

INTRODUCTION

Canada's capital is a national symbol that embodies the traditions and values that unite all Canadians. It rightfully honours those who have contributed to the building of our nation and celebrates our greatest achievements. As the capital evolves, it must continue to reflect our growth and diversity as a nation.

The National Capital Commission (NCC) is the steward of the National Capital Region (NCR). It is dedicated to ensuring that the capital is a dynamic and inspiring source of pride for all Canadians, as well as a legacy for generations to come. From the natural beauty of the capital's parks and green spaces to its vibrant cultural and historical heritage, the NCR offers endless opportunities for exploration and discovery.

This Giant Floor Map features the NCR and the work of the NCC. It highlights what makes the capital unique and also emphasizes the institutions and systems that maintain our thriving capital and democracy. Indigenous peoples have a long and rich history in this region. This is, and must continue to be, a defining element of the Capital. The NCC's *Plan for Canada's Capital (2017-2067)* underlines the important place that the Algonquin Nation has had in the past, and will continue to have in the future of the Capital. The NCC has worked with the Algonquin Nation in a spirit of true friendship and collaboration for many years on a variety of projects.

Using the eleven accompanying learning activities as a way to guide inquiry on the Giant Floor Map, students can learn about the ways in which the NCC continues to strengthen bonds with local Indigenous leaders, the geographic and natural features of the landscape, recreational activities and programs offered to the public, sustainability initiatives, urban development and infrastructure projects, and much more!

A NOTE ON LAND ACKNOWLEDGEMENTS

Why do we acknowledge traditional territory? This type of statement, which typically precedes a public event, meeting or ceremony, is a way of recognizing the traditional First Nations, Métis or Inuit land upon which the event is occurring and increasing awareness of First Nations, Métis or Inuit presence and territorial rights. It also represents an opportunity to consider what we (as individuals or organizations) are doing to challenge views and practices rooted in settler colonialism, and if more could be done. Whether it's learning about the history of the Indigenous nations in your community, understanding the real history of colonization and its present-day impacts, consulting and including more Indigenous voices in your school or organisation, or developing relationships with local Indigenous communities, efforts like these are an important way of connecting land acknowledgements with meaningful practice. Below is an example of the land acknowledgement used by *Canadian Geographic* whose offices are located on the unceded territory of the Anishinabe Algonquin Peoples who have been connected to and a part of the land since time immemorial.

We recognize and pay respect to the Anishinabe Algonquin people, who are the original guardians of this land. We acknowledge their long-standing relationship with this territory, which remains uncaded, as well as the invaluable knowledge they have shared, both past and present. We also pay respect to all First Nations, Métis and Inuit people in this region, from all Nations across Canada, who call this region home.



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NATIONAL CAPITAL COMMISSION

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NATIONAL CAPITAL COMMISSION
COMMISSION DE LA CAPITALE NATIONALE



ROYAL CANADIAN
GEOGRAPHICAL SOCIETY

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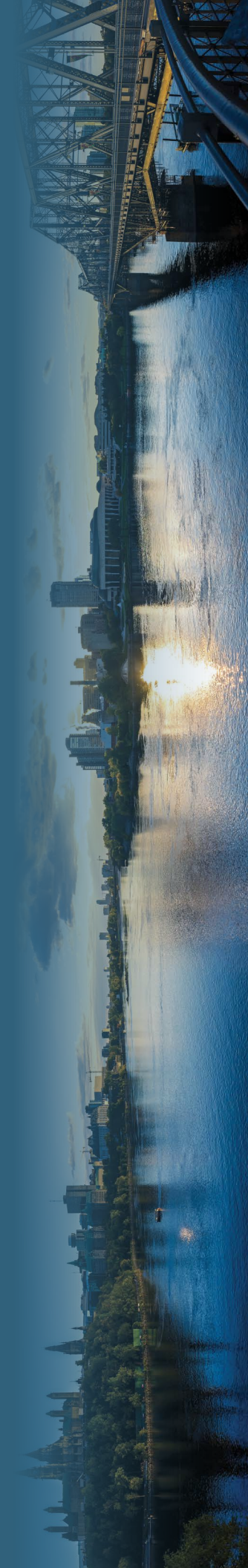


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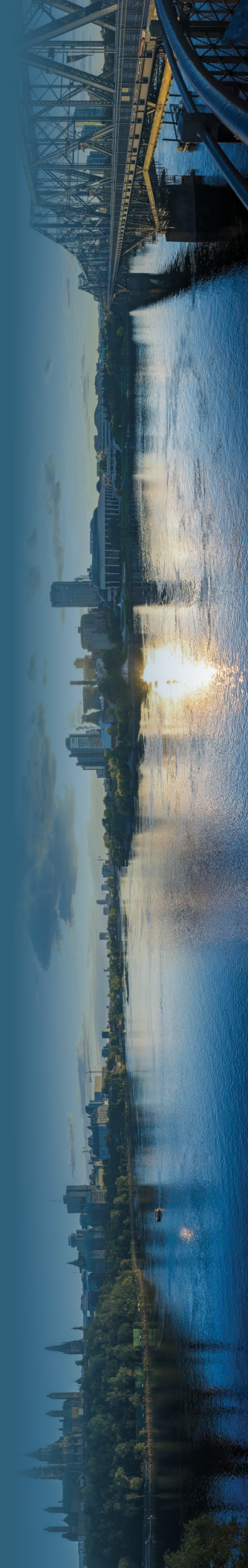
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This activity encourages students to use their geographic knowledge of the National Capital Region and their spatial awareness skills to learn about the importance of land and water to the traditional teachings of the Anishinabeg.



LIST OF MATERIALS

- Giant Floor Map
- Legends (5)
- Teacher's guide
- Pylons (50)
- Ropes (20)
- National Capital Region photo cards (13)
- National Capital Commission information cards (4)
- Archaeological location cards (5)
- Historical image cards (18)
- Historical images: Teacher information card (1)
- A natural capital: teacher information card (1)
- Student information card: Urban Parks (1)
- Student information card: Greenbelt (1)
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- Anishinabe Algonquin Aki teacher information card (1)



ACTIVITY 1: WELCOME TO THE NATIONAL CAPITAL REGION

Overview

This activity will introduce students to the National Capital Region (NCR), who the National Capital Commission (NCC) is and what they do.

Time

60 - 75 minutes

Grades

This activity is best suited for grades 5-12 but can be adapted for younger students.

Materials

- Coloured pylons (50)
- National Capital Region photo cards (13)
- National Capital Commission information cards (4)
- The Plan for Canada's Capital, 2017-2067

Learning objectives

In this activity, students will:

- Explore the National Capital Region.
- Learn about the National Capital Commission and why it is important to the National Capital Region.
- Understand the three main roles of the National Capital Commission.
- Discuss how the National Capital Commission makes long-term plans for the future.

The Origins of the Anishinabe Algonquin People

The National Capital Region (NCR) is located on the traditional, unceded territory of the Kichi Zibi Anishinabeg, whose history dates back since time immemorial. The self-named Anishinabeg (meaning 'the real people') are a group of nations who populated extensive areas to the east and north of the Great Lakes, including the forests and waterways of the Ottawa River Valley Watershed.

The ancestors of the Anishinabeg were nomadic hunting families who began migrating to this region around 12,000 years ago after the retreat of Ice Age glaciers brought new wildlife and sources of food to the valley. Kichi Zibi Anishinabeg were those who eventually came to live along the Ottawa River (known as Kichi Zibi or 'Great River' in Anishinabe language) and its tributaries over 7,000 years ago. Although they are part of the Algonquin language family and share many similarities with other Anishinabeg tribes, over time the Kichi Zibi Anishinabeg developed their own distinct culture.

Because of the river's location and function, linking the mighty St. Lawrence River with the Great Lakes, the banks and islands of the Kichi Zibi became important gathering places for Anishinabe communities (and later European settlers) to trade and socialise. In fact, the name they gave to the region, "Adawe" – the word from which Ottawa is derived – means "to trade" in Anishinabemowin (in the Algonquin language). Here, festivities were held, alliances were formed, and new knowledge of techniques and tools for hunting and agriculture were shared. For millennia, these vibrant communities continued to grow and develop while maintaining their close relationship with the natural environment.

Introduction

Welcome students onto the Giant Floor Map and encourage independent exploration for a few minutes. While students are exploring, ask them to locate their school, home, a favourite place they enjoy visiting, or a place they would like to visit. If students are not from this region, ask students what they know about it and if they have ever visited it before. Allow time for students to share their experience. Have students use the coloured pylons to identify one place highlighted on the map that has meaning to them and allow time for students to share why.

