

# ACTIVITY GUIDE

**EXPLORE CANADA'S  
NATURE AND HISTORY**



# A MESSAGE TO TEACHERS

The **My Parks Pass Activity Guide** is designed to support teachers and students as they learn about Canada's history and natural heritage by exploring Parks Canada's national parks, historic sites and marine conservation areas.

The activities in the guide connect significant curricular themes to Parks Canada places, bringing our history and natural heritage to life. Developed in line with critical thinking pedagogy, the content in this guide will enrich your junior-intermediate history, geography, environmental science, and social studies classes. The guide's content is available, in both French and English, for a free download in PDF format from the My Parks Pass website, or as a free interactive eBook available on iTunes. For information on how to share your students' work with the My Parks Pass community, visit the Teachers Page on [www.myparkspass.ca](http://www.myparkspass.ca).

Canada's national parks, historic sites and marine conservation areas tell the story of our country. The **My Parks Pass Activity Guide** will bring these stories to your classroom, through engaging classroom activities, guided learning opportunities and interactive online material.



Parks Canada/Willy Waterton

## THE MY PARKS PASS PROGRAM

The **My Parks Pass** program is offered in partnership by **Parks Canada, The Historica-Dominion Institute, Nature Canada and Canadian Geographic Education**. My Parks Pass program is intended to help students explore and learn about Canada's history and natural heritage by connecting them to Parks Canada's rich network of national parks, historic sites and marine conservation areas. This multi-faceted program includes learning tools, national contests and a My Parks Pass which grants all grade 8/ secondary 2 students free access for one full year to any of Parks Canada's 44 National Parks, 167 National Historic Sites, and four National Marine Conservation Areas.

Visit [www.myparkspass.ca](http://www.myparkspass.ca) for more information!



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# NATIONAL PARKS

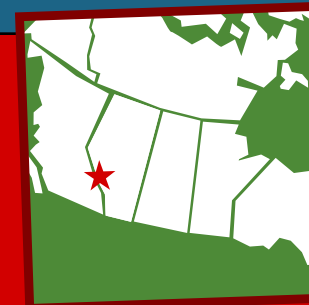
## BANFF,

### A JEWEL IN THE CROWN

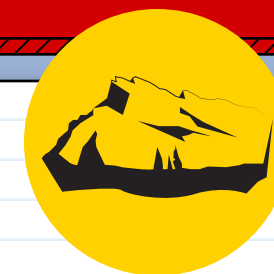
Banff National Park was created in 1885 as Canada's first national park. The same year, the Canadian Pacific Railway bound the nation together with steel in a train track that went from coast to coast. Today, Banff is well known as a natural wonder, but its beginnings are also an important part of our history.

With all the awesome activities to do in Banff, it's not only the oldest park but also the busiest. It's no wonder so many people flock to the majestic Canadian Rocky Mountains. It shares this claim to fame with several other mountain national parks: Jasper, Yoho, Kootenay, Mount Revelstoke, Glacier and Waterton Lakes.

Let's explore Banff National Park and have a closer look at the role of conservation at Parks Canada—both of our nature and of our culture!



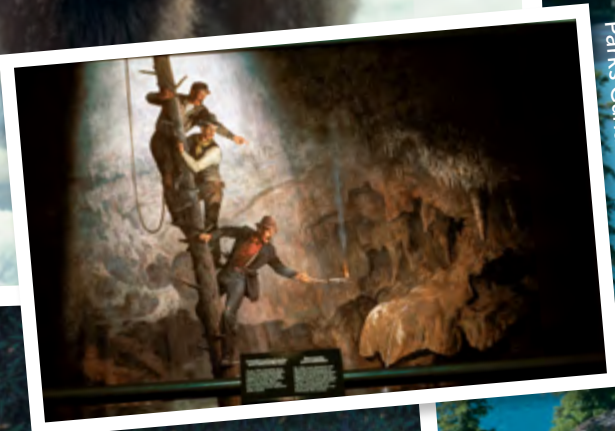
## 1 CONSERVATION OF NATURE



Canada's national parks are places where natural landscapes and wildlife are protected for all time. But, that's easier said than done! For example, one important goal of conservation in Banff is to protect grizzly bears and their habitat.

For grizzlies to survive and thrive in the mountains they need three things: lots of space, lots of food and the ability to remain wild and follow their instincts. In other words, they need to move freely throughout a very large range in constant search of natural food (not stuff out of our coolers or garbage), and they need to have as little contact with humans as possible so that they stay wild and we stay safe.

With more than three million visitors a year to Banff, you can imagine that this is a tricky business. Luckily, many efforts are underway to help balance our enjoyment of nature with the bears' need for a protected home.



Parks Canada/Bernard Potvin

Parks Canada/JF Bergeron/Enviro Foto Inc.

