Welcome to Canadian Geographic Education’s Giant Floor Map program! This map, *Parks Canada: Places and Spaces for Everyone*, depicts the more than 200 special places managed by Parks Canada on a backdrop of Canada’s land cover and surrounding oceans. Through the ten engaging, teacher-created activities included in this guide, your students will interact with Canada’s geography in a new and exciting way.

Parks Canada works to preserve Canada’s natural and cultural heritage. Through the 44 national parks, 167 national historic sites and four national marine conservation areas depicted on this map, students will be able to appreciate Canada’s geographical, natural and cultural diversity.

Although we have provided structured learning activities, we encourage you and your students to begin each lesson by simply walking on the map and exploring the country.

Enjoy your time with the map!

Know the past. Enjoy the present. Protect the future.

Thousand Islands National Park

As you work through the activities, you may notice that Thousand Islands National Park is referred to as St. Lawrence Islands National Park on the map. As of March 28, 2013, the name of this national park was officially changed from St. Lawrence Islands National Park to Thousand Islands National Park to create a stronger link between the park and the popular tourist area.

Please take this change as an opportunity to explore Canada’s legislative process with your students. Ask your students why Parks Canada would be interested in changing the name of one of their national parks. Do your students agree or disagree with this decision? What steps did Parks Canada have to go through in order to make this change happen in Canada?
In this binder you will find ten (10) curriculum-linked activities designed for all Canadian students at the elementary and secondary levels. Students will find themselves thinking critically about Canadian geography and the specific initiatives supported by Parks Canada to preserve significant natural and cultural treasures across the country.

The activities:

The Parks Canada System
This activity will introduce students to all Parks Canada sites across the country. They will explore the unique aspects of each site and identify parts of Canada that are well represented and parts where there are gaps.

The Road to Confederation
Students will reenact important historic events, such as the building of the Canadian Pacific Railway, that have shaped Canada.

Great Migrations
Students will explore the current and historical migration routes of four at-risk species and what Parks Canada is doing to protect them.

People, Places and Events
Canadians from all walks of life have affected great change in the world. This activity will introduce to students some of the lesser known and fascinating people, places and events of national significance.

What Would You Do?
Students will take a critical look at country-wide issues faced by Parks Canada, such as human development of natural spaces, and explore whether they agree or disagree with the actions taken by Parks Canada.

Road Trip!
There is nothing more Canadian than a true cross-country road trip. Students will select the activities they want to do in Parks Canada places and plan their trip accordingly.

Finding Franklin
Students will channel their inner underwater archeologist and work to discover the current location of the HMS Erebus and HMS Terror National Historic Site, the lost ships of the Franklin Expedition.

Connect the Dots
Building on the knowledge they have acquired through the previous activities, students will use clues to help match objects and cards with sites on the map.

The Birth of Canadian Communities
Using national historic sites as a starting point, students will explore the strong connection between history and geography in Canada’s largest communities today.

Water Works
Water has always been an essential part of Canada’s development. Students will discover the historical importance of waterways and try to travel within the country using only water.
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**APPENDICES**
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Learning objectives
• Students will explore the breadth and significance of the Parks Canada system
• Students will discover the gaps that exist within the Parks Canada system and how those gaps are addressed
• Students will become familiar with the different types of sites operated/managed by Parks Canada

Time required
30 minutes

For younger grades
Select a site close to your community and discuss how Parks Canada is protecting and commemorating it.

For older grades
Have students place all cards on the map and discuss the different regions and ecosystems in Canada. How are they preserved through the Parks Canada system?

Materials
• National parks cards (45)
• National historic sites cards (107)
• National marine conservation areas cards (4)

Set-up
Have all cards ready for students.

Links to Canadian National Standards for Geography
Essential element 1: The world in spatial terms
• Distribution of major human and physical features at country and global scales
• Map types
• Major cities of the province, Canada and the world

Essential element 4: Human systems
• Population density, distribution and growth rates

Introduction
Introduce your students to the giant floor map. Have them walk along the black and red border while everyone points out distinctive features of the map. Be sure to discuss the essential elements of a map, such as scale, lines of latitude and longitude, the legend (both on the map and in hand) and orientation.

Discuss the outlined national parks, marine conservation areas and historic sites. Ask your students if they know who is responsible for these sites (Parks Canada) and what they represent (the collection of nationally significant examples of Canada’s natural and cultural heritage).

Development
Tell your students that they will be matching cards to the Parks Canada sites on the map. First distribute the national marine conservation areas cards and, using either the latitude and longitude located on the back of the card or previous knowledge, have them place each card in its appropriate location on the map. Discuss the distribution of these areas and why they are important. Next, have students do the same with the national parks cards. Discuss any areas of the map where they see gaps between the two sets of cards. Ask, “Why do you think there are fewer parks/marine conservation areas in those regions?” Finally, complete this task by placing the national historic sites cards on the map.

Conclusion
Now that all Parks Canada sites have been identified and labeled, have students identify patterns, trends or gaps. Are there geographic regions or historic places that are not represented on the map? Discuss ecosystems and ask your students why they think gaps may exist (e.g., difficult to create a park in populated areas, some places are very remote and difficult to access, some key representative areas currently belong to other people or governments, etc.). Have your students explore the Parks Canada sites and think about ease of access, and whether they feel that their region is well represented. Why or why not? Choose a national marine conservation area, historic site or park and discuss the value it brings to Canadians and to you personally. Finally, have students take a closer look at the proposed Rouge National Urban Park card from the set of national parks cards and explore the similarities and differences between this park and others throughout the country.

Extend your geographic thinking
Looking exclusively at national parks, ask students to identify the different ecozones that are currently represented and protected by Parks Canada. Have your students research an ecozone that is not currently represented and select an area within it where they think a new national park could be created. Ask them to justify their selection based on both the natural and historic features of the area.

Parks Canada relevant sites
All Parks Canada sites are represented in this activity. Discover which sites are closest to your school by visiting pc.gc.ca.
Learning objectives

- Students will learn about the variety of species present in Parks Canada sites and what is being done to protect them and their habitats
- Students will explore the migration routes of four different at-risk species
- Students will gain an appreciation for the great distances travelled annually by these species

Time required

30 minutes

For younger grades

Focus on the broad concepts of migration and animals’ year-round requirements for survival in Canada. If necessary, have the class walk along different animals’ migration routes on the map. Have students colour and cut out their animal badges prior to using the map.

For older grades

Have students independently explore the geography of an animal’s migration route and how Parks Canada has worked to protect these areas.

Materials

- Chains (4 different colours)
- Animal information cards (4) (see Appendix)
- Animal badge master (1) (see Appendix)
- Animal props (4) (caribou tracks, whooping crane egg, beluga whale figurine, buffalo hide)

Introduction

Begin by introducing students to the giant floor map. Allow students to explore the map while you explain what it depicts. Tell students that over half of the rare and endangered species in Canada can be found in Parks Canada sites for at least part of the animals’ lifespan. Have your students sit on the map. Explain to your students that they will be learning about the migration habits of the four at-risk species to which their teams have been assigned: the beluga whale, plains bison, Porcupine caribou and whooping crane.

To ensure that students are familiar with the concepts covered in this activity, ask them to answer the following true or false questions. If a group believes the answer to be true, they should stand up. If they think the answer is false, they should remain seated.

1. In a broad sense, “migration” means moving from one place to another.
   Answer: true

2. Only animals that live on land migrate.
   Answer: false (Animals living anywhere can migrate.)

3. Migrations usually occur within a province or territory.
   Answer: false (Migrations do not respect borders and can even extend through multiple countries.)

4. Parks Canada works to protect areas through which many species of animals migrate each year.
   Answer: true

5. Migrations vary annually and a species of animal is unlikely to return to the same spot year after year.
   Answer: false (Animals usually return to the same location year after year. As habitats change for any number of natural or human-caused reasons however, animals sometimes have to adapt by changing their routes or even their destination.)

Using the props provided, discuss which animal each prop is supposed to represent, as well as scale. For example, the beluga whale prop is not its actual size, but the caribou footprint is in the correct scale. After all props have been discussed, distribute each prop to its corresponding team.

Development

Give each group five minutes to read their animal information cards. Invite one group at a time to step onto the map and trace the migration route of their animal with their coloured chain. As some group members are placing the chain, have remaining group members explain the information on their card to the class. Which species’ migration route are they plotting? What types of food and shelter (habitat) does this animal need to survive? Are they considered a species at risk of going extinct? Are there important points located along their migration route, including any in Parks Canada places? What is Parks Canada doing to protect them and their migration route or home? How does the team’s prop represent its at-risk species?
Conclusion

Once all groups have plotted their migration routes, have the class examine the new layer of information on the map and discuss any marked similarities and differences between species (distance, barriers, etc.).

Have students discuss why they think a species follows a particular route, with attention to current efforts made by Parks Canada and others to protect the species, its habitats and movements. Do they see any correlation between the location of protected land and the migration routes? Have each group use the props to present on the at-risk animal they learned about in this lesson. After each group has presented, pass the props around to ensure that all students have had a closer look.

Extend your geographic thinking

Ask students to think about and list some of the consequences of changing migration routes (through urban development, building of pipelines, pollution, etc.). Have them plan a new conservation initiative to protect their species.

Note

For more information about the work that Parks Canada is doing to protect species at risk, visit pc.gc.ca/eng/nature/eep-sar/index.aspx

Parks Canada relevant sites

- Beluga whales: Thousand Islands National Park, Saguenay-St. Lawrence National Marine Park
- Plains bison: Elk Island National Park, Prince Albert National Park, Grasslands National Park
- Porcupine caribou: Ivavik National Park, Vuntut National Park
- Whooping crane: Wood Buffalo National Park

Set-up

Prior to using the map, divide the class into four teams. Assign each team an animal and give the students time to cut out and colour their respective animal badges (make photocopies). Upon arrival at the map distribute a corresponding animal information card and coloured chain to each group.

Links to Canadian National Standards for Geography

Essential element 3: Physical systems
- Ecozones
- River systems of Canada and the world

Essential element 5: Environment and society
- Effects of human modification of the physical environment
- Watershed management
- Environmental issues
Learning objectives
• Students will learn the meaning and value of stewardship
• Students will explore initiatives that Parks Canada has undertaken to preserve wildlife and its habitats
• Students will learn about how all actions are linked and how they can affect different parts of the country

Time required
60 minutes

For younger grades
Introduce the concept of stewardship by having students think about simple ways a species’ habitat has changed and the consequences of that change. Inquire about how these changes make them feel and relate it to what would happen if someone did similar things to their own habitat.

