

Lesson #5

Lesson designed by Max Flomen and Stefan Superina

Grades: 11-12

Content Focus:

- a) Changes in places over time.
- b) Use maps to illustrate how regional boundaries change, causing shifts in production and market patterns, such as the addition of the territory of Nunavut to the map of Canada.
- c) Use maps drawn from memory to answer geographic questions.

Lesson Plan:

A New Canada: In this lesson, students will work in groups of 4-6 to redesign the map and government of Canada by incorporating the ideas and concepts learned throughout the year and address several critical issues currently challenging Canadians and the nation.

Lesson Instructions:

1. To start this activity, scroll through the timeline maps of Canada on the following pages with your students. The maps are from *Canadian Geographic* magazine's historical timeline mapping feature (link below). By accessing the link, teachers can obtain more detailed information for discussion with their students while covering this topic.

http://www.canadiangeographic.ca/mapping/historical_maps/

The maps on the following pages illustrate how Canadian regional boundaries have changed and shifted over time.

2. Discuss with students any changes they can identify in the maps. For example, ask them the following:
 - a) Did Rupert's Land expand or contract between the years 1700 and 1825? Why or why not?
 - b) What happened to Nouvelle- France between 1700 and 1825? (Upper and Lower Canada)
 - c) What happened in the year 1867? (Canadian Confederation)
 - d) Between 1867 and 1882, what happened to Rupert's Land? (Canadian Acquisition)
 - e) What new territory was created in 1999? (Nunavut)

These questions are designed to get your students thinking about why the boundaries of Canada have changed/shifted over time.