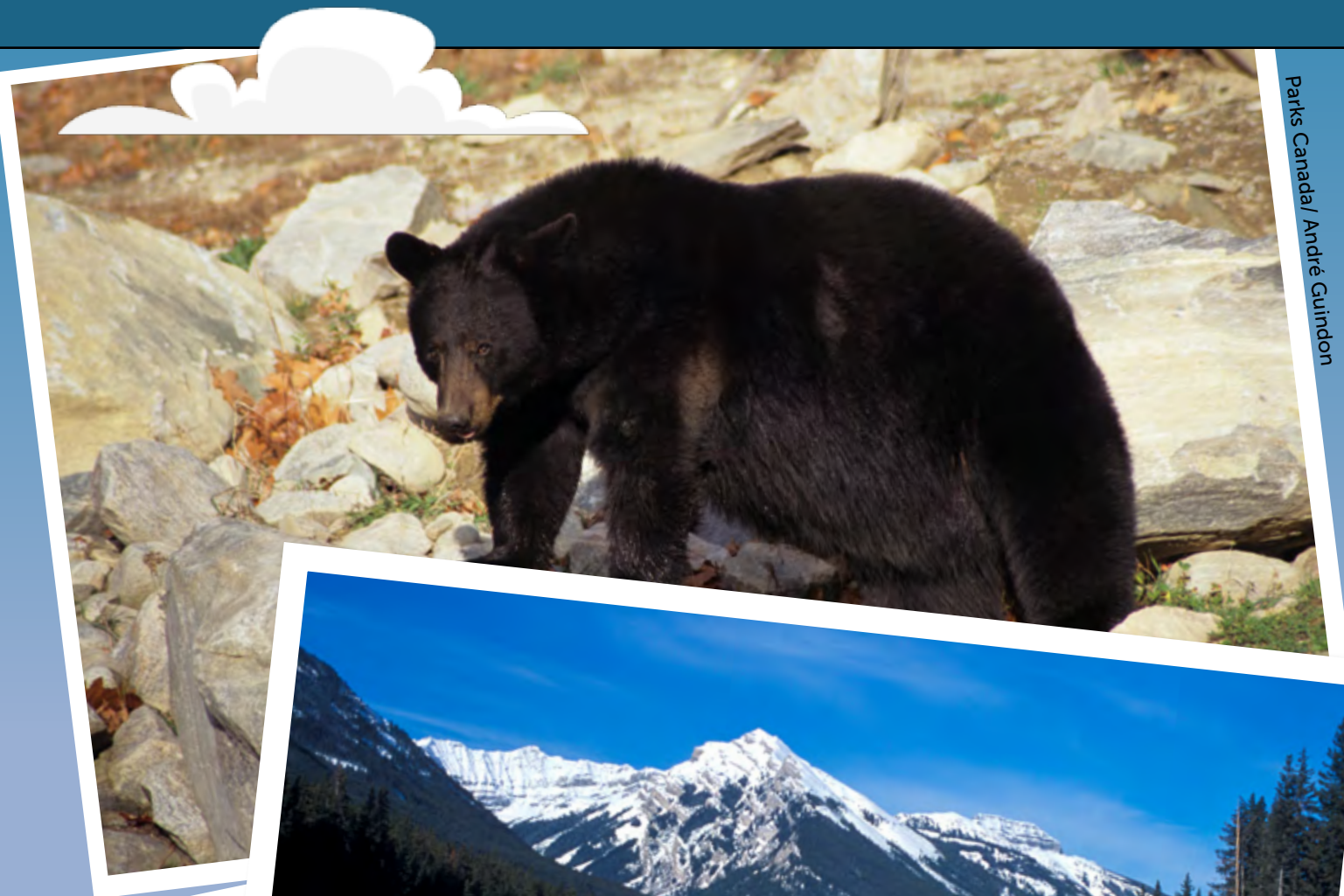


## ACTIVITY 1:

Managing Banff National Park (and surrounding areas) to ensure the survival of healthy grizzly bear populations is important but complicated. Go to [THIS LINK](#) to read more about bear management, paying particular attention to the sections called "Sharing the land" and "How we affect bears."

### WHAT DO YOU THINK?

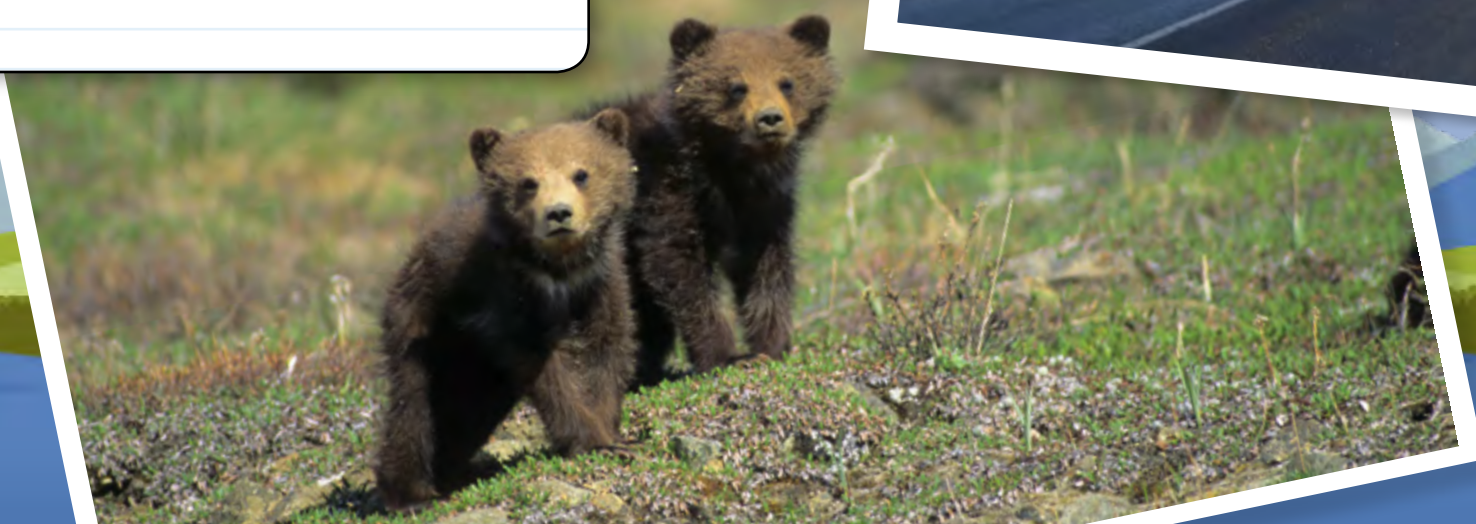
1. How do humans affect bears in Banff National Park?
2. What natural and human-made obstacles do bears face when they're trying to move around their habitat?
3. What are wildlife corridors and why are they so important?
4. What are wildlife overpasses and underpasses and how are they used?
5. If you were a bear, what other creative solutions would you suggest to humans in order to ensure you have access to lots of natural food?



Parks Canada / André Guindon



Parks Canada / Kathleen Dahlin





## ACTIVITY 2:

One way that Banff is protecting bears is through the Bear Guardian program. Watch the video found [HERE](#) to find out what Bear Guardians do. And read more about “bear jams” [HERE](#).

### WHAT DO YOU THINK?

1. How does “**habitation**” happen and why is it a problem for bears and for people?
2. List what you think are the three most important actions that the Bear Guardians take to ensure the safety of bears and people.
3. Imagine you are a Bear Guardian and have come across a “bear jam.” You need to explain to a group of tourists in the mountains what to do to make sure they enjoy viewing the bear, while giving the bear the space it needs. Create three short and clear instructions so that the tourists know exactly what to do and what not to do. Make the messages fun and positive, using at least one visual to attract the tourists’ attention.

Banff protects not only bears, but many other species too. Check out the video called [A Wild Year](#). This video was created using a year’s worth of images collected from an infrared sensing camera mounted to a tree in the forest. When an animal goes by, its body heat triggers the camera to take a photograph. That way park staff can monitor what wildlife are doing and when, without interfering with their natural behaviours.

