discussion.

Materials:

Included in this package:

- Community information cards

Set-up:

- Have partners/groups pre-arranged
- Have community cards ready
- Have required websites open

Links to the Canadian Standards for Geography:

1. Places and Regions

- The importance of places and regions to individual and social identity
- Critical issues and problems of places and regions

2. Human Systems

- Population characteristics by world regions, country and regions within countries

3. Environment and Society

- Environmental issues

Introduction

During this lesson, students will explore the Northwest Passage through a historical lens while examining the effects of declining sea ice levels on various communities.

In the classroom -

Open this webpage (NASA): <https://climate.nasa.gov/vital-signs/arctic-sea-ice/>

- Explain & Predict: This is a satellite image of the minimum level of sea ice, taken each September from 1978 - 2014. Before showing students the animated time series, ask them to predict - *Do they think the sea ice levels will increase or decrease over time?*
- Show students the animated time series and discuss.

Prompting questions:

- *Why do you think sea ice levels are decreasing?*
- *What animals could be affected by sea ice levels?*
- *What else could be affected by declining sea ice levels?*

Development:

Gather around the Northwest Passage on the Giant Floor Map. Ask students what they notice about the area (*many islands, bodies of water, small communities, etc.*). Point out where Canada C3 is travelling in this area.

Explain and discuss how long before Europeans arrived, Inuit lived on and navigated the land and waters, passing down their knowledge through experience and oral tradition.

Prompting questions:

- *Why do you think explorers wanted to navigate this area? Would it have been difficult to do so in the past?*
- *Why are the communities in these areas small?*
- *Why didn't many Europeans settle in these communities?*

Divide students into pairs/small groups. Explain and distribute to each pair/group an information card about an Inuit community along the Northwest Passage that C3 will be visiting.

Instruct students to locate their community on the map, and to sit down once they've found it. Give the students 5-10 minutes to read and discuss the information on their community card. (*Depending on grade level, students can look at the photo, keywords or description on the back of each card.*)

Have each pair stand up and share the name, population, and 1 fact about their assigned community.

Have students gather at the eastern opening of the Northwest Passage. Instruct students to slowly walk through the Northwest Passage (initially, east to west), imagining how the sea ice used to be vs. how it is now. How could their community be

affected by the declining sea ice?

Discuss how the students think their communities will be affected by the declining sea ice.

Prompting questions:

- *How could declining sea ice affect the lifestyles in these communities? (e.g., hunting, fishing, traditions, etc.)*
- *How will declining sea ice affect the animals in these areas?*

Conclusion:

Explain that the Canada C3 expedition will be sailing through the Northwest Passage.

Prompting questions:

- *Do you think an expedition like this could have happened 150 years ago? Why or why not?*
- *What will the Northwest Passage look like in another 150 years?*
- *Why is the Canada C3 expedition important? (e.g., raising awareness, visiting communities to hear the voices of all Canadians, etc.)*

Extend Your Geographic Thinking:

- Have students create a poster/media presentation about the Northwest Passage. Encourage them to include information about how it is changing, sea ice levels, communities, animals, etc.
- **Grades 6-12:** Research Canada C3 and use the CBC article (<http://www.cbc.ca/news/canada/north/tall-ship-northwest-passage-1.4083732>) to learn more about sailing through the Northwest Passage, why it is important and what can be learned during these expeditions.
- Have students create a poster/media presentation promoting an expedition. They can decide who will be on the expedition, the purpose of it, etc.