

Social Studies 9 – Canadian Identity

National Parks



Emily Burton, Caitlin Foote, Kieran McCormick,
Kevin Ouellette, and Lauren Sieben

Toolkit Overview	
Social Studies 9 – Canadian Identities National Parks	
Toolkit Objective: Students should be able to identify the links between Canada’s national parks, geographical influences, and Canadian identity according to unit two of the Grade 9 New Brunswick social studies curriculum. Additionally, students should be able to view these connections through a critical lens when considering the stolen lands on which national parks are established and continue to be established on.	
Curricular Outcomes:	<p>9.2.1: demonstrate an understanding of the basic features of Canada’s landscape and climate.</p> <p>9.2.2: analyse the effects of selected geographic factors on Canadian Identity.</p> <p>9.2.4 analyse the effect of geographic features on the development of Canada and of a selected country with similar geographic features.</p>
Table of Contents	
Arts-Based Lesson Plan	3
Summaries of Print Resources	6
Online Resources	8
Culminating Project	10

Arts-Based Lesson Plan

Classroom Set-up:

Day 1

- Desks facing the front of class so that students can see the board for a video clip.
- Have them in lines of 4 so students can start to think about who they will work with (they should choose so that students can fully focus on their work and feel comfortable in doing so)

Day 2

- Desks in groups of four so that students can work on their projects.
- Materials at front of the room so that each group can use them.

Introduction:

Day 1: “Today we are going to start and think about how we can express national parks in art. We have been learning about national parks, but it is time to get hands on! More specifically, we are going to highlight narratives and voices that are depicted in the history of National Parks via pictures, history, and artwork. After we read the article, we will have a group discussion on what we gleaned from the article and how it was altered to correct the depiction of the relationship between the colonizers and the indigenous people. Once we chat about the article, we will go on a small field trip outside to collect materials for our activity tomorrow.”

Day 2: “Today we will be using the materials we collected yesterday, and materials that I brought in to make a diorama as small groups. I want you to think of the article that we read yesterday, and I want you to continue to think about how the artwork, pictures, and histories have depicted Indigenous and Canadian Colonial history.”

Time:

This lesson will take two class periods to cover, the first class we will read the article and collect materials for the activity. The second class we will create the dioramas. If the students want to share their dioramas, they can have time in the next class to do so. This lesson plan is in the middle of our unit and we would have already discussed and learned about what national parks are and the history of them. For **Day 1:** the article reading, and discussion should take about 30 minutes (half of a class period), and then the other 30 minutes (second half of class period) will be spent outside to collect materials and groups can discuss what they need for their dioramas. For **Day 2:** the students will have the entire class period (1 hour) to make their dioramas and complete the activity. They will get the entire class time because the hope is that they dig into some problems highlighted in the article and think about how they can depict them in the dioramas.

Day 1:

“We are going to start by reading an article about a diorama in the American Museum of Natural History and the change made to the diorama called “Old New York”. (Article: <https://www.nytimes.com/2019/03/20/arts/design/natural-history-museum-diorama.html>) Once we have read the article we will talk about it as a group and how Indigenous history and Canadian Colonial history is depicted. As you read, it is important to think about how we can reconsider pictures, artwork, and history that we have been taught or have seen during our lives about National

Parks. With the lessons we have had covered, think about the history of National Parks and how the history, pictures, and artwork we see can be altered to show accurate history.”

Step 1: Hand out article and put the “Old New York” diorama on the projector.

Step 2: Have the students read the article themselves (approx. 10 minutes)

Step 3: As the teacher summarize the article and highlight the points that you think are important for your learners to recognize.

Step 4: Ask inquiry questions to the students:

- How is the history of Indigenous and Canadian colonialism depicted in the diorama from the article?
- How can we relate the depiction of history from this diorama to how we depict the history of Canadian national parks?
- How can we include Indigenous and Canadian colonial history in our narrative/understanding of National Parks?