### WHAT DO YOU THINK?

1. What are some of the ways the Banff resource conservation staff can use the information they get from this kind of camera in order to better understand animals?
2. What do these images tell us about the potential for interactions between animals and people?
3. What did you find most interesting, amusing or surprising in the video? Explain your answer.



highwaywilding.org



Parks Canada/Willy Waterton



Parks Canada/Jason Crockett

### Habitation:

Bears that become used to being around people are called habituated. They have lost their natural wariness because of repeated exposure to the sights, sounds and smell of people.



## 2 CONSERVATION OF CULTURE AND HISTORY

Parks Canada doesn't only conserve nature. It also preserves and shares with Canadians important elements of our history and culture.

When Banff National Park was first created in 1885, it was just a small reserve around some natural hot springs on the lower slopes of Sulphur Mountain. These hot springs were accidentally discovered near the freshly-laid railway tracks that connected Canada from coast to coast. The railway opened up the Canadian West to the possibilities of settlement and, thanks to the natural beauty of the Rocky Mountains, to tourism too.

### WHAT DO YOU THINK?

1. Do you think it's important to protect and share with Canadians some significant examples of Canada's history and culture (in addition to nature)? Why or why not?
2. Pick a national historic site in Banff or somewhere else in the mountains and read up on it. Here are some options:
  - The Cave and Basin National Historic Site, tells the Banff story of how "It all started here." To learn more click [HERE](#).
  - The Banff Park Museum National Historic Site explores peoples' attitudes towards wildlife study and appreciation in the early 1900s. Our understanding of the needs and importance of animals has certainly changed a lot since then. For more information go to this [LINK](#).
  - Or you can choose one topic from the list of historic sites, persons or events from the Mountain National Parks found [HERE](#).
3. What is the historical significance of the site you selected? Does it have local, provincial or national significance?





## UNESCO WORLD HERITAGE SITES TO BE PROUD OF!

Canadians aren't the only ones who think the Rocky Mountain national parks are beautiful. In fact, Banff, Yoho, Kootenay and Jasper national parks, along with three provincial parks, together form the UNESCO Canadian Rocky Mountain Parks World Heritage Site.

UNESCO, or the **UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION** establishes the World Heritage List which recognizes that some places, natural or cultural, are so important that their protection should be the responsibility of the international community as a whole.

There are many reasons a place is chosen as a World Heritage Site. For the Canadian Rocky Mountain Parks, it's because of features like stunning Lake Louise, the spectacular Columbia Icefield, and the **BURGESS SHALE** in Yoho National Park, which features 500 million-year-old fossils that were frozen in time within the rock layers. Banff's origins as the first national park also add to its importance.

If that's not enough, Canada has 15 other incredibly amazing World Heritage Sites to be discovered [HERE!](#)





# NATIONAL HISTORIC SITES

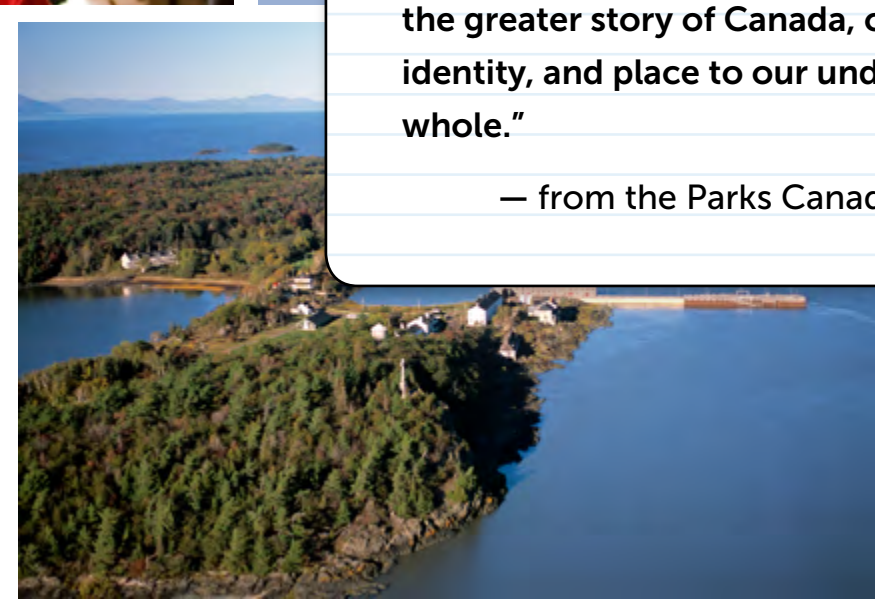
## CELEBRATE OUR HERITAGE

Part of Parks Canada's purpose is to protect and celebrate Canada's history. To date, the historical significance of over 1,500 sites, people, and events have been recognized.



"National historic sites are places of profound importance to Canada. They bear witness to this nation's defining moments and illustrate its human creativity and cultural traditions. Each national historic site tells its own unique story, part of the greater story of Canada, contributing a sense of time, identity, and place to our understanding of Canada as a whole."

— from the Parks Canada website





## DISCUSSION:

Discuss the following questions in your class:

1. Why do you think it is important for Canada to develop and maintain a series of national historic sites?
2. What do you think the criteria should be in order for a place to become a national historic site? After thinking about this, you can compare your answer with how Parks Canada designates national historic sites [HERE](#).
3. Events and people can also be recognized as historically significant. In 2008, the Government of Canada recognized [TERRY FOX'S SIGNIFICANCE](#) to our history. In July 2012, the [CALGARY STAMPEDE](#) was designated as an event of national historic significance. Consider their place in Canada's history. Would you have made the same decision? Why or why not?
4. Which event, site or person would you like to see designated for its historical significance? Consider your own local community in particular. Is there something or someone who should be recognized? Explain your answer.