For older grades
Help your students relate to the concept of stewardship by discussing current events and working through the teacher’s example scenario card together.

Materials
• Region information cards (4) (see Appendix)
• Scenarios cards (18)
• Teacher answer key (1)
• Point chips (200)

Set-up
Divide the scenario cards by theme or region (depending on how you wish to present the issues).

Introduction
Begin by asking your students if they are aware of what “stewardship” means. Relate the definition to wildlife in Canada and the extensive work that Parks Canada and partnering groups do to ensure the protection of species at risk.

Divide your class into four groups and assign each a region of Canada (Northwestern forest, Prairies, Boreal forest or Eastern forest). Give each group their region information cards and allow them time to read them while walking in their region on the map. Possible guiding questions for exploration:

• What animals do you think live here?
• What kind of activities can you do here?
• What similarities/differences does your group’s region have with the other groups?
• Would you want to live in this region? Why or why not?

Development
Explain to students that each group will be given a scenario card containing three options. As a group, they will have to read the scenario and select the best option that they feel will protect their region in the short and long term. Some answers might be more obvious than others, so make sure you give each group enough time to read through the scenario (about 5 minutes for younger grades and 3 minutes for older grades).

Explain to your students that each answer is worth a certain amount of points. The most correct answer of the three options listed is worth 10 points. The option that is worth 5 points deals with a short or long term issue – not both. Options that are worth zero points do not help protect the students’ region.

First, go through the teacher’s example scenario card from the scenario cards as a class to ensure everyone understands the process. For younger grades, continue to work through the different scenarios as a class and alter the language as necessary.

Next, have each group present their first scenario to the class. Have them read aloud their best option and explain why they chose that option. Follow the point system labeled on the teacher answer key to know how many chips to award each team. Once chips have been awarded, use the additional information labeled on the teacher answer key to teach your students about the actions Parks Canada is taking to protect all regions of Canada.

Repeat these steps until all of the cards are completed and all points have been awarded. The team with the most chips wins!
Conclusion

Ask the students in each group to number themselves one to four to create new groups with representation from each of the original groups (all the number one’s together, two’s together, etc.). Select a topic of current interest and present it to the groups. Have them discuss how they would react to it, taking into consideration their experiences from their previous groups. After ten minutes, have all groups present their resolutions and discuss the benefits and drawbacks of each scenario. Make a parallel to the complex decisions Parks Canada researchers have to make, each with its benefits and drawbacks.

Extend your geographic thinking

Ask students to choose a species found on the scenario cards and explore how it came to be designated “at-risk.” Discuss the differences in hazards and threats to the species in the different parts of the country.

- What role does location play? Does it make a difference if you live in the North, South, near the ocean? How so?
- What can threaten a species’ habitat?
- What can threaten a species’ food source?
- What role do we as humans play?
- What can you do to help a species at risk?

Notes

This activity requires some advanced thought processes. To adapt it to younger grades, start the discussion with where the different animals live and explain the meaning of a species at risk. Using the scenario cards as reference, discuss threats that exist for each species.

Parks Canada relevant sites

- Fort Rodd Hill and Fisgard Lighthouse national historic sites (Northwestern forest): Garry oak
- Banff National Park (Northwestern forest): grizzly bears
- Grasslands National Park (Prairies): black-footed ferret
- Elk Island National Park (Prairies): trumpeter swan
- Georgian Bay Islands National Park (Eastern forest): Massasauga rattlesnake
- Point Pelee National Park (Eastern forest): monarch butterfly
- Terra Nova National Park (Boreal forest): Newfoundland pine martin
- Pukaskwa National Park (Boreal forest): woodland caribou

Links to Canadian National Standards for Geography

Essential element 2: Places and regions
- Physical and human characteristics of places and regions in Canada and the world
- Changes in places and regions over time

Essential element 3: Physical systems
- Ecozones
- Implications of the hydrologic cycle

Essential element 5: Environment and society
- Effects of human modification of the physical environment
- Impact of natural and technological hazards/disasters on the human and physical environment
- Changes in the importance of energy resources
- Environmental issues

Essential element 6: The uses of geography
- Effects of physical and human geographic factors on major historic events
- Roles of multiple points of view in contemporary geographic policies and issues
### NORTHWESTERN FOREST

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<th>Explanation / Additional Information</th>
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<td>Caribou are highly adaptable, but they are also very sensitive to environmental changes related to human development. Parks Canada has implemented a “translocation” program to help recover this endangered species. Approximately 67 percent of caribou translocations in North America have been successful. Park wildlife specialists are assessing the pros and cons of translocation and are herding and releasing the caribou into Banff National Park. There is also a captive breeding program that will provide source animals to supplement critically underpopulated herds in Jasper, Mount Revelstoke and Glacier national parks, as well as reintroduce caribou to Banff National Park. The goal is to increase the herds until they are self-sustaining.</td>
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<tr>
<td>• Relocate individuals from other herds back into Banff National Park and bolster all herds through a captive breeding program. (10 points)</td>
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<tr>
<td>• Place the remaining herd in a zoo, where they will be safer. (0 points)</td>
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<tr>
<td>• Do not interfere with the caribou. It is better for them to be in their natural habitat. (5 points)</td>
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<td>Parks Canada has been researching Garry oak ecosystems and through the efforts of its staff and local volunteers, has been gathering scientific information, removing non-native species, planting native plants and reducing grazing on native plants by deer and other animals. Parks Canada is also experimenting with planting rare species to help reduce their risk of becoming extinct in Canada. For example, the nationally endangered golden paintbrush was planted on a small islet in the Gulf Islands National Park Reserve.</td>
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<tr>
<td>• Relocate samples of plant life from these ecosystems to another local, protected environment. (5 points)</td>
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<tr>
<td>• Hire scientists to create plans that help protect native species and manage threats to endangered species. Also, work with community members to help remove the invasive species. (10 points)</td>
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<tr>
<td>• Introduce new species to the area in the hope that the new plants will take care of the problem. (0 points)</td>
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<td>An important reason for the creation of the Gulf Islands National Park Reserve was to protect Garry oak ecosystems and the many species at risk within them. Many visitors explore these unique ecosystems every year. Parks Canada has been working with governments, environmental groups and the public to raise awareness in residential areas and to protect the last remaining Garry oak ecosystems in parks and other protected areas.</td>
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<tr>
<td>• Make the remaining ecosystems protected, secluded areas — no longer accessible to the public. (5 points)</td>
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<tr>
<td>• Work with government agencies, local communities and environmental groups to raise awareness and increase conservation efforts. (10 points)</td>
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<tr>
<td>• Ask the developers building in Garry oak ecosystems to kindly find another place to build. (0 points)</td>
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<tr>
<td>To keep grizzly bear habitat protected and to reduce wildlife-vehicle collisions, Banff National Park has limited road speeds, added fencing to keep animals off the highway and built world-renowned safe pas sageways across the Trans-Canada Highway.</td>
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<tr>
<td>• Close down the highway and railway that passes through Banff National Park. (0 points)</td>
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<tr>
<td>• Move the grizzly bears to a secluded part of the park. (5 points)</td>
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<tr>
<td>• Put fencing along the sides of the roads and create safe overpasses and underpasses so the bears can use cross roads. (10 points)</td>
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### PRAIRIES

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<td>• Limit the bison population to well below carrying capacity so there is sufficient grass to last an average drought, and develop a contingency plan for providing food and water in case the drought becomes extreme. (10 points) • Encourage all park visitors to bring water for the bison. (0 points) • Do nothing. There is nothing you can do to prepare for a drought. (5 points)</td>
<td>The limit for Grasslands National Park is set at 350 bison, to ensure there is enough space, grassland and water for the herd to function within a large and diverse prairie grassland habitat. Grasslands National Park has developed a bison management plan that takes natural factors such as drought into consideration. Parks Canada is also exploring the possibility of transferring future bison surpluses to secure areas and consults neighbouring ranchers, local stakeholders, Aboriginal communities and others regarding the management of the plains bison.</td>
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<tr>
<td>• Introduce new species that will feed on this shrub, so you do not need to worry about it. (5 points) • Hire local people to provide “hands-on” assistance to keep the invading species under control. (10 points) • Take indigenous (native) prairie grasses and shrubs and introduce them into different ecosystems. Turn your native species into an exotic one! (0 points)</td>
<td>Parks Canada has helped the local community understand and confront the invasive species of leafy spurge. Parks Canada has also supported a weed-management area around the grasslands. Municipalities, with help from Environment Canada, undertook the eradication of leafy spurge. Local people provided the hands-on work to keep the invaders at bay. This cooperation built understanding between park staff and the community.</td>
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<tr>
<td>• Introduce similar species of swans to preserve as much of the trumpeter swans’ genes as possible. (0 points) • Move the few remaining swans to a new and less developed location within your region. (5 points) • Introduce a transplant program where swans will be captured, bred in captivity and then released back into the wild. (10 points)</td>
<td>In 1982, Alberta Fish and Wildlife identified human disturbance and habitat loss in the Grande Prairie area as a threat to the general long-term survival of the trumpeter swan flock. In 1987, Elk Island National Park was selected for a trumpeter swan transplant program because of available habitat, the protection provided by national parks legislation and its proximity to Edmonton, a large population centre.</td>
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<tr>
<td>• Never allow the species back into the wild; they could threaten native species that are now thriving. (0 points) • Conduct research and begin discussions with neighbours and stakeholders to determine if it is feasible to reintroduce these species. (5 points) • Concentrate park efforts on the species that have already been reintroduced to help ensure the success of those programs. (10 points)</td>
<td>Grasslands National Park has made numerous allies through its project to re-establish the black-footed ferret population within the park’s boundaries. This reintroduction program has seen some success, in terms of the survival rate of the released animals and the birth of wild-born kits. The park has also had great success with its bison reintroduction program. Before any reintroduction program is initiated and implemented, Parks Canada staff performs extensive research and consultations to determine the feasibility of the program. It needs to determine if the park is large enough to sustain the new population and if the conditions that led to their disappearance in the first place have changed.</td>
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</table>
### Natural Disaster

- Nothing. Forest fires are a natural event and are extremely dangerous to control. Let Mother Nature handle it. (0 points)
- Don’t allow people to have campfires or smoke in the boreal forest. (5 points)
- Design a computer system that will help firefighters battle these fires more efficiently. (10 points)

*ANSWER Explanation / Additional Information*

With help from growing geographic information systems (GIS) technology, Parks Canada fire teams use the Level of Protection Analysis System (LEOPARDS), a computer program used to strategize for the future using information from past wildfires.

