

Interacting in communities: Unit 9

HISTORY & GEOGRAPHY OF CANADA



ELSA 6
CLB 7

Introduction

In this unit, learners learn about Canada in the past and present through its historical events, geographic regions, and natural landmarks.

The **Core Curriculum** begins with some review from Unit 7, focusing on First Nations history in relation to European settlement. In addition, learners study Canada's geographical regions, natural landscapes, and environment. They analyze and express opinions about how some major historical events (e.g., the Chinese head tax, Japanese internment camps, the BC Gold Rush) have affected the Canada of today.

The **Project** focuses on team work and group presentations. Learners negotiate and compromise with teammates to select, research, outline, rehearse, present, and evaluate a 10-minute presentation.






Teaching Suggestions

- Visit a museum or a community event celebrating a historical event.
- Discuss reading preferences for news, pleasure, and information.
- Infer meaning of unfamiliar vocabulary in a text before reading.
- Introduce and have learners practice vocabulary-building strategies.
- Analyze texts for bias, and tone.
- Encourage learners to use a wide range of computer functions for editing (e.g., inserting comments, tracking changes, checking grammar and spell, and tracking document statistics such as word count).
- Include pronunciation activities to practice effective use of voice with regard to speed, clarity, and tone.
- Encourage learners to use MS PowerPoint, Excel, and Word to create supporting materials for their presentations.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 7-IV:	Understand short group interactions, discussions and meetings on generally familiar topics.
Speaking	
 CLB 7-IV:	Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.
Reading	
 CLB 7-III:	Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).
 CLB 7-III:	Get information from moderately complex business/service texts containing assessments, evaluations and advice.
Writing	
 CLB 7-IV:	Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

Content and Other Outcomes

Learners will

- study Canadian history and key historical events
- learn about Canadian geography, regions, climate, and resources
- research major historical events, evaluate the events, and give opinions about them
- engage in team work to prepare and deliver a presentation
- write an extended description of historical events using correct paragraph format, and transitioning and connecting words

POSSIBLE TOPICS

Topic	This unit provides newcomers opportunities to learn about the history and geography of Canada. The intention is to convey a sense of belonging, not merely information; therefore, the unit is intended to offer learners an appreciation of the historical events and geographical features that have contributed to our contemporary experiences, values, and perspectives.
Cross-Cultural Perspectives	<p>ELSA learners come from a variety of countries with histories and geography vastly different from those of Canada. It is perhaps then worthwhile to compare such differences with learners in the classroom. Possible topics to consider across cultures might include the following:</p> <ul style="list-style-type: none">• how geography and the environment influence culture and cultural perspectives (e.g., northern versus southern climates and cultures)• similarities and differences among cultural celebrations in Canada and in learners' countries of origin, and why many Canadian celebrations might be based on seasons (e.g., Labour Day, Thanksgiving, Christmas and New Years, Easter)• similarities and differences between the history of the learners' countries of origins and the history of Canada with respect to the duration and time since settlement
Systems and Practices in BC and Canada	<p>The following are possible topics teachers could explore with learners:</p> <ul style="list-style-type: none">• interactions between the early settlers and First Nations' communities• dynamics between First Nations, French, and English governments in the formation of Canada• characteristics of various groups of immigrants from different regions of the world• milestones in Canadian and British Columbia history• geographical, demographic, and climatic characteristics of various regions of Canada• how Canadian geography has affected, and continues to affect, its history, politics, and culture• famous or important historical figures in Canada• how Canadian geography affected transportation, and how transportation, in turn, affected Canadian history

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- terms related to reading comprehension strategies
- nouns related to paragraphs and essays
- words and phrases used to describe cause and effect

questioning, skimming, scanning, outlining, mapping, evaluating and synthesizing
quotations, topic sentence, main idea, factual and supporting detail
as a result of....subsequently; compare and contrast: as opposed to....in comparison with...

Grammar

- conjunctions
- subordinating conjunctions that show cause and effect, opposition, or condition

and, but, therefore, otherwise
because, now that, inasmuch as; even though, although, while; if, unless, in the event that, even if

Pronunciation

- affective intonation for expressing positive and negative affect

conciliation, interest, distress, discomfort, etc.