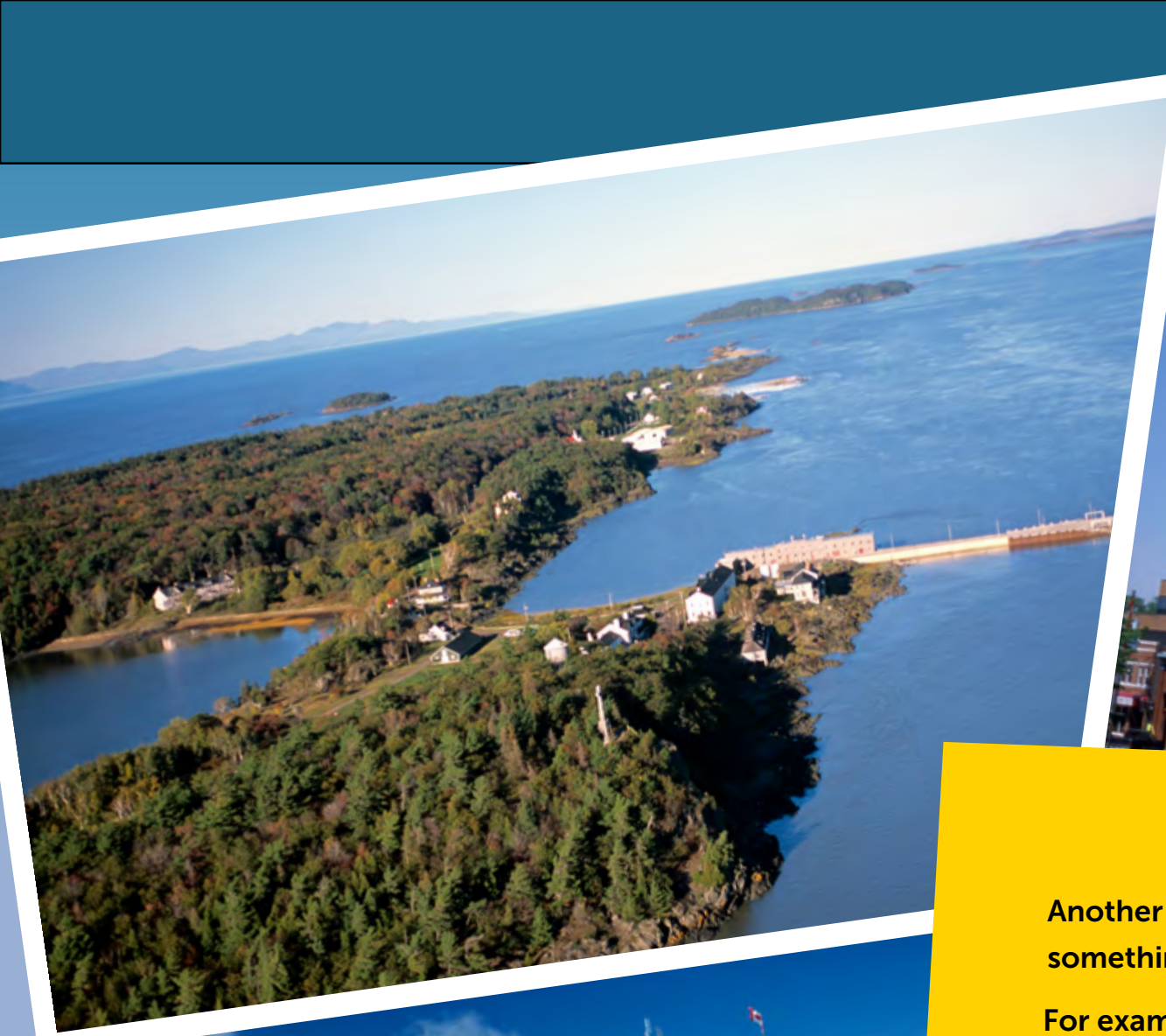
## ACTIVITY:

Find a [NATIONAL HISTORIC SITE](#) that is administrated by Parks Canada in your own province or territory and record the following information:

1. What is the name of the site? What does it feature?
2. Why was it selected? In other words, what is its historical significance?
3. How does the site help tell the story of Canada or reveal something about our Canadian identity?







Another activity you can do is research a national historic site that is related to something you are learning about in class.

For example, if you are studying Confederation, you could look at [\*\*PROVINCE HOUSE NATIONAL HISTORIC SITE\*\*](#) in Prince Edward Island; or if you are studying Canada's Métis people, you might investigate the [\*\*BATOCHÉ NATIONAL HISTORIC SITE\*\*](#) in Saskatchewan.

If you are interested in immigration, some important parts of that story are highlighted at [\*\*GROSSE ÎLE AND THE IRISH MEMORIAL NATIONAL HISTORIC SITE\*\*](#). Whereas, if you are studying the Second World War, explore the [\*\*HMCS HAIDA NATIONAL HISTORIC SITE\*\*](#).

There are many other possibilities. Like a window into the past, all of our national historic sites give visitors the chance to look into Canada's history!

You can search any of the national historic sites administered by Parks Canada [\*\*HERE\*\*](#) and make the connections to your social studies or history class.



# NATIONAL MARINE CONSERVATION AREAS

EXPLORE THE MARINE WORLD

Some of the newest and most unusual additions to the Parks Canada system of special places are the national marine conservation areas (NMCA). There are **"FOUR"** in the country, and Parks Canada is responsible for protecting and managing them, sometimes in collaboration with other agencies. With over 243,000 km of coastline along three oceans and another 9,500 km of shoreline along the Great Lakes, Canada has a wealth of water, but our marine ecosystems need protection. Let's dive in to this marine world!

"Protection and conservation are a daily and continuous work at Parks Canada. From refurbishing a roof and giving it the appearance it once had to protecting the nesting grounds of endangered species, our experts work relentlessly to provide Canadians and the world with opportunities to better know Canada, today and tomorrow."

— from the Parks Canada Website

"Canada's natural environment shapes our national identity, our health and our prosperity."

— Speech from the Throne, 2011



Parks Canada/Tomas Tomascik





**WHAT DO YOU THINK?**

Visit the national marine conservation area website found [HERE](#) and answer the following questions:

1. What evidence is there that Canada is a maritime nation?
2. How is conservation in NMCA's different from conservation in national parks?
  - When most people think about conservation and environmental protection, they think about national parks. What argument can you make for the protection and conservation of Canada's marine environment, heritage, and culture? Include some specific references to what you have recently learned. You can refer to the NMCA website and also to the "Spotlight on Marine Protected Areas in Canada" [HERE](#).
3. If you could visit any of Canada's national marine conservation areas, what activities would you choose to do there?



# INVESTIGATING A NATIONAL MARINE CONSERVATION AREA

One of Canada's national marine conservation areas is the Saguenay-St. Lawrence Marine Park, which is co-managed with the province of Quebec. Have a look at this [VIDEO](#), which shows the beauty and importance of the St. Lawrence estuary.

**WHAT DO YOU THINK?**

1. What is the significance of the Great Lakes and St. Lawrence River system?
2. Make a food web showing the biodiversity and interconnectedness of the ecosystem.
3. What challenges does the estuary face today and what do you think is the best way to meet them?





Canada has four NMCAs. Now that we have had a look at the Saguenay-St. Lawrence, go to the Parks Canada [WEBSITE](#) and choose one of the other three NMCAs to investigate. For the conservation area you choose, make a chart explaining how the five themes of geography apply.