The main purpose of this computer system is not to predict where and how a fire will occur, but to develop strategies that could be used to fight fires and to determine the associated costs. LEOPARDS is stockpiled with a complete history of wildfires since the 1960s.

### Invasive Species

- Provide quarantine measures and extensive research and hope that one day you will be able to find a solution. (10 points)
- Spray the forest with chemicals that will kill the insects but not the trees. (0 points)
- Introduce new species into the forest that like to eat the insects. (5 points)

*ANSWER Explanation / Additional Information*

It is next to impossible to eradicate an insect species in an area as vast as the boreal region of Canada. Parks Canada scientists have been conducting extensive research and isolating areas where these insects seem to be predominant. They hope to someday find a solution that will enable them to protect the trees from this invasive population.

### Human Development

- Uproot the grass and grow it in other places. (0 points)
- Educate the community. Tell people what the grass looks like, its history and its special connection to people. (10 points)
- Talk to the government, environmental agencies and the local community and work together to stop commercial development in the area. (5 points)

*ANSWER Explanation / Additional Information*

Parks Canada teamed up with members from the Beausoleil First Nation, Environment Canada and the provinces of Ontario and Quebec to educate the local communities about this “ice age grass.” Because few people knew that this endangered grass existed, the groups first discussed the species’ recovery needs and the First Nation’s concern that future development in the surrounding area would further endanger these plants. Local communities have erected prominent signs describing the species and telling people about its history and conservation needs.

### Human Interaction

- Create community education programs that discourage all trapping. (0 points)
- Create a captive breeding program and release the new animals back into the wild. (5 points)
- Make it illegal to trap martens, whether on purpose or by accident. (10 points)

*ANSWER Explanation / Additional Information*

It is illegal to trap martens because they are an endangered species, protected by Parks Canada. Parks Canada also has a community education program that encourages snowshoe hare harvesters to use a type of snare that does not harm martens.
### ANSWER

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| • Make fishing Atlantic salmon illegal. (5 points)  
• Build a facility to protect the species. (10 points)  
• Turn salmon breeding grounds into protected conservation areas. (0 points) | • Getting rid of new, invasive species is next to impossible. The only thing you can do is take the proper measures to ensure that more species do not invade. (10 points)  
• Encourage the public to eat these new species so fishermen can focus on them. (5 points)  
• Introduce new, larger species that will feed on these invading species. (0 points) | • If seen, do not point these snakes out to others. This way the animals can remain undetected and unharmed. (5 points)  
• Relocate a few into zoos to protect the species in case they become extinct. (0 points)  
• Educate the public. Put up signs, hire guides and allow tourists to accompany researchers on hikes throughout parks where Massasauga rattlesnakes live. (10 points) | • Create sanctuaries and programs to encourage Canadians to see and learn about the monarch butterfly. (10 points)  
• Reroute their migration around Lake Erie so that not having a space to stop will no longer be an issue. (0 points)  
• Encourage Canadians to protect and plant more milkweed, the butterflies’ main source of nourishment. (5 points) |

### Explanation / Additional Information

Although fishing for Atlantic salmon is illegal, there are cases where fishermen continue to fish for them. In response, rehabilitation facilities have been built to help restore the population. Each year, adult salmon from captive facilities are released in rivers to spawn, which replenishes the population of wild juveniles.

Getting rid of new, invasive species in the ocean is very difficult, but there are ways to limit the spread of future species.

- Wash your boat, anchor, trailer and other equipment with fresh water and remove any plants or animals before entering the ocean.
- Clean clams or other shellfish in the water where they are collected. Move them with a minimum amount of water. Never release live bait, aquarium fish, crayfish or plants into the water.
- Learn to identify invasive species in your area and report any sightings.
- Set up national parks and national marine conservation areas where efforts can be made to protect shorelines.

Parks Canada helped create the Massasauga Recovery Team, which also includes representatives from the Ontario government, the Toronto Zoo, conservation authorities, conservation groups and universities. Together they created a guide to educate land owners about rattlesnakes, and established guidelines to help municipal planners avoid destroying or disrupting important habitat with new urban developments. The recovery team also allows visitors to learn about and observe the Massasauga rattlesnake during interpretive hikes throughout the summer.

Monarch butterflies depend on habitats found in Canada, the United States and Mexico. Experts, including scientists from Parks Canada and all three countries, joined together to develop the “North American Monarch Conservation Plan” which outlines goals and actions to conserve monarch habitats and flyways. Point Pelee National Park not only provides shelter for monarchs if weather is cold or winds are not favourable for crossing Lake Erie, it does its part by educating the public about the monarch butterfly, its life cycle and migratory path.
Learning objectives
- Students will gain an appreciation for the importance of the Canadian Arctic
- Students will learn more about Franklin’s monumental expedition and the resulting Parks Canada national historic sites
- Students will draw comparisons between exploration in the 1840s and modern-day exploration
- Students will learn about the Inuit and how their knowledge has aided in the search for Franklin’s ships

Time required
50 minutes

For younger grades
Work through the clue cards together, focusing on the importance of Arctic exploration in Canadian history.

For older grades
Encourage students to use their prior knowledge to focus on the importance of the Arctic in current and historical Canadian culture.

Materials
- Canadian Geographic articles (4) (see Appendix)
- Clue cards (6; 4 unique sets)
- Pylons (4 colours)
- Chains

Set-up
Before introducing the giant floor map, encourage students to explore the CBC special report, Searching for Franklin (cbc.ca/news/canada/features/franklin/). Then divide the class into four groups and ask each group to sit on a corner of the map.

Introduction
Begin by asking students about the size, population, climate, land cover and ecozones of the territories based on the information provided on the map and the map’s legend. Encourage them to explain their answers by using examples from the map. Distribute one Canadian Geographic article to each of the four groups. Using the map as a reference, ask students to think about and discuss the challenges and dangers of being an Arctic explorer in the mid-1800s.

After a few minutes, check students’ understanding by asking who Franklin was, what he was looking for and whether he was successful or not. What types of challenges would Franklin have faced during his expedition? Make sure students understand that this was not Franklin’s first expedition into the Arctic; he had explored this area before.

Development
Explain to your students that one of the purposes of Franklin’s Arctic expedition was to uncover the last unexplored section of the Northwest Passage. Ask students if they know why finding the Northwest Passage was so important at that time.

Next, distribute a set of clue cards to each group. Inform your students that each group will be trying to solve one aspect of the Franklin mystery, and that the class will then use the clues from each theme to estimate the current locations of Franklin’s ships. Remind your students that they are attempting to solve a mystery, and determine the locations of the Erebus and Terror.

Based on the information provided to each group, allow students to explore the map. By following their clues, they can place pylons at the specific locations mentioned on the cards (e.g., the abandonment location).

Conclusion
When all groups have completed their search, ask each to describe what they have found and how they might use that knowledge to determine the location of the Erebus and Terror. Ensure that they describe the clues that they were given and explain how their group came to a conclusion. Once all groups have presented, have students propose different hypotheses about the location of both the Erebus and Terror and place pylons in the appropriate places. End with a discussion about the different types of knowledge/evidence used by each group. How did each type help or hinder their deductive process? How do you think these different kinds of knowledge and evidence can help Parks Canada find the missing ships?
Extend your geographic thinking
Using chains, map out Northwest Passage routes that we could use today. How many possible routes are there? Why are there so many today? What caused this? What problems might surface from this? Take a look at the props provided in the trunk. Using the tin can, compass, toothpaste jar, tin plate, Inuit carving and any other props you wish to include, ask students to explain how these items may have helped Franklin on his voyage. How have these items changed over time? What equipment would be taken on an Arctic expedition today?

Notes
The HMS Erebus and HMS Terror is the only national historic site for which the location is unknown.

Parks Canada relevant sites
- HMS Erebus and HMS Terror National Historic Site
- Beechey Island Sites National Historic Site
- Wreck of HMS Breadalbane National Historic Site

Links to Canadian National Standards for Geography
Essential element 1: The world in spatial terms
• Locational technology
• Map projections

Essential element 2: Places and regions
• Factors that influence people’s perceptions of places and regions
• Changes in places and regions over time
• How culture affects places and regions

Essential element 4: Human systems
• Demographic transition of a country
• Human migration patterns
• Transportation and communication networks of Canada and the world

Essential element 5: Environment and society
• Limitations and benefits of the physical environment for human activities
**Introduction**

Give students time to walk around the map and observe the sites. Discuss where the forts are situated. Do they see any similarities among the sites (close to water, high elevation, etc.)? Why do they think these locations were selected?

**Development**

Gather your students around the Fortress of Louisbourg on the map.

In this introduction, explain that the Mi'kmaq inhabited this area prior to European contact. Using the Fortress of Louisbourg communities card, discuss the history and importance of the fortress, focusing on how and when the first settlers arrived and how the fort subsequently expanded. Point out that Aboriginal people and European people used similar criteria for selecting places to live. Use the props in the trunk to help students gain a historical perspective. Show them the tin military plate, toothpaste jar, military badge, compass and tin can and lead a discussion on how these items could represent a community. Be sure to explain that these items may not necessarily represent the settlement age in Canada, and use the artifacts to illustrate how things may have changed over time — what we used in the past compared to today.

Discuss how and why Louisbourg has evolved over the past 300 years. Looking at the land coverage shown on the map, discuss with your students how the area around Louisbourg is currently being used. Then, assign students to each communities card placed on the map (except Louisbourg). Ask each pair of students to compare these original fort settlements with the current land-use of the same areas and determine whether or not the forts have grown into modern cities.

**Conclusion**

Have students place pylons on the forts that have turned into cities and discuss any trends or patterns. Are there common geographic features among the cities? Did similar historic events take place at these locations? Note some of the forts that have grown to become large urban centers.