Step 5: Get the students in groups of four and allow them to discuss briefly about what they want to do.

Step 6: Prepare to go outside and collect materials they might want to use from nature (National Parks)

- Remind the students to only take things that are not attached to the earth (ex. Leaves that have fallen on the group and not leaves that are still attached to the trees)
- Remind the students to be mindful of the land that they are on and what they are taking from.

Step 7: Return to class and set aside the materials for the next day.

Day 2:

“Today you have the class period to work on the dioramas that we discussed yesterday. Using the materials that we collected, and the materials that I have brought in, you will be creating a diorama that depicts Indigenous and Canadian colonial history in our understandings of National Parks.

Activity Explanation: As groups, you will pick a National Park that we have discussed or one that you have an interest in, and creatively show how we can display Indigenous culture and Canadian colonial history on our prior knowledge of these parks. Take your time and think deeply. Think about how the article we read can help in your work.

Example of work: use this example for ideas.



Outcomes:

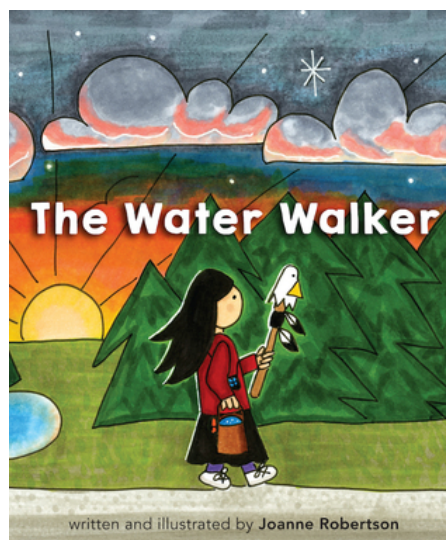
Social Studies Grade 9 Curriculum:
Unit 2: Geographical Influences

- 9.2.4 – Analyze the effect of geographic features on the development of Canada and of a selected country with similar geographic features.

Assessment and Evaluation:

Article Reading and Diorama Activity: the activity will be a formative assessment activity. The students will display their understanding and learning throughout the article reading and the creation of the diorama. Their inquiry and the discussion will allow the teacher to see how the students are understanding the topics and connecting them to our learning of National Parks.

Summaries of Print Resources

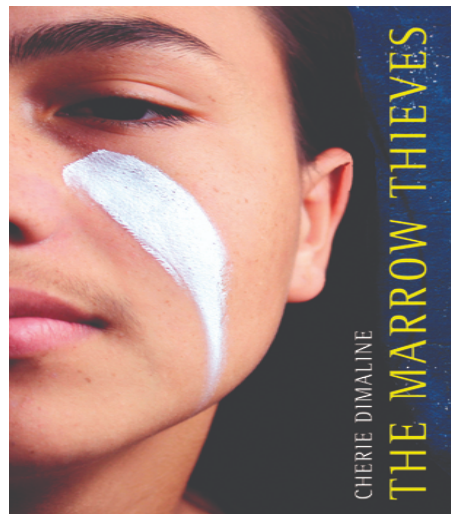
The Water Walker - Joanne Robertson

The dual language edition, in Anishinaabemowin (Ojibwe) and English, tells the story of a determined Ojibwe Nokomis (Grandmother) Josephine-ba Mandamin and her great love for Nibi (water). The walks are full of challenges, and by her example Josephine-ba invites us all to take up our responsibility to protect our water, the giver of life, and to protect our planet for all generations.

The reader is drawn into the tale of Nokomis and her quest to protect Nibi for future generations. Robertson details where Nokomis' passion for protecting Nibi originates and further captivates the reader by including Ojibwe words throughout, along with a picture glossary at the end with pronunciations and meanings.