NMCA CHOICE: \_\_\_\_\_

<b>THEME</b>	<b>EXPLANATION</b>
<b>LOCATION</b> where a place is located	
<b>PLACE</b> what makes a place unique	
<b>MOVEMENT</b> of people, products, information and environment	
<b>REGION</b> a part of the earth's surface with similar characteristics	
<b>HUMAN ENVIRONMENTAL INTERACTION</b> the interaction of humans with their environment	

Let's suppose the Government of Canada is willing to give \$20 million to create a new NMCA in Canada. The funds will go to the team that makes the strongest argument for its conservation area, including an explanation of how it would spend the money.

With a partner or two, research one of the [PROPOSED NMCAS](#) or propose another marine area that you think should become an NMCA. Make a case for why your conservation area should be created. Why is your NMCA the most important? What would you do with the money to create it? You can use PowerPoint, Prezi or other visuals to enhance your presentation.

**CANADA'S NEWEST NATIONAL MARINE CONSERVATION AREA: BROUGHT TO US BY... YOU!**



# NORTHERN KNOWLEDGE AND EXPLORATION PARKS AT THE TOP OF THE WORLD

1. Aboriginal peoples recognize the land set aside as national parks in their traditional territories as special and sacred places. In Canada's North, Aboriginal peoples are an integral part of the ecosystem and their connection to the land has shaped it as much as the wind and water. Indeed, "[T]he naturalized knowledge, and traditional uses, culture and values of Aboriginal peoples," as the [Panel on Ecological Integrity](#) noted, "were once as much a part of the ecosystems as water, vegetation, landscape or wildlife."

from A Report of the Subcommittee on Aboriginal  
Economic Development in relation to Northern National  
Parks of the Standing Senate Committee on Aboriginal  
Peoples (2001)

Some of Canada's northern national parks and national historic sites are so remote that very few people ever get to see them. That doesn't make them any less important. In fact, the impacts of the many environmental changes happening in our world are often felt in the North first. This gives Canadians an opportunity to study the changes early on so that we can better understand them. Canada's North is also an awesome place to explore!







# DIFFERENT WAYS OF KNOWING

Just as a doctor will monitor the health of a person, scientists measure, monitor and track the health of land and water systems. When a person is injured or sick, it affects their whole health. In a similar way, if there is an imbalance in one area or one ecological aspect of a park, it may affect the entire equilibrium of the park.

Some Aboriginal peoples have an in-depth knowledge of northern landscapes and ecosystems. This knowledge has been gained from many generations of life on the land. In many areas of the North, the only people who have ever set foot on the land are the Aboriginal peoples who make their home there — hunting, fishing and gathering food in the area.

Aboriginal peoples living in the North have seen changes in the land based on past and present observation and sometimes notice things that visiting scientists are not able to detect. By combining scientific and Aboriginal knowledge, we can obtain a more complete picture of the changes that are happening in these vast and remote places.





## ACTIVITY 1:

### THE TORNGAT MOUNTAINS

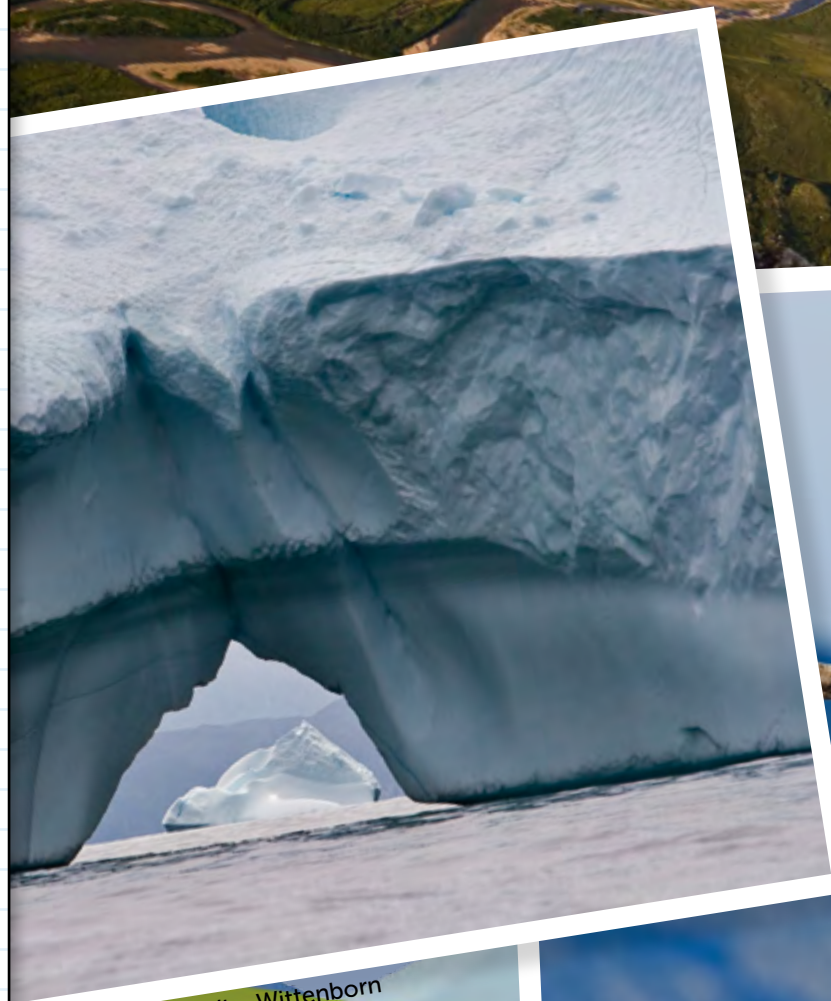
Torngat Mountains National Park, one of Canada's newest national parks, is located on the northern tip of Labrador. The Inuit people, whose traditional homeland this is, have observed changes in the environment over generations. Scientists have been researching the area to better understand these changes. Watch this [VIDEO](#) about some of the people involved.

#### WHAT DO YOU THINK?

1. List three changes that Inuit people have noticed in Torngat Mountains National Park.
2. According to the scientist, why is it important to study this ecosystem?
3. What are the benefits of having Parks Canada and Inuit people working together to understand the changes taking place in the North? List at least one benefit for Parks Canada, one benefit for the people living in the North and one benefit for all Canadians.



