

# *Manitoba, Canada, and the North: Places and Stories*

Geography of Canada

GRADE

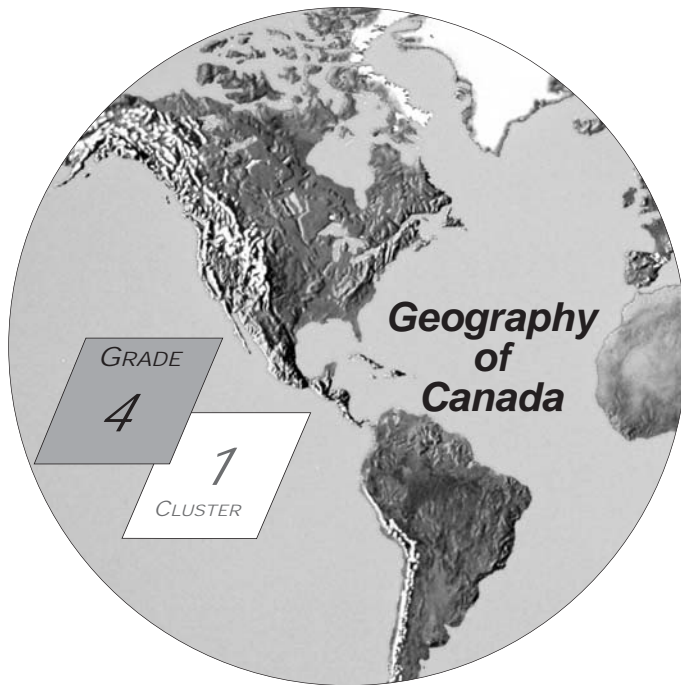
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CLUSTER



# Learning Experiences



## 4.1.1 Mapping

4-KL-015 Describe the relative locations of Manitoba and Canada in the world using cardinal directions.

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4-KL-018 Locate the oceans, major landforms, lakes, and waterways on a map of Canada.

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4-KL-019 Locate the provinces, territories, and capital cities on a map of Canada.

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### **4.1.2 Geographic Regions of Canada**

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4-KL-016 Locate the geographic regions on a map of Canada.

*Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...*

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4-KL-017 Describe characteristics of the geographic regions of Canada. *Examples: landforms, bodies of water, vegetation, climate, population distribution...*

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4-VL-005 Appreciate Canada's vast and diverse geography.

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### Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.



- **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.

- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.



- **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.

- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.

- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

### Cluster Description

Students study the physical geography of Manitoba and Canada, including the political boundaries and geographic regions of Canada.



## Engaging Students in the Cluster

- Create a mapping centre with various maps of Manitoba and Canada (e.g., physical, political, topographic, vegetation...).
- Create a photo centre with pictures (e.g., photos from family vacations, calendar pictures, travel brochures...) illustrating the physical geography and geographic regions of Canada. Students speculate about which region is represented, and sort the pictures accordingly.
- Students come to school wearing clothes that identify a Canadian place (e.g., Toronto Maple Leafs, National Gallery of Canada–Ottawa, Heritage North Museum–Thompson, Festival du Voyageur–St. Boniface...).
- Create a display of books illustrating the physical geography and geographic regions of Canada.
- Create a “Where in Canada” artifact centre with objects representing different geographic regions of Canada (e.g., containers of seawater, rocks and minerals, grapes, canned Arctic Char, models of mountains...).
- View videos or CD-ROMs depicting Canada’s diverse geography from Travel Video Canada. Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>
- Read aloud books describing geographic regions of Canada.
- Create a puzzle centre with jigsaw puzzles of Canada.
- On a wall map of Canada, students indicate places they have visited.
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## Learning Experiences

- Mapping
- Geographic Regions of Canada



*Learning Experience: 4.1.1 Mapping*


- 4-KL-015 Describe the relative locations of Manitoba and Canada in the world using cardinal directions.
- 4-KL-018 Locate the oceans, major landforms, lakes, and waterways on a map of Canada.
- 4-KL-019 Locate the provinces, territories, and capital cities on a map of Canada.

