

Canada – Developed Country: Unit 15

Class:	Teacher:	Study Title: Canada – Developed Country	ES Outcome	People
Term:	Date:	Duration:		
Knowledge and Understanding Attainment Targets Level D	Learning Outcomes for: Canada – Developed Country		Pupil Experience/Activity Skills based and KU Activities (Including Informal Assessment sequence if not written in order)	
<ul style="list-style-type: none"> For a selected land use change or industrial process, describe possible effects, good and bad, on the landscape/environment, eg tropical forest clearance, improvement of derelict land for leisure use – D. Describe some methods used and reasons for conserving major resources, eg fish, energy, forests – D. For a developing and a developed country describe the main features of economic life and how they are changing, eg farming, industry, transport, cities – D. Identify and describe a range of physical features found outwith Scotland – D. 	<ul style="list-style-type: none"> To be able to describe the main physical features of the country. To understand the important effect the weather has on lifestyle. To be able to describe land use in terms of farming, forestry, industry, cities, leisure and transport. To understand the environmental issues pertinent to the country, pollution, forest clearance, etc. To understand the need for careful management of forests in relation to the timber industry. 			

Canada – Developed Country Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample c observation record to be kept i evidence)
<p>Language Reading for information/research, writing functional reports related to research, presenting information to the class, stories of Canadian Indians, myths, legends</p> <p>RE Study of Natural world, other world views of creation (eg native Indians)</p> <p>Music Land of the Silver Birch – song, Indian music – create with percussion</p> <p>Art Indian dress/patterns, designs, bead work, collage</p> <p>Maths/ICT Spreadsheets/graphs and databases looking at weather, population, land use, etc</p> <p>Mapwork Climatic zones, physical features, provinces and territories</p> <p>People in the Past Link to Highland Clearances/emigration/heritage</p> <p>ICT Link to a school in Canada www.wotw.org.uk/canada</p> <p>Enterprise Create a CD-ROM about Canada from collating information found from various sources (ICT help needed). Create a guide book for Canada. Have a Canadian day and invite the local community. Hold a Canadian-type exhibition in the school and invite the local community to visit. The children could act out and organise a play about the Highland clearances and invite guests along.</p>	<p>Activity sheet, this unit</p>	
<p>Assessment Strategies: Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, pr diagrams Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focused on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal book</p>		

Activities to Match Units

Canada – A Developed Country (Level D)

Concept map/discussion of Canada – what do they know already? Flag/continent/member of the Commonwealth/sports/weather.

Make a key facts web of Canada – research – capital, area, population, resources, products, highest mountain, environmental problems, longest riv

Maps of Canada showing provinces, rivers, lakes, mountains, prairies, main cities/towns, etc.

Map showing the range of different climate zones across Canada.

As a class decide on key questions to find out about the landscape of Canada – research.

From this model of research the children can work in groups to find out about different aspects of Canadian life and present their findings to the c
presentation, eg weather and climate, natural resources, daily life, food and farming, trade and industry, transport, the environment.

Discuss the history of Canada and the effects of immigration on the native Indians along with the industries the white people developed such as m
impact have these changes had on the present landscape?

Canada/Country Fact Files

Make a web of Canada with the word 'Canada' in the middle of your page and information on the following areas: Canada – capital, area, population, resources, products made, highest mountain, environmental problems, languages.

For each of the areas below, work in groups and write at least five bullet points which are questions or incomplete statements to the rest of the class to research (you should have the answers worked out for your group before you present):

weather and climate

natural resources

population

daily life

rule and law

food and farming

trade and industry

transport

the environment

the future

Landscape is given as an example of how you might present your question and statements:

Landscape

- 1 What is the length of Canada from east to west and how far is it from the North Pole?
- 2 Describe the Canadian Shield.
- 3 How many geographical regions are there? – name them.
- 4 Describe the landscape – its forests, mountains, rivers, lakes and mountains.
- 5 What are the prairies?
- 6 What is the Arctic region? Where do most Canadians live?

Draw a map of Canada showing all the states, main rivers, lakes and mountains and mark on important cities.

If your area of research has data/statistical information available, for example population of different states, use a spreadsheet on the computer and stick this in your jotter with a comment on the information.

Social Subjects – Forward Planning (People and Place: Unit 17) City of Edinburgh Council, September 2002

Find out about the history of Canada and all the North American Indian tribes including the Inuits/Eskimos in

Canada Assessment Level D

(You may choose to use an atlas or reference book.)

1 Which oceans are on the:

a East of Canada _____

b West of Canada _____

2 Answer the following key facts:

largest Great Lake _____

highest mountain _____

longest river _____

mountain range to the west _____

French-speaking Province _____

3 Name three Canadian Provinces:

4 What is the capital city? _____

5 What is the largest city? _____

6 Canada's busiest port is _____ What kinds of things do they

7 Describe in one or two words each of the climates you would experience in different parts of Canada.

Continental

Tundra

Temperate

8 What are some of Canada's main natural resources?

9 Using a map of Canada in an atlas or reference book, explain why you think the following places developed:

Toronto

Winnipeg

Montreal

Vancouver

People and Place			Developed Country: Canada
	ISBN	Author	Title
*	0750017716	Sylvester, J	Canada
*	0865052972	Kalman, B	Canada, the land