Parks Canada/Heiko Wittenborn



Parks Canada/Heiko Wittenborn



Parks Canada/Heiko Wittenborn





## ACTIVITY 2:

### **PARKS CANADA AND ABORIGINAL PEOPLES WORKING TOGETHER TO CREATE AND PROTECT NATIONAL PARKS**

Some of Canada's largest and most spectacular parks are in the far North. Quttinirpaaq National Park, in Nunavut, is Canada's most northerly national park. Located at the tip of Ellesmere Island, the name "[quttinirpaaq](#)" means "highest" in Inuktitut. At more than 37, 000 square km, it is Canada's second largest national park—only Wood Buffalo is larger!

Quttinirpaaq National Park was created cooperatively by Parks Canada and the Inuit people of Nunavut. Creating a park is just the first step. The information gathered by Parks Canada scientists, their partners (e.g. universities), Inuit people and other northerners, helps park staff develop management plans that allow human use while protecting the land for future generations to enjoy. This [VIDEO](#) will show you parts of Quttinirpaaq that very few people have ever seen.

#### **WHAT DO YOU THINK?**

1. In the video, the researcher states that the invisible world is the life support system of planet Earth. What does the "invisible world" refer to?
2. Why do you think this "invisible world" is so important to the northern ecosystem and the planet (think food webs)?



## A MODERN DAY EXPLORATION OF THE FRANKLIN EXPEDITION OF 1845

In 2010, a team of underwater archaeologists from Parks Canada, along with other partners, went on an expedition into the Arctic hoping to locate three ships that disappeared in the 1840s.

HMS *Erebus* and HMS *Terror* were lost during explorer Sir John Franklin's search for a Northwest Passage. Two years later, Captain McClure and his HMS *Investigator* were sent to find the lost vessels, but they had to abandon ship after becoming trapped by ice in Mercy Bay. In 1992, the Government of Canada designated HMS *Erebus* and HMS *Terror* as national historic sites. These are the only two national historic sites in Canada with unknown locations!



Library and Archives Canada

### ACTIVITY 3:

#### LOCATION, LOCATION, LOCATION

HMS *Erebus* and HMS *Terror* departed England on May 19, 1845. Draw a map that includes both England and northern Canada. Indicate the starting point of the HMS *Erebus* and the HMS *Terror* in England in the 1840s. Then, indicate approximately where you think these two sunken ships are located today. For more information on these expeditions, please visit this [PAGE](#).

#### WHAT DO YOU THINK?

1. What route do you think the vessels took? Draw it on your map.
2. Why do you think the search for the Northwest Passage was so important during the 1840s?
3. Is this Passage as important today? Present in a table the differences between the importance of the Northwest Passage today and the importance of it in the 1840s.





# BRINGING PEOPLE TO OUR SPECIAL PLACES

## THE PARKS CANADA CHALLENGE

“The Parks are hereby dedicated to the people of Canada for their benefit, education and enjoyment and such Parks will be maintained and made use of so as to leave them unimpaired for the enjoyment of future generations.”

—J.B. Harkin, Commissioner, Dominion Parks Branch (later called Parks Canada), 1930

Parks Canada’s role is to create and protect our country’s national parks, historic sites and marine conservation areas. These places are considered to be significant and representative of Canada. Another Parks Canada goal is to provide exciting experiences and learning opportunities for all Canadians.

In 1995, 15.3 million Canadians visited a Parks Canada place. In 2011, that number was down to 12.5 million. Parks Canada wants to welcome more people to enjoy everything these amazing, unique places have to offer.

Form a small group with your classmates to come up with advice on how to increase the number of visitors to Parks Canada places. Imagine your group is advising the Government of Canada Minister who is responsible for Parks Canada. Here is the challenge: present the Minister with a proposal suggesting ways that Parks Canada can increase the number of visitors to the country’s national parks, historic sites and marine conservation areas.

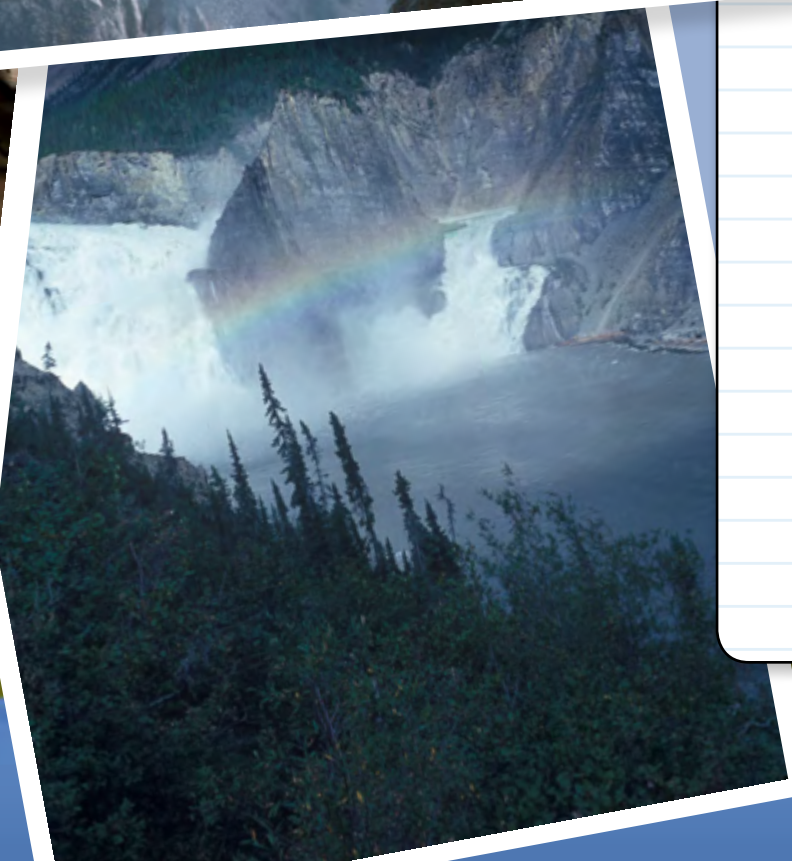
## REQUIREMENTS

Your proposal can be for a specific national park, historic site or marine conservation area, or it can be for the Parks Canada Agency as a whole. Your proposal should be one page long and contain at least five well thought out ideas. If you like, you can turn your proposal into an oral presentation featuring pictures, video or music to increase the presentation’s appeal. You can find Parks Canada videos on YouTube [HERE](#). As you gather ideas with your group, you may want to do some research on the Parks Canada website at: <http://www.parkscanada.gc.ca>.

See the next page for more instructions.