Next, using the National Capital Region photo cards, ask students to each select an image and locate this place on the Giant Floor Map. Afterwards, ask students to share if they have visited any of these places and what their experience was. Use the following questions to engage in a discussion about the National Capital Region to find out what students know:

- *Why does Canada have a capital?*
- *What do you think a capital is?*
- *What do you think a capital should represent - for Canadians? for visitors?*
- *What would make you feel it was "your" capital if you went to visit?*



ACTIVITY 1: WELCOME TO THE NATIONAL CAPITAL REGION

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Patterns and trends
- Geographic perspective
- Spatial significance

Inquiry Process

- Formulate questions
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements

Development

Explain to students that they are going to be learning more about the National Capital Region and the National Capital Commission (NCC). Walk students through a land acknowledgement by explaining that the National Capital Region is situated on the unceded territory of the Algonquin Nation.

Next, gather students around the map and ask them to sit along the border. Explain that all maps tell a story by using data to highlight specific information about a place. Ask students what story they think the map is telling. Explain that this map highlights the National Capital Region, specifically the important work that the NCC does to make sure that this region is one of Canada's most important cultural, scientific and academic centres. As a steward of this region, the NCC manages Gatineau Park, the Greenbelt, the Rideau Canal Skateway, urban lands and parks, pathways, scenic parkways, heritage buildings, agricultural and research facilities, and commemorative monuments.

Inform students that the NCC is a federal Crown corporation, accountable to Parliament through the Minister of Public Services and Procurement Canada. The NCC provides unique value in the National Capital Region by fulfilling three specific roles:

- long-term planner of federal lands;
- principal steward of nationally significant public places; and
- creative partner committed to excellence in development and conservation.

Divide students into four groups and give each group a different NCC information card. Ask students to read the information on their card and to consider the following question:

- *How does the National Capital Commission work to represent Canada as a whole?*
- *What role does the National Capital Commission play in protecting and building spaces in the National Capital Region?*

Encourage students to highlight places mentioned on their cards on the Giant Floor Map or to highlight a place that they feel plays a significant role in the information they read about. Afterwards, allow time for each group to present what they have learned.

Conclusion

Conclude the activity by asking students to consider how the NCC plans for the future. Once students have shared their thoughts, explain that the NCC has an official document called *The Plan for Canada's Capital, 2017-2067*. This document guides the long-term planning for the capital. It provides the direction and vision for federal lands in the region over a 50-year period. This plan serves as the foundation for all NCC planning work.



ACTIVITY 1: WELCOME TO THE NATIONAL CAPITAL REGION

The plan aims to better the capital following these three goals:

1. **Inclusive and meaningful:** A capital that preserves and cherishes national symbols, while respecting Indigenous heritage.
2. **Picturesque and natural:** A capital that values public green space and promotes environmental sustainability.
3. **Thriving and connected:** A capital whose networks extend around the globe.

Ask students to select one of these goals and to locate a place on the Giant Floor Map that is important to their goal.

Connecting with the National Capital Commission

Now that students have learned more about the National Capital Region and the NCC, visit your favourite place in the region if you live in the National Capital Region or visit a place in your own region that you feel best represents Canada. Share with a friend or family member what you have learned and why you think this place reflects Canada. Take a picture of the place(s) you have visited and create a classroom collage of your students' favourite places.



ACTIVITY 2: PERSPECTIVES ON A HISTORICAL CAPITAL

Overview

Students will learn about the rich history of the National Capital Region (NCR) by exploring archaeological sites, learning about the importance of the region to the local First Nations, Métis and Inuit Peoples, and examining historical images of the region after European settlement.

Time

Approximately 60-75 minutes

Grades

This activity is designed for grades 5-12.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Archaeological location cards (5)
- Historical image cards (18)
- Historical images teacher information card (1)

Learning objectives

In this activity, students will:

- Discuss how a location's history can be represented in modern day.
- Learn about the rich archaeological history of the National Capital Region.
- Understand the importance of the National Capital Region to local Indigenous communities and how to acknowledge the land.
- Explore the history of the region through historical images.

Anishinabe Algonquin Nation History

Along the Ottawa river and its tributary regions, archaeological digs have uncovered many different artifacts connected to the Anishinabeg people and their nomadic ancestors. Using modern carbon-dating techniques, researchers have identified tools and weapons from multiple eras of Indigenous history.

These artifacts include fluted stone spearheads, used by Ancient (Paleo-Indigenous) tribes to hunt large animals, like the mammoth and mastodon, as far back as 12,000 years ago. Researchers have also found notched stone spearheads, used by regional tribes of the Archaic period (between 9,000 and 2,000 years ago) to hunt more agile wildlife, like moose and deer, that emerged as woodlands began spreading across what is now known as the Ottawa River Valley.

Evidence of the Kichi Zibi region being a major center for trade and innovation at least 7,000 years ago has also been bolstered by archaeological findings. Native copper, sourced from the Lake Superior region, and coveted for its high quality and functionality compared to stone, was used by the Anishinabeg to make different ornaments and tools, like axes, knives, and fishing hooks. Researchers have also found artifacts containing Obsidian that originates from present-day Wisconsin, as well as Whalebone and soapstone from the James Bay region. We also know that Anishinabeg communities began using ceramic pottery at the beginning of the Woodland period (around 2,500 years ago), which was used to store food, like corn and fish, for an expanding Kichi Zibi population. It is believed that all of these materials were likely introduced to the Kichi Zibi Anishinabeg through the trade of fur and hides with other tribes.

Introduction

Once students have had an opportunity to explore the Giant Floor Map independently, ask students to sit in a circle on the map. Inform students that they will be learning about the history of the region in this activity. Begin a discussion by first asking students how history can be represented in a city/town. Ask students to share any historical information they know about the area and, if it is connected to a place, have them locate it on the Giant Floor Map.

Explain to students that Indigenous Peoples had been living on Turtle Island, what is today referred to as Canada, long before Europeans arrived. Take this opportunity to acknowledge that the National Capital Region is situated on the unceded and ancestral territory of the Algonquin Nation and discuss with students the importance of acknowledging this land on a regular basis.

Begin your exploration of the region's history by first explaining to students that the National Capital Region has a rich archaeological history, which has provided archaeologists with information about this region dating back thousands of years. Explain that the work of an archaeologist involves finding, recovering, and interpreting remains that are important elements of our cultural heritage. The National Capital Commission (NCC) ensures that the archaeological resources on federal lands in Canada's National Capital Region are properly protected and managed.



ACTIVITY 2: PERSPECTIVES ON A HISTORICAL CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Patterns and trends
- Geographic perspective
- Spatial significance

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Divide students into five groups and give each group a different archaeological location card. Allow time for students to review the information on the card and locate their place on the Giant Floor Map. Afterwards, allow time for students to share information that they learned.

Development

Clear off the archaeology cards from the map and gather students along the map's border. Remind students that at least as far back as 9,000 years ago, Indigenous people have inhabited and travelled through the region. Explain that the region was a place people gathered to trade because of its location along the rivers. Current place names reflect the names that the Anishinabeg peoples gave to locations for meeting and exchanges, such as Ottawa (the road that walks) and Kitchissippi (great river). Obstacles to navigation led to settlements on portage headlands. One of the mightier obstacles was the Chaudières Falls (whose original name is Akikodjiwan or Kîshkâbikedjiwan), which served as a place of ceremony. Locate these places on the Giant Floor Map using coloured pylons and ropes.

Explain to students that the National Capital Commission values its relationship with Indigenous Peoples, particularly the Algonquin Nation, as a way to honour the history, culture and traditions of land that makes up the National Capital Region. This relationship ensures direct collaboration between the NCC and Anishinabe Algonquin Nation communities in the protection and management of archaeological resources in the National Capital Region. Ask students: *What other steps could be taken to further highlight and honour Indigenous heritage in this region?*

Now that students understand how far the history of the region dates back and the history of the Indigenous Peoples in the area, explain that students will be learning more about the history of the region after European settlement by examining historical photos. Distribute a historical photo to each student or group of students and have them place their photo on the location mentioned on their card. Afterwards, ask students to stand in a circle around the photos and walk around examining the variety of historical images. Have a class discussion about what students see in the images and how it differs from their understanding of the area today. Ask students how the land changed once settlers arrived. What impact did this have on the local Indigenous populations?

Conclusion

Conclude this activity by connecting back to the discussion at the beginning of this activity about how history can be represented in modern-day society. Explain that history can be represented through road/place names, monuments, and preserving historical buildings. Have students select a place or person (e.g., park name, road name, building name) mentioned on the Giant Floor Map or one they are knowledgeable about and share it with the class as their exit ticket off the map. Next, ask students to prepare a brief paragraph on the impact this place or person has had on the National Capital Region as a way for students to extend their knowledge beyond the Giant Floor Map.



ACTIVITY 2: PERSPECTIVES ON A HISTORICAL CAPITAL

Connecting with the National Capital Commission

Indigenous Peoples have a long history in the National Capital Region. The NCC believes that this is, and must continue to be, a defining element of the capital. *The Plan for Canada's Capital, 2017-2067 document*, underlines the important place that the Algonquin Nation has had in the past and will continue to have in the future of the capital. The NCC continues to seek ways to build strong relations with local Indigenous leaders and peoples, particularly the Algonquin Nation, with a focus on ensuring that their interests are reflected in the numerous projects and initiatives being undertaken across the region.

