THE GATHERING PLACE
An Exploration of Canada’s Capital

READY-TO-USE STUDENT ACTIVITIES
• For Grades 5-8 Social Science/History
• Includes SMART Notebook® lesson options
• Additional online materials available

SUPPORTING EDUCATION ABOUT
• Canadian culture, identity and symbols
• Government, citizenship and democracy
• Canadian stories, heroes and celebrations

For more information and support material, visit: www.canada.ca/GatheringPlace
The revised version of this resource was created by Classroom Connections on behalf of Canadian Heritage. For over 15 years, Classroom Connections has been creating and distributing innovative (and free!) educational resources to publicly funded schools across Canada.

To find out more about these organizations, please visit www.classroomconnections.ca and www.canada.ca/en/services/culture.html.

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Canada’s capital is more than just the seat of government. It is a place of national institutions, treasures and symbols that enable us to explore our history and identity as a people. It is where we gather to remember, to celebrate and to share the stories that define who we are as a nation.

A visit to the national capital can evoke feelings of pride and a sense of belonging as Canadians. Many young Canadians, though, have not yet had the chance to visit the capital. This resource was designed with them in mind. It provides an opportunity for youth to discover what their national capital means to them.

The activities in this guide explore how our capital represents the essence of our nation: our identity, our stories, and how we make the decisions that shape our country. Students unable to visit in person can interact with key features of the capital and see Canada’s history and identity reflected in its streets, buildings and monuments. Students will develop a sense of how our national capital serves as a physical and metaphorical meeting place that belongs to all Canadians.

**Themes, Activities, Implementation Time and Grade Level**

The term “theme” is used to describe a collection of activities that develop students’ understanding around a particular set of concepts. The length of time to complete these activities will vary with language levels, experience in co-operative learning and group dynamics. The teacher is the best judge of these factors. Teachers can select single activities, a group of activities that form one “theme,” or a set of themes for integration within the curriculum, depending on the time available.

The target level of the material varies from Grade 5 to Grade 8. Many activities can accommodate multiple grades by changing assessment criteria, altering the method of presentation or providing additional time to complete the assignments.

**Curriculum Connections**

The themes and concepts presented in this resource hold extensive and rich possibilities for meeting Ministry of Education curricular objectives/expectations in Social Science and History programs in provinces and territories across the country, including the competencies outlined in the Quebec Education Programme (QEP). Activities have been designed to maximize a variety of specific skill-based objectives/expectations and competencies such as critical thinking, problem solving, communication, social skills, and map and document analysis.
Pedagogical Approach

The activities in this resource were created using a student-centred, activity-based education model. A student-centred approach assumes that youth learn best when encouraged to learn and explore for themselves and when they are addressed as individuals with unique beliefs, experiences and strengths. Activity-based learning increases students’ involvement and widens the scope for learning.

It also incorporates multiple learning styles—often within the same activity—as students move from individual work to pair and group discussions. This method enhances each student’s potential for learning and for internalizing complex concepts within a short time frame.

Group Work Wisdom for Activities

Consistent with the pedagogical approach outlined above, many of the activities in this resource are designed to encourage student interaction and collaboration through group work. It is by working with others that great change occurs, and the sharing of skills, voices and support strengthens each of our efforts. The following tips may be helpful in implementing effective group work within your classroom:

1. Try to keep group size at two to four students to increase the opportunity for all students to talk and participate.
2. Make sure you hold all students accountable by using one or more of the following strategies:
   - Tell students you will randomly call on them, so everyone in the group must be prepared to share group results.
   - Use the “Lettered Heads” technique. Letter students off (as A, B, C, D) and tell them you will be selecting a letter from each group to share group results.
   - At the end of a group activity, select one student from each group (based on a random characteristic such as shortest hair, red shirt, etc.) to go to another group and share what that group has done.
3. Take the time to teach one social, communication or critical thinking skill during each group activity, based on the skills required to complete the task. Have students assess how their group functioned in terms of these skills.

Program Developers

Classroom Connections creates, produces and distributes innovative, award-winning and bilingual educational materials for schools, community organizations and faculties of education across Canada. Since 1997, we have developed and delivered more than 18 free resource packages. Materials are provided free of charge because we believe that all children should have access to inspiring and motivating educational experiences. To make this happen, we secure project-based funding from grants, foundations, sponsorship and charitable donations.

The materials we produce are curriculum-aligned and ready to use, including step-by-step lesson plans and student handouts as well as background information and assessment tools. Each program is written by experts in content and pedagogy and pilot tested with youth across Canada. Our materials are reviewed and evaluated by subject specialists. Currently, 85% of Canadian schools, over 50 faculties of education and over 300 community agencies and non-governmental organizations are registered to receive our resources. To view or download our full range of materials, please go to www.classroomconnections.ca/resources.
# Theme Overview

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<th>THEME</th>
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| 1. A Capital Idea   | Students explore the attributes, roles, functions and characteristics of Canada’s capital and begin to understand how our nation’s capital serves as a physical and metaphorical gathering place for all Canadians. | • Handout 1: Capital Clues  
• Handout 2: Tour Guide Checklist  
• Insert Map of Canada’s Capital Region  
• Photo Cards (on back of Insert Map) |
| 2. Gathering Where? | Students examine what makes a capital city unique and explore the factors and historical context that affect how a capital city is chosen.                                                                   | • Handout 3: Capital Criteria  
• Handout 4: Canada’s Capital Chosen!  
• Handout 5: Weighing the Options  
• Assessment Rubric: On the Move |
| 3. Exploring Our Identity | Students explore the concept of Canadian identity and the role of the national capital in representing the shared vision and common values that connect us as a diverse and regional nation. | • Handout 6: “I Am” Poem Template                                                  |
| 4. Celebrating Our Stories | Students explore Canada’s capital as a place where Canadians gather to remember the past; share stories about this land and its people; and celebrate their heritage, common values and accomplishments. | • Handout 7: Who Am I?  
• Handout 8: Commemorating Canada  
• Assessment Rubric: Commemorating Canada |
| 5. Making Decisions  | Students examine the role of our national capital in decision making and creating change for citizens, while exploring the actions and outcomes of youth making a difference.                                      | • Handout 9: Making a Difference  
• Assessment Rubric: Commemorating Me!                                               |
To access the online material, please go to [www.canada.ca/GatheringPlace](http://www.canada.ca/GatheringPlace). The full Teacher’s Guide, Insert Map and Photo Cards are available for download as pdf files. All additional materials are organized by theme. Throughout the resource, you will see [WWW](http://www.canada.ca/GatheringPlace) indicating that additional website materials are available.

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<th>THEME</th>
<th>ONLINE MATERIALS</th>
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| 1. A Capital Idea             | SMART Notebook® Theme 1: Activities 1, 2 and 4  
Flickr Gallery: Photo Cards  
Photo Cards and Insert Map pdfs  
Insert Map Answer Key pdf  
Capital Questions Handout (Activity 3, Step 3 discussion questions)                                                                 |
| 2. Gathering Where?          | SMART Notebook® Theme 2: Activities 1 and 2  
Flickr Gallery: Ottawa Then and Now  
Link to Historical Maps of Canada                                                                                                                                 |
| 3. Exploring Our Identity     | SMART Notebook® Theme 3: Activities 1 and 2  
Link to Defining Canada: A Nation Chooses the 101 Things That Best Define Their Country: Results Tables  
Link to Canada Day Challenge: Information Guide                                                                                                                                 |
| 4. Celebrating Our Stories    | SMART Notebook® Theme 4: Activities 1 and 2  
Flickr Gallery: Commemorations  
Video: Commemorations  
Link to Canadian Heritage Public Art  
Link to Canadian Heritage Monuments  
Link to Decoding Art series on the Royal Canadian Navy Monument                                                                                                                                 |
| 5. Making Decisions           | Making a Difference Handout (Activity 3, Step 2 discussion questions)                                                                                                                                              |
Additional updates to this version of The Gathering Place include the availability of SMART Notebook® lessons for teachers who have access to the technology. Because the technology is not in use consistently across the country, all lessons included in this resource are also completely stand-alone.

Please refer to the Gathering Online section (page 5) to get an overview of what is available, and visit http://www.classroomconnections.ca/gatheringplace to download specific files. We have purposefully kept the lessons straightforward for use by even new Smart Notebook® users. Teachers that are more experienced with the technology will no doubt come up with additional learning opportunities. We have posted the materials on SMART Notebook® Exchange (http://exchange.smarttech.com/) and we would love to see your additions and variations.

Note to Users
The Gathering Place was specifically designed as an interactive resource with many tactile manipulatives and a wide variety of strategies and modalities. We are not fans of using technology just because you can—we believe its use needs to be value added. As a result, the SMART Notebook® lessons are available to replace specific activities where it makes pedagogical sense.

Look for the symbol throughout the resource to indicate that SMART Notebook® lessons have been provided. Teachers will need to read through the complete activity to see how the SMART Notebook® materials fit into the larger lesson. In addition, we suggest having the paper copy of the resource available during lesson presentation, as many helpful prompts for answers and teacher notes are included in the hard-copy version.

Even when using the SMART Notebook® option, we recommend that students also create hard-copy manipulatives (e.g., the two-sided Capital Cards). There are some activities that can’t be effectively replaced using the shared whiteboard.

I’m New to This. Why Bother?
The interactive and collaborative qualities of this type of system are key reasons to integrate it into lesson activities. At the very least, it is fantastic for demonstration and maximizes limited computer resources. At its best, the research shows it can improve student attitudes towards instruction and stimulate positive participation in classroom activities. It also provides a great way to accommodate different learning styles. When used well it can be an exceptional tool for the constructivist educator.
THEME 1: A CAPITAL IDEA

Students explore the attributes, roles, functions and characteristics of Canada’s capital and begin to understand how our nation’s capital serves as a physical and metaphorical gathering place for all Canadians.

Overview of Activities

Students will:
1. Identify capital photos to activate prior knowledge.
2. Discover significant locations by matching photos to descriptive clues.
3. Sort and categorize photos to explore the content and function of a national capital.
4. Analyze a map of Canada’s Capital Region and plot the locations discussed, noting natural and manmade features.
5. Become official tour guides for a specific location, after researching unique site features and functions.