RESOURCES

Canadian History

[Anashinteractive – YouTube Channel](#)

This channel has over 20 videos ranging from one to 10 minutes that include Aboriginal history, customs, governance, potlatch tradition, family, and more.

Uses: Learners access a given video online, take notes and write two or three connected summary paragraphs to relate a detailed description of the story.

[Black Robe Part 1 \(Aug. 27, 2012, 21:41\) – YouTube](#)

This video is the first part of the Canadian film *Black Robe*, which was shot in Quebec. The film follows a Jesuit missionary through his experience with the Huron in 1634. Follow the links on YouTube for more of the film in parts.

Uses: Learners take notes and summarize the story and emotions of the characters.

[A Brief History of Canada \(Jan. 15, 2008, 1:26\) – YouTube](#)

This short cartoon overview of Canadian history is cheeky and engaging.

Uses: Learners take notes about the names and dates presented in the video.

[A Brief History of Canada 1600 to 1699 – Sympatico](#)

This website has a detailed timeline with links to further information about the events relating to settlement, the fur trade, and war.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and summarize the events.

[Canada FAQ](#)

This website has extensive information about Canada's history, geography, personalities, provinces, cities, politics, immigration, and more with links embedded in the text.

Uses: Learners locate and use three or four pieces of information from website navigation menu and take notes about the topic.

[Canada History](#)

This website includes information about culture and politics with maps, timelines, presentations, and documents.

Uses: Learners navigate the website to research topics for presentations.

[Canada in the Making – Canadiana.org](#)

This website has resources about constitutional history, Aboriginal relations, and pioneers and immigrants for both learners and instructors including thematic narratives, historical documents, ready-made lesson plans, and more.

Uses: Learners access information online or follow lesson plans in class.

[Canada's History](#)

This magazine's website has excellent resources for instructors and learners. The site features articles, podcast interviews, webinars, lesson plans, and more.

Uses: Learners navigate the website to research topics for presentations.

[Canadian Encyclopedia](#)

This website has interactive resources that include timelines, personalities, and more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Canadian History Timeline – Schools in Canada.com](#)

This page has an excellent summary timeline from 2800 BC – 2009. The site also has quick links to a wide variety of other topics about Canada.

Uses: Learners navigate the website to research topics for presentations.

[Canadian Opinion Research Archive \(CORA\) – Queens University](#)

This website has historical and current survey results for a wide range of topics that relate to Canada. There are also links to trends, data analysis, other sources of similar data, and more.

Uses: Learners navigate the website to find supporting statistics for presentations.

[CBC Digital Archives](#)

This extensive collection of archived radio and TV from the CBC has documentaries, newsreels, radio interviews, and more.

Uses: Learners search the archives for material and take notes to support topics for presentations or discussion.

RESOURCES

Canadian History (cont.)

[CBC Ottawa – ESL Learning English with the CBC](#)

This page has 10 ESL lessons based on the use of CBC Radio’s Canadian archival news stories. The lessons include prelistening activities, short authentic radio stories on various topics with comprehension questions and postlistening discussion questions. The lessons relevant to this unit include D-Day, the Arctic Winter Games, Maple Syrup, Louis Riel, and Women in WWII.

Uses: Learners follow lesson plans in class or independently online.

[The Doukhobors \(Feb. 18, 2009, 2:21\) – YouTube](#)

This mini-documentary gives an overview of the Doukhobor flight to BC.

Uses: Learners summarize the information in the video.

[History Network Central Catalogue: Canada History](#)

This is a portal to multiple research tools and resources for history and geography including maps, timelines, historical summaries, and more.

Uses: Learners use the portal to access information online.

[History of the Canadian Pacific Railway in BC – Vancouver Public Library](#)

This page has a good reading about the CPR in BC and links to photographs of the topography and challenges faced in building the railway.

Uses: Learners navigate the website to research topics for presentations.

[Important Moments in Canadian History – UBC Creative and Critical Studies](#)

This page is the portal to an extensive timeline of Canadian history that is organized by era starting with prehistory to 1800 and finishing with 1968 to the present.

Uses: Learners use the portal to access information online.

[Indian Residential School Survivor – YouTube Playlist](#)

This playlist has a dozen short videos that relate to the residential school system including interviews with survivors, panel discussions, slideshows, songs, the Prime Minister’s apology, and more.