Learn about how the NCC works with local Indigenous communities and discuss how you can get involved. Connect with a local Indigenous organization to learn more about the history of the region and the traditional ways of knowing that are important to the Algonquin Nation.



ACTIVITY 3: A NATURAL CAPITAL

Overview

This activity will focus on the geographic and natural features of the National Capital Region (NCR), as well as the parks and green spaces operated by the National Capital Commission (NCC). Students will identify key physical features on NCC-managed lands and will learn about unique and important ecosystems within its green spaces. They will also learn about where parks are located and what makes them special.

Time

45-60 minutes

Grades

This activity is best suited for grades 5-12.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- A natural capital: teacher information card (1)
- Student information card: Urban Parks (1)
- Student information card: Greenbelt (1)
- Student information card: Gatineau Park (1)

Learning objectives

In this activity, students will:

- Identify the natural features in the National Capital Region.
- Explore the National Capital Commission's green spaces from the perspective of urban parks, the National Capital Greenbelt, and Gatineau Park.

Anishinabe Algonquin Nation History

A deep respect for the natural world is fundamental to Kichi Zibì Anishinabeg beliefs and culture. Over thousands of years, Kichi Zibì families established a reciprocal relationship with the land, developing the knowledge and ethic to live and survive in an ecologically sustainable way. They see themselves as stewards of the land, seeking harmony with the natural elements and all living things under a guiding philosophy called Mino Pimàdiziwin. In the Algonquin language this term means living a good life, in a good way, and is based on a system of organization that allows the people to maintain their relationship with, and responsibilities to, the natural world.

The life of a traditional Kichi Zibì hunting family revolved around seasonal cycles. In the winter, extended families lived together on the tributaries off of the Kichi Zibì where they trapped and hunted. They would utilize the natural elements for the hunt, for example chasing moose into clearings when snows were deepest to give them an advantage. They were also careful not to kill breeding animals to ensure the species continued to reproduce every season. The Anishinabe practiced conservation and sustainable development.

In the spring, Kichi Zibì families would travel to the sugar bush to tap trees and make maple sugar, or travel to areas where sturgeon and pickerel came to spawn. In the summer they would collect berries and medicinal plants, like sweetflag root, blood root, and pepper root, which were found near lakes and creeks. Summer was also a time of preparation for the winter hunt, where the cycle would begin anew.

Introduction

Invite students onto the Giant Floor Map and allow time for independent exploration. As students are exploring, ask them to identify natural features they see depicted on the map. Using the teacher information card for guidance, highlight some facts about the National Capital Region's climate, geological formations, and ask students to identify as a class the following natural features:

- Three main rivers - Ottawa, Rideau, Gatineau
- Waterfalls - examples include Rideau Falls, Hog's Back Falls, Chaudière Falls
- Forests - examples include Pinhey Forest (also home to sand dunes!) and Gatineau Park
- Lakes - examples include Mud Lake, Dows Lake, Leamy Lake, Meech Lake, Philippe Lake
- Two physiographic regions (the Canadian Shield and the St. Lawrence Lowlands), divided by the Eardley Escarpment
- Marsh/Wetlands - examples include Stony Swamp and Mer Bleue

Once students have finished, ask them why it is important to have and protect natural green spaces in an urban setting. How do green spaces affect people living in the region, tourists/visitors, and biodiversity? How do Indigenous peoples use the natural spaces in this region (historically and currently)?



ACTIVITY 3: A NATURAL CAPITAL

- Learn more about the conservation efforts of the National Capital Commission, using Gatineau Park as an example.

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Geographic perspective

Inquiry Process

- Formulate questions
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements

Development

Explain to students that the National Capital Region supports a wide variety of ecosystems and natural habitats, which contribute to the region's unique biodiversity. There are a total of 28 natural ecosystems and habitats on NCC-managed lands: 11 in urban settings, eight in Gatineau Park, and nine in the Greenbelt. The NCC manages these areas according to the International Union for Conservation of Nature protocol.

Explain that the green spaces in and around an urban setting are important to the development of a region because it allows for both wildlife (e.g., food, shelter, reproduction) and humans to thrive (e.g., recreation, mental and physical health, climate regulation). Also explain that green spaces and natural environments are in better health when they are connected to each other, and that connectors include rivers, creeks, forests, and fields.

Inform students that they are going to learn more about green spaces in the National Capital Region. Using the student information cards provided, divide students into three groups and ask them to learn more about their chosen green space. Using the coloured ropes provided, ask students to use the Giant Floor Map to highlight key areas they learn about. Ask students to pay attention to the natural connections between the chosen green space and other green spaces. Afterwards, allow time for each group to share what they have learned with the rest of the class.

After each group has presented, ask students where they would like to propose a new greenspace. Why did they choose this location? What kind of information would the NCC need to collect to propose a new green space in this location? What else would be involved in this selection process?

Conclusion

Now that students have more information about the variety of green spaces in the National Capital Region, discuss the importance of conservation efforts. Ask students:

- *What challenges do urban green spaces face?*
- *How can a green space be protected in an urban environment?*
- *Who is responsible for protecting green spaces?*
- *What can you do?*

Use the example of Gatineau Park to highlight what the NCC is doing to protect this environment. Explain that conservation is a main priority for the National Capital Commission across the National Capital Region. In the Gatineau Park Master Plan, the NCC has established policies for ecosystem conservation and restoration, which include the following:

- Manage Gatineau Park like a National Park, as defined by the International Union for Conservation of Nature
- Protect the ecological integrity of the Park, including its biodiversity habitats and natural processes



ACTIVITY 3: A NATURAL CAPITAL

- Protect species at risk and their habitats
- Reduce habitat fragmentation and restore degraded areas
- Protect the quality and quantity of water resources
- Protect ecological continuity zones
- Limit pressure from human activities, including when planning projects
- Continue to collect scientific data and monitor the health of the Park

Discuss the importance of this and use the links provided at the end of this learning activity to learn more about these efforts. Conclude the activity by asking students what they can do to get involved with conservation efforts and how they can protect their local green space. If time allows, create your own initiative based on these ideas and get outside and take action!

Connecting with the National Capital Commission

Connect with a local green space. Have students select either their favourite green space in the National Capital Region or their community or select a green space they are interested in visiting after what they learned in this activity. Task students with a fieldwork project where they plan to visit this green space and design their own map of the region, highlighting things of importance to them, such as animals they saw, plants, trail routes, natural features, etc. Create a gallery of these maps for the school to see to encourage others to get out and explore.



ACTIVITY 4: AN URBAN CAPITAL

Overview

This activity will explore the elements that make the National Capital Region (NCR) an inclusive urban environment. Students will discuss common features found in many cities and examine how the region has been developed and is currently developing. Finally, students will discuss the future planning of the region as a growing urban space.

Time

60-75 minutes

Grades

This activity is best suited for grades 5-12 but can be adapted for younger grades.

Materials

- Personal devices (not included)

Learning objectives

In this activity, students will:

- Examine key characteristics and features that make up an urban place.
- Discuss how the National Capital Region is an inclusive place for everyone.
- Learn about events, places, and activities made available to various people in the National Capital Region.
- Discuss the future of the National Capital Region and how it can grow sustainably.

Anishinabe Algonquin Nation History

From spring until fall, traditional Anishinabeg families gathered along the banks of the Ottawa river in large community camping sites called kabeshinàn. Here they would exchange gifts, play games, and hold important events, like marriages and tribal councils. Their dome-shaped dwellings, called pikogan, were also workspaces, where tools and weapons were repaired in preparation for the winter hunt in the forested regions of the river's tributaries.

European settlement on Anishinabe Algonquin territory in what is now known as the National Capital Region began in the 1800s and was accelerated after the construction of the Rideau Canal in 1832 and the naming of Ottawa as Canada's capital city in 1857. During this time, the landscape of the Ottawa River Valley changed dramatically, as land was cleared for farms, lumber, and urban development. For the Anishinabe Algonquin Nation, who had lived for millennia in harmony with nature, their way of life was also irrevocably altered, as traditional hunting grounds were appropriated and communities were forced to relocate onto reservations outside the city.

After decades of socio-economic exclusion, city developers have been seeking more meaningful engagement with the Anishinabe Algonquin Nation and other First Nations, Métis and Inuit people who reside in the region, with efforts being undertaken to reconcile past injustices, in part, through the development of Indigenous-led spaces and programs, both in the city and in First Nations communities. While there is still much work to be done, a number of projects have been successful in creating opportunities for Indigenous capacity building and cultural representation, like the Odawa Native Friendship Centre and the Kitigan Zibi Anishinabeg Cultural Centre in the Kitigan Zibi community near Maniwaki, Quebec.