Objectives/Expectations

Students will:
• Demonstrate existing knowledge of Canada’s Capital Region.
• Understand the types of things that occur in Canada’s capital (functions of a capital) and the types of things located there (content).
• Begin to recognize the symbolic nature of the capital and how it is connected to national identity.
• Build foundation knowledge for subsequent themes.

Handouts & Materials
• Insert Map of Canada’s Capital Region
• Photo Cards (on back of Insert Map)
• Handout 1: Capital Clues
• Handout 2: Tour Guide Checklist
• Scissors, glue, markers, newsprint and art supplies

Technology Options & Other Downloads (www.canada.ca/GatheringPlace)
• SMART Notebook® Theme 1: Activities 1, 2 and 4
• Flickr Gallery: Photo Cards
• Photo Cards and Insert Map pdfs for download
• Insert Map Answer Key pdf for download
• Capital Questions Handout (Activity 3, Step 3 discussion questions)
**Theme Activities**

**Activity 1: Where In the World?**

1. Photocopy and cut up the Photo Cards. Place one set of photos (18) in an envelope for each pair of students. Ask students to examine the photos and determine where they were taken, identifying any locations they recognize.

   **Teaching Tip:** The difficulty level and time required can be adapted by forming groups or by using a subset of the cards. The nine photos on the left-hand side of the insert match the nine clues on page 12, for easy division into two sets.

2. As a class, discuss where the pictures were taken (Canada’s capital) and the specific photos that helped students decide. Record any locations identified on a flip chart (#1 to 18). Ask students why some locations were easier to identify than others (e.g., seen on TV, a symbol of Canada, have visited). Ask students what they know about the locations and the national capital.

   **WWW** Go Online to view the Flickr Gallery: Photo Cards or download the pdf version of the cards.

**Extension Activities**

- Ask if any students or their family members have been to the capital. Have them bring print or digital photos to class. Students can:
  - Create a bulletin board pinning print images onto a map of Canada’s Capital Region.
  - Upload digital photos to a private Flickr gallery.

**Activity 2: What’s What?**

1. Distribute a cut-up set of the Capital Clues (Handout 1) to each pair of students and ask them to match the clues to their photos.

2. As a class, complete the flip chart, identifying all 18 locations. Ask students how they used the evidence in the photos to help them make their decisions.

3. Once students have confirmed identification of each photo, have them glue the correct Capital Clue to the back of the corresponding Photo Card to create a “deck” of two-sided Capital Cards.

**Extension Activities**

- Have students use Google Street View to get a 360º view of locations (https://www.google.com/maps/views/streetview?gl=ca).
- Find videos and lesson plans for many capital sites @ http://canada.pch.gc.ca/eng/1447169764236.

**Teaching Tip:** These Capital Cards will be used throughout the resource and should be created even if you are using the SMART Notebook® option. It may be helpful to collect the sets of cards between activities and keep them in a storage container.

---

**ANSWER KEY FOR PHOTO CARDS**

| 1. Canadian Museum of History | 8. Women are Persons! |
| 2. Lester B. Pearson Building | 9. Rideau Canal |
| 4. National Gallery of Canada | 11. Library and Archives Canada |
| 7. Rideau Hall | 14. Papa |
| | 15. Canadian Tribute to Human Rights Monument |
| | 16. National War Memorial—Tomb of the Unknown Soldier |
| | 17. United States Embassy |
| | 18. Royal Canadian Mint |
Activity 3: What’s Going On?

1. Have student pairs join together into groups of four. Ask groups to use one set of the two-sided Capital Cards and sort the photos/locations into categories or groupings of their own choosing.

   **Teaching Tip:** There are no “correct” ways to categorize the photos. This activity helps students think about different aspects of the locations (function, type of building, physical features, etc.), so they can determine what happens in a capital and the types of things that can be found there.

2. Invite students to conduct a “gallery tour” and visit other groups to see how they categorized the photos. (Have one student remain with the group’s categorizations, while the rest of the students “tour” to view other groups’ results. Students remaining at the table can explain the choices to visiting students.)

3. As a class, record and compare the categories created, checking for similarities and differences between responses. Aim to work toward a class consensus that represents the various reasons that Canadians gather in our nation’s capital. Debrief with the following discussion questions:
   - What types of things can we find in our national capital? (e.g., monuments, galleries, government buildings, museums, public art)
   - What kinds of things happen in Canada’s capital? What are some of the reasons why people gather there? (e.g., government/court decision making for the country, celebrations, tourism, cultural events, ceremonies, protests, preservation of Canadian history, recreation)
   - What are the advantages of having all of these important places and activities in one area? Are there any disadvantages? (e.g., not easy to get to for all Canadians)
   - How is a national capital different from a provincial or territorial capital? How are they similar?
   - Why do countries have capitals? (Introduce the central role of a capital—the place where national government sits and decisions are made for the country.)
   - Do you think a capital city is more than just the place where the country’s government is located? Why or why not? (Introduce other functions of a capital, e.g., a treasury for national artifacts, a reflection of national identity, a concrete and symbolic meeting place for a country’s citizens, a national representation to the world and a tourism destination.)
   - Do you think it’s important for a country to have an impressive national capital? What if it costs a lot of money to maintain? What value does it have for citizens across the country?

**WWW** Go Online for a hard-copy version of these discussion questions (Capital Questions).

**Extension Activities**
- Have students conduct a media search for content relating to the national capital and discuss common themes and capital functions that arise. (e.g., Are most of the items about politics? Decision making? Celebrations? Commemorations? Tourism? Are the stories positive or negative in how they portray the capital?)
  - For ongoing online monitoring, have students set up Google Alerts for related keywords (https://support.google.com/alerts/answer/4815696?bl=en).
  - Include searches on photo/video collection sites.
  - Have students bring in/present one story each and analyze the content/themes as a class.
**Activity 4: Getting Directions**

1. Distribute copies of the *Insert Map* or display on screen. Give students time to examine the map and make observations. Use the following guiding questions to engage students in their observation:
   - What physical features about Canada’s Capital Region are evident from looking at the map? (e.g., includes two cities in two provinces, multiple waterways [three rivers and the Rideau Canal], lots of green space)
   - What do you think is significant about the fact that our capital includes two provinces? (e.g., Canada’s bilingual heritage, the history of English and French settlement in Canada)
   - Do you think the waterways are an important feature? Why or why not? (e.g., transportation routes, movement of goods, recreation)
   - Scan the street names that you see on the map. Do you recognize any of the names? What are some of the inspirations for the street names?
   - The map refers to Canada’s Capital Region as “The Gathering Place.” Why do you think that is? What are some of the reasons people gather there? (e.g., to celebrate; to make decisions; to share art, history and culture; to remember)

**TECH TIP:** SMART Notebook® users: please note that the lesson provided does not replace the activity but allows the class to view the map and record location numbers on the shared whiteboard.

2. Using sets of the matched *Capital Cards* from Activity 2, ask students to locate the items identified in the photos and plot them on their map with the appropriate number. Make sure they use the *Capital Clues* side to help them find the location.

**WWW** Go Online to download the *Insert Map* and the *Insert Map Answer Key.*
Activity 5: Taking a Tour

1. Have individual or paired students research one of the locations discovered in the photos. Ask students to find out the following:
   - What is the purpose/function of the location? Why is it important to Canadians?
   - What would make it interesting to see or visit? What is really unique about it?
   Encourage students to use multiple sources of information, images and video, as well as Google Street View (maps.google.ca/intl/en_ca/help/maps/streetview), which may include interior views.

2. Have the class create a one-minute TV ad explaining why anyone going to Canada’s capital should visit their location. The TV ad could be acted out, done in video or created by students as a PowerPoint or iMovie trailer of collected photos, videos and audio clips.
   Have students use the Tour Guide Checklist (Handout 2) to complete the assignment.

3. After the presentations, have the class rank their “Top 5 Must-See Locations.” Decide on ranking criteria in advance (e.g., most interesting, most important historically, most important to Canadian culture, most fun, most beautiful). Students must reach a consensus and explain their reasoning.
   Have groups use the Insert Map to plot the best route for reaching all five of their chosen locations.

4. Ask groups to compare their route with the Confederation Boulevard Route marked in red on the Insert Map. Explain to students that Confederation Boulevard is the ceremonial route used by foreign dignitaries on state visits. Ask students why they think that route was chosen (e.g., at the heart of the capital; links the provinces of Ontario and Quebec; connects the residences of the Governor General and the Prime Minister with Parliament Hill; passes by many prominent institutions, museums, monuments, parks and nationally important sites).

Extension Activities
- Invite students to design a “Discovery Route” for their own community. Ask them to consider the places that they would want tourists and dignitaries to see, and have them plan a walking or driving route. Students can use Google My Map to create a tour (www.google.com/maps/d/) that includes photos, descriptions, etc. Find easy-to-use instructions @ www.youtube.com/watch?v=20&v=Tft5Xt5uXw.