**Description of the Learning Experience**








Canada has distinct physical features and is made up of 10 provinces and three territories, each with a capital city. Using a variety of print and electronic maps, students explore the relative and absolute locations of the provinces, capital cities, and Canada, as well as the major physical features of our country.

**Vocabulary:** compass rose, cardinal directions (See Appendix D for Vocabulary Strategies.)

4.1.1 Mapping









Assessment	Outcomes	Strategies
	4-KL-015	<p><b>Activate</b></p> <p>Using a word processor, students label the cardinal directions (i.e., north, east, south, and west) relative to Canada. Students position names of countries and bodies of water to identify their predicted relative location from Manitoba and Canada (i.e., north, east, south, and west). Students share predictions with peers and add additional locations. Using a world map, students verify their predictions.</p> <p><b>4.1.1</b> BLM: Mapping–Cardinal Directions</p>
	<p>4-KL-015 4-KL-018 4-KL-019</p>	<p>Using an outline map of Canada, students label the physical (i.e., oceans, major landforms, lakes, and waterways) and political (i.e., provinces, territories, and capital cities) features of Canada. Students share completed maps with peers and compare their maps with an atlas.</p> <p><b>4.1.1</b> BLM: Mapping–Outline Map of Canada</p>
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 4.1.1 Mapping

Assessment	Outcomes	Strategies
<b>Activate</b> <i>(continued)</i>		
_____ or _____		
	4-KL-018 4-KL-019	Students brainstorm the names of Canadian provinces, territories, capital cities, oceans, major landforms, lakes, and waterways. Using self-stick notes, students label a blank wall map of Canada with the predicted location of each. Using an atlas, students compare the predicted location with the actual location.
_____ or _____		
	4-KL-015	In a large open space, label the cardinal directions (i.e., north, east, south, and west) and place Manitoba or Canada in the centre. With Manitoba at the centre, call out the name of a province, territory, capital city, landform, or body of water. Students run from Manitoba in the centre to the relative location of each called-out place (e.g., Great Lakes—East). With Canada at the centre, call out the name of a location outside Canada. Students run from Canada in the centre to the relative location of the place outside of Canada.
_____ or _____		
	4-KL-015 4-KL-018 4-KL-019	As an Admit Slip, students submit pictures of places they have visited in Canada. Using cardinal directions, students describe the location and peers predict the relative location of each picture.
<b>Acquire</b>		
	4-KL-018 4-KL-019	Using print and electronic resources, students locate and label the physical (i.e., oceans, major landforms, lakes, and waterways) and political (i.e., provinces, territories, and capital cities) features of Canada. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
		 4.1.1 BLM: Mapping—Locate It BLM: Mapping—Outline Map of Canada
_____ or _____		
	4-KL-015 4-KL-019	Using interactive websites, students locate the provinces, territories, and capital cities, and identify the relative location of Canada in the world, using cardinal directions. Students record the locations on a blank outline map of Canada. Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
		 4.1.1 BLM: Mapping—Outline Map of Canada
		<i>(continued)</i>
<b>Teacher Reflections</b>		










4.1.1 Mapping

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
_____ or _____		
	4-KL-015 4-KL-019	Using print and electronic resources, students match the capital cities of each province and territory. Students create a jingle or mnemonic to assist in remembering the names of provinces, territories, and capital cities, and the relative location of each in reference to Manitoba. Students share their jingle or mnemonic with peers.  Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >   BLM: Mapping–Canadian Provinces and Capital Cities  BLM: Mapping–Canadian Provinces and Capital Cities–Key
_____ or _____		
	4-KL-015 4-KL-019	Provide individual students with cards labelled with the names of provinces, territories, and capital cities. Without stating the place they are representing, students physically arrange themselves in the relative position of each province, territory, and capital city, using cardinal directions to provide clues to their peers (e.g., I am to the west of Ontario, I am north of British Columbia...). Once students have finished moving, display a wall map so they can compare their placements with the actual location on the map.
Apply		
	4-KL-015	Collaborative groups of students compose riddles describing the relative location of Manitoba or Canada in the world using cardinal directions (e.g., I am a country located south of Canada. There are six letters in my name. I am the largest country in South America. Who am I? [Brazil]). Students exchange riddles and challenge peers to solve.
_____ or _____		
 	4-KL-018 4-KL-019	Students colour and label a blank outline map of Canada with either the provinces, territories, and capital cities, or the oceans, major landforms, lakes, and waterways. Students cut completed maps into puzzle pieces and challenge peers to solve.   BLM: Mapping–Outline Map of Canada
		<i>(continued)</i>
<b>Teacher Reflections</b>		



