



# Introduction

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**CANADA** is a massive nation, the illusion of endless space encouraging the belief that we can simply move whole communities to pave the way for social, political and economic goals. The consequences continue to shape this country, providing lessons about upheaval, resilience and reconciliation.

The following Giant Floor Map explores the theme of relocation in Canada from a number of perspectives. Using the accompanying 10 curriculum-linked learning activities, students will dive into what relocation means and how this theme is connected to the history of national parks, war, economic growth, industrial development and more. Students will examine historical images, learn about some of the many communities relocated in Canada and be involved in meaningful discussions about the nature of how communities and families were relocated in the past and how it has shaped Canada's landscape.



# About This Resource

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**RELOCATION** is a complex theme and can have multiple meanings. Most Canadians also have some sort of relocation story to tell. This map is therefore organized to highlight examples of specific types of relocations from Canada's past. Not all relocation stories or events are shown on this map, but Canadian Geographic Education encourages educators and students to use the map to share their own stories.

Each story highlighted on the map falls under one of six themes.

## POLICIES OF MOVEMENT

Federal relocation policies have historically focussed on forcing communities to become more “independent” or on making it easier to provide services. But for uprooted communities, the resulting legacy of hardship and loss echoes through time.

## WAR STORIES

Governments have long used national security to justify a wide range of community relocations, expropriations and incarcerations. During the heat of war, discrimination was often justified based on a perceived threat rather than genuine danger.

## PARKS VERSUS PEOPLE

Canada's parks are celebrated as national treasures, but their creation has been far from positive for the communities forced to make way for that return to pristine wilderness.

## BOOMS TO BUSTS

The lure of riches has seen entire towns spring up almost overnight to take advantage of mining and lumber opportunities. But the boom-to-bust cycle has also led whole communities to disperse almost overnight.

## INDUSTRIAL EVOLUTION

From dams to mines and airports to seaways — the price of progress has been steep for people displaced from their communities to make way for major infrastructure projects.

## URBAN TRANSFORMATION

Local governments have historically sanctioned the relocation of specific urban communities as a way to “modernize” their cities. Those who are relocated are typically Indigenous communities, racial minorities and new immigrants.

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# 1 INTRODUCTION TO RE:LOCATION

## Overview

The purpose of this lesson is to introduce the Giant Floor Map to students and for students to learn about relocation as a complex topic with a variety of meanings.

## Time

45 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will explore the Giant Floor Map and differentiate between the different types of relocation displayed on the map.
- ▷ Students will discuss what relocation means to them and how relocation has a variety of meanings.
- ▷ Students will use the information displayed on the Giant Floor Map to formulate questions about the movement of people.

## Materials

- ▷ Relocation Theme cards (7)
- ▷ Whiteboard markers (7)

## Lesson Description

### Minds on

Students will explore the Giant Floor Map and have a class discussion about the topic of relocation.

### Action

Students will locate the various forms of relocation labelled on the Giant Floor Map. Students will use these types of relocation to discuss how relocation has different meanings to different groups of people (past and present).

### Conclusion

Students will dive deeper on a class discussion about what relocation means to them and how Canada's history is comprised of many different types of relocation.

## Lesson Implementation

### Minds on

Allow students independent time to explore the map. Encourage students to bring their notebooks on the map and to write down any questions they have about what they see and where. Ask students to locate the map's title and to think about the map's purpose and how the information is displayed on the map. Gather students around the map's border and allow time for students to share their observations and questions with the rest of the class.

Next, ask students to locate a place on the map that they have visited before and to stand on this location. Ask some students to share why they visited this location and the kind of experience they had. Next, repeat this exercise asking students to locate a place in Canada that they have always wanted to visit. Ask students to share why they want to visit this location and what experience they hope to have when they visit it. Use students' answers to jump into a discussion about the movement of people and what students feel the word "relocate" means.

Conclude this activity by asking students to sit in a circle on the Giant Floor Map. Ask students to think about the movement of people and why people move. Use the discussion questions to make the connection between the movement of people and what relocation means.

Discussion questions to consider:

- **What factors** can influence someone or a group of people to move or relocate?
- **How would you define** relocation? What experience do you have with moving/relocating?
- **Do all individuals** have a choice to relocate? Why or why not? What examples can you think of?



# 1 INTRODUCTION TO RE:LOCATION

## Action

Explain to students that there are many forms of relocation and that this Giant Floor Map displays six of them. Please note that the subject of relocation can have many different meanings and that people connect to this topic differently. Teachers are encouraged to have students share other forms of relocations when applicable.

Divide students into six groups and distribute a different Relocation Theme card and white board marker to each group. Inform students that each group is going to learn more about their theme and connect it to the stories labelled on the map. Explain that on one side of the card there is a symbol and meaning connected to one specific type of relocation. On the other side of the card, there is a template that students complete to discover examples of where their location theme is located on the map, as well as to make observations on the information provided at each location.

When students have had time to familiarize themselves with their relocation theme and locate specific examples, ask for a volunteer from each group to share their theme with the rest of the class. Once students have presented, ask students how they feel about these six definitions and meanings. Would they choose to rename some of the themes? Would they suggest any additional relocation themes? Would they remove any themes?

## Conclusion and Consolidation

Now that students have familiarized themselves on the variety of relocation themes and have discussed how they connect with the topic of relocation, conclude with a class discussion about the movement of people and factors that contribute to the relocation of people and groups of people in Canada (past, present and future).

Discussion questions to consider:

- **Why did Europeans** choose to relocate to Canada? How did this impact the relocation of Indigenous Peoples whose land they chose to live on?
- **What was the movement** of Indigenous people like pre-European contact? How did this change post-contact?
- **How has urban** development impacted the relocation of people in Canada? Globally?
- **What predictions** can you make about how climate change will impact the relocation of people?

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Interrelationships

### Inquiry Process

- ▷ Formulate questions
- ▷ Gather and organize

### Geospatial Skills

- ▷ Foundational elements



# 1

## INTRODUCTION TO RE:LOCATION

### Extend your geographical thinking

Use students' experience with the various themes of relocation to explore more about relocation and the movement of Indigenous Peoples in Canada pre- and post-contact.

Explain to students that before European contact, many First Nations groups relocated to follow food, locate better settlement areas or to escape seasonal weather patterns. With the arrival of Europeans, however, relocation took on a different meaning.

Have students research a local Indigenous group, an Indigenous group they are connected to or an Indigenous group of their choice and complete an independent learning project connecting this group to movement and relocation.

### Modifications

- Hand-held devices can be used to take pictures or write down questions as students are exploring the map in the minds-on activity.
- For the action activity, teachers can decide if students can form their own groups or if they need to group students before the lesson.

### Assessment Opportunities

**Assessment FOR:** Evaluate how well each group was able to discuss ideas connected to their relocation theme.

**Assessment AS:** Students can complete a self-assessment on how well they worked as an individual and in their groups. Students can be asked questions regarding how well they used their time to explore the map and how much they contributed to their group's work. Provide an area for the students to suggest ways they might improve moving forward and have them hand this in. This can be compared to any teacher observations.

**Assessment OF:** Students can complete a quiz on push and pull factors or complete a written assignment where they are marked based on their ability to make meaningful connections to the material they have been introduced to.



# INTRODUCTION TO RE:LOCATION



## 2

# RE:LOCATION THEMES

## Overview

The focus of this lesson will be to learn more about the meaning of the six relocation categories on the Giant Floor Map and why the highlighted communities were selected.