PHOTO CARD CREDIT
National War Memorial Photo: Department of National Defence
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<th><strong>Women are Persons!</strong></th>
<th><strong>ByWard Market</strong></th>
<th><strong>National Aboriginal Veterans Monument</strong></th>
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<td>This monument is a tribute to “The Famous Five,” a group of women who won the “Persons Case”, a 1929 court ruling that declared women were considered “persons” under the British North America Act, making them eligible for appointment to the Canadian Senate. The larger-than-life bronze sculptures show the women celebrating their victory. An empty chair seems to invite passers-by to join the group! It is prominently located on the east side of Parliament Hill.</td>
<td>East of the United States Embassy, this area has a history of fights and fires. It was originally home to French and Irish labourers who worked in lumber and built the canal. Poverty, poor living conditions and political differences led to street fights, assaults and murders. When the Governor General planned a trip to Bytown in 1849, a meeting in the Market about the visit turned into a stone-throwing riot! One person was shot dead. Today the Market Building (which burned down several times), with its outdoor stalls of fresh food and flowers, is central to one of the trendiest areas to live, shop and eat.</td>
<td>This monument at the Elgin St. side of Confederation Park reminds us that Aboriginal Canadians fought and died for our country, even at times when society did not recognize many of their basic human rights. A tribute to Aboriginal people who have served in the Canadian Armed Forces, it reflects traditional beliefs, values and symbols. Incorporating the spiritual importance of the number 4, the monument includes four warriors facing four directions, accompanied by four spiritual guides (wolf, grizzly, buffalo and caribou). A thunderbird representing the Creator perches on top.</td>
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<th><strong>Ottawa River</strong></th>
<th><strong>Papa</strong></th>
<th><strong>Canadian Tribute to Human Rights Monument</strong></th>
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<td>This river is central to the region’s history and development. A transport and trade route for the Algonquin peoples for thousands of years, it has seen Samuel de Champlain and the French explorers, as well as coureurs des bois carrying furs. Millions of logs have floated down it as part of the lumber trade. Chaudières Falls, sacred to local Aboriginal peoples, was once a major portage site. It later became an industrial centre for lumber barons, pulp and paper mills and hydroelectricity. Today the river is still used to generate power and is a major recreational waterway.</td>
<td>This multi-coloured glass structure is like a permanent rainbow. The enclosure created by the large, transparent glass walls makes a small public plaza. People can sit and observe the way the light passes through the coloured glass, continually changing over the day. The reflections on the ground are also part of the art, decorating the sidewalk and pavement. You don’t have to go to a gallery to see art in the capital. Papa is right on a main street, not far from the Canadian Museum of History in Gatineau.</td>
<td>The granite front of this 10-metre-high arch is carved with the words “All human beings are born free and equal in dignity and rights.” Through the arch, concrete column figures hold granite plaques with the words “Equality, Dignity, and Rights” carved in more than 70 Canadian Aboriginal languages. It is the first monument in the world dedicated to universal human rights! Located at Elgin and Lisgar streets, you can see the National War Memorial to the north through the arch.</td>
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<th><strong>National War Memorial—Tomb of the Unknown Soldier</strong></th>
<th><strong>Centennial Flame</strong></th>
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<td>This granite arch stands 21 metres high in Confederation Square. On top, two bronze figures represent Peace and Freedom, while 22 bronze figures advance through the archway, symbolizing those who served Canada in times of war. At its base, a granite sarcophagus holds a casket containing the remains of an unknown Canadian soldier. The capital’s largest Remembrance Day ceremony is held here, in view of Parliament Hill.</td>
<td>It has marked the entrance to Parliament Hill since it was lit on Dec. 31, 1966, to commemorate the centennial of Confederation. Surrounded by the shields of the Canadian provinces and territories (except Nunavut, which didn’t exist yet), the flame symbolizes Canada’s unity from sea to sea. Coins dropped in the fountain fund research for Canadians with disabilities. The flame burns year-round, except when it is shut off for maintenance.</td>
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**Canadian Museum of History**
On the northern bank of the Ottawa River across from Parliament Hill, the curving walls of this building echo how wind, water and ice have shaped the Canadian landscape. This treasure house holds over 4 million artifacts showing Canada’s history and identity, and it has the world’s largest indoor collection of totem poles! The limestone used to build the museum is filled with visible fossils from hundreds of millions of years ago.

**Lester B. Pearson Building**
This group of square buildings looks kind of like a layered chocolate cake! In front, there are flags from each Canadian province and territory creating a colourful welcome to visitors. The building was named after Canada’s 14th Prime Minister, a winner of the Nobel Peace Prize. Today the building is home to Global Affairs Canada. It is located on the Confederation Blvd. route, across from the National Research Council.

**National Gallery of Canada**
Walking into the Great Hall is like walking into a gigantic castle of glass. This amazing building is home to the world’s most comprehensive collection of Canadian art, including a growing collection of Indigenous art. Visitors from Canada and around the world gather here to see over 1,200 works on display from the huge permanent collection as well as incredible visiting exhibitions. Outside the gallery stands Maman, a giant (9.25 m tall) bronze spider carrying a sac of pure white marble eggs under her belly.

**Library and Archives Canada**
This building at the northwest end of Wellington Street is a place people can go to find out more about Canada’s history and culture. The incredible collections include over half a million hours of audio and video footage, nearly 30 million photos and 4.5 million MB of information, as well as stamps, newspapers, artwork and more. Recently LAC posted a rare newsreel film of the 1919 World Series that was discovered buried in the Yukon permafrost. In front, The Secret Bench of Knowledge shows a boy and girl sitting on a park bench.

**Parliament Hill**
The buildings on the Hill (including the famous Peace Tower) are the centre of Canadian decision making, a national landmark, and a symbol of our shared values of democracy, respect and freedom of speech. The expansive front lawn was designed to accommodate Canadians gathering for celebrations like Canada Day, as well as national commemorations and even protests. In the summer, the lawn hosts yoga classes—sometimes over 1,000 people show up!

**Royal Canadian Mint**
While our Canadian circulation coins are produced in a high-tech Winnipeg facility, the Ottawa location makes the moulds (dies) to produce them. They also make collector coins and medals, including medals for previous Olympic and Paralympic Games. Located along the Ottawa River near the National Gallery of Canada, the building looks like a gothic fortress—which makes sense, given all the gold and silver inside!

**Supreme Court of Canada**
Outside the symmetrical stone front of the highest court in Canada, twin statues of Truth and Justice stand guard at either side. This is the last court of appeal for all of Canada and decisions made by the nine justices are final. In deciding legal issues of public importance, they shape our national identity and legal system. The large front lawn and prominent setting overlooking Victoria Island reflect the importance of the building and what goes on inside.

**Rideau Hall**
This stately, symmetrical stone building has been the official home and workplace of every Governor General since Confederation. Surrounded by 79 acres of woods and parkland, it showcases all things Canadian, including an outdoor skating rink open to the public. The Governor General hosts many ceremonies and events here. Its large reception rooms, such as the Tent Room (once an indoor tennis court!), are an inspiring gathering place for Canadians. It is located east of the Prime Minister’s Residence.

**Rideau Canal**
This 202-km system of linked rivers, lakes and man-made channels (with 47 locks and 24 dams) was built by Colonel John By as a safe transport route connecting Lake Ontario to Montreal. Lined with parks and bike paths, it is now a UNESCO World Heritage site and a popular route for pleasure boats. In the winter, a portion between the National Arts Centre and Carleton University becomes the world’s largest outdoor skating rink (at almost 8 km)!
Preparing Your Tour Guide Presentation

- Have you clearly identified the purpose or function of the location?
- Have you explained why the location is important to Canadians?
- Does your presentation show why the location would be interesting to see or visit?
- Did you include images to support your tour?
- Did you use more than three sources of information?
  - What kinds of evidence did you use to make your points?

In Your Presentation

How well did you use interesting, lively words and phrases?

- Really well
- Pretty well
- OK
- A little bit
- Not very well

How well does your presentation flow and follow a logical sequence?

- Really well
- Pretty well
- OK
- A little bit
- Not very well

Did you use lots of visual material to keep your presentation interesting?

- I used a lot of visuals
- I used some visuals
- I didn’t have many visuals

How well did you demonstrate enthusiasm and confidence?

- Really well
- Pretty well
- OK
- A little bit
- Not very well

Overall, do you think you convinced people that they should visit your location?

- Yes!
- Maybe
- I don’t think so
Overview of Activities
Students will:
1. Explore and apply criteria for choosing capital cities within Canada’s historical context.
2. Examine the changes that have occurred in Canada since Confederation and analyze the relevance of previous capital city criteria in choosing a capital today.
3. Critically evaluate key features and functions (concrete and symbolic) of our national capital by presenting arguments for why it should or should not be moved to another location in Canada.

Objectives/Expectations
Students will:
• Develop an understanding of the concept and purpose of a capital.
• Recognize that the location of our capital reflects aspects of our history and culture that are essential to who we are as Canadians.
• Gain awareness of the less concrete functions of a capital (e.g., its symbolic nature, a point of national unity, a gathering place).

Handouts & Materials
- Handout 3: Capital Criteria
- Handout 4: Canada’s Capital Chosen!
- Handout 5: Weighing the Options
- Assessment Rubric: On the Move
- Insert Map of Canada’s Capital Region
- Scissors, markers, newsprint and strips of paper

Technology Options & Other Downloads (www.canada.ca/GatheringPlace)
- SMART Notebook® Theme 2: Activities 1 and 2
- Flickr Gallery: Ottawa Then and Now
Activity 1: Capital Criteria

1. Working in groups of three or four, have students create a list of things they feel would be important to consider when choosing a capital city for a country. (Reflect on information ideas collected in Theme 1.) Discuss as a class.

2. Distribute a copy of Capital Criteria (Handout 3) to each group, along with additional strips of blank paper. Ask students to compare the list of criteria created in Step 1 to the criteria on the handout. If there are additional criteria that the group thinks are important, have them write the items on blank strips of paper.

3. Provide students with a map of Pre-Confederation Canada (download the 1849 map @ http://www.bac-lac.gc.ca/eng/discover/politics-government/canadian-confederation/Pages/maps-1667-1999.aspx). Explain to students that the choice of where the capital should be located was hotly debated at the time (Kingston, Montreal, Quebec City and Toronto were other options).

4. Ask students to locate (approximately) the five potential capital locations on the Pre-Confederation map. Give students a chance to examine the map and discuss the geographic features that might influence the decision. (e.g., Is it in Upper Canada or Lower Canada? Is it on a waterway? Is it in a central location within the whole of Canada at the time? Is it close to the American border?)

5. Invite one student in each group to cut up the strips of the Capital Criteria (Handout 3) and any additional criteria they have included. Ask the group to think about choosing a capital for Pre-Confederation Canada. Have the groups rank the criteria from most important to least important in deciding where the capital of Canada should be.

6. Ask students to record the results on newsprint (see Figure 1), and have them post the results around the classroom. Encourage students to make observations and comparisons between the rankings that they have made and those of other groups.