## **DO THE FOLLOWING WITH YOUR PROPOSAL:**

- Include a title.
- Create a new advertising campaign slogan for Parks Canada. This slogan needs to capture the attention of potential visitors and get them thinking about visiting national parks, historic sites and marine conservation areas.
- Highlight the positive experiences a visitor will have in a national park, historic site or marine conservation area. Include some fun activities that people can enjoy in Parks Canada places.
- Present at least five specific ideas that could increase the number of visitors, ranked in order of importance.
- Communicate your ideas clearly in writing and use visuals if you think it will help your argument. If you are doing an oral presentation, ensure that all group members have a chance to present.
- Refer to at least one other source in addition to the Parks Canada website.

Want to share your thoughts? Visit [myparkspass.ca](https://myparkspass.ca) to submit your work.



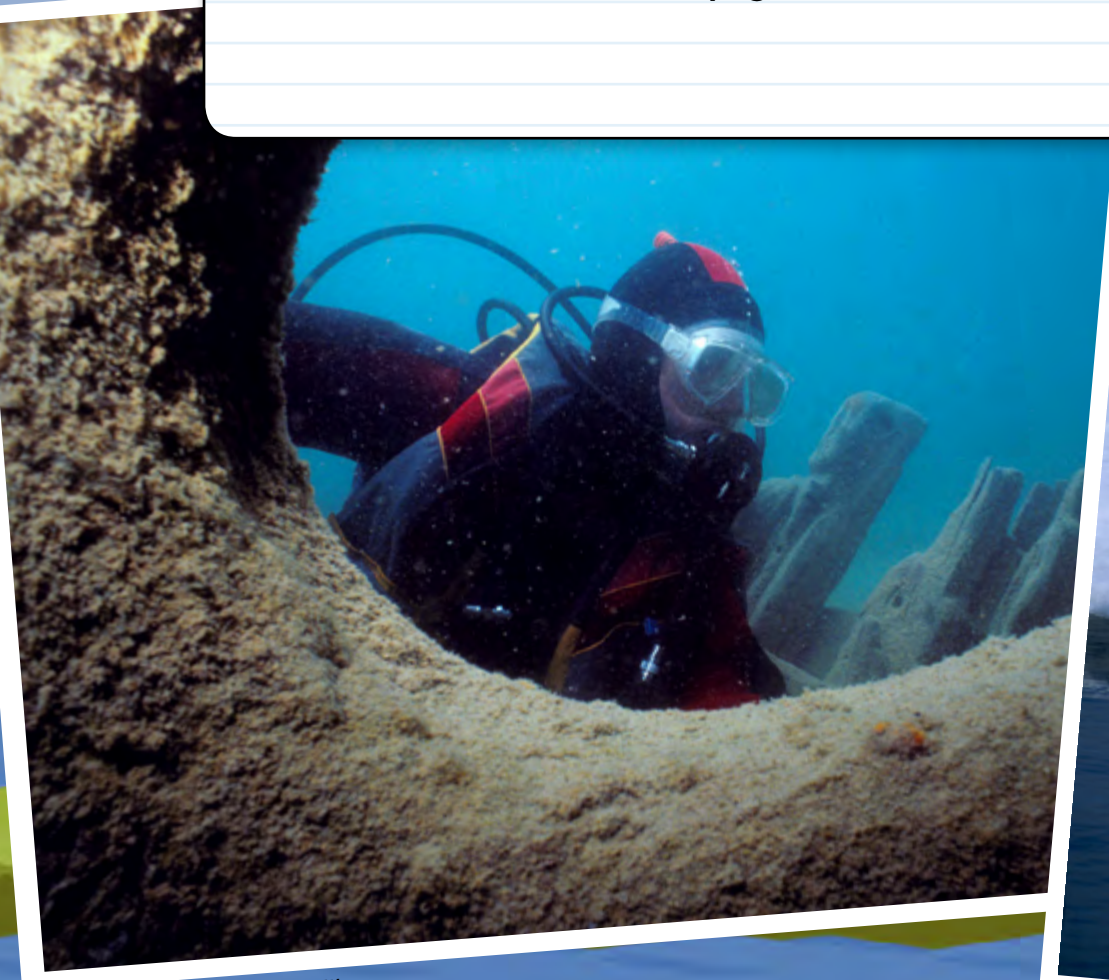
# SCAVENGER HUNT

## A TRIVIA CONTEST

Did you know that Wood Buffalo National Park is home to the world's largest beaver dam? That Laura Secord is not only a chocolate store, but a woman who informed the British forces about an impending American attack?

Did you know that some of our [Wood Bison](#) were sent to Russia in 2011 as part of Parks Canada's commitment to wildlife conservation? That [black-footed ferrets](#) were born for the first time in 70 years in Canada, at Grassland National Park?

Check out the next page for more fun facts about Parks Canada.



Parks Canada/John Butterill



Parks Canada/Wayne Lynch





Parks Canada administers a system of 44 national parks, 167 national historic sites and four national marine conservation areas. Each unique, incredible place has its own stories. Explore the [PARKS CANADA WEBSITE](#), Internet, books and maps and see if you can answer all of the questions in our trivia challenge below.

1. Name a national park that is recognized by the United Nations as a [World Heritage Site](#) and provide the reason for its recognition.
2. Find three things you can do to [minimize problems with polar bears](#) when in a northern park.
3. Name Canada's first [national marine conservation area](#). What unique cultural artifacts does it have?
4. What is the [largest reconstructed fortified town](#) in North America?
5. Which National Historic Site could you visit to learn about one of the major figures of the [War of 1812](#)?
6. What happened to the populations of American Eels (a species at risk) in Lake Ontario and the St. Lawrence River and [what is Parks Canada doing to help the eel](#)?
7. How have Parks Canada and aboriginal people co-operated to save [Ice Age Grass](#)?
8. What [interesting but venomous reptile](#) is found at Georgian Bay Islands National Park?
9. How many [national parks are located in the province of Prince Edward Island](#) and what are the unique cultural and historical characteristics found there?
10. If you were travelling from Canada's most [easterly national historic site](#) to its most [westerly national park](#), which site and which park would you be visiting? What will you see at the most easterly site? And what's unique in the world in the most westerly park?
11. If you were travelling from Canada's most [southerly national park](#) to its most [northerly national park](#), which two parks would you be visiting?
12. Watch a [VIDEO](#) from the Coolest School Trip contest and write down three things you've learned from the video.
13. Go to the [My Parks Pass website](#) and use the map found there to choose one location randomly by clicking on the little balloons. Where did you end up and what interesting fact did you discover about that location?