Uses: Learners access the playlist online and take notes for a given video to summarize and relate to others.

[The Komagata Maru Incident \(Apr. 17, 2008, 5:25\) – YouTube](#)

This video is a speech from the House of Commons by MP Ruby Dhalla addressing the incident of 1914 and the terrible results of the decision.

Uses: Learners summarize the information in the video.

[Legends Project – CBC Aboriginal](#)

This page has an 11 hour long audio archives of Aboriginal legends that have been collected to preserve oral histories.

Uses: Learners access a given legend online, take notes and write two or three connected summary paragraphs to relate a detailed description of the story.

[Libraries and Archives Canada](#)

This government website has extensive resources listed by a wide variety of topics. The resources include virtual exhibitions, maps, biographies, statistics, and much more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Our Past, Present, and Future – Canadian Pacific Railway](#)

This page has sections about the history of the CPR, image galleries, and a great short video about Lord Strathcona.

Uses: Learners access the video online and take notes for presentations.

[Political Aspects of the Chinese Head Tax \(Dec. 15, 2009, 5:09\) – YouTube](#)

This video examines the politics around the head tax and has some startling images that reveal the attitudes of the time.

Uses: Learners summarize the information in the video.

[Stombo: Shawn Atleo: The Complete Interview \(Jan. 27, 2012, 13:30\) – YouTube](#)

This interview with the National Chief of the Assembly of First Nations is relaxed, and personal, and covers a wide range of current and historical topics.

Uses: Learners access the interview online and take notes about the main points.

RESOURCES

Canadian Geography

[Canada Guide – National Geographic](#)

This web page provides an engaging and visual introduction to the geography and culture of Canada with links to facts, photos, maps, videos, and more.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[The Canadian Atlas Online – Canadian Geographic](#)

This website has extensive information about Canada. It is organized by theme, subject, and grade and includes ready-made lesson plans for instructors.

Uses: Learners locate and use three or four pieces of information from the website navigation menu and take notes about the topic.

[Historical Atlas of Canada Online Learning Project](#)

This website is part of Canada's online learning project and provides access to interactive maps, text and graphics that explore major themes in history.

Uses: Learners access maps to find supporting information for given topics.

[Introduction to Canada \(Apr. 7, 2010, 2:54\) – YouTube](#)

This video is a quick highly visual tour of Canada from coast to coast and makes an excellent introduction to this unit.

Project Skills

[Get The Most From Your Textbook: Study Skills – Athabasca University](#)

This concise 10 step overview of good reading skills has excellent tips for reading formatted texts.

Uses: Learners summarize and reduce the article to the main points.

[Organizing Team Decision-Making – Mind Tools](#)

This page outlines effective strategies for team decision-making with links to further information on related topics.

Uses: Learners summarize the points to support group decisions.

[PowerPoint Introduction: Total Overview \(Mar. 1, 2012, 17:33\) – YouTube](#)

This video is an excellent tutorial on the basics of PowerPoint.

Uses: Learners take notes to support presentation preparation.

Uses: Learners take notes about the people, cities, topography, and attractions.

[Natural Resources Canada](#)

This official government website has links to information about pipelines, minerals, energy, forests, acts and regulations, and more.

Uses: Learners access a given section online, take notes and write 2 or 3 connected summary paragraphs to relate a detailed description of the topic.

[Population & Demography – Statistics Canada](#)

This page has links to statistics by subtopics including births and deaths, mobility and migration, population changes, and more.

Uses: Learners navigate the website to find supporting statistics for presentations.

[Travel Canada: A Web Quest](#)

This interesting site provides a guided activity to create thematic maps of Canada to persuade classmates that your province or territory is the best destination. It has links to each of the provincial and territorial tourism websites and more.

Uses: Learners can follow the task as written online, or can use the site as a research portal for presentation material.

[PowerPoint Present – YouTube Channel](#)

This channel has an excellent selection of videos to enhance the use of PowerPoint.

Uses: Learners take notes to support presentation preparation.

[The Seven Steps of the Research Process – Cornell University](#)

This page provides an excellent overview of the research process with links to further information about each step.

Uses: Learners summarize and apply suggestions to their presentation research.

RESOURCES

Project Skills (cont.)