<table>
<thead>
<tr>
<th>Criteria for Capital City</th>
<th>Reasoning for Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

Figure 1

Credit: Taiyan Roberts. Original photo: Department of Public Works Canada, Library and Archives Canada, PA-142989
Activity 2: The Capital Chosen

1. Have students read the article in *Handout 4: Canada’s Capital Chosen!*

2. Ask students to outline the arguments for and against the selection of each city, using the organizer in *Handout 5: Weighing the Options*. Debrief with the following questions:
   - Which city do you think the newspaper came from? Why?
   - Do you think the article would read the same if it was published by a newspaper in a different city? How? Does it matter who tells the story? Why or why not? (*Discuss the nature of history as a story told by a person or a group of people.*)
   - Why was there so much fighting over which city would become the capital? (*e.g., economic benefits, power, status*)
   - What criteria seemed to be the most important to the decision-makers at the time?
   - Do you think that the Queen made a good decision? Why or why not?

3. As a class, consult a map of Canada today and locate the national capital. Using the Pre-Confederation map (*downloaded for use in Activity 1*) as a starting point for conversation, ask students what has changed about Canada since our capital was chosen.

4. Using the same criteria strips from *Handout 3*, ask students to rank the criteria again, for how important each item would be in choosing a new capital today. Could some of these criteria be removed? Do new criteria need to be added? Have students record their ranking and reasoning on newsprint as in Figure 1, above.

5. As a class, come to a consensus on a present-day list of criteria for choosing a capital city. Discuss the following:
   - How is life today different than life in the mid-1800s? (*e.g., transportation, communication, the multicultural nature of the country*)
   - Are there criteria that may have been used in the early stages of Canada’s development that may not be as important now?
   - Are there criteria that are important now that may not have been as relevant in earlier stages of Canada’s history?
   - Which criteria would always play an important role for deciding where a capital should be located?

6. Read the following quote to students and ask them to respond:
   “I would not wish to say anything disparaging of the capital, but it is hard to say anything good of it. Ottawa’s not a handsome city and it does not appear to be destined to become one either.”
   – Sir Wilfrid Laurier, 1884
   - Are you surprised by the quote?
   - How do you think Ottawa has evolved since Laurier made his comments?
   - What do you think he would say about the capital today?

Extension Activities
- Visit the *Flickr Gallery: Ottawa Then and Now*. Ask students to identify differences between “then” and “now” that are visible in the photos. Explain that the photos were taken by students in a summer course at the School of the Photographic Arts: Ottawa. Have students identify things of historical significance in their own communities and create their own “then and now” pictures with local archival images.
- Have students visit A Virtual Exhibit: Ottawa Becomes the Capital to see photos, newspaper articles and additional information (http://ottawa.ca/en/residents/arts-culture-and-community/museums-and-heritage/virtual-exhibit-ottawa-becomes-capital-0-0).
Activity 3: On the Move?

Teaching Tip: This activity may be more appropriate for intermediate students.

1. Explain to students that there are examples of other countries that have had more than one location for their capital. (e.g., Russia has had at least three capitals in its history. Japan and Turkey have each had two.)

2. Divide the class into groups of three. Each group represents a committee that has been struck by the Prime Minister and entrusted with answering the following question:
   • Should the national capital stay in Ottawa-Gatineau or should it be moved to another location in Canada?
   The Prime Minister would like the committees to evaluate possible alternative locations. To meet the Prime Minister’s request, each committee must:
   A. Outline the advantages and disadvantages for keeping the national capital where it is.
   B. Choose the best possible alternate location for the national capital in Canada and outline the reasons for the choice.
   C. Create a summary presentation of its recommendations to the Prime Minister.
      (Students may use a variety of presentation formats, including PowerPoint, Prezi, overheads or a poster.)

Teaching Tip: Encourage students to consider all aspects involved in moving the capital, including cost of building new infrastructure, tourism, symbolic nature of the capital, historical context, etc.

3. Have students present their recommendations to the class, role-playing a presentation to the Prime Minister and his/her advisors. When all groups have presented, debrief the activity using the following discussion questions:
   • Which criteria most influenced your group’s decision around relocating the capital?
   • Which functions of a capital are easiest to move? Which functions would be the hardest to move?
   • Do you think the physical location of the capital is important to Canadians?
   • How does the geography of Canada (almost 1 million square km) affect our feelings of connection to the capital?
   • Do you think it is easier or harder for some provinces, territories or regions to identify with the capital?
   • Is the capital of Canada more of a physical location or a symbolic idea?

Credit: Katrine Mangin. Original photo: Library and Archives Canada, PA-154665
EASY TO DEFEND AGAINST POSSIBLE ATTACKS OR INVASIONS

LOCATED IN THE GEOGRAPHIC CENTRE OF THE COUNTRY SO THAT ALL CITIZENS HAVE GOOD ACCESS

HAS AVAILABLE LAND FOR FUTURE DEVELOPMENT AND USE

HAS A GOOD CLIMATE

IS LOCATED ON A WATERWAY

REPRESENTS THE LANGUAGES AND CULTURES OF THE COUNTRY

HAS BUILDINGS THAT CAN HOUSE THE GOVERNMENT

HAS MUSEUMS, GALLERIES, HISTORICAL BUILDINGS AND MONUMENTS THAT REPRESENT THE COUNTRY AND HOLD ITS NATIONAL TREASURES

IS ATTRACTIVE SO PEOPLE WILL WANT TO VISIT

IS THE LARGEST CITY IN THE COUNTRY

HAS PLACES FOR CITIZENS TO GATHER FOR CELEBRATION AND COMMEMORATION

IS ON MAJOR TRANSPORTATION THOROUGHFARES LIKE RAILWAYS AND ROADS OR HIGHWAYS
The statements and arguments submitted have now been fully weighed. In the judgement of Her Majesty, the City of Ottawa combines greater advantage than any other place in Canada for the Permanent Seat of the future Government of the United Province of Canada. It will finally put to an end this highly injurious debate that has dragged on for far too long. The periodic transfer of seat-of-government from one place to another is expensive, inconvenient and ineffective.

Although detractors have described Ottawa as “a small outpost surrounded by pretty much nothing,” it has to be recognized that its geographic location is a clear advantage. Not only is it central to the current region on an east-west axis, it is on the boundary line between Upper and Lower Canada, a neutral location if ever there was one. The two are separated by a mere bridge!

In addition, Ottawa is far from American influences and American threat. We know too well that American marauders have attacked the earlier capitals. While Ottawa provides a safe distance from the frontier, Kingston, Toronto and Montreal are practically indefensible! Granted, Quebec has strong and well-established military resources, but it lacks centrality and as a stronghold of Lower Canada, will never be accepted by Upper Canada. Even Montreal has a rivalry with Quebec City.

Not even the port access from England is enough to overcome the jealousies and resentments of the other potential capitals.

Clearly Her Majesty saw past the glitter of Montreal (the Paris of Canada) as the most populous city and the chief economic centre. Surely the rampaging mobs that burnt down the Parliament buildings in 1849 provide enough evidence of turbulence to remove it from consideration. If not, its position in Lower Canada would certainly increase rivalries.

While Toronto also carries commercial importance, it is at one extreme of the province and is disliked by all of Lower Canada, fanning the flames of the English/French divide. Similarly Kingston would cause discontent in Lower Canada, despite its central location. It also does not offer much else and has been called “a dead place.” Within a few years, Ottawa will surely rival it in population and wealth. The Rideau Canal, finished 35 years ago, has hastened the development of Ottawa as an economic centre. Making it the capital will only increase its commercial and economic status.

While stories abound to explain the Queen’s choice, it is obvious that she did not base her decision on a watercolour rendition of the town, or stick a hatpin in a map of the colony. Her Majesty made her decision based on compromise. And a wise decision it is.
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTREAL</td>
<td></td>
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<tr>
<td>QUEBEC CITY</td>
<td></td>
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</tr>
<tr>
<td>KINGSTON</td>
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<td>OTTAWA</td>
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<tr>
<td>TORONTO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge/Understanding</td>
<td>Demonstrates strong knowledge of the functions (concrete and symbolic) of a capital city.</td>
<td>Demonstrates considerable knowledge of the functions (concrete and symbolic) of a capital city.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Demonstrates strong knowledge of how Canada has changed and grown since Ottawa was chosen as the capital.</td>
<td>Demonstrates considerable knowledge of how Canada has changed and grown since Ottawa was chosen as the capital.</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Shows very strong evidence of critical and creative thinking in the recommendations made.</td>
<td>Shows considerable evidence of critical and creative thinking in the recommendations made.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicates ideas very effectively and clearly with good organization and excellent use of vocabulary and writing conventions.</td>
<td>Communicates ideas effectively with evident organization, and appropriate use of vocabulary and writing conventions.</td>
</tr>
<tr>
<td></td>
<td>Clearly and persuasively describes the reasons for the committee’s decision.</td>
<td>Adequately describes the reasons for the committee’s decision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of Final Report</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Clearly and persuasively presented the reasons for the committee’s decision.</td>
</tr>
<tr>
<td>Presentation was well organized and effective in presenting the content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>All group members were convincing and stayed in character throughout the presentation.</td>
</tr>
</tbody>
</table>
Overview of Activities

Students will:
1. Examine the concept of personal identity.
2. Expand the concept of identity outward to schools, regions and countries.
3. Explore ways in which Canada’s identity is commonly represented through official and unofficial national symbols.
4. Determine how we define ourselves as Canadians, and how definitions might change according to region or group.
5. Apply their understanding by creating a drawing, photo or piece of creative writing that reflects why they are proud to be Canadian.

Objectives/Expectations

Students will:
• Explore the concept of personal identity as a framework for exploring national identity.
• Examine and recognize the symbols that represent and reflect us as a nation.
• Demonstrate an understanding of Canadian identity (through history, contemporary stories, symbols) and how it is unique.
• Demonstrate an understanding of the importance of Canada as a bilingual, multicultural nation.
• Understand the importance of a strong Aboriginal history and presence to Canadian identity.

Handouts & Materials

• Handout 6: “I Am” Poem Template
• Newsprint and markers
• A collection of items reflecting Canadian identity (e.g., stamps, coins, postcards)

Technology Options & Other Downloads (www.canada.ca/GatheringPlace)

• SMART Notebook® Theme 3: Activities 1 and 2
• Defining Canada: A Nation Chooses the 101 Things That Best Define Their Country: Results Tables (https://www.historicacanada.ca/sites/default/files/PDF/polls/canada101_part3_en.pdf)
Activity 1: Personal Identity

1. Ask students to take three minutes to write a point-form description of themselves. Try not to give too much direction as you want students to select the types of things they would typically use to describe themselves (e.g., appearance, likes/dislikes, things they value, ethnicity, etc.).

