

User's Guide


Canada's Capital

BEHIND THE SCENES



A live-action video for grades 4-6

Presented by
**National Film Board of Canada and
National Capital Commission**



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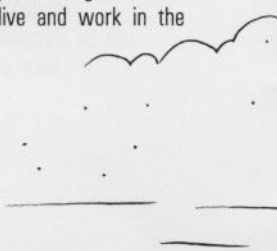
This video tour of Ottawa, designed for grades 4-6, introduces your students to a vibrant community that reflects Canada's cultural, economic, political and social diversities – past and present.

Activities suggested in this guide can be integrated into a variety of subject areas with a focus on Social Studies.

About the Video

Roving reporter Roger is determined to find out what goes on behind the scenes in Ottawa. Sure, visitors to the National Capital enjoy seeing the Parliament Buildings, the Prime Minister's residence, and the Capital's excellent museums. But Roger wants his viewers to learn more about the men and women who study, conduct research projects, and work in Ottawa for the benefit of Canadians.

Losing audio contact with his TV station doesn't daunt Roger, and he sets off to explore Ottawa. We follow our intrepid reporter from the Bank of Canada – where they "slice the dough" and house the gold reserve – to a log jam on the Gatineau River where we're reminded that the pioneer settlers were attracted to the Ottawa area by the rich forests and swift-flowing rivers, and on to the Experimental Farm – where pigs live in split-level pens! From the Ottawa Market to the Seismology Centre, scooting with cyclists along the Rideau Canal, Roger meets the people who live and work in the National Capital.



Learning Objectives

- To learn about the National Capital.
- To gain an impression of life in the National Capital and to see what goes on behind the scenes.
- To develop an awareness of the links between Canadian communities and the National Capital.



Before Viewing

Previewing **Canada's Capital** before showing it to your students will help you to determine how best to use the video for your classroom needs.

- Some time before viewing, set up a bulletin board and display table in the classroom for books, magazines, maps of Canada and the Capital, provincial flags, and any other material that will encourage students to develop curiosity about the topic. Mount pictures of Ottawa without captions so that students can add captions after viewing. (See Related Resources)
- Write "Canada's Capital" on a large piece of paper and put it on display. Ask students to write what they know about the topic underneath. This could be done over a period of several days.
- Ask students to begin to watch for, and bring to school pictures and articles in newspapers and magazines on the National Capital. Have them bring in any other information they may have.
- Suggest that students write to Ottawa for tourist information and brochures on various ministries and federal services (census information, aerial maps of Canadian communities, lists of endangered Canadian wildlife species, etc.)
- On a road map of Canada, highlight the rail, road, and water routes from your community to the National Capital.
- Ask students to indicate the main buildings, museums and federal offices on a map of Ottawa, and trace their own tourist routes.
- Encourage students to talk about visits they or their families have made to the Capital.

Viewing Hints

Class screenings

The initial screening period should include enough time for students to react to what they have learned. Schedule plenty of time for discussion and follow-up activities, and further screenings if desired.

Small group/individual screenings

Canada's Capital introduces students to several fascinating subjects. Suggested topics for collaborative study might include:

- Who takes care of Canada's money?
- As owners of a tour guide company in Ottawa, plan an interesting one-day tour that you're sure will attract a lot of tourists.
- Create a list of activities that would increase the physical fitness of Canadian children. How would you encourage children to get fit?

Students could conduct further research for in-depth studies. The following topic examples will help students understand the vital links between Ottawa and communities across Canada, and with other countries.

- Seismology Centre
- Embassies
- Governor General of Canada
- The Founding of Ottawa

After Viewing

- If you could visit the Capital next week, where would you go first?
- Did Roger miss any interesting places that you know about?
- Look at the route you traced on your tourist map before viewing and add any new places you learned about in the video. How long do you think your tour would take?
- Why do you think Ottawa was chosen as Canada's Capital rather than Montréal, Toronto or Vancouver?
- Which restaurant would you have chosen for lunch?
- Do you agree with the findings of Sports Canada who say, "Canadian youth are not physically fit"? Explain your answer.
- Where could a visitor to the Capital go in order to learn more about Canada's past? How could you learn more about the history of your community?
- What is an embassy? Why is it important for different countries around the world to have embassies in the Capital?
- What are some of the things being done in the Capital that will be useful to Canadians?
- Do Canadian researchers play an important role in world scientific and technological research?

Enrichment Activities and Projects

- Write a brochure for tourists describing one of the areas of interest shown on the video.
- Investigate to find buildings, statues or street names in your community that are of national or historical significance. If you find something (and you certainly will – check into those street names you say almost without thinking!), research the person, people, or event commemorated.
- Ottawa and Hull were developed because timber was an important resource. Do some research in your own community to find out what resources were important when the community was founded. Is the resource base of your community the same today?
- Why was Ottawa chosen as Canada's Capital?
- Write a menu that you might find in one of the ethnic restaurants in your community.
- Collect news items related to Canada's External Affairs Department and prepare an oral presentation to give to your class.
- Debate: "Be it resolved that more time should be given to the teaching of physical education in schools."
- In one day, how many federal objects pass through your hands (money, stamps, etc.), and how many times do you rely on federal information or services (time signal, weather report, etc.). Ask your parents the same question (family allowance, tax forms, etc.). Make a list of your findings and share it with the class.

Related Resources

A Capital for All.

National Capital Commission, 161 Laurier Avenue W., Ottawa, Ontario, Canada K1P 6J6.

This kit contains pictures, maps and activity cards suitable for starting a display table and bulletin board.

Canada at the Polls.

Election Simulation Kit. Elections Canada, 440 Coventry Road, Ottawa, Ontario K1A 0M6

Canadian Charter of Rights and Freedoms with Teacher's Guide.

EduServ. B.C., 1155 W. 8th Avenue, Vancouver, B.C. V6H 1C5.

Canadian Symbols Kit.

Department of the Secretary of State, Ottawa, Ontario K1A 0M5.

Folder of illustrations of national and provincial symbols, flags, floral emblems, coats-of-arms, etc.

How Canada Got Its Capital.

Madjar Corkum. National Capital Commission (see above)

Useful resource for introducing the topic to students.

Provincial flags and stands available from Scholastic Book Services, 123 Newark Road, Richmond Hill, Ontario L4C 9Z9.

Canada Map Education Kit

Canadian Cities from the Air slide sets

National Film Board of Canada

Available for purchase from McIntyre Media Limited,
30 Kelfield Street, Rexdale, Ontario M9W 5A2.

Canada's Capital Behind the Scenes

Special Price \$9.95 (Retail \$14.95)
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Join the author as he explores
the hidden side of the capital
with a guide to the city.

Author: [Name]
Illustrator: [Name]





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Colour

Screening time: 24 minutes 30 seconds

Order number: C 0189 033

Aussi disponible en français

Dans les coulisses de la Capitale nationale

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