With its powerful message, many relevant curriculum connections can be made. Connections can be personal or they can encourage thoughtful discussion about geographical conservation and efforts and discussions around efforts being made in Canada's National Parks, tying into different social studies curriculums such as the Grade 9 unit on geographical influences and specifically the GCO 9.2.2: analyse the effects of selected geographic factors on Canadian identity. Perfectly linked to the design thinking and inquiry process, this book can be used as a starting point to get students working on inquiry projects related to conservation efforts and environmental protection.

The Marrow Thieves- Cherie Dimaline



Dimaline's YA Novel is set in a future world ravaged by global warming, people have lost the ability to dream, and the dreamlessness has led to widespread madness. The story embodies what matters for society and demonstrates how when a people are without deep roots, they are without an acute need to protect and make things better.

The book can help in lesson social justice and a grasp on colonial history and can help students extract much deeper meaning about living ethically with priorities on conservation. The book is a cautionary tale, revealing an exaggerated version of what could happen to Earth in the not-so-distant future. It is a book that could be used for referencing environmental preservation and topics such as pipelines, melting northern territories, rising water levels, and the consequences of government policies that don't protect the environment.

The novel and its themes can be used to make many relevant curriculum connections. Connections can be personal or they can encourage thoughtful discussion about what it means to live ethically in our geographical climate and the ways in which conservation efforts can effect or protect Canadians into the future, tying into different social studies curriculums such as the Grade 9 unit on geographical influences and specifically the GCO 9.2.2: analyse the effects of selected geographic factors on Canadian identity. This novel can also be designed to work with inquiry questions on the future of Canadian geography given our current status of environmental protection and environmental corruption.

Online Resources

Article: *Park Prisoners* by Bill Waiser

<https://www.canadashistory.ca/explore/historic-sites/park-prisoners>

This article details the history of using exploited labour in developing the infrastructure of several of Canada's national parks. Thousands of men who were deemed 'unwanted' were sent to Canada's mountain and prairie national parks between the years of 1915 and 1946. These men consisted of the unemployed and homeless, objectors, possible subversives, and prisoners of war. The Canadian government wanted to find a place for them, and so used their forced labour for developing parks such as Jasper and Banff. In the social studies classroom, both the article and accompanying photographs could be used to discuss the complexities of developing national park land and whether it was (and continues to be) done in an ethical manner.

Podcast and Podcast Notes: *The Secret Life of Banff*

<https://passport2017.ca/articles/episode-1-secret-life-banff>

This podcast episode from The Secret Life of Canada, entitled "The Secret Life of Banff," showcases the dark history behind the creation of Banff National Park. The episode touches on issues such as the stolen Indigenous land the park is on and the forced labour that was used to establish the infrastructure of the park and town. Additionally, the webpage for the podcast includes notes that accompany certain talking points within the podcast. These notes include further explanations and links to videos and additional resources that enable you to branch your research out beyond the podcast to learn more about the dark history of Banff National Park and how it fits into our history as a nation. In the social studies classroom, this podcast could be used as a jumping off point for extending our knowledge of how the parks were established and the stolen land on which they rest. Students could use the podcast notes to create cellphlms or art related to whichever issue they choose that arises in the podcast (there are 14 different sections of additional notes to choose from, so plenty for a class to split up).

Video: *I Was Born There: Torngat Mountains National Park*

<https://www.youtube.com/watch?v=o-0f43n9Re4>

This video, produced by Parks Canada, is about Torngat Mountains National Park located between Northern Québec and the Labrador Sea. The 12-minute video is told from the perspective of both a visitor to the park and from the perspective of some local Inuit people who have grown up in the area. In the social studies classroom, this video could be used to show which perspectives and voices are heard in the marketing materials produced by Parks Canada. Analyzing this video can enable us to think more deeply about which perspectives are valued and which ones should be more valued when it comes to marketing and media, especially with respect to talking about the land.