2. Once students are finished, have them re-read their description of themselves and do the following:
   - Circle anything about their physical appearance.
   - Underline anything about their family background, culture or language.
   - Put a rectangle around anything relating to things they value or think are important.
   - Put a check mark beside any groups they belong to.

3. Ask students how many of each kind of characteristic they marked on their description. Have a class discussion around the following questions:
   - Is it hard to describe who you are as a person? Why or why not?
   - Which type of characteristic did you list the most? (Read each category and have students raise hands.)
   - Do you think that if we posted these descriptions around the classroom we would be able to identify each other easily? What kind of characteristics would be easiest to identify?
   - Are the ones that are easiest to recognize the ones that are most important? Why or why not?
   - If we removed anything about appearance, could we recognize each other from these descriptions?
   - Do you think that you are exactly like anyone else in this classroom? What makes each of us unique?

4. Discuss scientific ways used to identify people (e.g., unique pattern of blood vessels in every eye, fingerprints, voice, DNA). Do these things capture who you are as a person? Why or why not? Discuss identity as the specific set of characteristics that make a person unique.

5. Using Handout 6, have students create a structured “I Am” poem that expresses their unique personal identity. Students can bring in photos or important items from their lives to use as a starting point for the poem. Google “I Am” poems to find multiple exemplars.

Extension Activities
- When a Governor General is appointed in Canada, a personal Coat of Arms is designed for him or her, using symbols that represent their personal history, beliefs and values. Have students view past and present examples (https://www.gg.ca), and design a personal Coat of Arms for themselves or for their school.
Activity 2: Expanding Our Identity

1. Ask students if they think their school has an identity. Have partners Think/Pair/Share five characteristics that make their school unique. (*First students THINK for themselves, and then PAIR up to discuss their ideas before they SHARE their responses with the rest of the class.*)

2. Ask students if they think their province or region has an identity. Get them to switch partners and Think/Pair/Share as many items as they can that make their province or region unique.

3. Ask students if they think countries have identities. As a class, discuss what kind of things can make a country unique and distinctive from other countries. (*e.g., size, land, people, climate, government, legal system, economic system, history, language, culture*)

4. Provide students with blank outline maps of Canada and have them fill the map with drawings and phrases describing how Canada is unique as a country. (*Google “Images Blank Outline Map of Canada.”*)

Extension Activities
• Have students use Google Maps and pin images and symbols onto the map.

Activity 3: Reflections of Canada

1. Bring in a collection of the following items (or have students research online and collect their own materials):
   • Canadian coins and bills (*or pictures of bills marked “sample”*) ([http://www.mint.ca](http://www.mint.ca))
   • Postcards or calendars representing Canada or Canadians (Google “Postcards of Canada Images”)
   • Canadian stamps ([www.canadapost.ca](http://www.canadapost.ca))
   • Canadian tourist brochures, Canadian souvenirs, etc.
   • Lyrics to “O Canada” ([http://canada.pch.gc.ca/eng/1443808632931](http://canada.pch.gc.ca/eng/1443808632931))
   • Sports jerseys/mascots from national sports teams, Olympic athletes and Canadian-hosted Olympic games
   • Symbols of Canada Booklet ([http://canada.pch.gc.ca/eng/1444070816842](http://canada.pch.gc.ca/eng/1444070816842))

2. Divide students into groups and set several items out for each group as well as a sheet of newsprint and a variety of coloured markers. Have students create a quadrant on the newsprint with the following labels: people, land, history, values. Ask students to respond to the following, recording answers in the appropriate quadrant:
   • What symbols are typically used to represent Canadians and Canada?
   • What do these symbols say about the physical characteristics of the country? (*size, weather, landscape, etc.*)
   • What do they tell you about Canadian history and who we are as a group of people? (*British influence, French language, importance of Aboriginal culture, etc.*)
   • What do they tell you about what Canadians value or think is important? (*e.g., nature, history, respect for all cultures*)
3. Ask the class if they think that these symbols found on our money, stamps, etc. adequately reflect our national identity. Why or why not?
   • What types of things do they focus on?
   • Where does this vision of Canada come from?
   • What do they tell you about the way other countries might perceive us?
   • Do the symbols reflect how multicultural we have become?
   • Are the symbols a stereotype or an accurate portrayal of who we are?
   • Is there a difference between “official” symbols and “unofficial” symbols?

Extension Activities
• Have students conduct a media scan for portrayals and representations of Canadian identity. Be sure to have students include commercials (e.g., national coffee chain, national car/hardware store, national beverage companies), YouTube, mainstream TV, movies and magazines. Have students look at whether there is a difference between how we portray ourselves versus how other countries portray us.

Activity 4: What Defines Us

1. Have students create five separate lists of the top five people, places, events, accomplishments and symbols that define their Canada. (To reduce the time required for this activity, divide the class into five groups and have each group create one of the lists.) Once students have identified these 25 items, ask them to choose and rank the top 10 items that define Canada.

   Go Online to project the Ipsos Reid results for shared class viewing.

2. Download a copy of the Ipsos Reid Dominion Institute survey results report at https://www.historicacanada.ca/sites/default/files/PDF/polls/canada101_part3_en.pdf. Copy and distribute the main results findings (Top 101 Things). Have students compare their own list to the Canada-wide survey.
   • Are there any items on the list that surprise you?
   • How many are “official symbols” versus “unofficial symbols”?
   • Do you think the list would be the same if it was created in different parts of Canada or by different groups of people?

3. Copy and distribute the other three comparative top 20 results charts, and compare findings for the General Population vs. Eastern Canada, Western Canada and Immigrants to Canada.
   • What other group results would be interesting to look at?
   • Do you think the list would look different for older versus younger Canadians? Aboriginal Canadians? French Canadians? Americans? People in other countries around the world? Why or why not?

Extension Activities
• Have newcomers in the class talk about their ideas of Canada before they arrived and their first impressions when they got here. If there are no newcomers, ask students to interview parents, relatives or friends who were not born in Canada, or invite in a guest speaker from a community organization that serves newcomers.
Activity 5: My Canada Challenge

1. Have students reflect on what makes them proud to be Canadian.

**Teaching Tip:** The Canada Day Challenge typically runs from January to April. The theme, prizes and dates change yearly, so consult the website (http://canada.pch.gc.ca/eng/1449069450337) to download the Information Guide (found under the Learning Resources menu bar). If the timing does not align with your teaching of this unit, students can complete the creative activity without referring to the contest.

2. Explain that Canadian Heritage runs a Canada Day Challenge, asking youth across Canada to show what makes them proud to be Canadian through their artwork and other media.

3. If possible, take students to the website to check out the amazing prizes and the work of previous winners.

4. Download and distribute the Canadian Heritage Information Guide on the Canada Day Challenge, and go over the requirements. Be sure you also review the Official Rules carefully. The Procedures section contains all submission links. Please note that submissions must be completed individually; students cannot work in pairs or groups.

5. Get students to complete an entry form for their submission (*download from main site*).
   - Entries may be submitted electronically using the online entry form, or by mail to one of the Canadian Heritage Regional Offices across Canada by using the pdf entry form.
I Am...

I am _____________________ and ______________________
(2 special characteristics that describe you)

I wonder ___________________________________________
(something you are curious about)

I hear ______________________________________________
(an imaginary sound)

I see _______________________________________________
(an imaginary sight)

I want ________________________________________________
(something you would like)

I am _____________________ and _____________________
(repeat the 1st line of the poem)

I pretend ___________________________________________
(something you pretend to do)

I feel _______________________________________________
(something you feel)

I touch ______________________________________________
(something imaginary)

I worry _______________________________________________
(something that actually bothers you)

I cry ________________________________________________
(something that makes you very sad)

I am _____________________ and _____________________
(repeat the 1st line of the poem)

I understand _______________________________________
(something you know is true)

I say ________________________________________________
(something you believe in)

I dream _______________________________________________
(something you dream about or want to have happen)

I try ________________________________________________
(something you try to do)

I hope _______________________________________________
(something you hope for)

I am _____________________ and _____________________
(repeat the 1st line of the poem)
Students explore Canada’s capital as a place where Canadians gather to remember the past; share stories about this land and its people; and celebrate their heritage, common values and accomplishments.

**Theme 4: Celebrating Our Stories**

Overview of Activities

Students will:

1. Guess the identity of a famous Canadian through personal artifacts in a “found suitcase.”
2. Explore people commemorated in the national capital through an interactive game.
3. Analyze the Insert Map and Capital Cards for people and places commemorated, then create a timeline and “found suitcase” for a person of their choosing.
4. Explore the factors involved in selecting and planning monuments, and create a proposal for a national commemoration in the capital.

Objectives/Expectations

Students will:

- Understand that the real-life stories of people from across the country are represented and celebrated in our national capital.
- Describe how the stories of Canada’s peoples contribute to our sense of identity.
- Identify significant people and events in Canadian history.
- Gain awareness of some civic ceremonies and celebrations, and explain what they mean or commemorate.

Handouts & Materials

- Insert Map of Canada’s Capital Region
- Handout 7: Who Am I?
- Handout 8: Commemorating Canada
- Assessment Rubric: Commemorating Canada
- Scissors, markers, newsprint and art supplies

Technology Options & Other Downloads (www.canada.ca/GatheringPlace)

- SMART Notebook® Theme 4: Activities 1 and 2
- Flickr Gallery: Commemorations
- Video: Commemorations
- Canadian Heritage Public Art (http://canada.pch.gc.ca/eng/1443025436095)
- Canadian Heritage Monuments (http://canada.pch.gc.ca/eng/1443025435887)
- Decoding Art series on the Royal Canadian Navy Monument (http://canada.pch.gc.ca/eng/1443025435976)
**Activity 1: The Found Suitcase**

1. Explain to students that you recently read a classified ad about an old suitcase found in a ditch by the highway near Thunder Bay, Ontario. There was a sticker on the outside from 1980. They think it belonged to a famous Canadian. Ask students if they can guess who it belonged to from what was in the suitcase. Read the story slowly, giving them time to make guesses as you progress.