## 4.1.1 Mapping

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
 A.10.1	4-KL-015 4-KL-018 4-KL-019	Collaborative groups of students create a relief map of Canada using modelling clay or papier mâché. Students include political boundaries, capital cities, oceans, major landforms, lakes, and waterways, and use cardinal directions to show the relative location of each province and territory.
		or
 A.11.7	4-KL-015 4-KL-018 4-KL-019	Collaborative groups of students create a multimedia presentation illustrating the physical and political features of a province or territory. Students include political boundaries, the capital city, major landforms, lakes, and waterways, and use cardinal directions to show the relative location of the province/territory. Compile group presentations in a class presentation.
		or
 A.11.8	4-KL-015 4-KL-018 4-KL-019	Using animation software or animation features of multimedia presentation software, students create animations illustrating the major landforms, lakes, waterways, and capital cities of a province or territory. Students include the relative location of their province/territory to other provinces/territories, using cardinal directions.
		or
 A.11.9	4-KL-015 4-KL-018 4-KL-019	Using “Hot Potatoes,” students create a crossword puzzle, a cloze passage, a multiple choice quiz, or a matching quiz, and use cardinal directions to identify the relative locations of Manitoba and Canada in the world, the location of oceans, major landforms, lakes, waterways, provinces, territories, and capital cities. Students exchange quizzes with peers and solve.
		Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >
<b>Teacher Reflections</b>		



*Learning Experience: 4.1.2 Geographic Regions of Canada*

- 4-KL-016 Locate the geographic regions on a map of Canada.  
*Examples: Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...*

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- 4-KL-017 Describe characteristics of the geographic regions of Canada.  
*Examples: landforms, bodies of water, vegetation, climate, population distribution...*

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- 4-VL-005 Appreciate Canada’s vast and diverse geography.






**Description of the Learning Experience**

Canada’s geographic regions are vast and diverse in nature. Students locate, explore, and develop an appreciation for the geographic regions of Canada.










4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
	4-KL-016 4-KL-017 4-VL-005	<p><b>Activate</b></p> <p>Using print and electronic resources, students browse pictures of Canadian physical features and geographic regions. Students brainstorm adjectives to describe both the physical characteristics of the geographic regions of Canada, and their emotional response to the images.</p> <p>TIP: Calendars and magazines are good sources of pictures. Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p>
or		
	4-KL-016 4-KL-017 4-VL-005	<p>Using concept mapping, students arrange the geographic regions relative to their location in Canada and match predominant characteristics (e.g., landforms, vegetation, climate...) to each geographic region. Students share completed concept maps with peers.</p>
		BLM: Geographic Regions of Canada–Word Splash
<i>(continued)</i>		
<b>Teacher Reflections</b>		

4.1.2 Geographic Regions of Canada







Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	4-KL-016 4-KL-017 4-VL-005	Students brainstorm physical characteristics of the geographic regions of Canada and sort them according to the province or territory where they think each characteristic may be found.  TIP: Further divide Manitoba into the Northern, Parkland, Interlake, Southwest, Central, and Eastern regions.
or		
	4-KL-016 4-KL-017 4-VL-005	Students discuss the characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution) of places they have visited in Canada. Students attach self-stick notes with descriptions of the characteristics to the places on a wall map of Canada.
or		
 	4-KL-018 4-KL-019	Students sort descriptions of the characteristics of geographic regions onto a chart, matching characteristics to the region where they think each may be found. Students share completed charts with peers.   4.1.2 BLM: Geographic Regions of Canada–Features BLM: Geographic Regions of Canada–Key
<b>Teacher Reflections</b>		