## Time

75 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will learn about select communities labelled on the Giant Floor Map and why they are labelled the way they are.
- ▷ Students will use the Giant Floor Map layers and information cards to learn more about the six categories of relocation.

## Materials

- ▷ Situation cards (18)
- ▷ Coloured rope (16)
- ▷ Coloured pylons (20) (optional)

## Lesson Description

### Minds on

Students will walk around the Giant Floor Map to investigate and form questions about the map using the prompts “I notice...” and “I wonder...”.

### Action

Students will be given Situation cards using specific examples from the Giant Floor Map, where they will have to consider where to relocate based on their given situation.

### Conclusion

Students will discuss their connection to the relocation categories and will complete an exit card to express their interest in one of the six themes.

## Lesson Implementation

### Minds on

Allow time for students to walk freely around the Giant Floor Map to become familiar with the elements on the map. If teachers have already completed Activity 1, discuss what students learned in the previous lesson as they are exploring. As students are exploring, have them write comments or notes in their notebook or on sticky notes using the prompts “I notice...” and “I wonder...” (*e.g. I notice... there are lines on the map OR I wonder... what the different colours on the map mean*) as a way to reflect on what they are exploring or as a review from the previous lesson.

Once the students have written down their notes and comments, have them share their thoughts with a partner or small group of students. Create a class discussion about the things people noticed and wondered about the map. Students will be able to hear other points of view that they may not have thought of and/or recognize similarities between their thinking and that of another person in the class. Ask students to share any questions they have about what they see on the map.

### Action

Point out the various colours displayed on the Giant Floor Map and draw students' attention to the connection between the colour and the relocation categories. Allow time for students to find an example on the map of each of the six categories of relocation. Explain to students that there are many forms of relocation and that every individual has their own relocation story and is connected to the theme of relocation in their own way. Explain that for the purpose of this Giant Floor Map, select stories connected to Canada's history were chosen and highlighted and that each of these stories has been placed in one of the six categories. Remind students that there are many more stories of relocation connected to Canada's history that are not displayed on this map. See the *Extend your Geographical Thinking* section below for ideas on how students can add to this list.



## 2

## RE:LOCATION THEMES

Next, distribute a Situation card to each student or pair of students. Explain that each card will have a situation on it that connects to one of the six relocation categories (eg. *Urban Transformation*, *Parks Versus People*, *War Stories*, *Booms to Busts*, *Policies of Movement*, *Industrial Evolution*) and provides a bit more information on the type of relocation. Based on their Situation card, students will:

1. Find where the situation took place on the map and use rope to demonstrate where they think the population relocated to;
2. Explain the relocation type or why this group of people was relocated using a geographic perspective (economic, social, environmental and political factors).

### Conclusion and Consolidation

Gather students around the map's border and ask for a volunteer to share what they learned on their card. Ask students to read the numbers and additional information about their community as it is labelled on the Giant Floor Map.

Next, ask students to select one relocation category they learned about or that they feel connected to and ask students how they feel connected to this category. What does this category mean to them and why?

Conclude the class by asking students to think about the types of categories displayed on the Giant Floor Map. Facilitate a discussion focused on:

- How students feel about the category title (does the title assigned to the category for the Giant Floor Map fully and accurately reflect why the relocation was actually initiated and carried out?)
- Are there any categories missing that should be added?

Points to ponder when responding to the discussion questions:

- What categories do you feel are missing?
- What would you call your new theme and which symbol would you use to represent it on the map?
- If you could change the title of any of the relocation category themes, which one(s) would you choose and why? What would your new title(s) be?

As students are stepping off the map, give them an exit card and ask them to write down one of the themes that they would like to learn more about. This will allow the teacher to see what the students are interested in so the next lesson with the Giant Floor Map is based on student interest.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Geographic perspective

### Inquiry Process

- ▷ Formulating questions
- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements

## 2

## RE:LOCATION THEMES

### Extend your geographical thinking

In the action portion of the activity, it is mentioned that there are many forms of relocation and that people connect to these themes differently. Take this opportunity to get students to bring their own relocation stories and themes to the Giant Floor Map. Ask students to talk to their parents, grandparents and relatives and tell their own relocation story on the map. Have students connect their relocation story to a category or make up their own category. Alternatively, students can select a significant person from their town or someone they wish to learn more about and tell their relocation story on the Giant Floor Map.

### Modifications

- During the Minds On activity, the concepts discussed during the class discussion can be written down on the board to help students who are more visual learners or questions can be recorded on a hand-held device.
- During the Action portion of the lesson, students who are visual learners can write down their responses to the questions regarding relocation.

### Assessment Opportunities

**Assessment FOR:** By having the students walk freely around the map and identify what they notice and wonder, the teacher can assess their current knowledge and understanding and skills in regard to maps and interpreting information. Also, assess the students' current knowledge and understanding of relocation through a brainstorm.

**Assessment AS:** Assess the students as they work with the Situation cards. Assessment as learning can be done through observation, monitoring participation and asking the students higher-order thinking questions. The teacher can also provide feedback to the students as they are working in small groups.

**Assessment OF:** Assess what the students learned by having them recall a time when they or someone they know had relocated. By discussing with the students and having them use rope to demonstrate relocation, the teacher will be able to determine if the students have a clear understanding of what relocation is. This assessment of learning will also allow the teacher to address any misconceptions or gaps in the students' learning.





## 2

## RE:LOCATION THEMES

# 3

## PATTERNS AND TRENDS WITHIN RELOCATION

### Overview

The goal of this lesson is for students to be able to identify the patterns and trends that can be found when analyzing the relocations of populations in Canada.

### Time

75 minutes

### Grade Level

5-12

### Learning Goals

- ▷ Students will understand the difference between a pattern and a trend using topics connected to the Giant Floor Map.
- ▷ Students will be able to correctly place themselves on the Giant Floor Map based on the location and information they are provided.
- ▷ Students will be able to identify different patterns and trends that relate to relocated populations in Canada.

### Materials

- ▷ Location cards (26)

### Lesson Description

#### Minds on

Students will be provided with a Location card that relates to one of the many locations on the map. Students will be asked to think critically once everyone has found their location.

#### Action

Students will engage in multiple rounds of grouping themselves based on the information found on their cards. After each round, students will have opportunities to discuss within groups and as a larger class their thought processes, as well as any patterns and trends they notice.

#### Conclusion

Students will complete a final round of grouping themselves based on what they found the most interesting, surprising, or important. This will allow the students to reflect on the activity they have just completed.

### Lesson Implementation

#### Minds on

Once students have had an opportunity to explore the Giant Floor Map independently, distribute a Location card to each student or student pair. Explain to students that each card will have specific information on it connected to the relocation themes on the Giant Floor Map and that students will use these location cards to understand the topic of relocation as it connects to geographic patterns and trends.

Each card will include a:

- from location
- to location
- year
- relocated population
- a symbol connected to the relocation theme.

Once students have their card, have them explore the map to find their **from** locations. Provide assistance to any students struggling to find their location. Ask students to place their card on their location and step back from the map to stand around the map's border. Allow time for students to observe the map with all the cards placed in their **from** locations. Ask students what they noticed about the **from** locations on the map. Where are they mostly located? Are they evenly spread throughout the country? Are more people leaving from one region rather than others?



