

## ACTIVITY THREE: PROVINCES NOT STATES

### Objectives:

- To know the Canadian provinces
- To appreciate the regional differences in Canada
- To compare regions of Canada with regions of the U.S.

### Materials:

- Text, pp. XXX
- Figures Sixteen or Seventeen: Outline Map of Canada
- Library reference books
- Wall map of North America (optional)

### Procedure:

1. Hand out readings from text, pp. XXX for student reading. Discuss how American states are often clustered (i.e., the Midwestern states, Pacific Northwest states, the South). Have students cluster the ten provinces and give reasons for their groupings.
2. Have students identify in what region of the U.S. they live and identify a Canadian group of provinces similar in area and population. Make a list of businesses and industries of the area and point out the areas in Canada and the U.S. with which they might do business.
3. Ask individuals or small groups of students to select one of the four provincial groupings and prepare a brief report that includes major cities, the geography of the land and what people do. Also have students draw a travel route from home to the area being studied. On the blackboard or on butcher paper, summarize similarities and differences among regions and compare the Canadian regions with the areas in which students live.
4. Ask selected students to discuss their regional descriptions. Have a class vote on which region they would like to visit. Discuss reasons.

### Notes for Teaching:

This activity introduces Canadian provinces and how they can be grouped geographically. Two to three periods may be needed to complete the activity.

Introduction to Canadian provinces can be handled by teacher discussion or student reading of text, pp. XXX. Provincial groupings of provinces are: the Atlantic Provinces, the Central Provinces, the Prairie Provinces and British Columbia. Identifying a group of provinces similar to where students live illustrates the similarities of economies and close trade ties in North America. This is a good place to discuss how geography has created a natural "north-south pull" on the continent.

The description of a provincial region can be a report based on reading the text, library books or even personal travel. Students should be encouraged to include maps, collected notes,

literary descriptions and drawings in their report. Summarizing student work on a large chart provides a focus for class discussion. Additional descriptions can be added when geography, history and settlement are studied. Comparison of Canadian regions with their own region, and planning a travel route brings out similarities and differences. If a class vote is conducted, reasons should be discussed and listed on the board. Letters of interest could be written to newspapers or chambers of commerce in the regions selected.

Provincial status for the Yukon has been discussed for sometime. The major advantage is more local control. However, provincial status requires the costs of education, roads and government services be borne by local taxation, a cost that is presently assumed by the national government. Because there are only 31,600 people in the Yukon, there would be high taxes for Yukoners. This issue is similar to the issue of statehood for Puerto Rico.