**Extend your geographic thinking**

Have students look at the physical geography of your community. Are there any distinctive features that would have helped or hindered its development?
Parks Canada relevant sites

- The Fortress of Louisbourg National Historic Site
- Fort Langley National Historic Site
- Fort George National Historic Site
- Halifax Citadel National Historic Site
- Fur Trade at Lachine National Historic Site
- Fortifications of Québec National Historic Site
- The Forks National Historic Site
- Fort Walsh National Historic Site
- Southwold Earthworks National Historic Site
- Nan Sdins National Historic Site
- Hoechelaga National Historic Site

Links to Canadian National Standards for Geography

**Essential element 2: Places and regions**
- Changes in places and regions over time
- How culture affects places and regions
- Concepts of formal, functional and perceptual regions

**Essential element 4: Human systems**
- Population density, distribution and growth rates
- Demographic transition of a country
- Human migration patterns
- Types and patterns of human settlement
- Patterns of culture in Canada and the world
- Transportation and communication networks in Canada
- Territorial dispute and conflict

**Essential element 5: Environment and society**
- Limits and opportunities of the physical environment for human activities
**Learning objectives**

- Students will learn about the history of Canada, specifically the road to its nationhood
- Students will discover the numerous Parks Canada sites that hold national memory
- Students will gain better insight into the strong symbolism that still resides in Canada (e.g. beavers, maple leaves, bison)

**Time required**

60 minutes

**For younger grades**

Focus on the changes that have occurred in Canada and the students’ own communities during their lifetime. Compare these events to the larger and more formative ones that Canada has experienced since 1867.

**For older grades**

Have students reflect on familiar Canadian symbols. Around what point did each become important to Canadian culture? Ask them to keep these symbols in mind throughout the activity.

**Materials**

- Provincial and territorial flags (14)
- Historical events cards (15)
- Chains (will act as railroads)
- Teacher’s story guide
- Additional props (indicated right)

**Set-up**

Distribute the materials among your students, doubling up cards and props as required.

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**Introduction**

Begin by asking your students if they know Canada’s age and how that compares to other countries around the world. Inform students that there were different groups of Aboriginal people living in what we now call Canada prior to Confederation. Each group had its own form of government, traditions and way of life. Have students walk around the map while you discuss Canada’s total area and how that compares to other countries. Next, ask students to put themselves in their ancestors’ shoes and discuss the challenge of uniting a country of this size.

Inform students that you will use the map to travel geographically and historically across the country together, to better explore the important events that have shaped Canada. In particular, you will explore some of the sites managed by Parks Canada in order to see how important people and events in Canadian history have been commemorated.

**Development**

Begin to read through the teacher’s story guide and instruct your students to place their items (cards/chains/flags) in the correct locations on the map at the appropriate time. The story guide includes key words and questions to assist your students with this process. Be sure to read the additional information about Canada’s history on each card. For older grades, assign students to read the events aloud.

**Conclusion**

Once you have completed the story, use the provided discussion questions to encourage students to group events into categories, making note of the locations of commemorative sites. Using the map as a reference may help them see how isolated some events (e.g., fur trade, railroad) were during a time when people couldn’t rely on the communications technology that we take for granted. Conclude by asking students to think of other important people and events that could be commemorated by the Parks Canada system. Using the props listed below, have students determine their historical significance. For older grades, divide students into groups and give each group a different prop. For younger students, discuss each item as a class. Discuss why each item would be important to the surrounding area and to Canada’s history. Encourage students to use historical thinking as well as their knowledge of surrounding physical features.

**Props:**

- Vial of flaked gold (represents Chilkoot Trail National Historic Site)
- A compass (represents Pukaswa National Park)
- Inuit carving
- Tin can
- Proof of disinfection post card (represents Grosse Île and the Irish Memorial National Historic Site)
- Toothpaste jar
- Tin military plate
- 89th regiment military shako badge

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.../continued
Extend your geographic thinking

Ask your students to look at the physical geography of Canada and relate it to the current human and cultural geography of the country. Do they see any patterns or trends?

Notes

This activity can be extended to incorporate technology. Using the map as a canvas, have students create short videos depicting important events in Canada's history and send them to us to upload to our public YouTube channel.

Parks Canada relevant sites

- Province House National Historic Site, Charlottetown, P.E.I.: the birthplace of confederation
- Bellevue House National Historic Site, Kingston, Ont.: former home of Sir John A. MacDonald, Canada's first prime minister
- Sir George-Etienne Cartier National Historic Site, Montreal, Que.: former home of Parti bleu leader and father of confederation
- Laurier House National Historic Site, Ottawa, Ont.: former residence of prime ministers Laurier and King
- Rogers Pass National Historic Site, Port Moody, B.C.: final section of Canadian Pacific Railway completed, linking B.C. to the rest of Canada
- York Factory National Historic Site, Southeast shore of Hudson Bay, Man.: former northern headquarters of the Hudson’s Bay Company and major fur trading post for over 200 years
- Prince of Wales Fort National Historic Site, mouth of the Churchill River, Man.: historic fort built by the Hudson’s Bay Company in the late 1700s to protect fur trading and whaling interests in case of a French attack
- Athabasca Pass National Historic Site, Rocky Mountains, Alta./B.C., southwest of Jasper: major fur trading route discovered by David Thompson and an Iroquois guide. In the early 1800s, it became the main route used by fur traders crossing the mountains
- Jasper House National Historic Site, Rocky Mountains northeast of Jasper, Alta.: major trading post on the Athabasca River that functioned as a staging and supply post for those travelling through the Canadian Rockies
- Fort Langley National Historic Site, Vancouver, B.C.: Fort Langley is the exact location where, a century and a half ago, a huge fur trade organization called the Hudson’s Bay Company established a small post to trade with the First Nations of the West Coast. The enterprise grew, evolved and influenced history, leading to the creation of the colony of British Columbia
- Fur Trade at Lachine National Historic Site, Montreal, Que.: this site commemorates the fur trade, which was prominent in the 1800s in the Montreal area. The site was a major launch point for voyageurs who transported goods thousands of kilometres to the North American Interior
- L’Anse aux Meadows, Northernmost point of Nfld.: the earliest known European settlement in the New World, established by Vikings in the 11th century and designated a World Heritage Site by UNESCO in 1978
- The Fathers of Confederation national historic persons
- The Charlottetown Conference: although not commemorated as an official national historic site, it is important to talk about due to its impact on Confederation
- The Québec Conference: although not commemorated as an official national historic site, it is important to talk about due to its impact on Confederation

Links to Canadian National Standards for Geography

Essential element 1: The world in spatial terms
- Major cities of the province, Canada and the world
- Expanding mental maps

Essential element 2: Places and regions
- Physical and human characteristics of places and regions in Canada and the world
- Changes in places and regions over time
- How culture affects places and regions

Essential element 4: Human systems
- Population density, distribution and growth rates
- Demographic transition of a country
- Human migration patterns
- Patterns of culture in Canada and the world
- Transportation and communication networks in Canada
- Territorial dispute and conflict
Discussion Question
What are some iconic Canadian symbols? When you think of Canada, what do you picture?

A long time ago, Canada did not look like the country we know today. There were no provinces, territories or cities. Long ago, before the Europeans sailed across the ocean to “the ends of the Earth,” as they called it, Aboriginal people lived here. There were many different Aboriginal groups, each with its own form of government; some were traders, while others were more warlike. Each First Nations group survived by living off the land, through its fertile summers and harsh winters.

Place Port au Choix National Historic Site card on the map

Around 1,000 AD a group of people known as the Vikings sailed across the Atlantic Ocean from Iceland and Greenland and landed on the northernmost point of Newfoundland. The Vikings liked the landscape and decided to settle in a place now called L’Anse aux Meadows.

Place L’Anse aux Meadows National Historic Site card on the map

Discussion Question
Why were people beginning to explore new lands? Who were they exploring for?

During the Age of Exploration in the late 16th and early 17th centuries, other brave explorers from Europe, like Jacques Cartier and Samuel de Champlain, sailed across the ocean with hopes of discovering riches, spices and new land. Upon arrival they discovered not only a new land, but a new people. The explorers called these people Indians. We now know that Aboriginal groups throughout Canada have many different names, but for this story we will use the words “Aboriginal people.” Aboriginal people were experts at living off the land, and taught the Europeans how to survive and helped them settle. Trading posts were set up where French and English people could trade items such as metal and cloth goods and guns for Aboriginal items like furs, which were valuable in Europe. This was known as the fur trade. The following three examples were major fur-trading posts from this era (place these three cards on the map):

- York Factory National Historic Site
- Lachine National Historic Site
- Prince of Wales Fort National Historic Site

Fur traders crossed the continent, following waterways and trying to find the best and fastest routes. Along these different routes, they established posts for trading and providing supplies (place the following two cards on the map):

- Jasper House National Historic Site
- Fort Langley National Historic Site

Discussion Question
Why did they need forts to trade fur?

The Rocky Mountains were a major obstacle to many explorers and traders who could otherwise have reached the Pacific Coast. The first route discovered through the mountains was the Athabasca Pass.

Place Athabasca Pass National Historic Site card on the map

As Europeans continued to arrive and settle, large communities began to grow. Cities such as Québec, Montreal, Halifax and York (Toronto) all became prominent centres. By the mid 19th century there were five distinct colonies in British North America: Newfoundland, Prince Edward Island, Nova Scotia, New Brunswick and the Province of Canada (made up of Canada East and Canada West, now Quebec and Ontario). These colonies came together to create the country of Canada. Sir John A. Macdonald, Canada’s first prime minister, worked hard to realize this dream. Macdonald was from Kingston, Ont. and had lived at Bellevue House.

Place Bellevue House National Historic Site card on the map

Discussion Question
Who is Canada’s prime minister today? Where does he live?

Sir John A. Macdonald loved the political life and had many friends in politics. Some friends were English and some were French, like Sir George-Étienne Cartier, who lived in Montreal. Macdonald, Cartier and other leaders of the time decided that the colonies should no longer be controlled by England, and should instead be an independent nation. The idea of an independent Canada was first discussed at the Charlottetown Conference, which was held at Province House in Charlottetown, P.E.I. in September 1864. This conference was originally planned to discuss the idea of uniting the Maritime provinces; but “the Canadians” came.../continued
The Road to Confederation: Teacher’s Story Guide

with another, more ambitious proposal. Because the first meeting to discuss Confederation was held there, Province House National Historic Site is known as the “Birthplace of Confederation.” During the conference, a grand luncheon was held at Ardgowan National Historic Site, the former home of Father of Confederation, William Henry Pope.

Place the following cards on the map:
- Sir George-Étienne Cartier National Historic Site
- Province House National Historic Site
- Ardgowan National Historic Site

A month after the conference, the group of men now known as the Fathers of Confederation held another meeting in Quebec City, known as the Québec Conference, during which the details of the political union were discussed.

- Place the Québec Conference card on the map

The final steps on the long road to Confederation were securing approval of British Parliament and the signature of Queen Victoria. On July 1, 1867, the federal Dominion of Canada was formed. What were once colonies of British North America became the first Canadian provinces: Ontario, Quebec, New Brunswick and Nova Scotia. Although representatives from Prince Edward Island and Newfoundland had participated in the Charlottetown and Québec Conferences, these colonies did not decide to join Confederation at the beginning. The 36 great political leaders of the time who participated in the development of the terms of Confederation are known as the Fathers of Confederation.