[Study Skills \(Continuing Education\) – McGill University](#)

This page has links to slide shows, videos, handouts, and online resources that relate to presentations, note taking, and time management.

Uses: Learners access required topics online and support presentation planning and execution with the material.

[Teamwork Skills: Being an Effective Group Member – University of Waterloo](#)

This page has an excellent summary of teamwork skills with embedded links to further information about each section. The site also features an audio version of the text.

Uses: Learners summarize the points to support building an effective and positive team for presentations.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 7\)](#) and the [Learner’s Self-Assessment Toolkit \(CLB 7\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with

[Transitional Words and Phrases – Memorial University of Newfoundland](#)

This pdf has a comprehensive list of transitional language organized by function.

Uses: Learners use this resource to compliment presentation skills.

[The Writing Process – Purdue Online Writing Lab](#)

This webpage provides an overview of the writing process and has links to detailed information and exercises for each stage of the writing process, from prewriting to proofreading.

Uses: Learners access relevant sections and use strategies to support writing.

various chapters.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

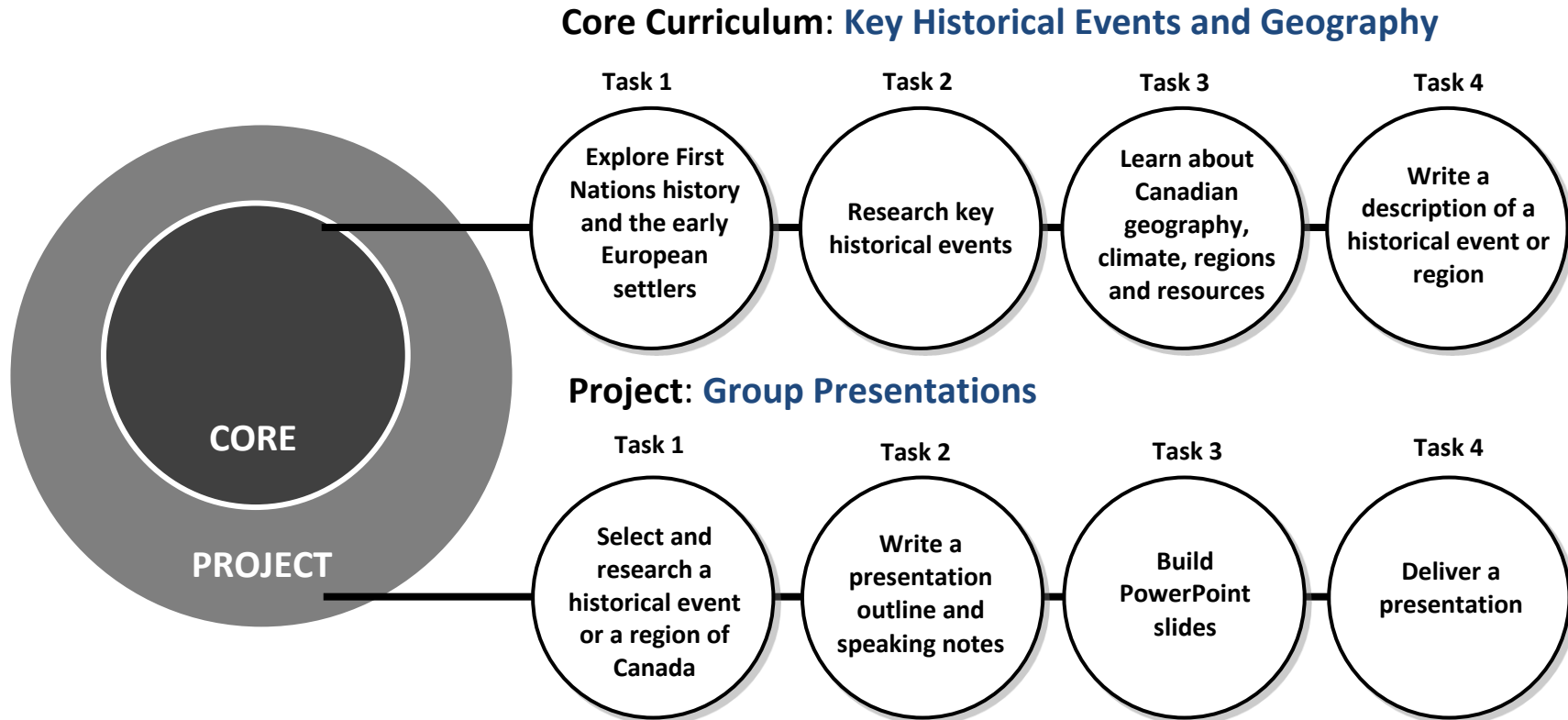
Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