# 3

## PATTERNS AND TRENDS WITHIN RELOCATION

### Action

As a class, co-construct working definitions of what a pattern is (characteristics that are similar and that repeat themselves in a human or natural environment) and what a trend is (characteristics that indicate a consistent tendency over a certain amount of time) from a geographic perspective. If your class has already covered patterns and trends in your classroom, review this information with your class.

Revisit what your students noticed from the Minds On activity. Have them try to identify whether each of the things they noticed was a pattern or a trend. Next, ask students to retrieve their card from the map. When all students have their cards, inform the class that they will engage in multiple rounds of grouping themselves using their location cards.

For each round, have students attempt to group themselves based on one piece of information on their card (not using **from** location). When the groups have been created, ask the students why they decided to group themselves the way they did. In between each new round, ask the students some critical questions about the patterns and trends that they noticed in the groups that have been created.

Discussion questions to consider:

- When did most of the relocations take place?
- What might explain this?
- Which populations were relocated more than others (as displayed on the map)?
- Which populations were relocated the least in Canada (as displayed on the map)?
- What could explain the differences in the treatment of the various relocated populations?

### Conclusion and Consolidation

Have students group themselves one final time, this time based on which pattern was the most surprising/shocking/interesting/important out of all the ones identified during the activity. In these groups have students share their ideas and why they made the choice they did. Allow time for each group to share their thoughts with the rest of the class on what they learned about the patterns and trends that exist and how these are connected to the subject of relocation.

## Extend your geographical thinking

Now that students are familiar with identifying the difference between a pattern and a trend, encourage students to find a subject connected to a Canadian theme or topic of choice. Next, ask students to find a map or graph explaining this theme in more detail. Print out and post everyone's map or graph around the classroom and create a classroom gallery. If possible, cover the titles of each printout. Allow time for students to examine the maps and graphs around the classroom and to guess the theme and identify a pattern or trend.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze
- ▷ Evaluate and draw conclusions

### Geospatial Skills

- ▷ Foundational elements



# 3

## PATTERNS AND TRENDS WITHIN RELOCATION

### Modifications

- **Teacher's Discretion:** The level of direct instruction may change depending on the teacher's evaluation of their class. Teachers can provide no instructions for how students should group themselves each round and have the students figure it out for themselves. Or teachers could tell the students specifically how they should group themselves each round. For example, you tell the students during Round 1 they will group themselves by years. Once that round and discussion is completed, you tell them that they will now group themselves based on the type of relocation movement. This will allow for the teacher to adjust the activity to best support their class.
- Teachers can use this lesson to introduce or to wrap up a unit that focuses on geographic patterns and trends. It provides an easy introduction to thinking about issues such as relocation in terms of identifying patterns and trends. It also provides an opportunity for students to demonstrate these concepts in an engaging and unique way.
- Teachers could also focus more specifically on one of the patterns or trends identified by the students, do further research on that topic and use it to guide future lessons.

### Assessment Opportunities

**Assessment FOR:** The constructing of the definitions at the beginning of the lesson provides the opportunity for formative assessment of your students. It will allow you to properly gauge the prior knowledge of your class if this is an introduction activity. Likewise, it acts as a formative assessment that may be used near the end of a unit to evaluate if students have understood the concepts previously taught to them.

**Assessment AS:** Teacher observations of the group discussions and having the students share their thinking processes about why they grouped themselves the way that they did will allow for reflection of their thinking and learning processes.

**Assessment OF:** Students will be assessed on whether they are able to identify the key patterns and trends based on the data provided on the map in addition to the information on their cards.

# 3

## PATTERNS AND TRENDS WITHIN RELOCATION



# 4

## HIGH ARCTIC RELOCATION

### Overview

This lesson is designed for students to understand the influence that government priorities can have on the relocation of distinct populations through the experience of the Inuit populations of Canada.

### Time

75 minutes

### Grade Level

5-12

### Learning Goals

- ▷ Students will critically discuss the government perspective and why they relocated Inuit in the 1950s.
- ▷ Students will learn about key elements of the Inuit way of life.
- ▷ Students will critically examine and discuss key challenges the Inuit experienced when they were forcibly relocated.

### Materials

- ▷ Coloured ropes (16)
- ▷ Inuit Information cards (7)
- ▷ Coordinate cards (10)
- ▷ Coloured pylons (20)
- ▷ Markers (optional)
- ▷ Chart paper (optional)

### Lesson Description

#### Minds on

Students will learn more about Inuit living in the northern part of Canada. Through a group activity, students will learn about traditional Inuit culture, ways of knowing and ways of living.

#### Action

Students will learn about how select Inuit communities were forced to relocate in the 1950s and the role the Canadian government played. Students will be provided with an opportunity to use their mapping skills to plot out the journey the families from Inukjuak would have taken to get to Resolute Bay or Grise Fiord.

#### Conclusion

Students will brainstorm the challenges that these families would have experienced as they tried to adapt to their new living conditions.

### Lesson Implementation

#### Minds on

Bring attention to this theme on the Giant Floor Map. Have students locate the symbol connected to Policies of Movement. Ask students to locate the seven different stories highlighted on the map under this relocation theme and to examine the numbers and information presented on the map connected to these locations. Ask students what they think Policies of Movement means. How does the government influence the movement of people? Which population is most influenced in this category (Indigenous)? Does this type of movement have a positive or negative impact on the population being relocated? How?

After your class discussion, tell students that the remainder of the activity will focus on one particular example of a Policy of Movement, specifically focusing on the impact this type of relocation had on one specific group, the Inuit.

Bring attention to the northern part of Canada. If students do not live in this area, ask them what they think this part of Canada looks like. What would it be like to live there? If students currently live in Canada's northern regions, ask students what makes this part of Canada unique.

Ask students a variety of questions about the culture of the people who live in this region:

- **What is the name** of the group of Indigenous People that primarily resides in this region of Canada? (Answer: The Inuit. The Inuit are descendants of the Thule people. The Thule people lived in the Arctic from 400 to 1,000 years ago.)



# 4

## HIGH ARCTIC RELOCATION

- **Where do they live?** Some 73 per cent of Inuit live in Inuit Nunangat. This area consists of four major regions: Inuvialuit (northern part of the Yukon and the Northwest Territories), Nunavut, Nunavik (refers to areas of Northern Quebec), and Nunatsiavut (Northern Labrador).

Ask for four volunteers to stand where each of these major regions of Inuit Nunangat is located on the Giant Floor Map. Use the coloured ropes to map out this region.

Inform students that they are going to learn more about Inuit culture and language. Distribute different Inuit Information cards to small groups of students. Allow time for students to review the information on the card and discuss. When students are ready, allow time for each group to share what they have learned.

### Action

Explain to students that the following activity will focus on a specific relocation led by the Canadian government in the 1950s that affected the Inuit of Nunavik. This is referred to as the High Arctic relocation. Please note to students that this activity outlines just one example of how relocation has impacted the Inuit and other Indigenous people living in Canada. See the Extend your geographical thinking section for further exploration of this subject and for more examples.

Provide a brief summary of the events that occurred during the High Arctic relocation. Explain that from 1953 to 1955, members of the Royal Canadian Mounted Police (RCMP) forcibly relocated around 90 Inuit families. Those families came from two major communities — Inukjuak (Northern Quebec) and Pond Inlet (Nunavut). These families were selected by the RCMP and those who moved were promised improved living conditions. The families from Inukjuak would travel over 2,000 km to their new homes at Resolute Bay or Craig Harbour/Grise Fiord.

