

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca

Title: The Provinces and Territories of Canada

Grade Level(s):4

Time/Date:

School:

Teacher:

Directions to school, class:

Contact Info:

Ontario Curriculum Connection: Canada and World Connections – The Provinces and Territories of Canada

Vocabulary: Words & Concepts your class may be learning, look these up yourself too!

Province – part of the country with a separate ‘provincial’ government

Capital – Main city of the country or province

Products – Things that are made, created

Materials and Equipment: List these before and while you plan and revise so you’re prepared.

Maps of Canada

Globe if available

Supermarket fliers (optional)

Pictures of the provinces and territories (optional)

Work sheet food regions: Create 4 or 5 sets upfront

What is your class accomplishing?: Learning & Activity Goals, Objectives

- **Identify how different regions are interdependent (e.g., with respect to their economies or governments)**
- **Demonstrate an understanding of the significance of the St. Lawrence River and the Great Lakes systems (e.g., for transportation, industry, recreation)**
- **Identify the natural resources necessary to create Canadian products and the provinces from which they originate (e.g., potatoes from P.E.I., fish from B.C., grain from Saskatchewan)**

PROCEDURE

The Spark: Introductions, Demonstrations, Show and Tell, Topic Intro (Break the ice!) ~5-10min

Hi everyone! Today we will be talking about where our food comes from, and the provinces and territories of Canada. Can you all introduce yourself and tell me where you were born? Is everyone here from Ontario? Do you have any family that live in other provinces? What is a province? Can someone spell province? How many provinces are there in Canada? What is the biggest province in Canada? The smallest? The one with the most mountains? The flattest? Any islands? Most lakes? Streams? Coldest? Warmest?

Brainstorming, Getting ideas, Connecting ideas (assess their knowledge!) ~10-20min

Draw out a rough map of Canada on the board or use a large map. Ask students what they know of each province’s geographical structures. *Lakes? Ocean? Farmland? Mountains? Rivers? Cold? Warm? Big? Small?*

Write down answers on board in the place of each province. If you want you can show the class pictures of each province.

What is a capital? Can someone spell it? What is the capital of Canada? In which province is the capital of Canada located? Write the capital on the map too.

Ask what foods they think would come from each province. Use old supermarket fliers if available to look up which products are from Ontario and other provinces.

Ask how food and other materials can be transported from one province to the other. Land, water, air...

*What other functions do the lakes and rivers have? Why are they so important for us? **Transportation, contain food (fish), tourism, ..***

Ask the class to look at some maps and find out where most big cities are located. **Close to lakes/rivers! Why do you think most cities are located close to water? **Drinking water, fish, transport, ..****

*We also get a lot of our food from other countries. How would this affect the environment? **More transportation!** What are the benefits of eating food from our own country, or even better; our own province? **Less transportation means less pollution and use of fossil fuels. Local food is also fresher and healthier, because for long distant transportation more chemicals are used to keep the food fresh and keep mould and fungus away.***

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins

Matching Game:

Print and cut out the worksheet food regions (4 or 5 sets) regarding each province. Show the students the pieces of paper you've prepared. Ask the students to form 4 or 5 groups and match the descriptions to each province.

BC – Fishing (salmon), Forestry, wood and paper products. Milk, apples, beef cattle.

AB – Petroleum and Coal. Beef cattle, wheat, Barley, hogs, milk.

SK – Mining, wheat, canola, barley, beef cattle.

MB – Mining, wheat, beef cattle, hogs, canola, barley, milk.

ON – Beef cattle, hogs, dairy products, corn, grains, poultry, tobacco, vegetables, fresh water.

QU - Milk, hogs, poultry, beef cattle, grains. They speak French.

NB - Fishing, forestry, wood and paper products, seafood (lobster, crab, salmon), dairy products, potatoes, livestock.

NS – Fishing, paper products, tourism, lobster, scallops, cod, dairy products, hogs, poultry, fruits.

PE – Fishing, tourism, potatoes, beef cattle, hogs, milk, tobacco, seafood (lobsters).

NFLD - seafood, poultry and eggs, dairy products, hogs, cattle, wheat, corn, dairy products, hay.

YK - mining, lumber, food processing, hunting, fur trade (beaver, marten, muskrat, wolverine), fish (salmon)¹

NU- iron, lead and zinc mining. Diamonds, narwhal, inukshuk

NT - Mining (gold), lumber, handicrafts, fishing (chat, whitefish), tourism, diamonds, hunting, fur trade

After a while, check the answers of the groups and discuss these answers. *Which provinces and descriptions were easy to match? Why?*

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Where would you go?

Ask students: *What province would you like to visit? Why?*

Ask students to write a rough description of a province they would like to visit with a food product associated with that province and write the capital.

Then they can draw a picture of how they think the area will look like: what kind of landscape, animals, people and plants are there?

Contingency, Plan B, extra game or activity (Back up plan) ~5-10mins

Environmental issues in each province:

Divide the class in 13 groups (pairs, basically). Give each group a province (note: give shy pairs an easy province!)

Write these instructions on the board:

1. *Write down why your province is important to Canada.* (i.e. ON has lots of fresh water and BC has woods)
2. *How is this in danger?* (water is polluted, trees are cut down)
3. *What could we do to keep this province healthy? How could we still use these things but without harming the environment?* (stop polluting water, replant trees)

Presentation of Findings ~5-15mins

1. Ask the student's to find a partner and explain their partner's description of a province
2. Write the province names on each piece of paper (or you can use the same papers you used for the matching game!), give the pieces of paper to individual or paired students and ask them to orient themselves as the provinces appear on a map

Review, Conclusion and steps towards continued action ~5-10mins

Ask students to name a product from each province.

References

¹ Mapquest <http://www.mapquest.com/atlas/>

Great work ecoMentor! After use of Lesson Plan revise, add ideas and repeat!