Article: *Removing the People: The Creation of Canada's Kouchibouguac National Park*
by Ronald Rudin

<http://www.environmentandsociety.org/arcadia/removing-people-creation-canadas-kouchibouguac-national-park>

This article showcases the fractured history of Kouchibouguac National Park. Kouchibouguac National Park is still a hotly contested issue in New Brunswick because it deals with environmental concerns, language concerns, and a controversial expropriation which Acadians have termed as “The Second Deportation.” This article showcases all of these issues, in a brief, short and photographic method, as well as offer resources for further reading. After reading the article, the students could offer presentations on the issues mentioned above, as well as delve into further research. For instance, the Provincial or Archives of New Brunswick has all the expropriation records for public viewing. The information in these files would include expropriated land deeds, pictures of the land as well as houses themselves and the financial details which were involved in the expropriation. Students could be tasked with picking a file and delivering a presentation based on an individual family who were expropriated from Kouchibouguac or delve into the larger issue of why the expropriation occurred in the first place.

Articles: *Five National Parks that Honour First Nations* by Hans Tammemagi
Canada's National are Colonial Crime Scenes by Robert Jago

<https://thetyee.ca/Life/2012/08/04/Canadas-Five-Best-Parks/>
<https://thewalrus.ca/canadas-national-parks-are-colonial-crime-scenes/>

When used together, these articles are very useful at discussing Indigenous issues and the concept of green colonialism which has come to typify the creation of Canadian national parks. One article is optimistic about the role which Parks Canada plays within reconciliation, while the other article paints a bleak picture, referring to the parks as colonial crime scenes. We could have the students read both articles and debate the different stances which the authors take in the articles. We could also debate the legitimacy of Canadian national parks serving as symbols of national identity, when so much violence has occurred on the land. Furthermore, we could explore the meaning of reconciliation, how Parks Canada has been going about it, and research the effectiveness of the methods.

Article: *A Brief History of Canada's National Parks* by W.F. Lothian

<http://www.parkscanadahistory.com/publications/history/lothian/brief/eng/brief-history.pdf>

This is the official history of Canadian national parks. This source glosses over much of the darker history of Parks Canada, however, can still be wholly useful. By critically analyzing this source, students can speak to the difficulties of having National Parks play such a large role in the Canadian national identity. This source can also teach students about the process the government follows and who plays a role in creating a national park, even though we know that not all voices are heard within the source. We could also have students research the fauna and the wildlife of specific parks and give presentations related to those topics.

Culminating Project

Throughout this unit, we have explored the complex geographies of Canadian national parks. Specifically, we have considered their natural environments, the impacts of tourism, the idea of conservation, and the problematic histories that often come with establishing national parks. To tie everything together, your task is to research one Canadian national park from the different angles and perspectives that we have considered. While you may choose any Canadian national park, here are some suggestions to help guide your research.

- Kootenay (British Columbia)
- Mount Robson (British Columbia)
- Yoho (British Columbia)
- Banff (Alberta)
- Jasper (Alberta)
- Wood Buffalo (Alberta)
- Grasslands (Saskatchewan)
- Riding Mountain (Manitoba)
- Thousand Islands (Ontario)
- Forillon (Quebec)
- Mauricie (Quebec)
- Kouchibouguac (New Brunswick)
- Prince Edward Island (Prince Edward Island)
- Cape Breton Highlands (Nova Scotia)
- Gros Morne (Newfoundland and Labrador)
- Torngat Mountains (Newfoundland and Labrador)
- Kluane (Yukon)
- Nahanni (Northwest Territories)
- Ukkusiksalik (Nunavut)

Specifically, you will research the following information:

- Where is it located?
- What type of environment is it protecting?
- Why is this environment significant (What makes it special and important)?
- What sorts of activities happen there?
- What are some landmarks in the park (what do you see if you go visit it)?
- Who were the original inhabitants of the territory? What is the history of this space?
- What might be threatening or damaging this park and its environment?

You will present your information to the class in the format of your choice and will also produce an informative brochure that will be displayed at the upcoming social studies open house.