Ask students why they think the Canadian government would want to relocate Inuit populations to areas of the high Arctic. Have students discuss this with the person beside them followed by a larger group discussion.

Explain that there were many motives behind this relocation. Examples include:

- **The Cold War and Northern sovereignty:** During the Cold War, the United States increased its military presence in the Arctic because of the potential threat of attack from the Soviet Union (Communist Russia). With the increased military presence of the U.S. in the Arctic, the Canadian government worried about their claims of ownership over the North. The Department of Resources and Development, which controlled Inuit affairs at the time, decided to relocate groups of Inuit to sites in the Far North such as Resolute Bay to boost Canada's claims on the area.
- **Trade:** The fur trade, which had supported the Inuit people economically, was declining. The Canadian government was worried that this would lead the Inuit to be more dependent on government assistance. The solution to this problem was to relocate Inuit to areas where they could return to their traditional lifestyle, hunting and providing for themselves. The government believed this was a good idea and tried to sell it to the Inuit.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Interrelationships
- ▷ Spatial significance

### Inquiry Process

- ▷ Interpret and analyze
- ▷ Evaluate and draw conclusions

### Geospatial Skills

- ▷ Foundational elements



## 4

## HIGH ARCTIC RELOCATION

- **Views of the Inukjuak community:** The community was chosen because of how well it was doing. It had around 500 members and a variety of services. The RCMP officers misled the individuals who signed up, promising better hunting conditions, lying to them by telling them that their family members had already signed up and using their power and authority over the Inuit. The Inuit believed they had no choice but to do as the RCMP suggested.

As a class, map out the journey that the Inuit were forced to take from Inukjuak to Resolute Bay or Grise Fiord using the coloured pylons and ropes provided. Divide the class into 10 groups and provide each group with a different Coordinate card highlighting a stop on the 1953 journey. Have students use the coordinates to locate these communities on the Giant Floor Map and have them place their card there. When all the locations have been found, use the coloured ropes to connect the communities. As you are mapping the route, use the scale to determine the approximate distance they had to travel.

### Conclusion and Consolidation

After having mapped the journey that many Inuit families took, have students brainstorm ideas about what challenges they would have faced by being relocated to a completely new location. Ask students to consider the distance travelled, time of year, route, landscape, and mode of transportation.

Some of the challenges include:

- **Caribou populations** were not as promised. They were depleted and families were restricted to only one caribou per family.
- **Reduced diet.** In Inukjuak, these families had access to over 50 different types of wildlife. In their new location, their diet was restricted mainly to seals and polar bears.
- **Conditions** were not suited for building secure homes.
- **People struggled** to find food and some were forced to scavenge for food from the military bases.
- **They were not allowed to return home** after two years living there. The government said they had to finance their own return to Inukjuak, but any money that had been earned by trapping and been credited back to the federal government.



# 4

## HIGH ARCTIC RELOCATION

### Extend your geographical thinking

- The government of Canada has published a document called *The High Arctic Relocation* outlining the High Arctic relocation further and providing detailed accounts of each family's experience. Have your students learn more about this event by examining this document. Teachers and students can continue their learning about the High Arctic relocation by finding out how these populations are doing now and what struggles they are facing today. Students and teachers can also do further research on how the Canadian government has tried to reconcile with Inuit.
- Teachers and students can explore the forced relocation and movement of Indigenous people in further detail using examples such as the reserve system, residential schools, road allowance/Red River settlement, the permits versus pass system and Eskimo identification tags.

### Modifications

- Provide students with access to important information about the Inuit, the government perspective, and relocations. This will allow students to focus better on the activity, without having to worry about trying to memorize all the information.
- For a potential research assignment that could extend their geographic thinking, provide the students with a variety of options for that project. Allow students the choice of topic and/or type of project they will complete. This will allow them the best opportunity to demonstrate their understanding of key concepts and express that knowledge through their strengths in a certain project type.

### Assessment Opportunities

**Assessment FOR:** Providing students with opportunities to work with the Giant Floor Map and use coordinates will allow the teacher to assess their mapping skills.

**Assessment AS:** Teachers observe students brainstorming and assess how they work through the mapping activity. The teacher will be able to evaluate the students' thought processes by engaging in discussions with the students throughout the lesson.

**Assessment OF:** Students will be assessed on how well they are able to identify the key elements of the government's perspective and the challenges faced by the Inuit. They could also be assessed by assigning a related research project on this topic.

## Overview

This lesson will examine the treatment of individuals deemed as “enemy aliens” by the Canadian government during the two World Wars. The primary focus will be on the relocation and internment of Ukrainian and Japanese residents/citizens of Canada.

## Time

75 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will understand the term “alien” and how it connects to Canada’s involvement in the two World Wars
- ▷ Students will learn about the internment and poor treatment of minority groups within Canada
- ▷ Students will critically reflect on Canada’s image during the World Wars

## Materials

- ▷ Number cards (30)
- ▷ Coloured ropes (16)
- ▷ Teacher Script (1)

## Lesson Description

### Minds on

Students will brainstorm the term “alien.” They will then try to apply that term to a military conflict, such as the First and Second World Wars.

### Action

Students will be active participants in a reading of the experiences of people in Canada during the First and Second World Wars. Students will take a variety of roles, including English Canadians, French Canadians, and various minority communities. They will use the Giant Floor Map to learn about and map these experiences.

### Conclusion

Students will discuss the differences between the Ukrainian and the Japanese experience in Canada during the First and Second World Wars and conclude with a sharing circle to reflect on what they experienced.

## Lesson Implementation

### Minds on

Once students have had an opportunity to explore the Giant Floor Map, ask them to locate the War Stories symbol on the map. Ask students what they think this symbol means and how it is related to the theme of relocation and the movement of people. Ask students if they have heard of any of the places highlighted on the map or know who the group of people associated with these areas are.

Complete a Think-Pair-Share activity on the term “alien.” Have students think about what that term means to them, what words they would use to describe an “alien” and what connotation the word has today. If it has numerous meanings, have students reflect on the different meanings.

Ask for some volunteers to share what they discussed during the Think-Pair-Share. After they have had an opportunity to share their thoughts and ideas, explain that the students will be working with the term “alien” as it refers to military conflicts. Provide them with this definition: **Enemy Alien: a foreigner resident in a country with which their country is at war.** (Merriam-Webster)

Ask students if they have heard of any war that Canada has participated in in the past? Introduce the First and Second World Wars to your students and provide a brief summary of them using the information on the following page. Why was Canada in the war? Who were Canada’s enemies? What is the War Measures Act? You can conduct this review by asking your class the following questions.



# 5

## WAR STORIES

### First World War

**When did it begin?** July 28, 1914.

**Why did Canada join?** Canada entered the conflict because of our commitments and loyalties to Britain.

**Who was Canada at war with?** Germany, Turkey and Austria-Hungary.

**How many men served in the conflict?** About 424,000 served overseas in the Canadian Expeditionary Force and 59,544 died in the conflict. **The War Measures Act:** was a federal law that was passed Aug. 22, 1914. It gave very broad powers to the federal government to maintain security and order during the war.

### Second World War

**When did it begin?** Sept. 1, 1939.

**Why did Canada join?** Despite trying to avoid publicly committing to the war, Canada would join the conflict a week after Britain. The delay made the decision to join the war look more like an independent Canadian decision.

