

## **TEACHERS' CORNER**

Bringing the Hill to your classroom

### **Primary Levels**

## Primary Levels

Using the Internet, students will explore the historical and heritage elements of the Parliament buildings and grounds. Student understanding will be demonstrated through the creation of a Parliament Hill brochure.



### [Teachers' Guide](#)

The teacher guide outlines the steps, resources and Web sites required for the project.



### [Scavenger Hunt](#)

Parliament Web sites contain all of the information required to complete the scavenger hunt.



### [Student Activity](#)

Students will create a brochure of the Parliament buildings and grounds which will include original and/or other images. Students are to use the brochure to describe the history and heritage significance of a minimum of four (4) areas of interest.



### [Assessment Tools](#)

- Reflection questions
- Project [rubric](#)



## Teachers' Guide

**Title:** Create a Parliament Hill brochure

**Subjects:** Social Studies, Art, History, English Language Arts, Technology (Primary levels)

**Summary:** Using the Internet, students will *explore* historical and heritage elements of the Parliament buildings and grounds. Students will demonstrate what they have learned by creating a unique and descriptive brochure of the Parliament buildings for a visiting relative of the same age, cousin Lenny.

### Resources Required

Access to the “A Treasure to Explore” Web site

[http://www.parliamenthill.gc.ca/text/home\\_e.html](http://www.parliamenthill.gc.ca/text/home_e.html)

Primary Level Scavenger Hunt

Primary Level Student Activity: Create a Parliament Hill brochure

Assessment Tools: Project rubric and reflection questions

You may wish to have example brochures and guides on hand for students to reference.

**Process:** Prepare, Explore, Apply and Create, Evaluate, Share

### Prepare

Review instructional resources and recommended websites.

Ensure that required software is installed, including plug-ins.

More information: [http://www.parliamenthill.gc.ca/text/explorethehill\\_e.html](http://www.parliamenthill.gc.ca/text/explorethehill_e.html)

### Explore

Using the Web pages provided, students will explore and investigate significant and interesting details and history about the Parliament Buildings and grounds by completing a [scavenger hunt](#).

### Apply and Create

Students will [create a brochure](#) of Parliament Hill to demonstrate and apply their understanding of the historical and heritage elements of the buildings and grounds.

### Evaluate

Using the [rubric](#) and [reflection questions](#) provided, evaluate student projects.

Option: students complete self or peer assessment using the rubric provided.

### Share

Students present projects at a “Parliament Hill Showcase” held at your school.

## Optional

**Technology Integration:** Students create brochures on the computer using a paint, desktop publishing or draw program. Students can draw images, scan to digitize original work or create digital images using paint or drawing software. Students can assemble tour brochures using a paint program, word processor, or desktop publishing program.

**Take a tour:** If possible, take a tour of the Parliament Buildings.

More information: <http://www.parl.gc.ca/information/visitors/indoor/center-e.htm>.

## Public Works and Government Services Canada Resources

### A Treasure to Explore

<http://www.parliamenthill.gc.ca>

This is your one-stop shop for Parliament Hill resources including: the Hill Cam, information on the Library and new buildings, link to the virtual tour, a historical timeline and the Teacher's Corner.

### Explore the Hill

[http://www.parliamenthill.gc.ca/text/explorethehill\\_e.html](http://www.parliamenthill.gc.ca/text/explorethehill_e.html)

Offers a multimedia virtual tour of Parliament Hill. Detailed images are available for the Peace Tower, the Centre Block, the East and West Blocks and the Library of Parliament.

### Youth Zone

[http://www.parliamenthill.gc.ca/zone/text/zoneyouthhome\\_e.html](http://www.parliamenthill.gc.ca/zone/text/zoneyouthhome_e.html)

Fun and educational content for younger surfers.

### Time Zone – Parliament Hill time line

[http://www.parliamenthill.gc.ca/zone/text/zonetimehome\\_e.html](http://www.parliamenthill.gc.ca/zone/text/zonetimehome_e.html)

Timeline of events including historical information and archived images.

## Library of Parliament Resources

### The Parliament Buildings

<http://www.parl.gc.ca/Publications/ParlBlqs-e.htm>

### Background Resources for Teachers

<http://www.parl.gc.ca/information/about/education/resources/parl-e.asp>

### Visitor Information

<http://www.parl.gc.ca/common/visitors.asp>

## National Capital Commission Resources

### Discover the Hill: Outdoor Self-Guiding Booklet

This booklet helps visitors not only to explore the monuments, landscapes and buildings but to

look beyond and discover the nation's history, its present and its future.

Contact Information: (613) 239-5000 or 1 800 465-1867

Web site: <http://www.canadacapital.gc.ca>

National Capital Commission, 202 - 40 Elgin Street, Ottawa, ON K1P 1C7

### **Your Capital Experience**

<http://www.ncc-ccn.gc.ca/education/trc/home.asp>

Whether you're planning a day trip or an overnight trip, this site gives you the helping hand you need to plan your trip faster and more easily.