   "The suitcase looks well-travelled. Inside there are many pairs of shorts, sweatpants, and T-shirts. There are also souvenirs from several provinces in Canada: Newfoundland, Nova Scotia, PEI, Quebec and Ontario. Under all of the clothing there is a map highlighting a specific route from St. John's, Newfoundland to Thunder Bay, Ontario. The map shows how many kilometres have been travelled along the way. There is also a tally sheet of money raised to date. There is a birthday card celebrating a 22nd birthday and it has the initials T.F. on the envelope. There is one left running shoe."

2. As a class, have students share what they know about Terry Fox.
   Discuss the following:
   - Why did Terry Fox become so famous? What did he represent to Canadians?
   - Do you think Terry Fox was an ordinary Canadian? Why or why not?
   - In what ways is Terry commemorated across Canada? (*Monuments, events, stamps, coins, and the naming of streets, highways and even mountains!*)
   - Is Terry Fox commemorated in your community? How? Does your school or community participate in the annual Terry Fox run?
   - Where is Terry Fox commemorated in Ottawa? (*Across from Parliament Hill*) What direction is he facing? (West) Can you guess why he is facing west? (It was the direction he was going when he had to end his run.)

**Go Online** to show students the Decoding Art video about the statue.
Go to [https://www.youtube.com/watch?v=LHHYx_3xcWE&feature=youtube](https://www.youtube.com/watch?v=LHHYx_3xcWE&feature=youtube).

**Extension Activities**
- The Terry Fox sculpture in Ottawa was created by John Hooper, a well-known artist from New Brunswick who also created one of the most popular sculptures in Ottawa, Balancing. Encourage students to explore public art located throughout the capital. Go to [http://canada.pc.gc.ca/eng/1443025435851/1443025433752](http://canada.pc.gc.ca/eng/1443025435851/1443025433752) for text and video descriptions of many works of public art.
**Activity 2: Who Am I?**

1. Explain to students that many other people are commemorated in the national capital. Ask students to guess what kind of people they think might be honoured in this way.

2. Randomly hand out either a person or description from *Who Am I? (Handout 7)*. Explain that students need to find their correct partner, by matching the name to its correct description.

3. After students have been successfully matched, have each pair read their descriptive clue to the rest of the class so others can try guessing their mystery person.

**WWW** Go Online to view the *Flickr Gallery: Commemorations*, showing the “Who Am I?” monuments.

**Extension Activities**
- For additional resources and lesson plans on how military history has contributed to the growth of Canada, visit Remembrance in the Capital: Guide and Lesson Plans ([http://canada.pch.gc.ca/eng/1447169764228](http://canada.pch.gc.ca/eng/1447169764228)).

**Activity 3: Sharing Our Stories**

1. Have students look at the *Insert Map* of the capital and the *Photo Cards* from Theme 1. Ask them to identify other Canadian stories (about people or events) that are commemorated in the capital in some way. Encourage students to thoroughly explore street names, parks, etc. and to think about celebrations and events that commemorate Canadian identity and achievements.
   - What types of people and events are commemorated?
   - What events or celebrations can you identify in the *Photo Cards*? ([Remembrance Day, Canada Day, Winterlude])
   - Do you know of any other celebrations that happen in the capital? (Ask students if they know why tulips are so important in the capital.)
   - Do you think it is important that we celebrate Canadian accomplishments and events? Why or why not?
   - What other places in the capital might contain stories about Canadian achievements, history, identity or events? (e.g., Canadian Museum of History, Canada Aviation and Space Museum, Royal Canadian Mint, Parliament Buildings, Library and Archives Canada)
   - What other people or places would you like to see commemorated in the capital?

**WWW** Go Online to view more monuments [@http://canada.pch.gc.ca/eng/1443025435887](http://canada.pch.gc.ca/eng/1443025435887).

2. Have students work in pairs and choose a person commemorated in the capital in some way. Each pair of students must create
   - a point-form timeline of significant events in the person’s life.
   - a “found suitcase” for the person with replica “artifacts” collected in the suitcase.
   - a persuasive argument for why the Canadian story represented by their suitcase is inspiring or important to Canadians.

3. Have students present their “found suitcase” to the rest of the class, using hard-copy visuals or presentation software such as PowerPoint, Prezi, etc.

**Extension Activities**
- Have students investigate local celebrations, monuments, special buildings and memorials in their own community. Compile a list and have students conduct research and report on one of the locations.
Activity 4: Celebrating Our Histories

1. Ask students the following:
   • Who decides which people and events are commemorated in Canada's capital? (*The Canadian government makes the decision about who or what is commemorated on federal lands within the capital region.*)
   • Can anyone or anything be commemorated? Why or why not? (*A specific set of criteria needs to be met.*)
   • Who comes up with ideas for commemorations? (*The Canadian government, Canadian citizens and organizations create proposals for capital commemorations.*)

2. Have students brainstorm what kind of factors they think would be important to think about when choosing people or things to commemorate in the capital. Create a class list (e.g., important part of our history, matters to all Canadians, represents who we are as Canadians). Ask students what would need to be considered when deciding on the location and the look of the monument itself.

3. Have students watch both the “Youth Version” and the “Artist” videos from the Decoding Art series on the Royal Canadian Navy Monument (http://canada.pch.gc.ca/eng/1443025435976).

4. Provide students with the Insert Map so they can look for locational clues in the Navy Monument videos. Discuss the following:
   • Who or what does the monument commemorate?
   • How does the artist symbolically represent the topic of the commemoration?
   • Do you think he did a good job?
   • Does the monument topic address the factors the class agreed upon in Step 2?
   • What is your favourite part of the monument?
   • What do you think of the location that was chosen for the monument?
   • Can you find the monument location on your Capital Map (Insert Map) using the clues provided in the video? (*On the peninsula in the river between the Supreme Court and Library and Archives Canada*)
   • Do you think that everyone always agrees with the commemorations created or where they are located?

WWW Go Online to view Commissions and learn about selecting and planning monuments in the capital.

5. Have students review the list of commemorations and monuments currently in the capital, and upcoming projects (http://canada.pch.gc.ca/eng/1443025436163).
   • Do you think Canada, its history and its people are well represented? Why or why not?
   • Are there other people who you think should be commemorated?
   • Are there other historical events that you think should be commemorated?
   • Do you know of any youth who you think should be commemorated?
   • What factors might affect who or what we see commemorated in the capital? (*e.g., Can people raise money? How many people support the idea? How long does the proposal process take?*)
6. Explain that the Government of Canada is continually in the process of representing Canada and Canadians in the capital.

- Tell students that their mission is to plan and design a new commemoration that reflects an aspect of Canada or Canadians that they feel is underrepresented in the capital.

Have them use *Handout 8: Commemorating Canada* to guide the assignment and the *Assessment Rubric: Commemorating Canada* for evaluation criteria.

**Extension Activities**

- Have students create a presentation to “sell” their commemoration proposal. Students can create a video, an iMovie trailer or a Prezi, or use some other presentation format.

- Discuss how perspectives on issues can change over time and how history often depends on who is telling the story. As an example, tell the story of the Anishinabe Scout commemoration controversy to students.

  *The bronze sculpture of the Anishinabe Scout was originally created in 1918. It was meant to show how indigenous peoples helped Samuel de Champlain navigate the Ottawa River. In the original design, the scout was kneeling in a canoe, but the citizen’s group who commissioned the statue didn’t raise enough money to include the canoe in the sculpture! In 1924, the scout (without the canoe) was placed kneeling at the base of the Champlain statue. In the 1990s, the Assembly of First Nations took issue with its stereotypical image and how the scout seemed to be subservient at the feet of Champlain. The National Capital Commission responded by moving it to Major’s Hill Park, where it now sits on its own amid the shrubs overlooking the river.*

- Have students Google “Images for Anishinabe Scout” to see the statue as it was originally placed and both statues now that they have been separated.

- At the inauguration of the scout’s new location, the sculptor’s great-grandson explained, “Since the statue was created, people’s sensibilities have changed.” What do you think he meant by that?
# Who Am I?

| **JOHN MCCRAE** | I am a physician, teacher and poet who served in both the South African War and WW1. In 1915, one of my close friends was killed in battle and buried in Belgium among the wild poppies. The next day, I wrote a very famous poem that is often recited at Remembrance Day ceremonies to this day. |
| **MAURICE RICHARD** | I was the first NHL hockey player to score 50 goals in a single season. I spent 18 years with the Montreal Canadiens and I am better known as “The Rocket.” |
| **LAURA SECORD** | I am a heroine of the War of 1812. I walked for over 18 hours to warn the British Army, when I overheard plans about a surprise attack by the Americans. You may recognize my name from the chocolate company named after me. |
| **SIR JOHN A. MACDONALD** | I was the first Prime Minister of Canada and I am also known as a Father of Confederation. I am famous for making sure that the Canadian Pacific Railway ran from sea to sea. My face is on some ten-dollar bills. |
| **ANIMALS IN WAR** | We may not be human, but we’ve served loyally in many battles. We soared over battlefields to deliver messages, and brought medical supplies to the front lines to help the wounded. Our strong senses of smell and hearing have helped us to detect mines and carry out search and rescue operations. |
| **QUEEN VICTORIA** | I was the reigning monarch who not only chose Ottawa as Canada’s capital, but also declared Canada a Dominion in 1867. |
| **COLONEL JOHN BY** | I came here from Britain in 1826 to build a canal linking the Ottawa River to Lake Ontario. I also founded Bytown – which later became Ottawa. |
| **SAMUEL DE CHAMPLAIN** | I was the 17th-century explorer who founded the city of Quebec and explored the Ottawa River. I used an Astrolabe to successfully navigate my way across the ocean, but the sculptor who made my statue placed the replica upside down! |
| **THE UNKNOWN SOLDIER** | I died in WW1 and I was originally buried in France, in a grave with no name. I was one of many Canadian soldiers who could not be identified. In 2000, I was flown home to Canada and placed in a stone sarcophagus at the base of the National War Memorial. |
| **JOSEPH BRANT** | My Mohawk name is Thayendanega. I was a warrior, statesman and principal war chief of the Six Nations. After the American Revolutionary War, I brought my people to Canada to settle near where Brantford now stands. (The city is named after me!) |
| **OSCAR PETERSON** | I am seated at my piano outside the National Arts Centre, where I played many times. People say that I was a musical genius and a jazz legend. I just know that I loved to play for my fans. |
Commemorating Canada

Commemorations must celebrate people, events, ideas or accomplishments that have meaning and value for Canada and are of national significance. Ideas, principles and concepts will be commemorated only if they are seen as very important and if they are a positive influence on the lives of Canadians.