**Who was Canada at war with?** Nazi Germany, Fascist Italy and Imperial Japan.

**How many served in the conflict?** Around 1.1 million Canadians served overseas and 97,000 were killed or wounded.

### Action

Inform students that they will become active participants in understanding the forced internment and relocation of portions of the Canadian population during the First and Second World Wars.

Distribute the Number cards to students. Inform students that these cards will have a variety of numbers on them. Each number will correspond to a different action that students will take on and off of the map. The teacher will have a master script of instructions to read through and will walk the students through the activity. Explain that students will represent a variety of populations present in Canada at the time of the two World Wars, from English Canadians volunteering to fight in the First World War to the interned populations of Ukrainian Canadians and Japanese Canadians during the First World War and Second World War, respectively.

Using the Teacher Script, provide students with the actions they need to complete based on the number on their card.

*Note: Due to the sensitivity of this activity, it is up to each teacher's discretion to adjust the script and activity to accommodate the needs and histories of their students.*

### Conclusion and Consolidation

Once the script is complete, allow time for students to reflect on what they experienced. Have students pair up with their partner from the earlier Think-Pair-Share to discuss the differences and similarities between the Ukrainian and Japanese experiences during the World Wars.

Have your students form a sharing circle to reflect on this activity. How did this exercise make them feel? How has this changed their opinion of Canada's history?

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Geographic perspective

### Inquiry Process

- ▷ Interpret and analyze

### Geospatial Skills

- ▷ Foundational elements



Canada's image? Reflect back on the meaning of "alien" they thought about at the start of the lesson. Does it now have new meaning?

Conclude the activity by reflecting back on the War Stories theme connected to relocation. Have a class discussion about the meaning of this topic.

Discussion questions to consider:

- What wars are not depicted on this map?
- Whose wars are/are not represented on this map?
- What does the term "War Stories" mean? What does it mean to you?

## Extend your geographical thinking

Teachers and students can extend their thinking by examining how "aliens" have been treated globally, past and present, during military conflicts. They can compare these examples to the ones present in Canada by using the geographic thinking concepts.

## Modifications

- Depending on the size of your class, teachers can print more of the number cards to increase the number of students that can participate in the activity.
- Depending on the prior knowledge of your class, a more detailed review of the two World Wars might be needed for your class. If this lesson is being conducted with a senior class, who are more likely to have been exposed to these topics before, provide them with more opportunities to guide the lesson.
- In the case of younger grades, the sharing circle can be removed. This activity might be more effective with older and more mature students, but that should be left to the discretion of the teacher.

## Assessment Opportunities

**Assessment FOR:** The prior knowledge activity and Think-Pair-Share will provide an opportunity for formative assessment. Teachers will be able to evaluate if the class is ready for the main activity of this lesson

**Assessment AS:** The prior knowledge activity could allow students to see what knowledge they have of the World Wars and internment of certain populations, as well as the areas where they have knowledge gaps. A similar activity could be completed afterwards to allow students to evaluate their own learning.

**Assessment OF:** A sharing circle could be used for teacher observations of students. It could be used to determine how actively engaged students were with the activity and the material they were introduced to.





**5**

**WAR  
STORIES**



# 6

## PARKS VS PEOPLE

### Overview

This lesson will explore the histories of four national parks and their connections to forced relocation.

### Time

75 minutes

### Grade Level

5-12

### Learning Goals

- ▷ Students will connect the theme of relocation to Canada's national park system.
- ▷ Students will examine the history of four select national parks.
- ▷ Students will present what they learned and discuss patterns and trends within these four examples.

### Materials

- ▷ Coloured pylons (20)
- ▷ Parks Versus People Student cards (4)

### Lesson Description

#### Minds on

Students will explore the Giant Floor Map and locate the national parks labelled on the map. A class discussion will take place about the role of Canada's national parks in the present day.

#### Action

Students will be divided into four groups with each learning about one of the four national parks and its connection to the forced relocation of people.

#### Conclusion

Students will share what they have learned with the rest of the class. A class discussion will conclude the lesson, connecting the main themes outlined in the Student cards and exploring how the students felt when reviewing this information.

### Lesson Implementation

#### Minds on

Once students have had an opportunity to explore the Giant Floor Map independently, ask them to locate a community highlighted on the map that they have visited. Ask students to share their experience.

Ask students to locate the four national parks highlighted on the map and to place a coloured pylon on each of them. Once all the parks have been located, ask students what comes to mind when they think about Canada's national parks. What is the purpose of a national park? Who visits them? For whom are they created?

Next, have students walk around and look at the symbols and colours in and around the national parks. Have students take a seat on the map and lead a class discussion on what students saw on the Giant Floor Map and how it relates to the theme of relocation. Ask students what they think the title "Parks Versus People" means. Conclude this discussion by having students reflect on how national parks have historically been connected to relocation.

#### Action

Inform students that Canada's national parks system today encompasses 48 national parks and that the goal of the national parks system is to protect Canada's unique environments and preserve its natural, cultural and geographical heritage. While the creation of each national park has its own unique timeline, some national parks have a more complex history that includes the forced relocation of people.



# 6

## PARKS VS PEOPLE

Explain to students that the four examples placed on the Giant Floor Map are examples of national parks that have a strong connection to the relocation of communities. Divide students into four groups with each group representing a different national park. Distribute a different “Parks Versus People” Student card to each and explain that they will learn more about the history of their selected park and the communities that were forced to relocate.

### Conclusion and Consolidation

Once groups have had an opportunity to review the information provided on their cards, allow time for each group to share the history of their national park and how they felt upon learning this history. When all the groups have presented, ask everyone to sit in a circle on the Giant Floor Map for a class discussion.

Discussion questions to consider:

- **Who was relocated?** How many people were relocated?
- **Who made the decision** to have these communities relocated?
- **What evidence** is there that these were forced relocations?
- **How did the creation** of a national park impact each community's daily life and culture?
- **What is one theme** that stands out as you read the history of your park?

## Extend your geographical thinking

Now that students have learned about the history of four of Canada's national parks, have students each select a different national park to learn more about. Encourage students to create a timeline of their park and to highlight how the creation of the park impacted the local community in the past and how those communities interact with the park today.

## Modifications

- Students can use handheld devices to investigate further into the history of their national park.
- Older students can use the map's legend to calculate the distance the communities travelled.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Spatial significance

### Inquiry Process

- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements





# 6

## PARKS VS PEOPLE

### Assessment Opportunities

**Assessment FOR:** Having students brainstorm and discuss national parks will help teachers to gauge the students' previous learning and knowledge. Through observation and class discussion, teachers will be able to see the depth of students' current knowledge of the topic.

**Assessment AS:** Assess students as they work with the Student cards. Assessment AS learning can be done through observation, monitoring participation and asking students higher-order thinking questions. Teachers can also provide feedback to students as they are working in their groups to explore their national park.

**Assessment OF:** Assess what students learned from the lesson during the consolidation activity. This will allow teachers to address common themes amongst the students' learning, identify any gaps in their learning and address any questions or misconceptions.



# 6

## PARKS VS PEOPLE

# 7 BOOMS TO BUSTS

## Overview

This lesson will explore the meaning of economic displacement and its historic contribution to the relocation and movement of people living in Canada.

## Time

75 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will define economic displacement.
- ▷ Using the Giant Floor Map, students will examine how economic displacement can lead to the relocation of people.
- ▷ Students will identify various ways to prevent or minimize economic displacement.