## 4.1.2 Geographic Regions of Canada



Assessment	Outcomes	Strategies
 	4-KL-016 4-KL-017 4-VL-005	<p><b>Acquire</b></p> <p>Using print and electronic resources, students research the characteristics of the geographic regions of Canada (e.g., Western Cordillera, Prairie Region, Canadian Shield, St. Lawrence-Great Lakes Lowlands, Atlantic Region, Arctic Region...). Students locate each region on a map of Canada and describe the physical characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...) associated with each region.</p> <p>TIP: Students may include images identifying the characteristics of each geographic region on a map of Canada.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>4.1.2</b> BLM: Geographic Regions of Canada–Map            BLM: Geographic Regions of Canada–Regions</p>
or		
 	4-KL-016 4-KL-017 4-VL-005	<p>Students view examples of landscape art created by Canadian artists such as Emily Carr or the Group of Seven. Students describe the characteristics of geographic regions represented in the art and locate the region portrayed on a map of Canada. Students reflect and discuss their emotional response to the art.</p> <p>Supporting websites can be found at &lt;<a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a>&gt;</p> <p> <b>4.1.2</b> BLM: Geographic Regions of Canada–Chart</p>
 	4-KL-016 4-VL-005	<p><b>Apply</b></p> <p>Collaborative groups of students create a “Geographic Regions of Canada” multimedia presentation. Using a blank map of Canada as the opening slide, students identify the geographic regions on the map. Students create a legend with links to additional slides including images and a description illustrating the characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...) of each geographic region. Students share presentations with peers.</p> <p> <b>4.1.2</b> BLM: Geographic Regions of Canada–Presentation</p>

*(continued)***Teacher Reflections**

4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
 	4-KL-016 4-KL-017 4-VL-005	Using the book <i>If You're Not from the Prairie</i> as a model, students create a class book titled <i>If You're Not from the (name of region)</i> . Collaborative groups of students choose a geographic region to represent and create illustrations, a description of the physical characteristics (e.g., landforms, bodies of water, vegetation, climate, population distribution...), creative writing pieces, and a map identifying the location of that region. Compile group sections in a class book.  TIP: Creative writing pieces should evoke feelings and emotions about the region, as modelled in <i>If You're Not from the Prairie</i> .
_____ or _____		
 	4-KL-016 4-KL-017 4-VL-005	Collaborative groups of students create a mural or diorama illustrating Canada's vast and diverse geography. Students include illustrations identifying the characteristics and location of each geographic region of Canada.
_____ or _____		
 	4-KL-016 4-KL-017 4-VL-005	Students create posters or brochures promoting a geographic region of Canada. Students include the location of each region, a description of its characteristics, artistic representations illustrating its features (e.g., landforms, bodies of water, vegetation, climate, population distribution...), and written pieces promoting the natural beauty and attractions of the region. Students display their posters/brochures in a gallery walk.
<i>(continued)</i>		
<b>Teacher Reflections</b>		

## 4.1.2 Geographic Regions of Canada

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
_____ or _____		
	4-KL-016 4-KL-017 4-VL-005	Students compose a “Cross Country Journal” describing a trip across Canada. Students describe the physical characteristics of each region (e.g., landforms, bodies of water, vegetation, climate, population distribution...), as well as descriptions of the natural beauty and attractions of each region, and include a map identifying the location of each region. Students share their journals with peers and ask them to identify a region they would like to visit.
_____ or _____		
	4-KL-016 4-KL-017 4-VL-005	Using “Hot Potatoes,” students create quizzes or crossword puzzles, identifying the characteristics and locations of the geographic regions of Canada. Students exchange quizzes or crossword puzzles and solve.  Supporting websites can be found at < <a href="http://www3.edu.gov.mb.ca/cn/links/ss">http://www3.edu.gov.mb.ca/cn/links/ss</a> >

## Connecting and Reflecting: End of Cluster

**Student:**

Using your “Geography of Canada” portfolio, reflect on the vast and diverse land that is Canada, and describe your thoughts and feelings.



4.1 BLM: Cluster 1–Connecting and Reflecting

**Teacher Reflections**