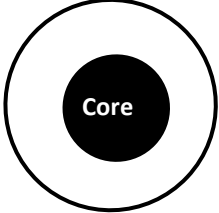
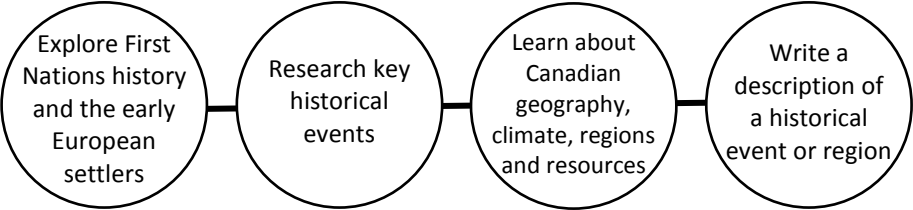
At a glance: HISTORY & GEOGRAPHY OF CANADA







SCOPE & SEQUENCE

ELSA 6

of Sample Tasks


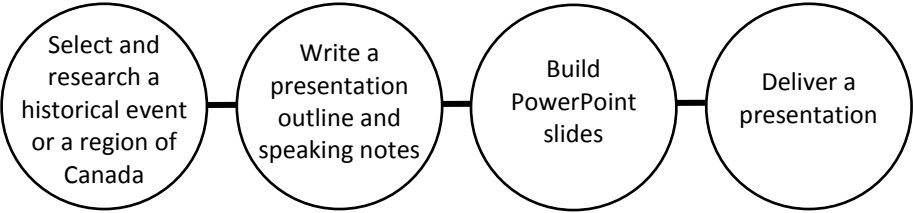
UNIT 9: History and Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
		
CLB OUTCOME 🗣️👥📄	SAMPLE TASK	RESOURCES
🗣️ CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.	Task 1: Explore First Nations history and the early European settlers <ul style="list-style-type: none"> • develop an overview of early Canadian history: the First Nations, the explorers, and early settlers • listen to interviews, debates, movie clips, and reports about Canada’s early history: <ul style="list-style-type: none"> ○ identify factual details, main ideas, and supporting details ○ make inferences ○ identify facts and opinions ○ interpret factual information, explanations, and opinions 	Anashinteractive – YouTube Channel Legends Project – CBC Aboriginal Indian Residential School Survivor – YouTube Playlist Black Robe Part 1 – YouTube A Brief History of Canada – YouTube
📖 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).	Task 2: Research key historical events <ul style="list-style-type: none"> • locate key historical events on a timeline of Canadian history (e.g., Confederation, building the railway, the Wars, NAFTA) • select an event of interest, individually or in pairs • research the event using a variety of print and on-line resources <ul style="list-style-type: none"> ○ identify layout and organization of text to find the information needed ○ find and use three or four pieces of information by scanning the text • compare and evaluate how two or more resources describe and present the same event, evaluating the text for bias, tone, graphics, layout, attractiveness, and ease of accessing information • take notes from texts to be used in the writing assignment (see Task 4) 	A Brief History of Canada 1600 to 1699 – Sympatico Get The Most From Your Textbook: Study Skills – Athabasca University The Seven Steps of the Research Process – Cornell University Study Skills (Continuing Education) – McGill University