- Place the Fathers of Confederation card on the map
- Put the flags for Ontario, Quebec, New Brunswick and Nova Scotia on the map

知って質問

When did the western provinces and territories join Confederation?

Manitoba and the Northwest Territories joined Confederation on July 15, 1870, with British Columbia following almost a year later, on July 20, 1871. Place the following flags on the map:
- Manitoba
- Northwest Territories
- British Columbia

知って質問

With seven provinces and one territory now forming Canada, what sort of geographical issues can you see on the map?

On July 1, 1873, Prince Edward Island finally became a part of the Dominion of Canada, as a solution to their financial problems.
- Place Prince Edward Island’s flag on the map

With northern Canada’s population growing because of the Klondike gold rush, the Yukon Territory was created in 1898 so that migrating Americans would not try to control Canadian land.
- Place the Yukon’s flag on the map

Now that Canada was an independent nation, it was important to create easy transportation routes around the large country. The Canadian Pacific Railway (CPR), a railroad linking Eastern Canada with Western Canada, was the best solution to this problem. The last railroad spike was hammered into the ground in 1885, at a place called Port Moody in British Columbia. Transportation across Canada was now possible.
- Place the Rogers Pass National Historic Site card on the map
- Use the chains to map out the CPR. Start in Quebec City and link the major cities across Canada until you reach Rogers Pass

知って質問

What challenges faced the workers who built the CPR?

With Confederation in 1867, Ottawa became the capital of the Dominion of Canada, its centre of government and the home of many political leaders. Laurier House was home to two of Canada’s most notable prime ministers: Sir Wilfrid Laurier, from 1897 to 1919, and the Rt. Hon. William Lyon Mackenzie King, from 1919 to 1950.
- Place the Laurier House National Historic Site card on the map

In 1949 — 51 years after the Yukon joined Canada — Newfoundland and Labrador became the 10th and final province to join Canada, linking the country “from sea to sea.”
- Place Newfoundland and Labrador’s flag on the map

Finally, in 1999 Canada completed its national boundaries by creating the territory of “Nunavut.” It is not only our newest, largest and northernmost territory, but also our least populated one.
- Place Nunavut’s flag on the map

These sites are important to us because they remind us of our long and complex history. On February 15, 1965, Canada’s national flag was finalized. It was created as a symbol of our unity, representing all citizens of Canada without bias toward race, language, beliefs or opinions. It continues to serve as this symbol today.
- Place the Canadian flag on Ottawa

知って質問

This story does not include every famous Canadian event in our long history. What other events can you think of?
Introduction

Begin by asking students if they know that Canada was home to the first women’s world championship basketball team, or which prime minister was responsible for our country’s flag. Do they know the name of the first person to swim across Lake Ontario?

Explain that there are many people from across the country who have accomplished great things. Parks Canada works to commemorate these people, places and events through their sites, using the guidelines listed on the Parks Canada National Historic Sites of Canada Thematic Framework card.

Development

Distribute one people, places and events card to each student and ask them to sit on the black and red map border. Give students a few minutes to read the information and familiarize themselves with the person, place or event on their card. Next, help your students learn more about the different types of people, places and events by categorizing them.

For example:

Stand up if...
- You have a woman on your card.
- You have an athlete.
- You have an artist or writer.
- You have someone who was NOT born in the 1900s.
- You are a place.

Have the students who have stood up describe who their person/place/event is and why that person/place/event is of national significance. After everyone has shared their card, have students sit on the part of the map associated with their person/place/event.

Conclusion

Have students leave their cards where they were sitting and spend five minutes walking around the map, taking note of any trends or patterns that they see. Are there parts of the country that have more people/places/events associated with them? Are there themes (e.g., sports, arts, human rights) that have more or less representation than others? Lead a discussion about the trends that your students notice and whether there are gaps, either geographically or thematically. Ask your students if there are any other places Parks Canada should commemorate. Conclude by asking students to find the person/place/event with which they most connect and/or feel had the greatest impact on Canada.

For the duration of the class, use the information your students learned from the people, places and events cards to play a modified version of Simon Says. Have students help you clear off the cards so mobility on the map is easier. Use the Simon Says phrases to help, or make up directions of your own. Some phrases deal specifically with the people, places and events cards, and others deal with Canada’s physical landscape.
Extend your geographic thinking

Looking at Canada’s cultural and human geography, ask students to research other people/places/events that they think Parks Canada should commemorate. In another lesson, photocopy the blank people, places and events card, have your students complete them and place them on the map.

Notes

This activity can be completed immediately after “The Road to Confederation,” while all the markers are still in place. This will give students the opportunity to view both the geographic and cultural distribution of Canada’s evolution.

Parks Canada relevant sites

• Edmonton Grads, Edmonton, Alta.
• Terry Fox, Winnipeg, Man.
• Tom Longboat, Six Nations Reserve, Brantford, Ont.
• Ned Hanlan, Toronto, Ont.
• James Naismith, Almonte, Ont.
• Crossing of Lake Ontario by Marilyn Bell, Lake Ontario
• Asahi Tigers, Vancouver, B.C.
• Montreal Forum, Montreal, Que.
• Harry Jerome, Prince Albert, Sask.
• Mary Ann Shadd, Toronto, Ont.
• Emily Carr, Victoria, B.C.
• Group of Seven, Toronto, Ont.
• Pauline Johnson, Six Nations Reserve, Brantford, Ont.
• Catherine Parr Trail, Peterborough, Ont.
• Underground Railroad, Windsor, Ont.
• Jeanne Mance, Montreal, Que.
• Madeleine de Verchères, Verchères, Que.
Introduction

Students can spend a few minutes walking around the map and familiarizing themselves with the location of different Parks Canada sites. At this point they can start thinking about the different activities available at each (based on climate, location, etc.). Ask them to locate your community and place a pylon on it for reference. For younger grades, introduce the types of activities one can do at a Parks Canada site by testing their familiarity with the map.

For example, say:

- Everyone stand on a park where you can go swimming.
- Stand on a park where you can go hiking.
- Stand on a park where you will need your winter clothes.

Development

Give each group a set of activity badges and ask students to think about where they might be able to enjoy each of the represented activities, placing a badge at the appropriate Parks Canada site on the map. Students should be able to briefly explain why they paired the activity with the site. When all badges have been placed, lead a brief discussion about the results. Which activities did the students place correctly and incorrectly? Did they know that such diverse activities were available?

Once they are familiar with the different activities available at each site, have each group plan a road trip to one or multiple sites based on their interests. In addition to planning where they want to visit, students should detail the activities in which they’d participate as well as any special considerations that will need to be made for transportation and accommodations (e.g. will they be hiking, canoeing, skiing between destinations or camping?).

Have each group attach three activity badges to their road trip planner and as a group complete the other questions on the planner using a dry erase marker.

Conclusion

Once all road trips have been planned, ask each group to present their road trip to the rest of the class in an exciting way (e.g., have students act out their road trip in a charades style while the other groups guess the details of their trip). The performing group should show the class where they would like to go, what they would like to do, how they will move between the sites and any aspects of their trip about which they are particularly interested or concerned.

Extend your geographic thinking

Discuss the direct relationship between the physical geography of a place and the activities available in that area. Ask your students to select one Parks Canada site and think of a new activity to engage visitors. Have your students justify their response. Following the map activities, students can research a specific site and prepare a poster depicting why people should visit.

Be sure to highlight the Parks Canada sites within your community and try to visit one.
Road Trip!

Parks Canada relevant sites

• Parks Canada Xplorers Program
• Parks Canada Learn to Camp App

Links to Canadian National Standards for Geography

Essential element 1: The world in spatial terms
• Distribution of major human and physical features at country and global scales
• Map projections

Essential element 3: Physical systems
• Ecozones
• River systems of Canada and the world

Essential element 5: Environment and society
• Limits and opportunities of the physical environment for human activities
### CATEGORY ACTIVITY PARKS CANADA SITE GEOGRAPHIC LOCATION