Introduction

Invite students onto the Giant Floor Map to explore. Ask students to use the legend provided or their previous knowledge of the National Capital Region to identify the following places:

- Ottawa's downtown core
- Gatineau's downtown core
- Parliament Hill
- A green space
- Transportation (e.g., bus, O-train, intercity rail, airport, major roadways)
- Natural features (e.g., rivers, waterfalls)
- An additional feature students would like to share

Once students have identified these places as a class, play a game of Simon Says to review. Afterwards, ask students to take a seat on the Giant Floor Map and use the following discussion questions to introduce the topic of urban settings (vs. rural setting) and Ottawa as an urban capital.



ACTIVITY 4: AN URBAN CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Geographic perspective
- Spatial significance

Inquiry Process

- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

- *How would you define a city or urban place? What makes the National Capital Region one?*
- *How would you describe the way in which Ottawa-Gatineau's urban centre has been developed?*
- *Why do you think cities grow? What challenges could a city like Ottawa or Gatineau run into as it grows?*
- *What must a capital city have? What makes a capital great?*
- *What are your favourite things about the National Capital Region? Why?*

Explain that, past urban planning decisions have created strengths and challenges in both Ottawa and Gatineau. Talk about what these challenges can be, and how these should be addressed today.

Development

Explain to students that Canada's population is now approximately 80 per cent urban. Ottawa is a unique example of an urban place because it is also Canada's capital. This means that the National Capital Region represents all of Canada and it is important that it is a good urban environment that is inclusive to all.

Share some additional information with students about the National Capital Region:

- The region has a relatively dense urban core with urbanized areas around it.
- According to the 2021 census, the census metropolitan area of Ottawa-Gatineau had a total population of 1.5 million. The population projection, estimated at 1.8 million for 2050, may grow beyond 2.3 million by 2067.
- Demographically, the region has been growing steadily for decades and immigration has become an important contributor to this trend.
- The region's growing population has required extensive investment in transportation infrastructure. The number of motor vehicles owned by residents increased dramatically from 40,000 in 1947 to more than 680,000 in 2016. The challenge in the 21st century is to reduce car dependency and encourage more people to use transit and active modes of transportation as a way to improve the quality of life in urban environments.
- The National Capital Region is bilingual. A 2015 report from the Office of the Commissioner of Official Languages found that knowledge of both official languages has increased steadily in the region since 1981.

Conclusion

Now that students have learned about the current organization of the National Capital Region and how it is an inclusive urban center, ask students to consider how it can grow sustainably. Begin by asking students what challenges an urban centre like Ottawa-Gatineau might face as its population grows. How can the NCC, along with city officials, plan to make sure the region grows in a sustainable way? What can students themselves do to advocate for sustainable growth?



ACTIVITY 4: AN URBAN CAPITAL

Optional extension activity: After your time with the map, create a research project for students where they are encouraged to propose a new urban development initiative in the National Capital Region.

Connecting with the National Capital Commission

The NCC's Urbanism Lab is an innovative space where Canadians and leaders in urbanism, design, heritage and conservation, sustainability, and placemaking get together to inspire the future of the National Capital Region. Check out the latest season of talks or view past series to learn more about this initiative. Discuss how students can get involved with the Urbanism Lab to learn more and stay engaged with the NCC's initiatives.



ACTIVITY 5: A CULTURAL CAPITAL

Overview

This activity will focus on the cultural heritage of the National Capital Region (NCR) and the people who have had a role in it. Students will learn about historically important buildings, monuments, public art, and more, as well as how these buildings are representative of the region's cultural heritage.

Time

45 minutes

Grades

This activity is designed for students in grades 4-8 but can be adapted for both younger and older grades.

Materials

- Cultural heritage cards (19)
- Notebook/scrap piece of paper (not included)

Learning objectives

In this activity, students will:

- Discuss cultural heritage and how a place like the National Capital Region is representative of the cultures in the region.
- Explore and locate specific examples of cultural heritage buildings, monuments, and other places in the National Capital Region.
- Design and map their own cultural heritage tour.

Anishinabe Algonquin Nation History

Anishinabe Algonquin cultural heritage is represented and practiced in different spaces throughout the Ottawa-Gatineau region.

A number of monuments were built that acknowledge Indigenous culture and history. One example is the statue at the Canadian Museum of History honouring Chief Tessouat from the Anishinabe Algonquin Nation, who controlled trade along the Ottawa River in the early 1600s, ensuring that Anishinabeg communities benefited.

Anishinabe Algonquin culture is also represented in many of the museums and galleries found in the capital region. The Canadian Museum of History has the First Peoples Hall, which includes an extensive collection of artifacts and dioramas related to First Nations, Métis and Inuit peoples' histories. There is also the Canadian War Museum, which has sections dedicated to conflicts involving First Nations or Métis people before and after European contact. In addition, you can visit the National Gallery of Canada, which is home to one of the largest collections of First Nations, Métis and Inuit artwork in Canada, or the National Arts Centre, which hosts the National Indigenous Theatre Department.

This partial listing of Anishinabe Algonquin cultural display locations in the region also includes Pindigen Park in Lebreton Flats, where the Anishinabe Algonquin philosophy of seeking harmony with nature is represented using interpretive text and visuals detailing this way of life. There are also places, like Mādahòki Farm, where Anishinabe cultural events take place, including seasonal celebrations and a marketplace where Indigenous products are sold. The farm is also home to a growing herd of endangered Spirit Horses.

Introduction

Invite students onto the Giant Floor Map and give them a couple of minutes to explore independently. As students are exploring, ask them to identify places named after a person, a thing, an event, or even another place that they know exists in the world. Gather students in a circle around the Giant Floor Map and ask them to share what they discovered.

Introduce the topic of cultural representation in a place. Use the following questions to guide this discussion:

- *What do the words "culture" and "heritage" mean to you?*
- *How can a city or place represent culture? (Think of as many examples as you can.)*
- *What places in the National Capital Region would you consider heritage places?*
- *Why is it important for the National Capital Region to recognize cultures in the region? Who should be represented and why?*



ACTIVITY 5: A CULTURAL CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Spatial significance

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze

Geospatial Skills

- Foundational elements
- Spatial representations

Development

Explain to students that the cultural heritage of the National Capital Region is a visible record of an important part of the Canadian story. It symbolizes our identity and gives us a sense of ourselves as a nation. Cultural heritage includes: landscapes, buildings, monuments, archaeological sites and collections, documents, and records.

Explain to students that the National Capital Commission (NCC) has an important role to play in protecting cultural resources and managing them as part of Canada's legacy. This includes managing more than 70 designated federal heritage buildings, managing the capital's official residences, recognizing cultural landscapes, supporting commemorations and public art, and much more.

Distribute the cultural heritage cards to students and allow time for students to examine the image and the information on their card and have them place it on the Giant Floor Map. Once all cards have been placed, ask students to circulate the map and examine the other cards. Using their notebooks or a scrap piece of paper, ask students to find an example of how culture is represented in the National Capital Region in three or four of the following categories:

- An individual who is being commemorated or remembered in some way
- A heritage building that is preserved for its historical significance
- An invention or industry that is being celebrated
- A monument commemorating or celebrating a person or an event
- A place that is recognized as having cultural significance
- The National Capital Region as a major Canadian city, with its own local culture, music and arts scene
- Major cultural institutions present in the Capital (e.g. art galleries, museums)
- Place identity (are there any neighbourhoods or rural villages that have their own identity?)

Note: The cards used in this activity do not include every monument, heritage building, etc. If a student thinks of something that is not mentioned in this activity, encourage them to share what they know with the rest of the class.

Note: the locations on the cultural heritage cards are visible on the Downtown inset map.

Conclusion

When students have had a chance to examine all the examples placed around the map, gather students in a group and allow time for them to share their notes. Conclude the activity by looping back to the initial discussion about how culture is represented in a place, specifically the National Capital Region. Use the following questions as guidelines:

- *Is the National Capital Region a good example of honouring and protecting cultural heritage? Why or why not?*



ACTIVITY 5: A CULTURAL CAPITAL

- *Do you feel that there is a specific event or group that is not represented? Please share.*
- *What challenges do organizations like the NCC face when planning to represent or protect something connected to culture?*

Have students design their own cultural heritage walking tour using examples from the activity or from their own research and knowledge. Using the Giant Floor Map, students will map out their tour as well as draw a detailed map of it. Each student will then present their tour to the class. After everyone has presented, students will vote on the most interesting tour of the National Capital Region. If possible, arrange for students to go on this tour, with the student who designed it acting as a tour guide.