## Materials

- ▷ Student Information card (5)
- ▷ Coloured ropes (16) (optional)
- ▷ Coloured blocks (50) (optional)

## Lesson Description

### Minds on

Students will explore the Giant Floor Map and discuss the meaning of “Booms to Busts.” They will discuss how the economy can impact the movement of people.

### Action

Students will work in groups to explore an example of a community in Canada that has experienced economic displacement. Students will locate the community on the Giant Floor Map, use a geographic perspective to evaluate the economic displacement and use ropes to show where people have relocated.

### Conclusion

Students will have a class discussion about the different examples of economic relocations connected with these communities and name some modern examples.

## Lesson Implementation

### Minds on

Once students have had an opportunity to independently explore the Giant Floor Map, draw their attention to the dollar symbol displayed on the map and ask students to locate all of them. Next, ask students to examine the numbers and the “areas of movement” symbol associated with each of these locations. Finally, ask students what they think “Booms to Busts” means.

Explain that this category covers any relocations connected to the economy, specifically economic displacement. Ask students to discuss how economic factors can lead to the relocation of communities.

### Action

Now that students have shared their ideas on how the economy may impact the relocation and movement of people, inform them that they will be looking at five specific examples. Divide students into small groups and give each group a different Student Information card. Allow time for students to locate their community on the Giant Floor Map and to read the information on the card. Have students examine the symbols used near this location, note the approximate number of people relocated and the date the relocation took place.

Using the ropes or coloured blocks, have students estimate where the majority of the community members went. If the card does not mention the location, encourage students to examine the different types of movement displayed on the Giant Floor Map, make an estimate and explain how they came to their conclusions.

When students have a better understanding of their community, ask them to think of one theme or geographic perspective that they feel best describes their community and/or the type of relocation it underwent.





# BOOMS TO BUSTS

Ask students to select one spokesperson from each group to present their community to the class. At the end of each presentation, ask students to share the one word they came up with to describe their community.

## Conclusion and Consolidation

Draw attention to the different words students used to describe their particular relocation. What similarities and differences were there in how they described the communities?

As a class, ask students to think of a modern community that may be experiencing relocation due to economic challenges. Discuss ways in which economic displacement can be avoided or mitigated to prevent the relocation of people (use a geographical perspective). Conclude with a discussion by students in which they offer their opinions on what might happen if economic displacement occurred in their area. Would it result in the relocation of people? Where would the people relocate?

## Extend your geographical thinking

Have students prepare their own present-day information card for this activity. Allow time for students to research or find an article demonstrating economic displacement in Canada in the present day or an example from the past 10 years. Students should gather and organize research in order to draw conclusions about economic displacement and the consequences associated with it.

## Modifications

- Students can be divided into groups of their choosing or teachers can pre-select the groups ahead of time.
- If students do not have previous knowledge of the Canadian economy or the economic concepts discussed in this activity, review the themes ahead of time.

## Assessment Opportunities

**Assessment FOR:** Through observation and class discussion on the Giant Floor Map at the beginning of the lesson, teachers will be able to see what knowledge the students currently have on the topic.

**Assessment AS:** Assess students as they work with the material. Assessment as learning can be done through observation, monitoring participation and asking students higher order thinking questions. Teachers can also provide feedback to students as they identify patterns and trends among the numerous economic displacement examples and analyze their given example through a geographical perspective.

**Assessment OF:** Assess what students learned from the lesson during the concluding floor map activity. This will allow teachers to see what students learned during the lesson and what questions they still have. This will allow teachers to address common themes, identify any gaps in their learning and address any questions or misconceptions.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Geographic perspective

### Inquiry Process

- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements

# 8

## INDUSTRIAL EVOLUTION

### Overview

This lesson is designed to provide students with an opportunity to understand how major infrastructure projects can force the relocation of people. The lesson focuses on the St. Lawrence Seaway as an example.

### Time

75 minutes

### Grade Level

5-12

### Learning Goals

- ▷ Students will identify the major benefits of a major infrastructure project such as the St. Lawrence Seaway.
- ▷ Students will critically analyze this infrastructure project using primary sources from the St. Lawrence Seaway and Lost Villages.
- ▷ Students will identify the consequences of the St. Lawrence Seaway and how its construction affected the surrounding villages.

### Materials

- ▷ Image card (17)
- ▷ Discussion Chart card (17)
- ▷ Coloured ropes (16)
- ▷ Coloured pylons (20)
- ▷ Whiteboard markers (17)

### Lesson Description

#### Minds on

Students will explore the Giant Floor Map and locate the areas on the map labelled as Industrial Evolution.

#### Action

Students will rotate through a variety of stations that each have a unique image associated with the Lost Villages of the St. Lawrence Seaway. Students will analyze the images and formulate what happened to these villages.

#### Conclusion

Students will be provided with the name of one of the Lost Villages. Students will then go online to read more about the village and what happened to it.

### Lesson Implementation

#### Minds on

Once students have had an opportunity to explore the Giant Floor Map, draw their attention to the theme of the Giant Floor Map: Relocation. Ask students how the growth of industries plays a role in the relocation of people. What push and pull factors may exist? Allow time for students to use the coloured pylons to highlight all of the examples of industrial evolution on the map. Inform students that there are seven. Once students have highlighted all seven examples, ask them about the information they see connected with each example. Use the following questions to assist in class discussion.

Discussion questions to consider:

- What does the term “industrial evolution” mean to you? Is there another term you would prefer to use in its place?
- What patterns and trends do you see when you look at the locations of these select examples?
- What populations are most represented in these examples?
- Which type of relocation or movement most commonly occurs with this category of relocation?



# 8

## INDUSTRIAL EVOLUTION

### Action

Bring attention to the St. Lawrence River. Ask students why the St. Lawrence River is so important to industry in Canada. Ask students why the government would want to ensure cargo ships have direct access to the Great Lakes. (Answer: To have the ability to move resources and materials from the ocean to inland areas.)

Explain to students that as far back as the early 19th century, the British had to deal with the problem of transporting resources from the ocean to the country's interior to trade. To tackle this problem, in 1825 they built the first canal in Canada in the St. Lawrence River. The Lachine Canal bypassed the rapids at Lachine, upstream of Montreal, and allowed for narrow and flat-bottomed riverboats to move resources further along the St. Lawrence into Canada's interior.

Divide students into small groups and give each group a different Image card. Instruct students to only look at the front of the card (image) and not to turn it over. With each Image card, distribute a Discussion Chart card and a whiteboard marker. Students will analyze their image and use the Discussion Chart card to capture their thoughts and ideas. Have each group spread out around the map. Each group will be tasked with analysing the image, interpreting why it is important, and determining the message conveyed. Students will use the whiteboard markers to fill in the three columns on the laminated chart.

After five minutes, instruct students to rotate to the next station. Their first task is to read what the group before them has left. Once they have done that, they will then analyze the image or map and make any additions to the chart. This process will continue until all the groups have been to each station. *Note: The time the groups have at each station can be adjusted according to the needs of your class.*

### Conclusion and Consolidation

Discuss what was written on the chart at each station with the entire class. Afterwards, provide students with historical information about the Lost Villages of the St. Lawrence Seaway.