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ACTIVITY</th>
<th>PARKS CANADA SITE</th>
<th>GEOGRAPHIC LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GET ACTIVE!</td>
<td>Surfing</td>
<td>Pacific Rim National Park Reserve</td>
<td>West coast of Vancouver Island, British Columbia</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Kayaking</td>
<td>Gulf Islands National Park Reserve</td>
<td>East coast of Vancouver Island, British Columbia</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Archery</td>
<td>Fort St. James National Historic Site</td>
<td>Near Prince George, British Columbia</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Snowboarding or downhill skiing</td>
<td>Banff National Park</td>
<td>Banff, Alberta</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Snowshoeing</td>
<td>Elk Island National Park</td>
<td>East of Edmonton, Alberta</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Go on a canoe trip with portages (carrying the canoe between lakes!)</td>
<td>Prince Albert National Park</td>
<td>North of Prince Albert, Saskatchewan</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Visit an adventure park (including a water park!) and learn about Canadian history at the same time</td>
<td>Variety Heritage Adventure Park, The Forks National Historic Site</td>
<td>Winnipeg, Manitoba</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Skate on the world’s longest skating rink</td>
<td>Rideau Canal National Historic Site</td>
<td>Ottawa, Ontario</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Kite surfing</td>
<td>Thousand Islands National Park</td>
<td>On the St. Lawrence River, east of Toronto, Ontario</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Backpack and hike in the heart of Inuit homeland</td>
<td>Torngat Mountains National Park</td>
<td>Northern tip of Labrador (in Newfoundland and Labrador)</td>
</tr>
<tr>
<td>GET ACTIVE!</td>
<td>Trek to the “top of the world”</td>
<td>Quttinquiaq National Park</td>
<td>Northern tip of Nunavut</td>
</tr>
<tr>
<td><strong>GO ON AN ADVENTURE!</strong></td>
<td>Activity</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Storm watching</td>
<td>Fort Rodd Hill National Historic Site and Fisgard Lighthouse National Historic Site</td>
<td>Victoria, British Columbia</td>
<td></td>
</tr>
<tr>
<td>Caving</td>
<td>Glacier National Park</td>
<td>Near Revelstoke, British Columbia</td>
<td></td>
</tr>
<tr>
<td>Waterfall ice climbing</td>
<td>Jasper National Park</td>
<td>Jasper, Alberta</td>
<td></td>
</tr>
<tr>
<td>Camp in a yurt</td>
<td>Riding Mountain National Park</td>
<td>Southern Manitoba</td>
<td></td>
</tr>
<tr>
<td>Rafting on the highest tides in the world</td>
<td>Fundy National Park</td>
<td>Southeastern coast of New Brunswick</td>
<td></td>
</tr>
<tr>
<td>White water rafting</td>
<td>Ivvavik National Park</td>
<td>Northern tip of the Yukon</td>
<td></td>
</tr>
<tr>
<td>Dog sledding</td>
<td>Auyuittuq National Park</td>
<td>Pangnirtung, Nunavut</td>
<td></td>
</tr>
<tr>
<td>Stay up all night (when the sun never sets) and sleep all day (when the sun never rises)</td>
<td>Quttinirpaaq National Park</td>
<td>Iqaluit, Nunavut</td>
<td></td>
</tr>
<tr>
<td>Learn about ranching or attend a rodeo</td>
<td>Bar U Ranch National Historic Site</td>
<td>South of Calgary, Alberta</td>
<td></td>
</tr>
<tr>
<td>Go on a ghost walk</td>
<td>Fort Battleford National Historic Site</td>
<td>Northwest of Saskatoon, Saskatchewan</td>
<td></td>
</tr>
<tr>
<td>Dive for shipwrecks</td>
<td>Fathom Five National Marine Park</td>
<td>Near Lake Huron, Ontario</td>
<td></td>
</tr>
<tr>
<td>Witness northern lights</td>
<td>Wood Buffalo National Park</td>
<td>Southern Northwest Territories and northern Alberta</td>
<td></td>
</tr>
<tr>
<td>Gold panning</td>
<td>Fort Langley National Historic Site</td>
<td>East of Vancouver, British Columbia</td>
<td></td>
</tr>
<tr>
<td>Sleep in a tipi</td>
<td>Waterton Lakes National Park</td>
<td>Southwestern Alberta</td>
<td></td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>See dinosaur fossils</td>
<td>Grasslands National Park</td>
<td>Southwestern Saskatchewan</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Arrest your parents and see them stand trial!</td>
<td>Fort Walsh National Historic Site</td>
<td>Southwestern Saskatchewan</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Ride a horse-drawn wagon to a WWII prison camp and be a “prisoner”</td>
<td>Riding Mountain National Park</td>
<td>Southern Manitoba</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Visit the family home of Louis Riel, an important Métis historical figure</td>
<td>Riel House National Historic Site</td>
<td>Winnipeg, Manitoba</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Explore a destroyer ship from WWII</td>
<td>HMCS Haïda National Historic Site</td>
<td>South of Toronto, Ontario</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Camp in an oTENTik (mix between a tent and a cabin) and hear wolves howl at night</td>
<td>La Mauricie National Park</td>
<td>Between Québec and Montreal, Quebec</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Dig for artefacts on an archaeological dig</td>
<td>Saint-Louis Forts and Châteaux National Historic Site</td>
<td>Québec, Quebec</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>See a historical re-enactment of a battle and military encampment</td>
<td>Battle of the Châteauguay National Historic Site</td>
<td>South of Montreal in Howick, Quebec.</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Visit the fictitious home of Anne of Green Gables</td>
<td>Green Gables Heritage Place</td>
<td>Cavendish, Prince Edward Island</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Enter a sandcastle competition</td>
<td>Prince Edward Island National Park</td>
<td>Northern coast of Prince Edward Island</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Visit a fortress which is over 300 years old!</td>
<td>Fortress of Louisbourg National Historic Site</td>
<td>Louisbourg, Nova Scotia</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Go on a Viking expedition and meet a “Viking”</td>
<td>L'Anse aux Meadows National Historic Site</td>
<td>Northern tip of Newfoundland (in Newfoundland and Labrador)</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Visit an old gold rush town</td>
<td>Klondike National Historic Sites</td>
<td>Dawson City, Yukon</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>See traditional drumming and dancing</td>
<td>Tuktut Nogait National Park</td>
<td>Paulatuk, in Northwest Territories (community nearest to the park)</td>
</tr>
<tr>
<td>DISCOVER!</td>
<td>Learn about Inuit hunting and harvesting</td>
<td>Ukkusiksalik National Park</td>
<td>Near Repulse Bay, Nunavut</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Geocaching</td>
<td>Chilkoot Trail National Historic Site</td>
<td>Whitehorse, Yukon</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------</td>
<td>--------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Feel the mist of a waterfall</td>
<td>Yoho National Park (Wapta Falls)</td>
<td>British Columbia, near the Alberta border</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Stargazing in a Dark Sky Preserve</td>
<td>Grasslands National Park</td>
<td>Southwestern Saskatchewan</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>See enormous glaciers (on foot or by helicopter!)</td>
<td>Kluane National Park</td>
<td>Southwestern Yukon</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Visit the Arctic Circle</td>
<td>Auyuittuq National Park</td>
<td>Pangnirtung, Nunavut</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Whale watching</td>
<td>Gwaii Haanas National Park Reserve, National Marine Conservation Area Reserve and Haida Heritage Site</td>
<td>Islands off the northwest coast of British Columbia</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Wildlife viewing (woodland caribou, black bears, birds)</td>
<td>Mount Revelstoke National Park</td>
<td>Near Revelstoke, British Columbia</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>See a polar bear</td>
<td>Wapusk National Park</td>
<td>Churchill, Manitoba</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Take a whale watching cruise</td>
<td>Forillon National Park</td>
<td>Gaspé, Quebec</td>
</tr>
<tr>
<td>EXPLORATE THE GREAT OUTDOORS!</td>
<td>Witness the migration of the Porcupine caribou (a herd of 169,000 animals!)</td>
<td>Ivavik National Park</td>
<td>Northern tip of the Yukon</td>
</tr>
</tbody>
</table>
Learning objectives
- Students will gain a better understanding of the locations of Parks Canada sites and the visitor experiences associated with each
- Students will explore Canada’s unique landscape through Parks Canada sites
- Students will be asked to make connections between the current Parks Canada system and Canada’s history and nature

Time required
30 minutes

For younger grades
Use the level one clues with younger students and assist groups as needed.

For older grades
Use the level two clues and encourage your students to think more broadly about the geography of Canada as it relates to different Parks Canada sites.

Materials
- Teacher answer key
- Scavenger hunt cards (40)
- Scavenger hunt clue items (see list of items on page 32)

Set-up
Place the selected national parks, national historic sites and national marine conservation areas cards or props in three separate piles on one side of the room. Divide the class into four groups and give each 10 scavenger hunt cards or items.

Introduction
Explain to your students that they will be participating in a scavenger hunt. Each group will receive a different set of clues, and as they work through them they should think about the common elements of the sites. They will need to identify these common characteristics before their group can be declared the winner.

Clues will describe or illustrate specific activities, geographic features or fun facts about Parks Canada sites. For each prop, students will need to read the attached information card. It will be up to each group to determine which selected site matches their clues, using knowledge they’ve acquired through the other activities. Once students have correctly identified the Parks Canada site represented by a specific scavenger hunt card or item, they must place that card or item on the correct national park/historic site/marine conservation area on the map.

Development
Once a group has solved all of their clues, they should verify their answers with you. If they are correct, ask the group to identify the common thread among the sites based on the information provided. The group should illustrate what this thread (theme) is visually, either by acting it out, creating a tableau or using the coloured chain to draw it.

Conclusion
When everyone has completed their scavenger hunt, have each group walk around the black and red border and observe the other groups’ work. Finally, allow each group to share the sites they found. Students can act as Parks Canada tour guides and inform their classmates about their sites. Encourage discussion about the themes and unique qualities of each group’s cards.

Extend your geographic thinking
Have students look at the geography of your area and create clues that correspond to different parts of your community. Are there specific features that make your community unique from the rest of the country? What items would they use to represent the community?

Parks Canada relevant sites
- Please see attached teacher answer key

.../continued
Clue Items

• Pins (5)
• Xplorers Dogtags (12)
• Compass for Pukaskwa National Park
• Geocaching coin for Gulf Islands National Park Reserve
• Proof of disinfection for the Grosse Île and the Irish Memorial National Historic Site
• Key for Fort Anne National Historic Site
• Fork for the Forks National Historic Site
• Inuksuk carving for Quttinirpaaq National Park
• Bear carving for Ukkusiksalik National Park
• Narwhal carving for Auyuittuq National Park
• Vial of gold flakes for Chilkoot Trail National Historic Site
• Beach sand for Pacific Rim National Park Reserve
• Dog tag for Gulf of Georgia Cannery National Historic Site
• Dive tags for Fathom Five National Marine Park
• Square nail for S.S. Klondike National Historic Site
• Photo Cards for:
  ○ Gros Morne National Park
  ○ Riding Mountain National Park
  ○ Fort George National Historic Site
  ○ Boishebert National Historic Site
  ○ Louis S. St. Laurent National Historic Site
  ○ Bar U Ranch National Historic Site
  ○ Dawson Historical Complex National Historic Site
  ○ Saoyú-ʔehdacho National Historic Site
  ○ Dredge No.4 National Historic Site
  ○ Dalvay-by-the-Sea National Historic Site

Links to Canadian National Standards for Geography

Essential element 1:
The world in spatial terms
• Distribution of major human and physical features at country and global scales
• Map projections

Essential element 3: Physical systems
• Ecozones
• River systems of Canada and the world

Essential element 5:
Environment and society
• Limits and opportunities of the physical environment for human activities

