

## Suggested Answers for Canada Student Activities

1. Assessment Master 11 Research Report (page 461 of the *Pearson School Atlas Teacher Resource*) can be used with this activity.

2. Assessment Master 13 Supported Opinion Writing (page 463 of the *Pearson School Atlas Teacher Resource*) can be used with this activity. Encourage students to include a wide variety of people from Canadian history on their list, reflecting the perspectives outlined in the activity. Some individuals who might be considered for such a list are provided in the table below. Note that this is **not** an exhaustive list; many other individuals might be appropriate.

In their reports, students should demonstrate an understanding that influence can be negative or positive. For example, in world history, the influence of Adolph Hitler was extensive, but it was not a positive influence.

Dr. Norman Bethune	Robert Bourassa	Father Jean de Brébeuf
Isaac Brock	John Cabot	Kim Campbell
Guy Carleton	Jacques Cartier	George-Étienne Cartier
Pierre Burton	John Diefenbaker	Pierre Elliott Trudeau
Martin Frobisher	Marc Garneau	C. D. Howe
William Lyon Mackenzie King	Réne Lévesque	John A. Macdonald
William Lyon Mackenzie	Agnes Macphail	Nellie McClung
The Marquis de Montcalm	Jacques Parizeau	L.B. Pearson
Poundmaker	Louis Riel	Laura Sabia
Laura Secord	Louis St. Laurent	Jean Talon
The Group of Seven	David Suzuki	Dr. Robert Thirsk

3. Assessment Master 11 Research Report (page 461 of the *Pearson School Atlas Teacher Resource*) can be used with this activity.

4. This activity could be carried out using the Creative Controversy approach to co-operative learning (see page 13 in the *Pearson School Atlas Teacher Resource*), or as a debate. It is recommended that students spend some time acquiring the facts about this potentially emotional issue before formulating positions. Links to potentially useful Web sites are provided below, and can be passed on to students if desired. Students may find Line Master 43 Checklist: Assessing Internet Information useful. Depending upon the structure chosen for the activity and the classroom approach taken, one or more of the following Assessment Masters found in the *Pearson School Atlas Teacher Resource* can be used with this activity:

- Assessment Master 14 Working Co-operatively (page 464)
- Assessment Master 16 Checklist for a Debate (page 466) and Assessment Master 9 (page 459)
- Assessment Master 12 Formal Essay (page 462)
- Assessment Master 8 Oral Report [for the oral reports in Creative Controversy] (page 458)

Some Web sites that may provide a starting point for discussion and the gathering of facts include:

[http://www.enn.com/news/enn-stories/2001/03/03092001/quiz\\_41918.asp](http://www.enn.com/news/enn-stories/2001/03/03092001/quiz_41918.asp) - which has a 10-question quiz on global warming;

[http://www.davidsuzuki.org/Climate\\_Change/Kyoto/](http://www.davidsuzuki.org/Climate_Change/Kyoto/) - the David Suzuki Foundation's web site which provides a starting point for information

<http://archive.greenpeace.org/pressreleases/climate/2002may31.html> - Greenpeace

The Environmental News Network has posted several articles indicating who is in favour and who opposes the agreement – [www.enn.com](http://www.enn.com)

[www.ewg.org](http://www.ewg.org) - the Environmental Working Group which has a number of articles from a variety of sources, both for and against the agreement