Connecting with the National Capital Commission

The National Capital Region has a strong history shaped by many individuals. As a way to learn more about the cultural heritage in the region, propose a research project to students where they research an individual that had an impact on the region. Have students use these individuals to introduce specific monuments or historical buildings, streets, or places in the National Capital Region. Example individuals can include but are not limited to:

- John Bull (aka Simon-John Makate-inini)
- Chief Tessouat
- Chief Iroquet
- Chief Nibachis
- Chief Pontiac
- Gabriel Commanda
- William Commanda
- William Lyon Mackenzie King
- Lieutenant-Colonel John By
- Thomas Leopold Willson
- Elizabeth Bruyère
- Servantes de Jésus-Marie
- William Commanda
- Yousuf Karsh and Malak Karsh
- Jacques Gréber
- Bill Mason
- Philemon Wright and its descendants



ACTIVITY 5: A CULTURAL CAPITAL

- Mrs Firth, who ran the Firth Tavern in the early 1800s - Firth Tavern is now an archaeological site at LeBreton Flats
- Isabella Preston, horticulturist; her work at the Central Experimental Farm led to plantings all over the Capital
- Constant Pinesj, Algonquin Chief who made many petitions to the Crown regarding settlement
- Wilfrid Laurier - who created the Ottawa Improvement Commission and championed the beautification of the Capital; also had the Chateau Laurier named for him
- Flavien Rochon, Sculptor and/or Honoré Foisy, Tinsmith
- Thomas Ahearn and Thomas Keefer - inventors, electric streetcar pioneers
- Ezra Butler (E.B.) Eddy
- Thomas D'Arcy McGee, Father of confederation, assassinated on Sparks Street
- Adrienne Clarkson, former Governor General of Canada
- Frederick Todd, landscape architect
- Agnes MacPhail, first female Canadian MP
- Thomas MacKay - mason and contractor on the Rideau Canal who built Rideau Hall, founded New Edinburgh
- Terry Fox
- Erica Wiebe, Olympic medalist from Stittsville
- Todd Nicholson, paralympic athlete
- Jos Montferrand, lumberjack and strong man
- Dominion Sculptors of Canada, including Eleanor Milne
- Dominion Carillonneur, Dr. Andrea McCrady
- Annie P, Inuit Artist
- Chief Tessouat - monument in front of the Museum of Canada History
- Mary Simon, Governor General and advocate for Indigenous and women's rights
- Douglas Cardinal - Indigenous Architect of the Canadian Museum of History



ACTIVITY 6: A DEMOCRATIC CAPITAL

Overview

This activity will focus on the National Capital Region (NCR) as the centre of Canada's democracy. Students will learn about Parliament Hill and the Supreme Court, as well as Canada's Official Residences and diplomatic missions. They will learn why they are important and where they are located.

Time

60-75 minutes

Grades

This activity is best suited for students in grades 5-12.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Parliament Hill card (1)
- Official residence cards (6)

Learning objectives

In this activity, students will:

- Discuss the role of democracy in Canada and locate Parliament Hill on the Giant Floor Map.
- Learn about the history of six official residences maintained by the NCC.
- Examine and map Confederation Boulevard and discuss its role in the National Capital Region.

Anishinabe Algonquin Nation History

It was at kabeshinàn (the Kichi Zibì Anishinabe campsites along the Ottawa River), where the Nation's leaders held council with the people. The people had a collective say in matters like trade and territorial issues, while the leaders listened to the peoples' concerns and provided guidance. The traditional Anishinabe governance structure is linked to the Dodemag (or "Clan System"). Each clan had responsibilities to the greater community, focusing on specific needs like health, security, and teaching. Some were leadership clans, managing external affairs and treaties or internal governance and administrative matters. In recent years, the Anishinabe have considered returning to the clan system as a revitalization of Anishinabe Algonquin sovereignty.

In 2021, the Canadian Parliament enacted Bill C-15, the United Nations Declaration on the Rights of Indigenous Peoples Act. This Act provides a framework for the Government of Canada and Indigenous peoples to work towards lasting reconciliation and cooperative relations. The bill includes measures for protecting and promoting Indigenous rights, including rights to self-governance, equality, and non-discrimination.

As a way to acknowledge and highlight First Nations, Métis and Inuit histories, cultures and languages, there have also been recent initiatives to rename streets and places in the National Capital Region using Anishinabe Algonquin names. Kiwekì Point, which means "returning to one's homeland," is the new name for Nepean Point in downtown Ottawa, which overlooks the Kichi Zibì. The Sir John A Macdonald Parkway has been renamed Kichi Zibì Mìkan after hundreds of protestors voiced their opposition, given Macdonald's support for the forced assimilation of First Nations, Métis and Inuit people. The new name means "Great River Road" in the Algonquin language.

Introduction

Once students have had an opportunity to explore the Giant Floor Map, invite them to take a seat on the border around the map. Introduce the concept of democracy and laws by leading a discussion with students about rules at home and what purpose they serve. Who makes these rules (parents, guardians, family members)? What are some rules in the classroom? Who makes those rules (agreement between teacher and students)? What are some rules at school? Who makes those rules (principal, school board, or government)? What are some rules that we find in the community? Who makes those rules (government)?

Explain to students that in Canada, adults (people over 18 years of age) take part in a democratic process in which they choose to make rules for all Canadians to follow and to help protect the rights of everyone in the country. Canadians select people to represent them and these representatives go to the National Capital, where they discuss current rules and possible new ones. Ask students to think of examples of rules made by the government of Canada and what these rules mean for Canada.

As a class, locate Parliament Hill on the Giant Floor Map and place the Parliament Hill card there. Ask students if any of them have visited Parliament Hill and what their impression was. What did they learn? Explain that Parliament has three main blocks – the East Block, the West Block, and the Centre Block.



ACTIVITY 6: A DEMOCRATIC CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Spatial significance

Inquiry Process

- Formulate questions
- Gather and organize
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Development

Explain to students that the National Capital Region hosts many of Canada's most important national symbols, including buildings and ceremonial spaces in the Parliament Precinct. As the seat of the government of Canada, the capital hosts more than 130 diplomatic missions representing nations from around the world. Diplomatic missions include embassies, high commissions, chancelleries, and diplomatic residences. Most of them are within three kilometres of Parliament Hill and almost half of those located in the capital are within the capital's core area. Other diplomatic missions located within the inner urban area of Ottawa are in central neighbourhoods such as Sandy Hill and Centertown.

There are also official residences. Official residences are the homes of our country's political leaders. They welcome foreign dignitaries and host protocol events, meetings, and commemorative ceremonies. The NCC is responsible for the long-term planning, capital works and ongoing maintenance of the six official residences in the National Capital Region.

Divide students into six groups and give each group a different official residence card. Have students review the information provided on their card and locate it on the Giant Floor Map. Once all locations have been found, allow time for students to present to the rest of the class the information they have learned.

Conclusion

Ask students to form a circle around the downtown core and inform students about Confederation Boulevard. Explain that Confederation Boulevard is the capital's ceremonial and discovery route, which encircles the downtown areas of Ottawa and Gatineau. It is the route that foreign dignitaries and the royal family take for processions and state visits. It connects many sites and symbols of national significance, such as Parliament Hill and the Supreme Court of Canada, as well as museums, heritage sites, embassies, monuments, and parks.

Running a length of 7.5 kilometres, Confederation Boulevard forms a loop that connects both sides of the Ottawa River, linking Ontario and Quebec. It follows several symbolically important streets along federal lands and past national landmarks, and it comprises three sections.

- **Central loop:** Crosses the Ottawa River to encompass the downtown cores of Ottawa and Gatineau. Some of Canada's most important institutions, heritage sites, monuments and festival plazas are here.
- **Northeastern section:** Follows Sussex Drive, passing through the capital's international sector to Rideau Hall, the residence of Canada's governor general.
- **Southern section:** Provides a grand approach along Elgin Street to the National War Memorial.

Using the coloured ropes provided, map out Confederation Boulevard on the Giant Floor Map. Next, use the coloured pylons to identify each of the three sections.

Conclude the activity by discussing why places like Confederation Boulevard and the official residences are important to have in the National Capital Region.



ACTIVITY 6: A DEMOCRATIC CAPITAL

Connecting with the National Capital Commission

For students local to the region: As a class or individually with the students' families, arrange a visit to Rideau Hall, the only official residence open to the public, to explore the residence to learn how it serves as an important national symbol. Afterwards, plan a walk along a section of Confederation Boulevard. Encourage students to take pictures during their adventures and to create a photo essay or a display board highlighting their favourite places. If a visit to the grounds is not possible, visit the Confederation Boulevard interactive map (link provided below).

For non-local students: Investigate symbols in your community and plan your own walk highlighting these areas. Arrange for a class walk and have students take pictures during the tour and to create a photo essay or a display board of what they learned.



ACTIVITY 7: A CONNECTED CAPITAL

Overview

This activity will focus on the transportation systems in the National Capital Region (NCR). Students will learn about bridges, parkways, and multi-use pathways and see how the region is connected.