## Scavenger Hunt – Primary Levels

The following questions will guide you through various Web pages where you can investigate and explore the history and heritage of Parliament Hill. Record your answers in a word processor. Web pages that will help you include:

### A Treasure to Explore

[http://www.parliamenthill.gc.ca/text/home\\_e.html](http://www.parliamenthill.gc.ca/text/home_e.html)

### Explore the Hill

[http://www.parliamenthill.gc.ca/text/explorethehill\\_e.html](http://www.parliamenthill.gc.ca/text/explorethehill_e.html)

### Time Zone

[http://www.parliamenthill.gc.ca/zone/text/zonetimehome\\_e.html](http://www.parliamenthill.gc.ca/zone/text/zonetimehome_e.html)

### Background

1. When did work begin to create the first Parliament building?
2. What year was “the fire” and where did it begin?
3. What is the theory as to how the fire began?
4. What part of the buildings escaped the fire and why?

### The Peace Tower

5. How many bells are in the Peace Tower?
6. Describe what the Peace Tower looks like. Draw a picture of it.

### The Centennial Flame

7. When, and for what occasion, was the Centennial Flame created?
8. What symbols can be found on the Centennial Flame?

### Library of Parliament

9. What is inside the Library of Parliament? Who uses the Library of Parliament?
10. Describe what the Library of Parliament looks like.

### West and East Blocks

11. When did the West Block open? When did the East Block open?
12. Describe what the West Block looks like.
13. What offices are found in the East Block?

### Centre Block

14. What important things can you find in the Centre Block?
15. Describe the Hall of Honour. Draw a picture of it.

**Tip:** Copy and paste the questions into a word processor.



## Student Activity – Primary Levels

**Mission:** Your cousin, who is the same age as you, is coming to town. You have been asked to take him on a visit to Parliament Hill. You will need to explore and investigate, then design a fun and informative brochure that showcases the Parliament buildings and grounds.

- Step 1. Complete the Scavenger Hunt.
- Step 2. Design a brochure.
- Step 3. Share your project.

### Web sites:

#### A Treasure to Explore

[http://www.parliamenthill.gc.ca/text/home\\_e.html](http://www.parliamenthill.gc.ca/text/home_e.html)

#### Explore the Hill

[http://www.parliamenthill.gc.ca/text/explorethehill\\_e.html](http://www.parliamenthill.gc.ca/text/explorethehill_e.html)

**Step 1.** Complete the Scavenger Hunt using the Web sites provided.

You will find answers to the questions using the “A Treasure to Explore” Web site. Collect your information in a word processor such as MS Word, Corel WordPerfect or Lotus Word Pro.

**Step 2.** Design a brochure.

#### Collect your research.

Review the information collected from your scavenger hunt. Choose places that you find interesting to be included in the brochure. Use a word processor to collect details, including historical and heritage information.

#### Design the Parliament Hill brochure.

Outline what you plan to show to your cousin Lenny and in what order. Describe how each area is of historic and heritage value.

You should include four (4) or more areas of interest that you think your cousin should find out about in your Parliament Hill brochure. Each area should incorporate sketches or images and descriptions. Include information on how your cousin could access more information about Parliament Hill.

### Tips:

Include the historical and heritage information, and images, of all stops along your tour. Review the [rubric](#). This will be used to assess your project, so ensure that you are clear on what is expected in order to be successful with your project. Remember to be creative!

**Create a brochure.** Include a map, images, and detailed descriptions of the areas of interest. Option 1: Create your brochure on paper, sketch and/or cut, copy and paste your images and write your text carefully. You may want to make a draft version first to ensure all of your information will fit your brochure. Option 2: Use a paint, draw, word processing, or desktop publishing program to create your brochure.

Be sure to proofread and edit.

**Step 3.** Share your project.  
Share your brochure with other students in your class.





## Assessment Tools

### Reflection Questions

Reflection questions provided can be used as:

- Class discussion questions
- In small groups, or
- Individually.

1. How did you select the information to include?
2. How did you customize the brochure to your target audience?
3. With a little more time, what would you do next to improve your project?
4. What are three things you learned about the Parliament buildings and grounds?
5. If you were to visit Parliament Hill next week, what elements would grab your attention? Why?

### [Project Rubric](#)

The project rubric includes assessment criteria on the scavenger hunt research, project creation, final product and student presentation.

### Parliament Hill Brochure Project Rubric – Primary Levels

Criteria	Level 1 (D)	Level 2 (C)	Level 3 (B)	Level 4 (A)
Research / Content -collected from scavenger hunt	Content lacks detail	Content somewhat detailed	Content is detailed	Content is appropriate, thorough and detailed
Writing / Proofreading	Student work has several major errors	Student work has several errors	Student work has a few minor errors	Student work has few or no errors
Images / Sketches -whether collected and/or created are significant sources of information in the research notes and final product	Images and sketches included are not significant sources of information	Images and sketches provide some additional information	Images and sketches are significant sources of information	Images and sketches are detailed, creative and are significant sources of information
Demonstration of applied understanding of history and heritage of Parliament Hill buildings and grounds through brochure	Demonstrates applied understanding with little clarity	Demonstrates applied understanding with some clarity	Demonstrates applied understanding with clarity	Demonstrates applied understanding with a high degree of clarity
Final Product – Brochure Elements required: -minimum 4 areas of interest -images/drawings -background on areas -map included	Brochure does not include many of elements outlined in the activity	Brochure includes some elements outlined in the activity	Brochure includes elements outlined in the activity	Brochure includes, and extends, on all elements outlined in the activity
Presentation of brochure to classmates -communication	With little clarity and little precision	With some clarity and some precision	Clearly and precisely	Clearly, precisely and confidently