UNIT 9: History and Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p> <p> CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.</p>	<p>Task 3: Learn about Canadian geography, climate, regions and resources</p> <ul style="list-style-type: none"> • map basic elements of Canadian geography including provinces, cities, regions, oceans, lakes, and rivers • identify basic climate zones and natural resources • read provincial tourism brochures, flyers, and websites • select and research one region, examining the following: <ul style="list-style-type: none"> ○ the landscape ○ the climate ○ the natural resources ○ these geographic features' influence on settlement patterns, history, the economy, and culture • present research findings to the class with or without visual aids: <ul style="list-style-type: none"> ○ present information using connected discourse ○ use an introduction, development, and conclusion ○ use connective words and phrases appropriately ○ provide clear and detailed descriptions and comparisons ○ show developing awareness of appropriate eye contact, body language, volume, and rate of speech <p>Note: The research and presentation in this task can be used to teach the skills needed for the Project, to prepare the learners for the Project, or it can be fully integrated with the Project.</p>	<p>Travel Canada: A Web Quest</p> <p>The Canadian Atlas Online – Canadian Geographic</p> <p>Introduction to Canada – YouTube</p> <p>Transitional Words and Phrases – Memorial University of Newfoundland</p> <p>PowerPoint Introduction: Total Overview (Mar. 1, 2012, 17:33) – YouTube</p> <p>PowerPoint Present – YouTube Channel</p>
<p> CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.</p>	<p>Task 4: Write a description of a historical event or region</p> <ul style="list-style-type: none"> • study writing skills and strategies: the writing process, topic sentences, using transitional words and phrases, etc. • write two or three connected paragraphs about one of the topics explored in Tasks 1 – 3: <ul style="list-style-type: none"> ○ address the purpose of the task ○ express the main idea and support it with details ○ present the text as a coherent, connected whole with appropriate use of appropriate connective words and phrases ○ provide accurate and detailed descriptions, explanations, or accounts of events in a clear sequence 	<p>The Writing Process – Purdue Online Writing Lab</p> <p>Transitional Words and Phrases – Memorial University of Newfoundland</p>

SCOPE & SEQUENCE

ELSA 6

of Sample Tasks

UNIT 9: History & Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
		
CLB OUTCOME 🧠 🗣️ 📖	SAMPLE TASK	RESOURCES
<p>📖 CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).</p> <p>📖 CLB 7-III: Get information from moderately complex business/service texts containing assessments, evaluations and advice.</p>	<p>Task 1: Select and research a historical event or a region of Canada</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to select a historical event or a region of Canada using the same or different one chosen from the topic selected in the Core, depending on learner needs and class schedule • divide research responsibilities among group members • use a variety of print and online resources to research the topic • find and read brochures and websites of tourism agencies, chambers of commerce, historical societies, etc. • summarize, share, and evaluate the information gathered 	<p>Organizing Team Decision-Making – Mind Tools</p> <p>Get The Most From Your Textbook: Study Skills – Athabasca University</p>

UNIT 9: History & Geography of Canada	CORE CURRICULUM: Key Historical Events and Geography PROJECT: Group Presentations	
CLB OUTCOME   	SAMPLE TASK	RESOURCES
<p> CLB 7-IV: Write 2 or 3 connected paragraphs to relate a familiar sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.</p>	<p>Task 2: Write a presentation outline and speaking notes</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to write an outline for a 10-minute presentation, achieving consensus on what to include and exclude • write an outline for the presentation • divide the presentation development and speaking responsibilities • write speaking script for rehearsal fully planning what you will say • summarize the speaking script into note form on index cards 	<p>Teamwork Skills: Being an Effective Group Member – University of Waterloo</p> <p>PowerPoint Introduction: Total Overview (Mar. 1, 2012, 17:33) – YouTube</p>
<p> CLB 7-IV: Understand short group interactions, discussions and meetings on generally familiar topics.</p>	<p>Task 3: Build PowerPoint slides</p> <ul style="list-style-type: none"> • negotiate and compromise with other group members to select a style for the slides • build slides and add speaker notes • write the introduction and conclusion for presentation • rehearse the presentation, ensuring every speaker contributes • identify the criteria for evaluating presentations: content, organization, use of visuals, voice, body language, etc. 	<p>PowerPoint Present – YouTube Channel</p> <p>Organizing Team Decision-Making – Mind Tools</p>
<p> CLB 7-IV: Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.</p>	<p>Task 4: Deliver a presentation</p> <ul style="list-style-type: none"> • to more fully experience the rigours of public speaking, give the presentations in front of invited guests record the presentations for self-evaluation • evaluate self and others according to the previously agreed upon criteria • in a journal, reflect on the process of working as a team to design and deliver a presentation • identify areas for improvement and set goals 	