

TEACHERS' CORNER

Bringing the Hill to your classroom

Intermediate Levels

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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 six (6) 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 (Intermediary 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" website

http://www.parliamenthill.gc.ca/text/home_e.html

Intermediate Level Scavenger Hunt

Intermediate 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

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

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

Fun and educational content for younger surfers.

Time Zone – Parliament Hill time line

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 – Intermediate Level

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

Explore the Hill

http://www.parliamenthill.gc.ca/text/explorethehill_e.html

Time Zone

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 it 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?

The Peace Tower

7. What year was the Peace Tower finished?
8. How many bells are in the Peace Tower?
9. What is contained in the Memorial Chamber and why is it significant?

The Centennial Flame

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

Statues

12. How many statues of Prime Ministers are found on the grounds at Parliament Hill?
13. List three statues on the grounds of Parliament Hill. Choose one and describe why it's important historically.

Library of Parliament

14. What influenced the exterior design of the Library of Parliament?
15. What is inside the Library of Parliament? Who uses the Library of Parliament?

16. Describe and draw key physical attributes and features of the Library (exterior or interior).

West and East Blocks

17. When did the West Block open?

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

19. When did the East Block open?

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

Centre Block

21. Who were the key architects involved in the rebuilding process after the fire?

22. What important elements are contained in the Centre Block?

23. What type of restorations are required in the Centre Block?

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



Student Activity – Intermediate Level

Mission: An exchange student is coming to your school and you have been asked to take him or her on a visit of Parliament Hill. How exciting! You will need to explore and investigate, then gather information and pictures in order to design a brochure that showcases the Parliament buildings and grounds.

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

Websites:

A Treasure to Explore

http://www.parliamenthill.gc.ca/text/home_e.html

Explore the Hill

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 any details, including historical and heritage information.

Design the Parliament Hill brochure.

Outline what you plan to show your exchange student. Describe how each area is of historic and heritage value.

Note: The exchange student is about your age and speaks English.

You should include six (6) or more areas of interest that you think your exchange student should find out about in your Parliament Hill brochure. Each area should incorporate sketches or images and descriptions. Include information on how your exchange student could access more information about Parliament Hill.

Tips:

Include the historical and heritage information, and images, of all areas of interest that you have referred to in your brochure.

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 programs 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 – Intermediate 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 6 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 |