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9 Connect the Dots

Teacher answer key

<table>
<thead>
<tr>
<th>THEME</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>ANSWER</th>
</tr>
</thead>
</table>
| WILDLIFE | • I am home to the highest tides in the world.  
• You can watch many birds migrate across my borders.  
• When I look across the bay, I can see the coast of northern Nova Scotia.  
• The highest tides in the world are found within my boundaries.  
• In the spring and autumn many species of birds migrate through me.  
• I am located on a rugged coastline in the Acadian Highlands. | Fundy National Park |
| WILDLIFE | • I am the only national park in this tiny province.  
• I include a coastal landscape with sand dunes and wide, sandy beaches, where the endangered piping plover sometimes nests.  
• I face the Gulf of St. Lawrence.  
• I am the only national park in this province.  
• Here you can visit the home that inspired the setting of the story, *Anne of Green Gables*.  
• If you visit me you can enjoy beautiful beaches and sand dunes, and you might hear the plaintive whistle of the endangered piping plover. | Prince Edward Island National Park |
| WILDLIFE | • People visit me because I have a rich variety of scenery. I have mountains, plains and lowlands.  
• I am the second largest national park in Atlantic Canada.  
• You can see whales, moose and many other animals inside my borders.  
• I have two very different landscapes in my park — a coastal lowland and a long range mountain chain called the Appalachians.  
• I am the second largest national park in Atlantic Canada.  
• There are lots of moose in my park, a species that is not native to my province. | Gros Morne National Park |
| WILDLIFE | • I am the only Parks Canada site which is designated both a national park and a national historic site.  
• You can paddle along my ancient Mi’kmaw canoe routes and explore my diverse Acadian forest habitats.  
• I have Mi’kmaw rock carvings in slate rocks.  
• I am the only Parks Canada site which is designated both a national park and a national historic site.  
• I protect a portion of the Atlantic coastal uplands region of Canada and ancient Mi’kmaw canoe routes, fishing weirs and encampment sites.  
• I protect and display a large collection of Mi’kmaw rock carvings in slate rocks. | Kejimkujik National Park |
| WILDLIFE | • I am located in the Laurentian mountain range.  
• You can see over 180 species of birds within my borders.  
• I am named after Quebec’s Saint-Maurice River, which is east of my park.  
• I am located in the Laurentian mountain range.  
• I represent the southern part of the Canadian Shield, bordering the St. Lawrence Lowlands.  
• More than 180 different types of birds have been identified within my limits. | La Mauricie National Park |
<table>
<thead>
<tr>
<th><strong>WILDLIFE</strong></th>
<th><strong>NATION BUILDING</strong></th>
<th><strong>BUILDING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Riding Mountain National Park</strong></td>
<td><strong>Grosset Île and the Irish Memorial National Historic Site</strong></td>
<td><strong>Port au Choix National Historic Site</strong></td>
</tr>
<tr>
<td>• Although I have mainly forested land in my park, I am beside prairie farmland.</td>
<td>• I am an island that housed many Irish immigrants when they fled from the Great Famine (1845-1849).</td>
<td>• I am located on the coast of Canada’s most eastern province.</td>
</tr>
<tr>
<td>• Bison roam in my province and live year-round in my park.</td>
<td>• I am located in the middle of one of Canada’s most famous rivers.</td>
<td>The remains of four different ancient cultures have been found on my site.</td>
</tr>
<tr>
<td>• I sit on top of the Manitoba Escarpment.</td>
<td>• Between 1832 and 1937, thousands of immigrants stopped by this island for a mandatory quarantine before heading to Quebec City.</td>
<td>People have been coming to the area to hunt and fish for thousands of years.</td>
</tr>
<tr>
<td><strong>Grasslands National Park</strong></td>
<td><strong>Fort George National Historic Site</strong></td>
<td><strong>Pukaskwa National Park</strong></td>
</tr>
<tr>
<td>• I am the only national prairie park.</td>
<td>• I am a historic military structure.</td>
<td>• I am located on Lake Superior.</td>
</tr>
<tr>
<td>• I am the only place in Canada where you can see the black-tailed prairie dog and the black-footed ferret in their native habitat.</td>
<td>You can find me at Niagara-on-the-Lake.</td>
<td>• I am the largest national park in Ontario.</td>
</tr>
<tr>
<td>• You can find dinosaur bones here!</td>
<td>Many decisive battles were fought around me during the War of 1812.</td>
<td>People visit me to hike my rugged Canadian Shield.</td>
</tr>
<tr>
<td><strong>Pukaskwa National Park</strong></td>
<td><strong>Gulf Islands National Park Reserve</strong></td>
<td><strong>Banff National Park</strong></td>
</tr>
<tr>
<td>• My summers are hot and dry, and winters are mild.</td>
<td>• Made up of islands, islets, reefs and ocean waters, I help protect the southern Gulf Islands archipelago in Canada’s westernmost province.</td>
<td>I was Canada’s first national park.</td>
</tr>
<tr>
<td>• I am located in British Columbia’s Gulf Islands.</td>
<td>• My park is located in one of the most ecologically at-risk natural regions in southern Canada where 38 plants and animals are considered species at risk.</td>
<td>You can find me in the Rocky Mountains.</td>
</tr>
<tr>
<td>• I am home to 38 species of animals that are currently at risk, including orca whales.</td>
<td>• I have been populated for thousands of years.</td>
<td>People visit me to hike my rugged Canadian Shield.</td>
</tr>
<tr>
<td><strong>Gulf Islands National Park Reserve</strong></td>
<td><strong>Port au Choix National Historic Site</strong></td>
<td><strong>Banff National Park</strong></td>
</tr>
<tr>
<td>• I was Canada’s first national park.</td>
<td>• I am a historic military structure.</td>
<td>I am home to many predatory animals, such as lynx, wolverines and grizzly bears.</td>
</tr>
<tr>
<td>• You can find me in the Rocky Mountains.</td>
<td>You can find me at Niagara-on-the-Lake.</td>
<td>Many decisive battles were fought around me during the War of 1812.</td>
</tr>
<tr>
<td>• I am home to many predatory animals, such as lynx, wolverines and grizzly bears.</td>
<td>Many decisive battles were fought around me during the War of 1812.</td>
<td>Major-General Sir Isaac Brock rode from his headquarters here to Queenston Heights, which would be his final battle.</td>
</tr>
</tbody>
</table>
| **Parks Canada: Places and Spaces for Everyone | Teacher's Guide | Activity 9 | page 33
<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>Fort Anne National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am one of the oldest forts in Nova Scotia.</td>
<td>One of the oldest forts in Nova Scotia.</td>
</tr>
<tr>
<td>I’ve been around since the Scots sailed over and established Nova Scotia.</td>
<td>I’ve been around since the Scots sailed over and established a land known as “New Scotland.”</td>
</tr>
<tr>
<td>I am named after a queen.</td>
<td>I am named after a queen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>Boishébert National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am named after the Canadian prime minister who was in power from 1948-1957.</td>
<td>I am named after the Canadian prime minister who was in power from 1948-1957.</td>
</tr>
<tr>
<td>At my site you can find the house of this former prime minister, a general store and its warehouse.</td>
<td>At my site you can find the house of this former French prime minister, a general store and its warehouse.</td>
</tr>
<tr>
<td>You can find me near the city of Sherbrooke, Que.</td>
<td>I am located in the Eastern Townships of Quebec.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>Batoche National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This site features the remains of the village of Batoche.</td>
<td>Louis Riel selected this site as the headquarters of his “provisional government.”</td>
</tr>
<tr>
<td>I am located on the banks of the South Saskatchewan River.</td>
<td>I am located on the banks of a river in this prairie province.</td>
</tr>
<tr>
<td>My site depicts the lifestyles of the Métis between 1860 and the 1900s.</td>
<td>My site depicts the lifestyles of the Métis between 1860 and the 1900s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>Bar U Ranch National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>You can find me on the rolling foothills of the Rocky Mountains.</td>
<td>You can find me on the rolling foothills of this young mountain chain.</td>
</tr>
<tr>
<td>I am the only site in Canada that commemorates the history and importance of ranching in Canada.</td>
<td>I am the only site in Canada that commemorates the history and importance of ranching in Canada.</td>
</tr>
<tr>
<td>I am not far from the city that hosts the Calgary Stampede.</td>
<td>I am not far from Canada’s largest annual stampede.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>The Forks National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a historic site because of my strategic location at the junction of two famous rivers in Manitoba.</td>
<td>I am a historic site because of my strategic location at the junction of the Red and Assiniboine rivers.</td>
</tr>
<tr>
<td>Because of my water routes, I have a long history of transportation, trade and settlement.</td>
<td>This site has a long history of transportation, trade and settlement.</td>
</tr>
<tr>
<td>I have always been a traditional stopping place.</td>
<td>I was, and still am, a traditional Aboriginal gathering place. I was also the site of Fort Rouge, Fort Gibraltar I and II (or Fort Garry and Upper Fort Garry).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NATION BUILDING</strong></th>
<th><strong>HMCS Haida National Historic Site</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I served in the Royal Canadian Navy in the Second World War and later in the Korean War.</td>
<td>I am a Tribal class destroyer built in England, but served in the Royal Canadian Navy.</td>
</tr>
<tr>
<td>I am a ship, and was built in England.</td>
<td>I served in the Second World War and later in the Korean War.</td>
</tr>
<tr>
<td>I sank more enemy ships than any other Canadian warship.</td>
<td>I sank more enemy ships than any other Canadian warship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NORTH</strong></th>
<th><strong>Quttinirpaaq National Park</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am the most northern park in Canada.</td>
<td>I have no trees in my park.</td>
</tr>
<tr>
<td>You can find me in Canada’s newest territory.</td>
<td>During my summer there is no darkness to tell you what time of day it is.</td>
</tr>
<tr>
<td>You will not find any trees growing in my park.</td>
<td>In Inuktitut I mean “top of the world.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>NORTH</strong></th>
<th><strong>Kluane National Park and Reserve</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountains and glaciers dominate my landscape.</td>
<td>Mountains and glaciers dominate my landscape.</td>
</tr>
<tr>
<td>I hold the highest mountain in Canada, Mount Logan.</td>
<td>I hold Canada’s highest mountain.</td>
</tr>
<tr>
<td>I am located in the far southwestern corner of the Yukon Territory.</td>
<td>I am located in the far southwestern corner of our smallest territory.</td>
</tr>
</tbody>
</table>
| NORTH | • I am the smallest of Nunavut’s national parks.  
• Inuit lived around here for thousands of years — there are about 500 recorded archaeological sites within my borders.  
• Polar bears, grizzly bears, Arctic wolf, caribou and seals live in my park. | • I am named after a soapstone found within my boundaries.  
• I am the smallest in this territory, but I am the sixth largest national park in Canada.  
• Polar bears, grizzly bears, Arctic wolves, caribou and seals live in my park. | Ukkusiksalik National Park |
| --- | --- | --- | --- |
| NORTH | • In Inuktitut, my name means “land that never melts.”  
• I am located on the southern part of Baffin Island.  
• I am located in the eastern Arctic. | • In Inuktitut, my name means “land that never melts.”  
• I am located on the southern part of Baffin Island.  
• Visitors from all over the world come to hike, mountain climb and ski the Akshayuk Pass. | Auyuittuq National Park |
| NORTH | • I am located in a province and a territory.  
• I am Canada’s largest national park.  
• I protect the world’s largest free-roaming herd of wood bison. | • I am Canada’s largest national park.  
• I protect the world’s largest free-roaming herd of wood bison.  
• My park boundaries cross provincial/territorial borders. | Wood Buffalo National Park |
| NORTH | • I am the centre of what was once the North’s biggest city.  
• My site played an important part in the Klondike gold rush.  
• I am situated in the junction of the Klondike and Yukon rivers. | • My site played an important part in the Klondike gold rush.  
• I am the centre of what was once the North’s biggest city.  
• Thousands of adventure and fortune seekers trekked to me, turning this site into a “boom town.” | Dawson Historical Complex National Historic Site |
| NORTH | • I am made up of two peninsulas located in Northern Canada.  
• Great Bear Lake — the heart of the Sahtu region — is an important part of my site.  
• I am located south of the tree line in one of Canada’s territories. | • I am made up of two large peninsulas that are culturally important to the Sahtu Dene people.  
• My site is covered primarily by the boreal forest.  
• I am located south of the tree line in one of Canada’s territories. | Saoyú-ʔehdacho National Historic Site |
| NORTH | • I am a type of heavy equipment designed to help with the Klondike gold mining.  
• I was the largest example of gold-digging equipment of my kind in North America.  
• I am located near Dawson. | • I was located 12 kilometres from the Klondike Highway on Bonanza Creek Road.  
• I am a type of vessel designed as an efficient gold mining method.  
• I was once the largest of my kind in North America. | Dredge No. 4 National Historic Site |
| NORTH | • I was built in Whitehorse in 1929.  
• I was the first ship of my type designed to carry heavy cargo (around 270 tonnes).  
• I regularly travelled from Dawson to Whitehorse, where I was first built. | • I was a large vessel designed to manage heavy cargo loads during the mining period.  
• I was the first sternwheeler on the Yukon River large enough to handle a cargo of more than 270 tonnes without a push barge.  
• I was built in 1929 by the British Yukon Navigation Company. | S.S. Klondike National Historic Site |
| NORTH | • I was a major trail linking the coast to the Yukon.  
• I helped a large number of people move to the Yukon during the Klondike gold rush.  
• I was once also a major trade and travel route for the coastal Tlingit and interior Athapaskan First Nations. | • I was a major route from the coast to the Yukon gold fields in the late 1800s.  
• I played a major role in the mass movement of people to the Yukon during the Klondike gold rush.  
• I was once also a major trade and travel route for the coastal Tlingit and interior Athapaskan First Nations. | Chilkoot Trail National Historic Site |
| VISITOR’S CHOICE | • I am the most southern national park in Canada.  
• My land is comprised mainly of marsh and woodland habitats.  
• I am a stopping point for thousands of birds every spring. In the fall, I provide shelter to monarch butterflies. | • I am the most southern national park in Canada.  
• My land is comprised mainly of marsh and Carolinian forest.  
• I am part of a spring and fall migratory route for thousands of birds. I also provide shelter to monarch butterflies on their epic fall journey to Mexico. | Point Pelee National Park |
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<tr>
<th>Visitor’s Choice</th>
<th>Description</th>
<th>Location</th>
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| **Georgian Bay Islands National Park** | - I consist of 63 small islands and can be found in one of the Great Lakes.  
- You can only visit me by boat.  
- I am named after the bay on which I am located. | Georgian Bay Islands National Park |
| **Prince Albert National Park** | - I am located in the centre of a prairie province.  
- I am named after this “royal” city.  
- The boreal forest is my main ecosystem. | Prince Albert National Park |
| **Pacific Rim National Park Reserve** | - I face the Pacific Ocean.  
- People visit me because of my rugged coasts and lush temperate rainforests.  
- This is one of the few wild places where cougars live. | Pacific Rim National Park Reserve |
| **Alexander Graham Bell National Historic Site** | - I am a site that celebrates the inventor of the telephone.  
- I am located on Cape Breton Island.  
- You can see one of the original telephones at my museum. | Alexander Graham Bell National Historic Site |
| **Dalvay-by-the-Sea National Historic Site** | - I am a national historic site found in Canada’s smallest province.  
- I am found in this province’s only national park.  
- I have been featured in the *Anne of Green Gables* movies and *Road to Avonlea* television series. | Dalvay-by-the-Sea National Historic Site |
| **Bethune Memorial House National Historic Site** | - I am a site that commemorates the life of Dr. Bethune, a national hero.  
- Dr. Bethune was a surgeon, activist, humanitarian, inventor, teacher and artist.  
- My house was built in Gravenhurst, Ont. | Bethune Memorial House National Historic Site |
| **Gulf of Georgia Cannery National Historic Site** | - My site commemorates the history of Canada’s West Coast fishing industry.  
- I am located in Steveston Village in Richmond, B.C.  
- I am famous for canning salmon. | Gulf of Georgia Cannery National Historic Site |
| **Fathom Five National Marine Park** | - You can scuba dive and visit 22 shipwrecks and a flowerpot island at my park.  
- Many visitors camp at nearby Bruce Peninsula National Park.  
- I am located in the clear waters of Georgian Bay. | Fathom Five National Marine Park |
| **Saguenay-St. Lawrence Marine Park** | - I am one of the four special areas located in Canada.  
- I am the first in Quebec to protect a purely marine environment.  
- You can visit beluga whales here. | Saguenay-St. Lawrence Marine Park |
Introduction