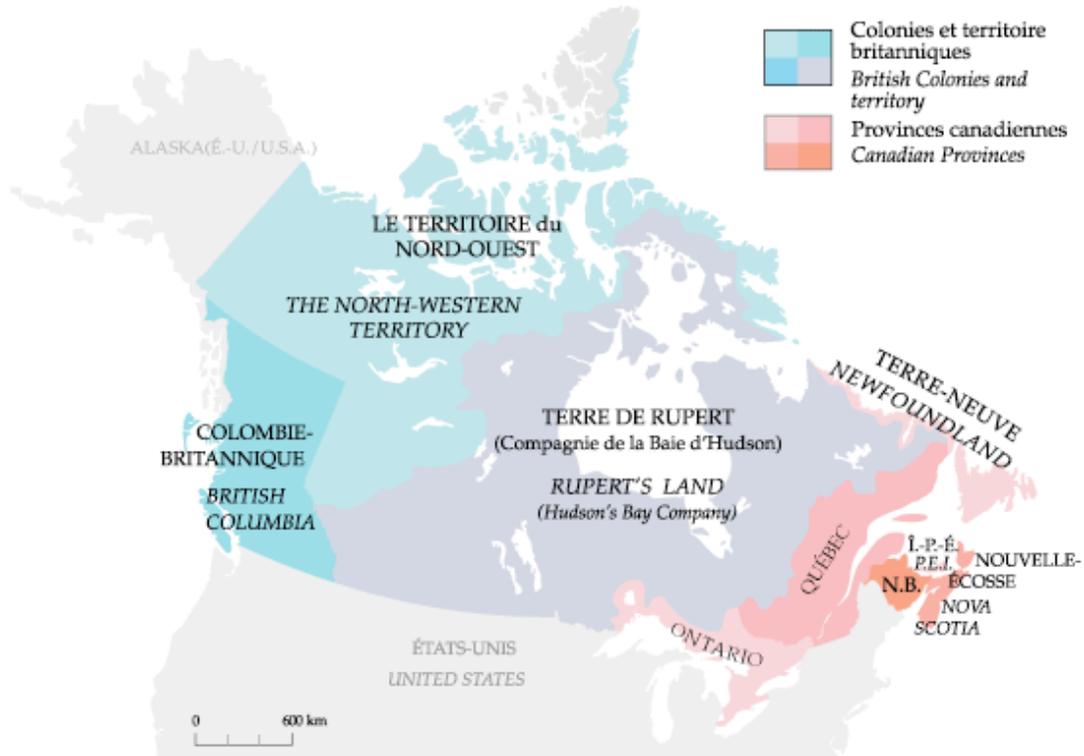
Map of Canada - 1700



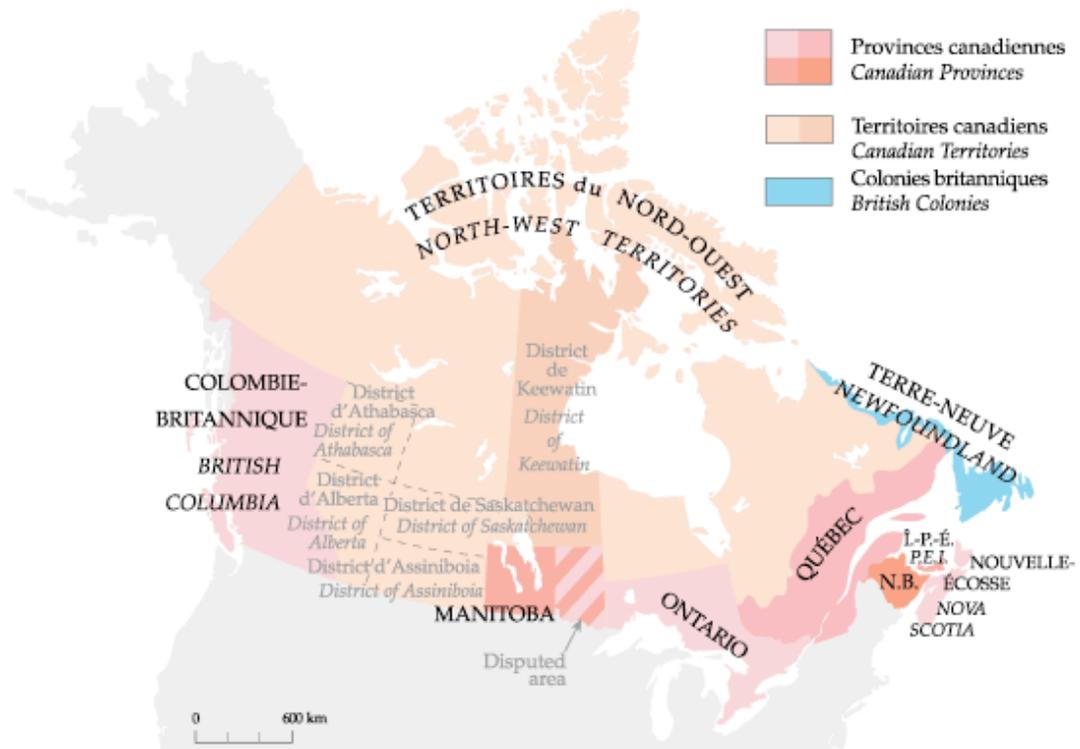
Map of Canada - 1825



Map of Canada - 1867



Map of Canada - 1882



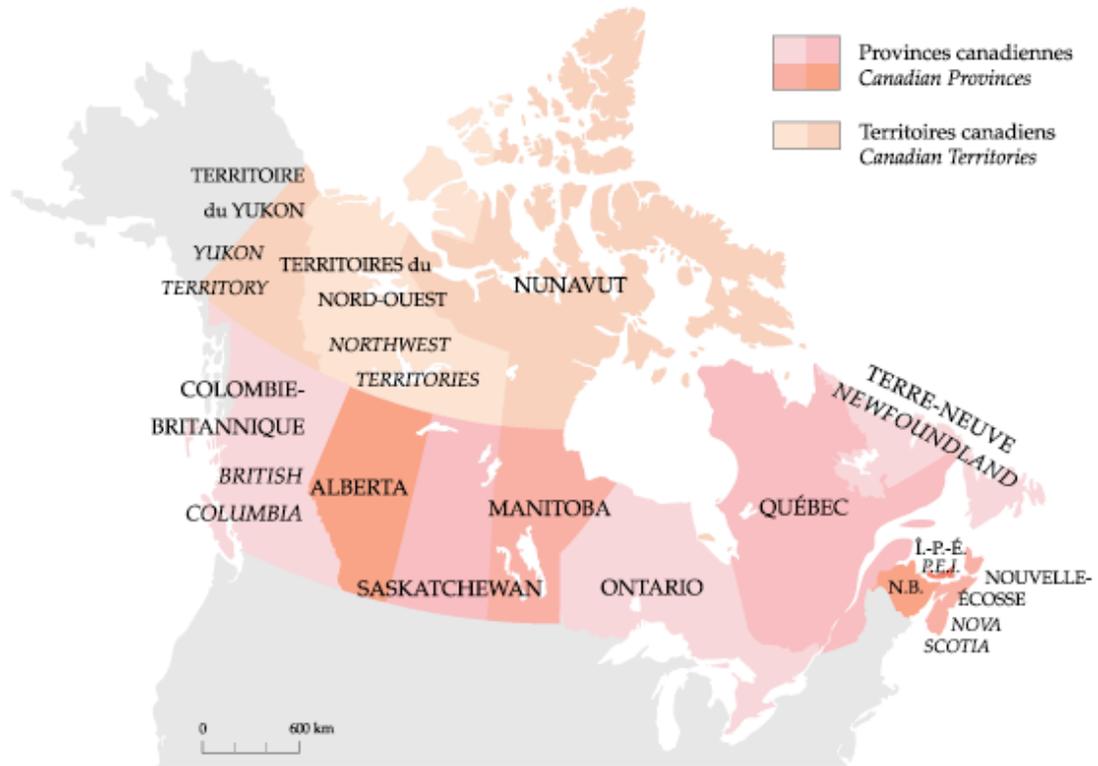
Map of Canada - 1912



Map of Canada - 1977



Map of Canada - 1999



3. Students will work in groups of 4-6 to redesign the map and government of Canada by incorporating the ideas and concepts learned throughout the year and address several critical issues currently challenging Canadians and the nation.

a) Examine the Federal System.

- What changes would you make?
- What needs to be taken into consideration?

b) Social Issues: particular to indigenous peoples, new Canadians, French Canadians, minorities. Issues of land use, education, social problems, political representation and language.

c) The Environment: environment and economy, sustainability and renewable resources.

d) The Democratic deficit: voter turnout, proportional representation, referendum, term limits.

e) Federalism: the Supreme Court, demographics, immigration, two solitudes (East-West, French-English). What is the future and role of federalism in Canada?

f) The Provinces and Territories

4. Students should focus on individual examples to build their case for designing their “New Canada”

Note: To help assist in this project, students can use the mapping link below:

http://www.canadiangeographic.ca/mapping/historical_maps/

This will give students detailed information on social, economic and political shifts that have taken place in Canada since the year 1700.