Explain to students that the St. Lawrence Seaway Project was a joint infrastructure project between the governments of Canada and the United States to improve the canal system and allow for larger vessels to move into the Great Lakes. They were trying to conquer the same problem the British had faced a century prior. Construction started in August 1954 and finished in April 1959. The loss of communities came from the hydroelectric portion of the Seaway project. The Moses-Saunders Power Dam crossed the St. Lawrence between Cornwall, Ont., and Massena, N.Y. This dam required an artificial lake to support the dam. Thus, Lake St. Lawrence, a 15,400-hectare artificial lake was made. As a result of flooding needed to create the lake, railways, highways, prime farmland and the homes of 6,500 people were flooded. This government-supported project forced the relocation of those people and the flooding of villages. The government believed those costs were worth the economic benefits the Seaway would bring to Canada.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Interrelationships
- ▷ Geographic perspective

### Inquiry Process

- ▷ Formulate questions
- ▷ Interpret and analyze
- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Spatial representations
- ▷ Technology





List the names of the Lost Villages that were flooded. Have students locate them on the Giant Floor Map.

- Aultsville
- Dickenson's Landing
- Farran's Point
- Maple Grove
- Mille Roches
- Moulinette
- Santa Cruz
- Wales
- Woodlands

Conclude this activity with a class discussion about how industrial and infrastructure projects can lead to the relocation of communities. What other examples can students think of that exist in other parts of Canada? Can they name modern-day relocations?

## Extend your geographical thinking

- Teachers can continue their learning about this major infrastructure project and find out more about the legacy of the St. Lawrence Seaway and how the Lost Villages are being remembered today by visiting the Lost Villages Historical Society website to learn more and explore more historical photos. Students can watch a video to learn more about the Lost Villages on Canadian Geographic's Re:Location website at [canadiangeographic.ca/relocation](http://canadiangeographic.ca/relocation).
- Teachers and students can investigate situations similar to the St. Lawrence Seaway, where a government or multiple governments support the creation of major infrastructure projects that require the environment to be altered and populations relocated. Students can compare those situations and analyze how similar or different they are to the case of the St. Lawrence Seaway.
- Students can select one of the other stories highlighted in the Industrial Evolution category to learn more about how other relocations included in this category are similar or differ.
- Students can explore the term "Industrial evolution" from an Indigenous perspective and related to the environment and impacts on wildlife and plant life. Have students explore the idea that the "evolution" of industry comes with a cost. What has that cost been for Indigenous peoples? What devolution has taken place as equal and opposite actions as a result of industrial interference with the environment?



# 8

## INDUSTRIAL EVOLUTION

### Modifications

- Larger groups can be provided with additional copies of the images at each station so more students can view the images at one time.
- More resources about the Lost Villages can be researched prior to starting the activity to create more stations. Doing this will allow teachers to create smaller groups, which could make students who are uncomfortable working in larger groups feel more at ease.
- Teachers can provide students with more time at each station to fill in the chart.
- Students can use technology to learn more once the activity is underway. If technology cannot be provided for each student, teachers can print hard copies of each village's story to ensure all students can access the content.

### Assessment Opportunities

**Assessment FOR:** Having students identify the potential reasons why a government would want to have oceangoing vessels reach inland will provide the teacher with the opportunity to know whether students have understood the situation well enough to move on to the main activity. Teacher observations of how the students are working in each station will allow the teacher to evaluate each student's ability to collaborate and engage with the material.

**Assessment AS:** When monitoring the station activity, have discussions with students while they are completing the chart. Asking questions about the information they have included and how they know it's true will help students to critically reflect on their thought process and about what they have included on the chart.

**Assessment OF:** Students can complete a variety of different assessments to demonstrate a deeper understanding of the benefits and consequences of major infrastructure projects. Students could write a supported-opinion paragraph discussing whether they believe the benefits of the St. Lawrence Seaway were worth the hardship to some communities. The class could also participate in a larger full-class assessment in which students engage in a debate on the importance of major infrastructure projects. This discussion could be focused solely on the St. Lawrence Seaway or could be expanded by allowing the class time to research the effects of other large infrastructure projects before drawing conclusions.

# 9

# URBAN TRANSFORMATION

## Overview

This lesson will explore the positive and negative impacts of urban renewal and how urban renewal has contributed to the relocation of people in Canadian cities.

## Time

75 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will define urban renewal and identify the benefits and issues associated with urban renewal.
- ▷ Students will locate select examples of urban renewal in Canada using the Giant Floor Map.
- ▷ Students can describe an example of urban renewal in Canada and its impact.

## Materials

- ▷ Before and After Photo cards (16)
- ▷ Case Study cards (6)
- ▷ Coloured pylons (20)
- ▷ Handheld devices (optional)
- ▷ Student notebooks (optional)

## Lesson Description

### Minds on

Students will be introduced to the topic of urban transformation as they analyze before and after photos of urban renewal and create their own definitions of what urban renewal is.

### Action

Students will explore an urban renewal case study and engage in a debate. The case studies will teach students about a variety of Canadian examples in which urban renewal has resulted in the relocation of people.

### Conclusion

Students will connect what they have learned to their own community and consider how urban transformation might change in the future.

## Lesson Implementation

### Minds on

Once students have explored the Giant Floor Map independently, have them stand on any Canadian city they know about or have visited. Ask students if they can locate Canada's five largest cities (Toronto, Vancouver, Montreal, Ottawa, Calgary) and what they notice about the location of these cities.

Next, distribute a Before and After Photo card to pairs of students. Inform students that some students have historic images of a Canadian city and others have current images. Allow time for students to examine the image on their card and then walk around to find the matching city photo. Note: Ask students not to look on the back of their card as that has the answer. If students are having trouble finding their matching pair, then instruct them to look on the back. At the end of this exercise, students should have grouped themselves and each group should have a historical image and a present-day image of their Canadian city. Have each group sit around their city on the Giant Floor Map.

When all the pairs have been found, ask students to guess which city they are looking at. Answers are on the back of the card. Ask the students what they notice about the two photos. What are the differences between the two photos? Once students have had the opportunity to interpret and analyze the photos, introduce the concept of urban renewal. Ask students to think-pair-share with those around them to create a definition of urban renewal.

Create a working definition as a class and then ask the following questions: Why would an area undergo renewal? What are the benefits of urban renewal? Are there any disadvantages? Who benefits from urban renewal? Who loses?



# 9

## URBAN TRANSFORMATION

### Action

Bring attention to the theme of the Giant Floor Map. Ask students how urban transformation can be connected with the relocation of people?

Divide students into small groups and give each group a different Case Study card focusing on an urban relocation theme highlighted on the map.

Each group is to:

- Locate where their case study takes place in Canada and place a pylon on its location.
- Read the information found on the Case Study card.
- Gather further research about their location using the information on their card connected to spatial significance, patterns and trends and geographic perspective. Students can also use a handheld device to do their own research.

Once students know more about their location, allow time for students to share what they have learned with the rest of the class.

Next, inform students that they are going to prepare for a class debate/discussion. Each group is allowed to select if they are FOR urban transformation or AGAINST it based on the information provided.

The topic to be debated is: *Urban transformation has a positive/negative impact on the movement of people.*

### Conclusion and Consolidation

When students are ready, ask them to travel across Canada using the Giant Floor Map and stop at each of the six locations where urban transformation has taken place. Allow time for each group to present their thoughts to the class.

Conclude the lesson by bringing attention to your community. Ask students to reflect back on the history of their town and to think about how the town/city has developed in the past 10, 20 or 100 years. What factors have influenced this change? Next, ask students to look into the future and determine how their community or a town/city of choice will change. How will climate change, the advancement of technology and population growth impact this community?