To demonstrate how much of our country is covered in water, have students sit anywhere on the map. Ask them if they are sitting on a lake, river, or any other source of water. Next, have students stay in their spots and place their left and right hands on surrounding bodies of water.

Explain that water has always been a key factor in Canada’s history. Long before European settlement, the Aboriginal people depended on Canada’s lakes and rivers for transportation. Water also helped Europeans explore and settle throughout Canada. Parks Canada recognizes Canada’s history and its connection to water and actively works to preserve our country’s water ecosystems. Ask students how people explored in the past. What items were needed? How long did the explorations last? What would you need to pack? Show your students the compass and ask them how this item may have helped Europeans explore Canada. Using the compass, review cardinal points by having students point towards the northern, southern, eastern and western points of Canada. Use landmarks, national parks or oceans to help you.

Have students look at the four national marine conservation areas and ask, “With so much water in Canada, why did Parks Canada select these four areas for protection?” Have a short discussion about the important ecosystems in each of these areas and the ways in which Parks Canada is working to protect them. Remind them that Parks Canada is working to establish a network of national marine conservation areas, and that these are only the first four.

Next, instruct students to place the national historic sites cards representing the canals operated by Parks Canada on the map. Discuss the importance of these canals and the reasons for their specific locations.

Development

Canada’s Aboriginal people have their own creation stories about how they came to be the first people in Canada. There are many other theories that explain how they arrived as well. Historians believe that thousands of years ago, Aboriginal people travelled across the “Bering Strait” to what is known today as North America.

Ask your students how the Aboriginals would have travelled here (walked across). Next, ask where they might have settled first. Would you settle near areas of water? Why? Show students how the Vikings crossed the Atlantic Ocean and first made landfall in Newfoundland, thousands of years later. Ask your students to explain how Aboriginal people and explorers initially travelled inland (water networks) and make sure that they take note of any major cities that are situated along waterways. Do they see any trends? Have students review Canada’s bodies of water and identify them on the map. How many oceans surround Canada, and can you find and name all the Great Lakes? What is the biggest body of water in (select a province/territory)?

Use the water routes list to play a marine-themed transportation game. Divide your class into pairs. Assign each pair of students one route from the water routes list and task them with navigating a route from one to the other using only water. Compare their routes with the answers provided on the list.

Learning objectives
• Students will discover the important role that water has played in the development of Canada
• Students will explore the initiatives that are being taken to preserve Canada’s water ecosystems through national marine conservation areas
• Students will learn about the various uses of water for exploration throughout Canada’s history and today

Time required
40 minutes

For younger grades
Focus on the volume of water that exists in Canada and the important role that Parks Canada plays in preserving and protecting it. Illustrate this visually by using students to represent the ratios of water and land in Canada. If you have a class of 30:
• have 23 or 24 students represent water: out of these students, have 2 step forward – they represent fresh water.
• have the rest of your students represent land.

For older grades
Encourage students to create water routes of their own once the activity is done. This will allow students to gain a better understanding of the role that water plays in modern society.

Materials
• National marine conservation areas cards (4)
• National historic sites cards for:
  o Rideau Canal National Historic Site
  o Lachine Canal National Historic Site
  o Sault Ste. Marie Canal National Historic Site
  o Trent-Severn Waterway National Historic Site
  o Saint-Ours Canal National Historic Site
  o Sainte-Anne-de-Bellevue Canal National Historic Site
  o Chambly Canal National Historic Site
• Water routes list (1)
  (see Appendix)
• Compass
• Chains

.../continued
Conclusion

Have each pair show their routes to the rest of the class using the coloured chains, if possible. If their routes are longer than the coloured chains have students act out their routes on the map. When all pairs have finished presenting, discuss the variety of regions in Canada that can be accessed using water routes, how this may relate to the Canadian economy and how Parks Canada helps protect these waters and provides Canadians with opportunities to enjoy them. What are some positive and negative factors of using only water to travel?

Set-up

Lay out the four national marine conservation areas cards on their appropriate locations on the map. Have all other cards ready to distribute to your students.

Links to Canadian National Standards for Geography

Essential element 3: Physical systems
- Ecozones
- Global patterns of wind and water
- River systems of Canada and the world
- Implications of the hydrologic cycle

Essential element 5: Environment and society
- Effects of human modification of the physical environment
- Limits and opportunities of the physical environment for human activities
- Watershed management
- Environmental issues

Extend your geographic thinking

Bring your students’ attention back to Parks Canada national marine conservation areas. Where else in Canada would you like to see a marine conservation area? Why do you think this? Form a discussion on what makes a good conservation area and what challenges may arise. Have each group select three to five potential sites and research and defend their choices based on which best meet Parks Canada’s criteria (available online) and where human activities (e.g., mining, oil and gas) are not in competition with the sustainable use objective.

Parks Canada relevant sites

- All four national marine conservation areas
- Carillon Canal National Historic Site, Carillon, Que: Operational canal; site of two earlier canals
- Chambly Canal National Historic Site, Chambly, Que: Operational canal with nine locks and swing bridges
- Rideau Canal National Historic Site, Ottawa to Kingston, Ont: Operational canal; 202 kilometre route, 47 locks
- Sainte-Anne-de-Bellevue Canal National Historic Site, Sainte-Anne-de-Bellevue, Que: Operational canal
- Saint-Ours Canal National Historic Site, Saint-Ours, Que: Operational canal
- Trent-Severn Waterway National Historic Site, Trenton to Port Severn, Ont: Operational canal; 386 kilometre route, 44 locks
- Lachine Canal National Historic Site, Montreal, Que: Operational canal and accessible urban park, 14.5 kilometres