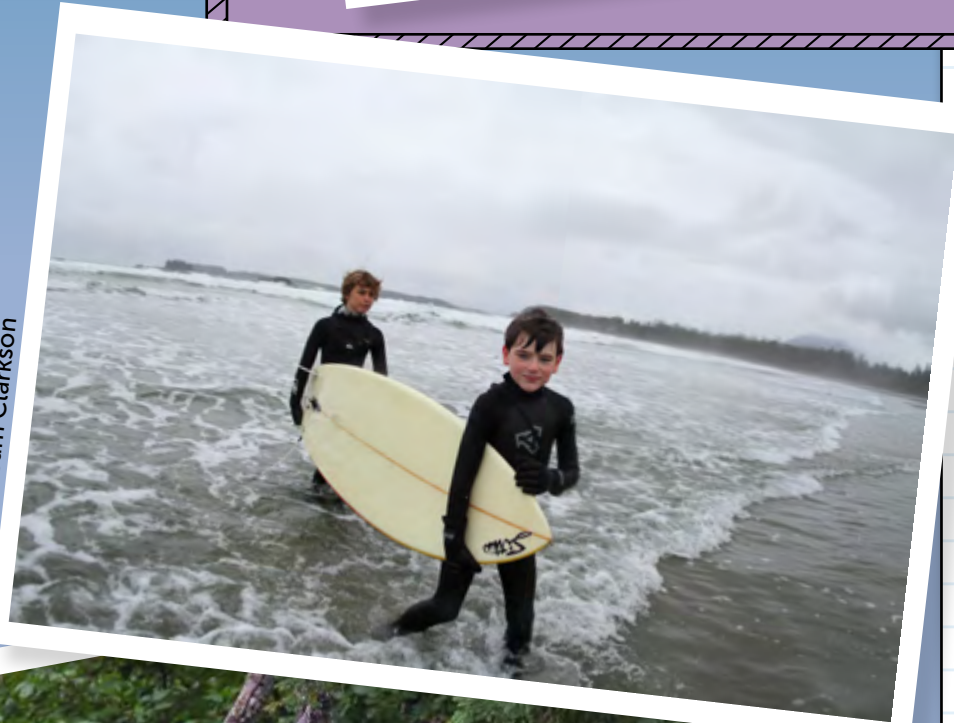


# TRAVEL BROCHURE

## SHARE YOUR FAVOURITE PLACE



Parks Canada/Josh Mc Cullough



Parks Canada/Sam Clarkson



Parks Canada/Wayne Lynch

Canada has many amazing tourist attractions and places to discover, including national parks, national historic sites and national marine conservations areas all across the country.

When you're planning your next vacation destination one way you might look for information is by browsing through travel brochures (at a tourism office or online). What would you want to see in this brochure? What would it look like? What words would get you excited to visit? What information would you need?

In this activity, you will design a brochure to attract and inform people about a Parks Canada site of your choice. Research a national park, historic site or marine conservation area that's close to you, or explore something far away that catches your imagination.

Go to the next page for instructions on what your brochure should include.





## **YOUR BROCHURE SHOULD INCLUDE:**

**Location:** Be as descriptive as possible about where your Parks Canada place is located. Go beyond simply indicating the province or territory. Use location words such as north, south, east or west and give the park, historic site or marine conservation area's relative location (e.g. 1000km north of Vancouver).

**Main features:** Present what you think potential visitors will want to know. Be sure to emphasize the exciting features that visitors should not miss! The features you focus on will depend on the place you choose because some Parks Canada places are known for their geographical features, while others may be more about culture, wildlife or history. Readers of your brochure will want to know the highlights—what makes your national park, historic site or marine conservation area a special place to visit? You might consider grouping the information in this part of your brochure based on the main features or themes of your place.

**What visitors will learn about Canada:** Your brochure should also tell visitors what they would learn about Canada by visiting the national park, historic site, or marine conservation area. Will they learn about an important period in history or will they learn about some aspect of Canada's geography or nature?

**What visitors will experience:** Be sure to include references to the benefits (e.g. adventure, relaxing with friends, etc.) visitors can personally experience at your Parks Canada place. Also include specific examples of the activities visitors can try out (e.g. surfing, rock climbing, camping, etc.).

**Visuals:** Be sure to include some great visuals such as maps, photos or illustrations of your place to highlight its appeal and provide information to visitors.

**Remember that your brochure is meant to get people excited to visit your place, so use descriptive language and creative approaches to sell the features of the place you choose.**

The brochure can be designed on a computer or done freehand on paper.

If you want to have a friendly competition, your class can vote on the brochure that makes the most people want to visit the Parks Canada place it portrays.





# VISITING A NATIONAL PARK

## WHAT TO TAKE AND WHAT TO TELL

Canada's 44 national parks are each very different. They are spread out across the country from Terra Nova on the east coast to Gwaii Haanas on the west coast, and from Point Pelee at the most southern point of Canada to Quttinirpaaq at the northernmost tip of the Arctic. Each park offers unique experiences and circumstances that make trip planning important.

So, what if you were to visit one of these parks? What would you pack and why? Think carefully, this task is not as easy as it sounds!



Parks Canada/Fritz Mueller



Parks Canada/Dale Wilson



## ACTIVITY 1:

# GET PACKING!

With a partner or small group, do the following:

- Select a national park that you would like to visit.
- Conduct research about the park you selected to help you decide what you need to pack.
- Make a list of 15-20 items you will need for a successful visit, assuming that you already have what you need in terms of food and water. Explain why you need each item.
- As a further challenge, rank all of your items from most important to least important.
- When finished, present your findings to the class. If you can, gather some of the objects on your list that you might have at home or print an image of them. If one of your objects is unusual, let your classmates guess what is it and why you would need it in the national park you selected.

### WHAT DO YOU THINK?

1. Would your list be the same if you were to visit the park in summer and in winter? If not, explain the difference.
2. Which items on your list would be useful only for the park you selected?
3. Which items are essential regardless of the park you visit?

Parks Canada/Fritz Mueller





## ACTIVITY 2:

# TELL YOUR STORY

Have you ever been to a national park? Gone camping? Done an outdoor activity with your friends or family that helped you discover nature?

One of Parks Canada's roles is to tell the story of Canada by recounting the history of our land and our people. Think about your personal experience with the outdoors. What was your most memorable moment? Where was it? Write 400 words, maximum, finishing this sentence: "The most memorable moment I have had outdoors was..." Your story should address the general public. In order to grab the attention and imagination of your readers, create a snappy title, include a captivating image, and start the story with something fascinating that will make readers want to know more.

Want to share your story? Visit [myparkspass.ca](https://myparkspass.ca) to submit your work.





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