## Extend your geographical thinking

Teachers and students can continue to learn about this topic by locating their own town or city on the map and researching whether urban renewal has resulted in relocation where they live. Teachers can investigate past, current or future urban renewal plans that have impacted/will impact their local area.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Geographic perspective
- ▷ Spatial significance

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze
- ▷ Communicate

### Geospatial Skills

- ▷ Spatial representations

## Modifications

- Offer choice to students. For example, instead of presenting the information to the class, the students may prefer to do a gallery walk around the map and read the chart paper.
- Ensure all learning styles are represented (visual — photos during Minds On, Map, Student cards; oral — debate; kinesthetic/walk around the map).
- Assistive technology (computers, iPads, etc.) can be used throughout the lesson.

## Assessment Opportunities

**Assessment FOR:** Having students identify the differences between the photos and create their own definition of urban renewal will help teachers to gauge students' previous learning and knowledge. Through observation and class discussion teachers will be able to see what knowledge students currently have on the topic.

**Assessment AS:** Assess students as they work with the material. Assessment as learning can be done through observation, monitoring participation and asking students higher-order thinking questions. Teachers can also provide feedback to the students as they are working in groups and preparing their debate.

**Assessment OF:** Assess students during the debate, as well as through the student exit cards. These assessments will allow teachers to determine what students learned and to address any misconceptions.





# 9

# URBAN TRANSFORMATION

# 10

# NATURAL DISASTERS AND RELOCATION

## Overview

This lesson will explore the impact that natural disasters have had and how they have contributed to the relocation of people in Canada. Upon investigating these impacts, students will identify items to include in a disaster relief kit to ensure emergency preparedness.

## Time

75 minutes

## Grade Level

5-12

## Learning Goals

- ▷ Students will identify different types of natural disasters and where they occur in Canada.
- ▷ Students will explore how natural disasters occur.
- ▷ Students will describe the connection between natural disasters and the relocation of humans.
- ▷ Students will analyze a natural disaster using a geographical perspective.
- ▷ Students will research, analyze and draw conclusions from a recent news article.
- ▷ Students can identify the necessary elements to include in a disaster relief kit.

## Materials

- ▷ Natural Disaster cards (17)
- ▷ Disaster Relief Kit Checklist card (1)

## Lesson Description

### Minds on

Through a brainstorming session, students will list types of natural disasters and what they know about them.

### Action

Students will use the Giant Floor Map to highlight select natural disasters that have occurred in Canada. Students will place the student card on the map, share with the class their natural disaster event, and discuss patterns and trends and interrelationships.

### Conclusion

As a class, students will brainstorm ideas for a disaster relief kit that would help them to stay safe during a natural disaster. The kit should be based on where they live in Canada. After brainstorming, the students will use the Disaster Relief Kit List and pick 8-10 items on the list to include in their personal kit. Students will share and justify their reasoning with their peers as to why they chose to include or exclude certain items.

## Lesson Implementation

### Minds on

As students are exploring the Giant Floor Map, ask them to examine the types of relocations shown. Gather students and ask them to brainstorm in small groups other types of relocations that are not included on this map. What causes people to relocate? Is there any category that they feel is missing? If so, what category and where would it be located?

Inform students that the following activity is going to focus on a theme not highlighted on this map, but which has a great impact on the relocation of people in Canada. That theme is natural disasters. Engage in a class brainstorming session to determine what the students already know about natural disasters. What types of natural disasters occur in Canada? What about the rest of the world? As students are brainstorming, encourage them to find the locations of natural disasters they have heard about on the Giant Floor Map.



# 10

## NATURAL DISASTERS AND RELOCATION

### Action

Divide students into small groups and distribute a different Natural Disaster card to each group. Inform students that the Natural Disaster cards contain information about well-known Canadian natural disasters. Students will use the information found on their cards to locate where their natural disaster took place.

Allow time for groups to review the information on their card and then ask each group to select a spokesperson to present what they learned to the rest of the class. Ensure students are highlighting where the natural disaster took place, when, how they feel it impacted the local community and any additional information they wish to share.

When all the groups have presented, have the class identify any patterns or trends among the different natural disasters. *Where do most of the natural disasters take place? Why do they take place there? Where do most people live in Canada? Why do they live in disaster-prone areas?*

Connect back to the theme of relocation. Discuss how natural disasters can lead to the relocation of people and help students to identify and recognize the interrelationships between humans and nature.

Discussion questions to consider:

- When a natural disaster takes place, how are humans affected?
- Where do humans go? Is it a permanent or temporary relocation?
- Which locations would have a quick response rate? Which would have a slow response rate? What factor(s) impact the response rate?

### Conclusion and Consolidation

Discuss with students what they would put in a disaster relief kit to be prepared for a natural disaster in their community and how a disaster relief kit might differ based on where you live across Canada.

Next, provide students with a Disaster Relief Kit Checklist card and divide students into small groups, with each group representing a different region in Canada. Inform students that they are to pick 8-10 items that they want to include in their disaster relief kit. Have students select their top three most important items.

Discuss as a class how the Disaster Relief Kits are similar and/or different across the country. Conclude the lesson by asking students to reflect on how the world is changing due to climate change, what people are doing to tackle it and how this change in climate is impacting our weather systems and the probability of an increased number of natural disasters.

## Connection to the Canadian Geography Framework

### Concepts of Geographic Thinking

- ▷ Patterns and trends
- ▷ Interrelationships
- ▷ Geographic perspective

### Inquiry Process

- ▷ Gather and organize
- ▷ Interpret and analyze
- ▷ Evaluate and draw conclusions
- ▷ Communicate

### Geospatial Skills

- ▷ Foundational elements





## Extend your geographical thinking

To extend your geographical thinking about natural disasters, have students complete an independent research project on a select natural disaster that has occurred anywhere in the world in the past five years. Have students find a recent news article about a natural disaster (either inside or outside of Canada) and complete the following:

1. Describe the event (*What happened? Where did it happen? When did it happen? etc.*).
2. Describe the natural processes involved with the creation of the natural disaster (*an example would be the movement of plate tectonics causing an earthquake*).
3. Explain who/what was affected (*use a geographic perspective — social, economic, political, environmental*).

## Modifications

- If students do not have a strong knowledge of Natural Disasters, show them this video to demonstrate a variety of natural disasters and their severity. ([youtube.com/watch?v=-QQ-\\_T5IB\\_w](https://youtube.com/watch?v=-QQ-_T5IB_w))
- The independent research can be modified for a student by having them use assistive technology or reducing the number of criteria they are required to complete.
- The independent research can be advanced for older grades by requiring the students to create a presentation based on their research and present it to the class.





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# NATURAL DISASTERS AND RELOCATION

## Assessment Opportunities

**Assessment FOR:** Having students brainstorm and discuss natural disasters will help teachers to gauge students' previous learning and knowledge. Through observation and class discussion, teachers will be able to see what knowledge students currently have on the topic.

**Assessment AS:** Assess students as they work with the material. Assessment as learning can be done through observation, monitoring participation and asking students higher-order thinking questions. Teachers can also provide feedback to students as they are working in groups to place their Natural Disaster cards or while they are conducting their research and responding to the independent research questions they have been given.

**Assessment OF:** Assess what students learned from the lesson by assessing their responses to the independent research questions and their disaster relief kit. Teachers can also assess learning through discussions, reviewing student work and making observations, which can also aid in addressing misconceptions and any gaps in their learning.