Time

75 minutes

Grades

This activity is best suited for grades 5-12 but can be adapted for younger students.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Student Connection Card: Capital Pathway (1)
- Student Connection Card: Parkways (1)
- Student Connection Card: Bridges (1)
- Student Connection Card: Transit system (1)

Learning objectives

In this activity, students will:

- Explore the Giant Floor Map and discuss how the National Capital Region is connected through a variety of modes of transportation.
- Examine four examples of transportation infrastructure in the region: the Capital Pathway, parkways, bridges, and the transit system.
- Plan a day trip using a variety of transportation.
- Discuss the future of the transit system for the National Capital Region.

Anishinabe Algonquin Nation History

Long before the arrival of Europeans and colonization, a thriving First Nations trade network existed throughout much of northeastern North America in the Early Woodland period. It was the birch bark canoe that allowed the Anishinabeg people to traverse great distances along the rivers and lakes of Turtle Island in search of resources and goods for trade. A feat of craftsmanship and ingenuity, canoes could move efficiently in both deep and shallow water while being light enough to carry across land where needed. They were also entirely constructed from natural materials, using birch bark over a wooden frame held together by spruce tree roots and sealed with pine gum. Given that these materials were readily available, canoes could also be easily repaired when necessary.

Travelling the waterways by canoe later became an essential method of transportation in the exploration and development of North America for the European settlers who adopted this First Nations technology in the 16th century and onwards. Existing First Nations trade routes were also utilized by voyageurs during the fur trade of the 18th and 19th centuries, which further opened the continent to European exploration and settlement. The Anishinabe Algonquin Nation, being the first tribe upriver from French settlements in present-day Montreal, were key figures in the exploration of the Kichi Zibi (the Great River).

The birch bark canoe is emblematic of our connection to water and has gone on to become an enduring symbol of sovereignty and resilience for the Anishinabe Algonquin people and other First Nations.

Introduction

Invite students onto the Giant Floor Map and ask them to pay attention to how the map highlights modes of transportation. If you are a student living in the region, use a coloured pylon to highlight the location of your school and ask students how they arrived at school today. Do a class survey on the types of transportation used. If you are not a student living in the region, have students examine the various regions on the map and predict how people travel if you are living in residential areas, downtown or in the countryside.

Use the following questions to kick off a discussion about urban transportation:

- *What modes of transportation are highlighted on this map? Do you see connections between them (e.g. bus to train, pathway to road, etc.)*
- *What types of transportation do you use? Which do you not use and why?*
- *Why is offering different transportation options important in an urban setting?*
- *How can multiple modes of transportation co-exist in the same place?*
- *What key factors must a city keep in mind when developing or expanding their transportation infrastructure?*



ACTIVITY 7: A CONNECTED CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Geographic perspective

Inquiry Process

- Formulate questions
- Gather and organize
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Development

Inform students that the National Capital Commission considers mobility to be fundamental to the capital experience, both for visitors and citizens living within the region. How one travels within and around an area plays a huge role in one's lifestyle – from getting to work or school, visiting friends or family, running errands, getting out in nature, etc. How one moves around a space also affects how connected the entire space is.

Now that students have a greater understanding of the modes of transportation offered in the National Capital Region and why it is important for a region to have this connection network, inform students that they are going to be investigating four main examples of transportation infrastructure in the region: the Capital Pathway, parkways, bridges, and the transit system. Divide students into four groups and give each group a different student connection card. Allow time for students to read the information on their card and use the provided pylons and ropes to highlight key areas on the Giant Floor Map. When students are ready, allow time for each group to share what they have learned.

Conclusion

Once students have completed their presentations, the final task of this activity is to ask students to plan their own day trip around the capital. For local students living in the region, ask students to begin at their school, but from there, they can go wherever they like. For students who are not from the region, have students select a hotel they would like to stay at and begin their tour from there. As students are planning their day trip, inform them that their trip must include:

- The use of more than one type of transportation.
- Crossing at least one bridge.
- Visiting at least one green space.

For older students, ask them to use the scales provided on the map to keep track of the total distance travelled in the day. When students have planned their day trip, allow time for them to share with one another.

Connecting with the National Capital Commission

The National Capital Region has a unique history of how its transportation network was developed. After students have completed this Giant Floor Map activity, ask them to choose one mode of transportation offered in the region and create a timeline of how it was developed. Ask students to also consider the history of their chosen mode.



ACTIVITY 8: A SUSTAINABLE CAPITAL

Overview

This activity will focus on the National Capital Commission's (NCC) role in creating a greener and more sustainable National Capital Region (NCR). Students will explore ongoing projects and initiatives supported by the NCC and will discuss the challenges and responsibilities a region has as population continues to grow and climate change affects the environment of the region.

Time

60-75 minutes

Grades

This activity is best suited for grades 5-12.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Sustainable capital cards (4)
- Teacher information card (1)

Learning objectives

In this activity, students will:

- Discuss the importance of a green space and locate green spaces on the Giant Floor Map.
- Learn about sustainable initiatives and projects implemented by the National Capital Commission in the National Capital Region.
- Examine and discuss the principles and actions of the National Capital Commission's Sustainable Development Strategy.

Anishinabe Algonquin Nation History

Climate change is one of the most important issues facing the world today. As shifts in temperatures and weather patterns continue to alter the land, water, plants, and wildlife of our environment, the consequences of these changes are increasingly being felt across all regions of the Earth.

For many First Nations, Métis and Inuit communities, including the Anishinabe Algonquin Nation, traditional hunting and harvesting activities depend on healthy ecosystems, which are increasingly being disrupted by climate change and other destructive activities carried out by humans, like forestry, mining, energy development, as well as urbanisation. These activities, which are often associated with worldviews that see nature as a commodity to be managed for the benefit of humans, can affect the land in ways that weaken the food security and sovereignty of First Nations, Métis and Inuit people by reducing their ability to hunt or practice agriculture. Moreover, for these Nations whose sense of community, identity, and well-being are based on strong connections to the land, such environmental changes are also linked to declining emotional, spiritual, and sociocultural well-being. More than ever, sustainable development strategies are needed to preserve and strengthen these vulnerable communities.

The Anishinabe environmental philosophy is fundamentally about relationships, solidarity, and reciprocity. It considers relationships not only among people, but with all living things. It is our responsibility to ensure balance and harmony in all of these relationships, while serving as good stewards of the land.

Introduction

Once students have had the opportunity to explore the Giant Floor Map independently, ask them to examine the green spaces located on the map. Ask students if they see any patterns or trends in the location of these green spaces. Ask students if they have visited any of these places and allow time for them to share with a partner or with the class.

Explain to students that much of the land in the NCC's care is green space, consisting of forests, wetlands, fresh water, agricultural lands, and urban parkland. These green spaces and their ecosystems are invaluable to the National Capital Region. Ask students to sit in a circle on the Giant Floor Map and use the following questions to generate a discussion around the importance of green spaces:

- *What is a green space?*
- *Why are green spaces important?*
- *Who benefits from green spaces?*
- *What are some of the benefits of green spaces?*
- *Who is in charge of protecting green spaces?*
- *What challenges do urban green spaces face?*



ACTIVITY 8: A SUSTAINABLE CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

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

Inquiry Process

- Interpret and analyze
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Development

Inform students that the NCC protects and conserves more than 55,000 hectares of federal land in the National Capital Region. The approximate breakdown of this land is:

- Forests (72%)
- Agricultural lands (10%)
- Urban areas (8%)
- Wetlands (5%)
- Fresh water (5%)

Ensuring that the National Capital Region is a sustainable place is a large priority for the NCC. Divide students into four groups and give each group a sustainable capital card. Explain to students that each group will learn about an initiative or project introduced by the NCC to help maintain a sustainable capital. Allow time for students to review and discuss the information provided on their cards and to highlight any places connected to their project on the Giant Floor Map. When students are finished, allow time for each group to share what they have learned with the rest of the class.

Conclusion

Share with students that the NCC has implemented a Sustainable Development Strategy which sets out the NCC's role in creating a greener and more sustainable National Capital Region. Using the teacher information card provided, share some facts about the report. Afterwards, conclude the activity with a class discussion about this Sustainable Development Strategy.

Connecting with the National Capital Commission

The NCC has multiple citizen science initiatives and programs happening at Gatineau Park. Anyone can participate! Depending on the project, you may be observing monarch butterflies, loons, or even snowshoe hares in their natural habitat. Whatever the species being studied, your observations will help biologists gain a better understanding of the park's biodiversity, as well as help to protect it. Visit the NCC Citizen Science webpage to learn more about the different initiatives and participate in one as a class.



ACTIVITY 9: A RECREATIONAL CAPITAL

Overview

This activity will focus on the recreational possibilities of the National Capital Region (NCR) in all four seasons. Students will learn how the National Capital Commission (NCC) encourages people to enjoy the outdoors. They will learn about key programming and activities, like the Rideau Canal Skateway, the year-round network of recreational trails, the tulip displays, and Fall Rhapsody, as well as the history behind these programs.