In your proposal, explain or do the following:

1. Background or history of the subject, principle or idea to be commemorated.

2. Why is it important that this idea is commemorated in the national capital?

3. How will this commemoration contribute to how we see ourselves as Canadians?

4. How will you represent the subject through a monument or piece of art? (Give a brief description of what your commemoration will show.)

5. What kinds of material will be used to make your commemoration?

6. Describe the location in the national capital where you would put your commemoration, and the reasons for choosing that location.

7. Would people gather at your commemoration for ceremonies, memorial events or other reasons? Explain.

8. Include a detailed drawing of the proposed commemoration from all angles, or create a three-dimensional model.

9. Write a description of your commemoration to be included in Capital Region tourist guidebooks.
<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Clearly and convincingly demonstrates how the chosen commemoration topic is important to Canadian identity.</th>
<th>Demonstrates some good understanding of how the chosen commemoration topic is important to Canadian identity.</th>
<th>Demonstrates some understanding of how the chosen commemoration topic is important to Canadian identity.</th>
<th>Demonstrates very limited understanding of how the chosen commemoration topic is important to Canadian identity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of location choice for commemoration reflects a strong understanding of the capital and the subject.</td>
<td>Explanation of location choice for commemoration reflects some understanding of the capital and the subject.</td>
<td>Explanation of location choice for commemoration reflects limited understanding of the capital and the subject.</td>
<td>Explanation of location choice for commemoration is minimal or non-existent.</td>
<td></td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>The design of the commemoration clearly, creatively and effectively captures and represents the subject chosen.</td>
<td>The design of the commemoration captures and represents the subject chosen with some creativity.</td>
<td>The design of the commemoration represents the subject chosen, but with little creativity.</td>
<td>The design of the commemoration does not effectively represent the subject chosen.</td>
</tr>
<tr>
<td>Communication</td>
<td>The artistic rendering of the commemoration is highly effective in conveying meaning and feeling to an audience.</td>
<td>The artistic rendering of the commemoration is effective in conveying meaning and feeling to an audience.</td>
<td>The artistic rendering of the commemoration is somewhat effective in conveying meaning and feeling to an audience.</td>
<td>The artistic rendering of the commemoration is not effective in conveying meaning and feeling to an audience.</td>
</tr>
<tr>
<td>Tourist guidebook description is highly engaging and well written.</td>
<td>Tourist guidebook description is engaging and written appropriately.</td>
<td>Tourist guidebook description is somewhat engaging with some spelling and grammatical errors.</td>
<td>Tourist guidebook description is limited in terms of interest and readability.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>The proposal clearly addressed all questions and included all component parts.</td>
<td>The proposal clearly addressed most questions and included all component parts.</td>
<td>The proposal addressed some questions and included most component parts.</td>
<td>The proposal addressed very few questions or component parts effectively.</td>
</tr>
<tr>
<td>The description and drawing/model are very thorough, clearly labelled and well planned.</td>
<td>The description and drawing/model are complete, clearly labelled and show evidence of planning.</td>
<td>The description and drawing/model are mostly complete, with some labelling and some evidence of planning.</td>
<td>The description and drawing/model are incomplete, poorly labelled and show no evidence of planning.</td>
<td></td>
</tr>
</tbody>
</table>
Overview of Activities

Students will:
1. Analyze everyday items/activities for decisions made at various levels of government.
2. Explore their own feelings about the ability of children and youth to affect decision making at a variety of levels.
3. Read examples of youth making change and influencing decision making at various levels, with different strategies for action.
4. Reflect on the change they would like to make and visualize how they would be commemorated in the national capital for their contribution.

Objectives/Expectations

Students will:
• Understand that different levels of government are responsible for decisions made that affect different aspects of our lives as Canadians.
• Build awareness of the types of important decisions that are made in the national capital and the institutions that make them (Parliament, Supreme Court).
• Explore the ability of youth to influence decisions and affect change.

Handouts & Materials
• Handout 9: Making a Difference
• Assessment Rubric: Commemorating Me!
• A collection of everyday items, such as a cereal box, an empty yogurt container, a granola bar wrapper, a book, an imported item of clothing and a box from a piece of electrical equipment

Technology Options & Other Downloads (www.canada.ca/GatheringPlace)
• Making a Difference Handout (Activity 3, Step 2 discussion questions)
Activity 1: Detecting Decisions

1. Have students work in small groups to examine a collection of everyday items. (e.g., a cereal box, an empty yogurt container, a granola bar wrapper, a book, an imported item of clothing and a box from a piece of electrical equipment)
   • Ask the groups to find examples of Canadian laws and government decisions on the products. (e.g., info in both official languages, weight in metric, nutritional information provided, ingredients listed, where the item was made, copyright laws, etc.)
   • Ask students what other ways laws and government decisions affect our daily lives. (Have students look out the window if they face onto a street, or have them go through their daily routine for examples.)

2. After creating a class list of the types of things that indicate the presence of laws, discuss the following:
   • Why are these laws made? (e.g., safety, getting along, protection of rights)
   • Are all laws for Canadians made in the same place? (Discuss the difference between federal, provincial and municipal laws.)
   • Who makes decisions about these laws? (Elected officials at various levels of government)
   • Who elects the people who work to make these decisions? (Canadian citizens)

Extension Activities
• Have students do a media search for stories that involve political decision making and note the following: what level of government is involved, what decision was made and who the decision affects. Create a bulletin board of the levels of government, placing the articles under the appropriate heading.

Activity 2: Does it Matter?

1. Label the four corners of the room with signs titled “Agree,” “Strongly Agree,” “Disagree” or “Strongly Disagree.”

2. Have students stand in the centre of the room, and explain that you are going to read a statement. They will have 20 seconds to think about the statement and then move to the corner of the room that best represents their opinion on it. Encourage students to think independently and to be prepared to share their thoughts.

3. Once students have chosen their corners, tell them to form pairs and discuss their thoughts on the statement and then share their ideas with the rest of the group. Ask one representative from each corner to share the group’s thoughts with the class.

4. After each group has shared its thoughts, any student who has been convinced otherwise may move to another corner, explaining why they changed their mind. Use the following statements and record the data from each statement as you go along:
   • Children and youth can influence how decisions are made in their families.
   • Children and youth can influence how decisions are made in their schools.
   • Children and youth can influence how decisions are made in communities.
   • Children and youth can influence how decisions are made in Canada.
5. Debrief from the activity as a class, using the following:
   • Which statement had the greatest level of agreement? Which statement had the greatest level of disagreement? Why do you think that is?
   • At what levels of our lives did the class feel that youth could have the most influence on the decisions that are made? Why do you think that is?
   • How are decisions made in families, schools, communities, provinces/territories and nationally? (Create a chart on the board with their ideas.)
   • Have you heard about any young people who have had an influence on a decision made at the community, provincial/territorial or national level?
   • Do you think that you will have more or less influence on decisions as an adult? Why or why not?

**Activity 3: Making a Difference**

**Teaching Tip:** The scope and content of the activity can be modified by choosing a subset of the Making a Difference stories.

1. With students in pairs, distribute one of the Making a Difference stories cut out from Handout 9 (A - K) to each set of partners. Have students read the story, using the following questions as a guide:
   • What did the people in the story want to change?
   • Do you think it is a local, provincial or federal issue?
   • What motivated the youth to take action?
   • What different methods did the youth use to try to make change?
   • Were any levels of government or institutions involved in making decisions or making change?
   • How could the actions and changes made in the story affect your life or the lives of other people in this country?

**Go Online** to download a handout version of these questions (Making a Difference) to distribute to students for the pair work.

2. Have each pair join any other pair with the same letter story (A - K) to compare answers, then have each letter group present their story to the rest of the class. *If there is time, have students go online and research additional facts and information on their story prior to presenting.*

3. As a class, create a list of methods used in the stories to create change. Discuss the stories using the following questions:
   • Are you surprised at what these young people were able to do? Why or why not?
   • Do you think these youth are different from you? The same as you? How?
   • What methods do you think are the most effective in making change? Why?
     *(Have students rank the methods on the class list created.)*
   • How do some issues that begin as very local *(e.g., a girl wanting to play on the local boys' hockey team, pesticide laws for a town)* become national decisions?
   • In what location are the decisions made that affect us as a country?
   • Do you think it’s possible to make a difference in the world without changing any laws? Why or why not?
   • Do you think that youth should be able to vote? How do you think things would change if youth were able to vote?
Extension Activities

- Have students research and present on youth taking action for change in Canada. If possible, have students interview the youth via email, Skype or FaceTime.
- Have students research and debate one of the following:
  - Many other countries have a voting age of 16 or 17 (e.g., Brazil, Nicaragua, Austria, Argentina, Indonesia). Should Canada lower the voting age?
  - In Quebec, there is a mechanism whereby any Quebec resident can present an online petition to the National Assembly through an individual Member of the National Assembly. Would accepting online petitions across Canada help citizens be more involved in making decisions?

Activity 4: Commemorating Me!

1. Ask students to choose the one Making a Difference story that they felt had the most impact on Canadians. Have them speculate what talents or skills helped the youth involved to make a difference.

2. Have students reflect on their own interests, talents and skills. Ask students to imagine themselves in the future. What change would they like to make in their community, province or country? What contribution would they like to make?

3. Have students think ahead and imagine that they have made their contribution, and now they are being recognized in the national capital for their work. Have students write a press release to describe the way that they are being commemorated and why (e.g., the unveiling of a monument, the opening of an exhibit, getting the Order of Canada).

   Make sure students
   - describe what they accomplished and how it helped Canada or the world.
   - describe the contents of the exhibit or the nature of the monument or commemoration.
   - include where the exhibit, presentation or commemoration is located in the national capital.
   - create a believable press release (e.g., sell the story, make it newsworthy, write like a reporter, provide some good quotes).

