

## **TEACHERS' CORNER**

Bringing the Hill to your classroom

### **Advanced Levels**

## Advanced 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 of a minimum of eight (8) 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 (Advanced 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.

### 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)

Advanced Level Scavenger Hunt

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 Web sites.

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 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 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/ParlBlgs-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 – Advanced 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)

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

### Background

1. When did work begin to build the first Parliament building?
2. What year was “the fire” and where did the fire begin?
3. What is the theory as to how the fire began?
4. What structural element(s) survived the fire? What architectural features preserved this historic feature?
5. What is Gothic Revival style? How is this style evident in the Parliament Buildings?
6. What events were happening in the world at the time of reconstruction (after the fire), and how did this influence the architecture and design of the buildings?
7. Who are noted as key designers of much of the Parliament designs we see today? Provide details on these architects.

### The Peace Tower

8. What year was the Peace Tower finished?
9. How many bells are in the Peace Tower?
10. How tall is the Peace Tower?
11. Identify and describe key differences between the Victoria Tower and the Peace Tower.

### The Centennial Flame

12. When, and for what occasion, was the Centennial Flame created?
13. What symbols can be found on the Centennial Flame?
14. What territorial symbol is not included on the Centennial Flame and why?

### Statues

15. How many statues of Prime Ministers are found on the grounds at Parliament Hill?

16. List three statues on the grounds of Parliament Hill. Choose one and describe the historic significance.

### **Library of Parliament**

17. What influenced the exterior design of the Library of Parliament?

18. What is inside the Library of Parliament? Who uses the Library of Parliament?

19. Why did the Library of Parliament need to be restored? Briefly describe some of the changes and upgrades that were necessary to modernize the building.

### **West and East Blocks**

20. When did the West Block open?

21. Describe the key physical attributes and features of the West Block.

22. When did the East Block open?

23. What physical additions have been made to the East Block?

### **Centre Block**

24. What offices and important elements are contained in the Centre Block?

25. What updates are required in the Centre Block?

26. Describe the function, and sketch features of the Hall of Honour.

27. Sketch and describe elements of the Rotunda.

### **Super-sleuth questions**

28. What is the CBUS? Where is it located?

29. Where can you find a symbol on Parliament Hill of the advancement of Canadian women? What is it? Explain.



## **Student Activity – Advanced Levels**

**Mission:** A travel agency wants to promote Ottawa as an exciting tourist destination for overseas visitors. You have been asked to work on a Parliament Hill brochure that is to be included in a 'Visit Ottawa' package. To prepare, 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 websites provided.

You will find answers to the questions using the “A Treasure to Explore” website. Collect your information in a word processor.

**Step 2.** Design a brochure.

#### **Collect your research.**

Review the information collected from your scavenger hunt. Choose points of interest that you think should be included in the brochure. Use a word processor to write the details of your tour, including historical and heritage information.

#### **Design the Parliament Hill brochure.**

Outline what you think would be of interest to a foreign tourist. Describe how each area is of historic and heritage value.



You should include eight (8) or more areas of interest in your Parliament Hill brochure. Each area should incorporate sketches or images and descriptions. Include information on how a tourist could access more information about Parliament Hill.

Note: take into account your audience, perhaps even consider catering your brochure to citizens of a specific country.

**Tips:**

Include the historical and heritage information, and images, of all areas of interest included in your brochure.

Review the [rubric](#). This will be used to assess your project, to 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 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 tour 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 - Advanced 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 tour	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 8 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 tour to classmates -communication	With little clarity and little precision	With some clarity and some precision	Clearly and precisely	Clearly, precisely and confidently