Time

45 - 60 minutes

Grades

This activity is designed for grades 3-6 but can be easily adapted for older students.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Spring in the capital card (1)
- Summer in the capital card (1)
- Fall in the capital card (1)
- Winter in the capital card (1)

Learning objectives

In this activity, students will:

- Discuss and learn about how seasons influence the outdoor activities available in the National Capital Region.
- Learn about and map specific programs and activities offered by the National Capital Commission in each season.

Anishinabe Algonquin Nation History

Games and other recreational activities have been an important part of Anishinabe Algonquin culture for thousands of years. Many traditional Anishinabe recreational activities were useful in developing skills for spear fishing and hunting. For example, the Anishinabeg would play the Ring and Pin game, a test of dexterity similar to the modern ball-and-cup game.

Introduction

Invite students onto the Giant Floor Map for independent exploration. As students are exploring, ask them to keep in mind different types of outdoor activities they like to do with their friends or families in the area they are exploring on the map. Gather students around the map and allow time for each student to share one type of activity. If possible, ask students to locate on the Giant Floor Map where they like to do this activity.

Once all students have shared, ask them to raise their hand if they shared an activity that can only be done in summer. Repeat this question for spring, winter and fall. For which season did students mention the most number of activities? Next, ask students to find a partner and to explore the map, looking for ideas of places they would like to visit in a season different from the one they shared. If time allows, have students share their ideas.

Development

Explain to students that seasons play an important role in how an urban region is developed. It is important to take into consideration the needs and hobbies of citizens for each season. Inform students that the National Capital Commission (NCC) encourages people to get outside in the National Capital Region by offering programming and activities to inspire people to be outside all year round.

Divide students into four groups, one for each season, and distribute a season card to each group. Explain to students that each card highlights an activity, or a group of activities, that takes place in or around the National Capital Region. Allow time for each group to review the information on the card and to use the coloured pylons and ropes to highlight specific areas of interest mentioned on their cards. Afterwards, allow time for each group to present their season to the rest of the class.

Conclusion

Now that students have learned about the types of activities offered in each season and where many of these activities take place, bring attention to the following areas on the Giant Floor Map: Gatineau Park and the National Capital Greenbelt. As a class, discuss how these places play an important role in recreation all year round. Use these two locations as examples to discuss the importance of sustainable development for all seasons and how important it is for a region to offer year-round recreational options for visitors.

- **Gatineau Park:** Gatineau Park is the National Capital Region's conservation park. The largest green space in the region, the park occupies an area of more than 361 square kilometres and is a place of rich and unique biodiversity. (source)



ACTIVITY 9: A RECREATIONAL CAPITAL

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Geographic perspective

Inquiry Process

- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

- **The National Capital Greenbelt:** The Greenbelt comprises 20,000 hectares of green space, including farms, forests, and wetlands. It was created in the 1950s to protect the rural land bordering Ottawa from urban sprawl. It has since become the largest publicly owned greenbelt in the world. Most of the Greenbelt (14,950 hectares) is owned by the NCC. (source)

Connecting with the National Capital Commission

The National Capital Region offers many different recreational activities for people of all ages. After completing this activity, ask students to design a poster for the National Capital Commission promoting a season of their choice. Students can choose to select one activity, like skating on the Rideau Canal during Winterlude or the strolling through urban parks during the Tulip Festival. They can also make a seasonal tourism poster for the entire season – the choice is theirs and the possibilities are endless!



ACTIVITY 10: THE FUTURE OF THE NATIONAL CAPITAL REGION

Overview

This activity will explore how a space like the National Capital Region (NCR) maintains sustainability and plans for future changes. Students will examine select examples of development projects within the National Capital Region as proposed by the National Capital Commission (NCC).

Time

45-60 minutes

Grades

This activity is best suited for grades 5-12.

Materials

- Coloured pylons (50)
- Coloured ropes (20)
- Capital planning card (5)
- Device with internet connection (optional, not included)

Learning objectives

In this activity, students will:

- Reflect on the role the National Capital Commission has in planning for the future of the National Capital Region.
- Examine and map out examples of development plans proposed by the National Capital Commission.
- Discuss challenges a region might face with population growth and climate change.

Anishinabe Algonquin Nation History

Today, First Nations, Métis and Inuit Peoples are increasingly being heard and recognized as the original care-takers of the land and critical voices in decision-making. The National Capital Commission (NCC) and the Anishinabe Algonquin Nation have been working to build meaningful partnerships grounded in mutual respect and responsibility, as well as a shared desire to achieve significant and lasting positive outcomes for all inhabitants of the National Capital Region. In addition to collaborating on archaeological and cultural heritage projects, the NCC engages in regular dialogue with indigenous communities on major development projects in the region, including those described in this lesson plan.

Some recent collaborative projects include the remediation of Victoria Island (known as Kabeshinân Minitig in the Anishinabe Algonquin language), a sacred meeting ground for Anishinabe Algonquin peoples where, for thousands of years, tribes from the greater region would gather for ceremonies and trade. The island will be developed to include a pavilion dedicated to Algonquin communities and culture. The NCC and Kitigan Zibi Anishinabeg have also worked together to create the annual Anishinabe Nibin public event in Gatineau Park, which promotes and celebrates past and present Algonquin Anishinabeg culture and values.

Introduction

Once students have had a chance to explore the Giant Floor Map independently, gather them along the map's border. Remind students that as the largest landowner in the National Capital Region, the National Capital Commission (NCC) cares for and protects vital public places that are unique to our nation's symbolic, natural, and cultural heritage.

As steward of these holdings, the NCC manages Gatineau Park, the Greenbelt, the Rideau Canal Skateway, urban lands and parks, pathways, scenic parkways, heritage buildings and other real estate properties, agricultural and research facilities, and commemorative monuments. It is also the custodian of the capital's six official residences. Locate these places on the Giant Floor Map and allow time for students to share their experiences with these places.

Development

Explain to students that the national capital is growing into a major metropolitan area and its role in representing Canada needs to develop and evolve with it. Inform students that the NCC continuously improves its assets so they remain a legacy for future generations. Share with students that they will be learning about major project developments that the NCC is in charge of and will be discussing how these plans will better transform the capital.

Divide students into five groups and give each student a different NCC planning card. Allow time for students to read the information on their card and use the coloured pylons and ropes to map out the location of their plan. When students are ready, have each group present their plan to the rest of the class. Wrap up this activity by asking students why it is important for the NCC to create these plans.



ACTIVITY 10: THE FUTURE OF THE NATIONAL CAPITAL REGION

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Geographic perspective
- Spatial significance

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

Conclusion

Have students sit in a circle on the Giant Floor Map. Now that students are more familiar with some of the plans to transform the National Capital Region, ask them what else needs to be done. Use the following questions to discuss what the future of the National Capital Region will look like and challenges that this region may face. Use the Giant Floor Map to highlight areas that come up in your class discussion.

- *As the population in the National Capital Region continues to grow, what challenges might the region face?*
- *What plans should the NCC consider to meet the growing demands of population growth?*
- *If you could propose a plan, what would it be and why?*
- *How will climate change affect the lands around the National Capital Region and what can be done to protect these areas?*

Optional extension for older grades: The National Capital Commission has several plans outlined on their website (<https://ncc-ccn.gc.ca/>). Encourage students to learn more about the plan they were assigned previously or to choose a plan to explore under the tab "Our plans". As students are exploring, have them consider the different roles and planning procedures that go into executing the plan and who is involved in the development of them. What role does the public play?

Connecting with the National Capital Commission

Part of the role of the NCC is to make sure that our nation's capital reflects Canadians in all aspects of the work that it does, including: long-term plans, green spaces, buildings and properties, programs, and activities. This also means ensuring that the capital is relevant to Canadians, and responds to the diversity of the population. For this reason, the NCC offers several engagement initiatives to involve young people in concrete actions to create positive change, as well as to experience and help define the capital. Encourage students to look at the various youth engagement or volunteer opportunities offered by the NCC or in your local community and to reach out to get involved.



ACTIVITY 11: LAND AND WATER: GETTING TO KNOW ANISHINABE ALGONQUIN AKI

Overview

In this activity, students will use the Giant Floor Map to learn about the traditional territory of the Anishinabeg Algonquin People. Students will apply their geographic knowledge of the National Capital Region and will use their spatial awareness skills to learn about the importance of land and water to the traditional teachings of the Anishinabeg.

Time

60 minutes

Grades

This activity is best suited for grades 5-12 but can be adapted for younger grades.

Materials

- Coloured ropes (10 red, 10 blue, 10 yellow)
- Coloured pylons (15 red, 15 yellow)
- Arrow cards (5)
- Anishinabeg Algonquin People teacher information card (1)
- River information cards (3)

Learning objectives

In this activity, students will:

- Learn about the Anishinabeg Algonquin People and their traditional territory.
- Compare and contrast data on different types of maps.
- Share the results of their map analysis with their peers.
- Learn about the National Capital Region using a Two-Eyed Seeing approach.