4. Use the Assessment Rubric: Commemorating Me! to guide the assignment and evaluation.
MAKING A DIFFERENCE

A. Mackenzie Murphy is determined to fight bullying. After years of being bullied herself, Mackenzie tried to take her own life at age 12. While recovering in the hospital, she decided enough was enough. She arranged a meeting with her mayor, and after nine months of campaigning, she succeeded in getting an anti-bullying bylaw passed in her hometown of Airdrie, Alberta. People caught bullying will now be fined, but they can have the fines reduced if they go to counselling. She continues to be an anti-bullying activist, speaking to large groups and answering Facebook messages and emails from kids around the world.

B. Eleven-year-old Justine Blainey loved to play hockey. She noticed that the boys’ teams got more money than the girls’ teams—which meant more ice time and more games. When Justine was denied the right to play on the boys’ team, she thought she was being discriminated against because she was a girl. She took her case to the Ontario Human Rights Commission, and the case went all the way to the Supreme Court of Canada. It took five years, but the Supreme Court struck down a section of the Ontario Human Rights Code that said it was OK to discriminate in sport because of gender. The court said that she should be allowed to play on any team based on her talent, not whether she was male or female. Now there are girls playing on boys’ teams all across Canada.

C. Two teenagers from Edmonton, Alberta, Christine Jairamsingh and Eryn Fitzgerald, believed that being denied the right to vote in the municipal elections because of their age violated their democratic rights as citizens in Canada. They felt that if they could drive a car, work, and pay taxes, they should be able to vote. They thought that being denied the right to vote because of their age was discrimination. They launched a constitutional challenge in the Alberta courts to change the Municipal Election Act to allow 16- and 17-year-olds to vote in municipal elections. The Alberta Court of Appeal decided that the Charter of Rights and Freedoms does not guarantee youth the right to vote, and four years later the Supreme Court of Canada dismissed the girls’ application to appeal the decision made by the provincial court.

D. Ali Chebli was 17 when Canadian soldiers were attacked at the military base in St-Jean-sur-Richelieu, Quebec. As a Muslim, he didn’t like the negative messages he saw directed at followers of his faith after the incident. He started a Facebook page to spread more positive messages and to counter the “hatred” he saw online. “Pas en mon nom,” or “Not in my name,” is a space where young Quebec Muslims can write about what they are doing and what they believe. He says he wants to help debunk stereotypes and stop prejudice because many Muslims who live in Quebec “are not fanatics… (they) just want to go to school.”

E. Students in a fashion class at John Fraser Secondary School in Mississauga, Ontario wanted to use their skills to help homeless people in their area. They decided to make quilts to donate to shelters and charities. In order to raise the money to buy fabric and supplies, they started a crowdfunding campaign on Kickstarter. In only 48 hours, they raised twice as much money as they had hoped for! They were able to expand the project and also create knit change pouches with the extra money.

F. After completing a class project about violence against women, Lia Valente and Tessa Hill, two Grade 8 students, were concerned that the Ontario Health curriculum did not do enough to deal with the root issues that lead to sexual violence in our culture. They thought it didn’t help kids understand how to create respectful relationships or deal with the kinds of issues they were facing every day. The girls created an online petition asking the Ontario government to update what was taught to include the topic of consent, and collected almost 50,000 signatures. The campaign received a lot of media coverage and was so successful that they got a meeting with the Premier and the Minister of Education, and the issue of consent is now included in the curriculum.
G. Anya Pogharian, 17, volunteered in a hospital dialysis unit in Montreal, Quebec. Dialysis cleans waste from the blood when people have kidney disease. Anya saw that coming to the hospital several times a week for the long treatment was really hard on patients. As a result, she chose to use her high school science project to work on creating a new kind of dialysis unit that would be portable and cheaper ($500 instead of $30,000). The new unit could be used at home and in countries with limited medical facilities. Her invention is expected to be on the market in a couple of years, and it is expected to change lives for people with kidney disease.

H. The elementary school in Shannen Koostachin’s remote First Nations community was closed because of ground contamination. Classes were held in temporary portables that were often cold. Shannen thought all kids should have “safe and comfy” schools with quality education. She and her classmates wrote letters and even met with the Minister of Indian and Northern Affairs (now called Indigenous and Northern Affairs), asking for a new school. She was a tireless advocate despite many setbacks. A school was eventually built in Shannen’s community, although sadly, she was killed in a car accident before it happened. Her campaign continues as Shannen’s Dream, and an Indiegogo campaign was started to erect a monument to Shannen and her dream for all First Nations children.

I. At the age of 10, Jean-Dominic Lévesque-René began his fight to ban pesticides because he believed that his own cancer was caused by exposure to these toxic chemicals. He started carrying out demonstrations outside Île Bizard City Hall, Quebec, demanding that City Council ban the use of pesticides. The demonstrations attracted media interest, and other children joined the protests. City Council and the mayor agreed to ban pesticides in the town. He took the campaign across Canada, lobbying various levels of government. He has written letters, met with politicians, collected signatures on petitions and delivered speeches all across Canada. He has encouraged Canadians to write letters to their MPs, the Minister of Health and the Prime Minister. Since he began his campaign, many Canadian cities have made laws that ban the use of lawn pesticides.

J. Emma and Julia Mogus, 13- and 14-year-old sisters, always had a passion for reading. After learning about the advantages children have when there are books at home, they started buying second-hand books with their own money with the hope of donating the books to remote communities in northern Ontario. When they learned about the gap in reading and literacy skills for First Nations children on reserve, they started Books With No Bounds. To date, Emma and Julia have organized the shipment of over 62,500 books to Aboriginal communities throughout Canada and to children around the world. The girls have also sent warm winter clothing, craft supplies, tablets, computers, e-readers, toys, crafts and school supplies.

K. Ta’Kaiya is a Sliammon First Nation youth who is devoted to raising awareness about environmental issues and indigenous rights. Since she was 8 years old, she has been travelling around the world spreading her message about the preservation of our Mother Earth. Ta’Kaiya pursues her activism through singing, speeches and art. Her song “Shallow Waters” highlights concern about oil spills off of the British Columbia coast, and she continues to produce music and art to raise awareness about global challenges. She challenges all of us to pay greater attention to our planet and to learn from indigenous culture.
**Assessment Rubric: Commemorating Me!**

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Description of personal accomplishment effectively reflects stated interests, skills and talents.</th>
<th>Description of personal accomplishment mostly reflects stated interests, skills and talents.</th>
<th>Description of personal accomplishment somewhat reflects stated interests, skills and talents.</th>
<th>Description of personal accomplishment does not seem related to stated interests, skills and talents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method and location of commemoration shows clear understanding of how people and events are commemorated in the capital.</td>
<td>Method and location of commemoration shows considerable understanding of how people and events are commemorated in the capital.</td>
<td>Method and location of commemoration shows some understanding of how people and events are commemorated in the capital.</td>
<td>Method and location of commemoration shows very little understanding of how people and events are commemorated in the capital.</td>
<td></td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Description of personal accomplishment shows a high level of reflection and insight.</td>
<td>Description of personal accomplishment shows considerable reflection and insight.</td>
<td>Description of personal accomplishment shows some reflection and insight.</td>
<td>Description of personal accomplishment shows very little reflection and insight.</td>
</tr>
<tr>
<td>Method of commemoration and location chosen demonstrate strong critical thinking skills and exceptional creativity.</td>
<td>Method of commemoration and location chosen demonstrate considerable critical thinking skills and creativity.</td>
<td>Method of commemoration and location chosen demonstrate some critical thinking skills and creativity.</td>
<td>Method of commemoration and location chosen demonstrate minimal critical thinking skills and little creativity.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Writing style and content are highly suited to the purposes of a press release.</td>
<td>Writing style and content are mostly suited to the purposes of a press release.</td>
<td>Writing style and content are sometimes suited to the purposes of a press release.</td>
<td>Writing style and content are rarely suited to the purposes of a press release.</td>
</tr>
<tr>
<td>Communicates ideas very effectively and clearly with good organization and excellent use of vocabulary and writing conventions.</td>
<td>Communicates ideas effectively with evident organization and appropriate use of vocabulary and writing conventions.</td>
<td>Gets ideas across with some organization evident and some use of appropriate vocabulary and writing conventions.</td>
<td>Communication of ideas is limited by lack of organization, weak vocabulary and poor use of writing conventions.</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Press release is highly interesting, engaging and believable.</td>
<td>Press release is mostly interesting, engaging and believable.</td>
<td>Press release is somewhat interesting, engaging and believable.</td>
<td>Press release is limited in its interest, believability and ability to engage the audience.</td>
</tr>
</tbody>
</table>
We depend on your feedback, comments and suggestions to help us improve our resources. Please fax this completed evaluation form to 416-466-3104 or scan and email it to info@classroomconnections.ca.

1. Please rate the need for resources related to the topics and objectives outlined.
   - great need
   - moderate need
   - some need
   - little need

2. Would you recommend these materials to others?
   - yes
   - no
   Why or why not?

3. Do you think that participating in these activities improved your students’ understanding of Canada’s capital?
   - yes
   - no
   If yes, how?

4. Do you feel that the activities had an impact on your students’ understanding and sense of Canadian identity?
   - yes
   - no
   If yes, how?

5. For the lessons included, please rate the following:
   - Concepts presented
     - excellent
     - very good
     - good
     - average
     - poor
   - Instructional strategies
     - excellent
     - very good
     - good
     - average
     - poor
   - Fit to the curriculum
     - excellent
     - very good
     - good
     - average
     - poor
   - Ease of use
     - excellent
     - very good
     - good
     - average
     - poor
   - Instructions given
     - excellent
     - very good
     - good
     - average
     - poor
   - Educational value
     - excellent
     - very good
     - good
     - average
     - poor
   - Grade appropriateness
     - excellent
     - very good
     - good
     - average
     - poor
   - Engagement of students
     - excellent
     - very good
     - good
     - average
     - poor

   Please comment on any of the above.

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

6. In your opinion, how could the resource be improved?

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

First Name: ___________________________ Last Name: ___________________________

School District: ___________________________

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