Anishinabe Algonquin Nation History

The National Capital Region (NCR) is located on the traditional, unceded territory of the Kichi Zibi Anishinabeg, whose history dates back since time immemorial. The self-named Anishinabeg (meaning 'the real people') are a group of nations who populated extensive areas to the east and north of the Great Lakes, including the forests and waterways of the Ottawa River Valley Watershed.

The ancestors of the Anishinabeg were nomadic hunting families who began migrating to this region around 12,000 years ago after the retreat of Ice Age glaciers brought new wildlife and sources of food to the valley. Kichi Zibi Anishinabeg were those who eventually came to live along the Ottawa River (known as Kichi Zibi or 'Great River' in Anishinabe language) and its tributaries over 7,000 years ago. Although they are part of the Algonquin language family and share many similarities with other Anishinabeg tribes, over time the Kichi Zibi Anishinabeg developed their own distinct culture.

Because of the river's location and function, linking the mighty St. Lawrence River with the Great Lakes, the banks and islands of the Kichi Zibi became important gathering places for Anishinabe communities (and later European settlers) to trade and socialize. In fact, the name they gave to the region, "Adawe" – the word from which Ottawa is derived – means "to trade" in Anishinabemowin (in the Algonquin language). Here, festivities were held, alliances were formed, and new knowledge of techniques and tools for hunting and agriculture were shared. For millennia, these vibrant communities continued to grow and develop while maintaining their close relationship with the natural environment.

Introduction

Welcome students onto the National Capital Region Giant Floor Map and give them time to explore it freely.

After their initial exploration, have students sit around the border of the map and identify the different map elements they observed. These could include:

- Map titles
- Legends
- North arrows
- Inset maps/Main map
- Data layers/Information
- Scale bars

Mention to students that the Downtown inset map and the main map have much larger scales than the Anishinabe Algonquin Aki inset map. I.e., they are showing different spatial extents. Teacher tip: Generally, a large-scale map, such as a map of city streets or a building plan, covers a small area in more detail. A small-scale map, such as a world map, covers a large area in less detail.

Next, draw their attention to the fact that there are four distinct maps which all tell a different story. Ask your students to explore the map a second time, taking a



ACTIVITY 11: LAND AND WATER: GETTING TO KNOW ANISHINABE ALGONQUIN AKI

- Discuss challenges a region might face with population growth and climate change.

Connections to the Canadian Geography Learning Framework

Concepts of Geographical Thinking

- Interrelationships
- Geographic perspective
- Spatial significance

Inquiry Process

- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- Foundational elements
- Spatial representations

moment to note the differences across the four maps. Ask students to describe what differences and similarities they observed.

Information about each map can be found in the map legends, but is also summarized here:

- **Main map**
 - This map shows the National Capital Region (NCR) and the responsibilities of the National Capital Commission (NCC) in terms of development, urban planning, and conservation within the NCR.
 - It includes data such as: political boundaries; NCC owned/managed buildings, future NCC projects, land-use zones (agriculture, forest, industrial, residential, etc.), and transit routes (roads, train lines, bike lanes, paths, etc.).
- **National Capital Region inset map**
 - This map shows the extent of the main map in relation to the surrounding area, and NCC-managed lands.
- **Downtown inset map**
 - This map highlights the downtown region of Ottawa/Gatineau.
 - It shows NCC owned/managed lands and buildings as well as Confederation Boulevard and the points of interest that can be found in the Downtown area.
 - This map also includes other historical, archeological, cultural, Indigenous, democratic, and recreational points of interest found in the region.
- **Anishinabe Algonquin Aki inset map**
 - This map shows the traditional and unceded territory of the Anishinabe Algonquin People.
 - Everything inside of the dark purple shaded area is Anishinaabe Algonquin Aki or the Anishinaabe Algonquin traditional, unceded territory.
 - The red-shaded areas are the different treaty areas.
 - The dark purple points around the map are Algonquin Nations.
 - Light purple shaded areas are reserve areas.
 - Algonquin travel routes and the direction of river flow are shown.
 - There are a number of known historical Kabeshinàn (archaeological) sites included.

Engage in a discussion with students about the similarities and differences they observed across the four maps.

Read the Anishinabe Algonquin Aki teacher information card out loud to students.

Development

Direct students to the main map and explain that they are going to be transferring data from the Anishinabe Algonquin Aki inset map onto the main map using ropes, arrow cards and pylons. Explain that some of the most prominent features on the Anishinabe Algonquin Aki inset map are the waterways that intersect within the National Capital Region.

The largest river in the region is the Ottawa River or Kichi Zibi ("the great river"), which was historically used for transportation, hunting, fishing, gathering plants, camping, and trade. The Rideau River (Tabaskà Zibi) and the Gatineau River



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(Tenagàdino Zibi) intersect with the Ottawa River and were of similar importance to the Algonquin Peoples. Water is and always has been sacred and vital to the Anishinabe Algonquin way of life, as well as all forms of life that depend on the rivers themselves. The Algonquin believe that water has a spirit; it cannot be owned. Water has the power to heal and must be respected; water is life.

Divide students into three groups. Each group will represent one of the three rivers. Give each group the following items:

- **Ottawa River group (Kichi Zibi)**
 - Red rope and red pylons
 - Ottawa River (Kichi Zibi) information card
- **Rideau River group (Tabaskà Zibi)**
 - Blue rope and arrow cards
 - Rideau River group (Tabaskà Zibi) information card
- **Gatineau River group (Tenagàdino Zibi)**
 - Yellow rope and pylons
 - Gatineau River (Tenagàdino Zibi) information card

Have students map their river on the main map using information from the Anishinabe Algonquin Aki inset map and their information card.

The Ottawa River and Gatineau River groups will use their ropes to map their rivers, and their pylons to mark the Kabeshinàn sites along the river edges.

The Rideau River group will use their ropes to map their river, and the arrow cards to mark the direction of flow of all three rivers. The direction of flow can be found on the Anishinabe Algonquin Aki inset map legend. The Rideau and Gatineau Rivers flow into the Ottawa River, and the Ottawa River flows towards the eastern St. Lawrence Seaway.

Note: if students are familiar with Geographic Information Systems and making maps on a computer, make a connection between the tactile pylons and ropes used on the floor map and the pins, lines and polygons used when creating digital maps.

Note: not all of the information from Anishinabe Algonquin Aki inset map will fit onto the main map; your students will discover some parts of their rivers and some Kabeshinàn sites fall outside of the extent of the main map. Take this opportunity to further explain the importance of scale when creating, analyzing, and comparing maps.

Modification for younger students: have your entire class locate and find each river one at a time as a group, identifying the required information and transferring the data. Take your time with a class discussion focused on the information found on each of the river information cards.

Conclusion

To conclude the activity, have the groups stand around their river and present their work. Prompt students with the following questions:



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- What information/symbols did not fit onto the main map?
- What are some of the tributaries (connecting rivers) that join with your group's river?
- What else did you learn about the geography of your river?
- Was there anything else that could be identified around your river using the legend?

Reiterate to students that respectfully studying and mapping information about different communities and peoples that call Canada home is a great way to recognize, appreciate, and honour the multicultural fabric that makes up our country (and gain a better understanding of its geography as well). Multiculturalism is an essential part of what it means to be Canadian. Diversity is one of Canada's greatest strengths and the participation of Canadians of all backgrounds in our country's civic life is of tremendous value.

Note: consider speaking to students about land acknowledgements using the example provided in the introduction to this teacher's guide. Students can practice introducing themselves by saying where they are from and acknowledging the relationship between local First Nations and the land where they reside. Acknowledging territory is an expression of gratitude to First Nations Peoples for protecting and being stewards of the land, and should never be intended as a 'thank you' for the land which was taken from them.

Note: use the river activity as a means of getting students to think about the ways in which all peoples in Canada are connected. Just like the rivers interact and flow into one another, so do the lives of all people living on these lands. The rivers all had different names and different shapes, but the water in each river eventually flows out to the same global ocean; we too are all unique, all connected and all have a responsibility to live in harmony with others and with nature.

Connecting with the National Capital Commission

The National Capital Commission (NCC) continues to seek ways to build strong relations with local Indigenous leaders and peoples, with a focus on ensuring that their interests are truly reflected in the numerous projects and initiatives being undertaken across the region. This is and must continue to be a defining element of the Capital. The Plan for Canada's Capital, 2017-2067, underlines the important place that the Algonquin Nation has had in the past, and will continue to have in the future of the Capital. The NCC has worked with the Algonquin Nation in a spirit of true friendship and collaboration for many years on a variety of projects.

Visit this [website](#) to see the different ways that the NCC collaborates with Indigenous stakeholders in the region.

Read this *Canadian Geographic* story about the Aki Kikinomakaywin culture camp where Anishinaabe youth weave worldviews together, connecting with their culture and learning to see themselves in the Western sciences.