

Subject Area & Grade: Social Studies (Grade 4)

Curriculum Link (ON): B3.7 Demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps

Learning Goal: Building students' knowledge of Canadian provinces and cities, while developing their mapping skills by identifying and understanding where the Black Battalion members originated and traveled across Canada. Explore the locations where No. 2 Construction Battalion members originated and traveled, by using cardinal and intermediate directions on a letter and number grid map of Canada.

Lesson Activity: Give each student a copy of the Canada grid map (be sure to print to the Xerox photocopier on 11x17 paper). Use the *Map Exploration and Direction*, to lead a discussion about the movement of the Black Battalion. This can be done as a class or in small groups, depending on the structure that best suits your class. Make sure you have a copy of the grid map for yourself. Place your copy under the document camera so students can easily follow along as you discuss on the movement of the Black Battalion.

After the discussion, have students work on the *Mapping & Coordinates* activity sheet. They can complete it independently, in pairs or in small groups, based on what works best for your classroom.

CLASS DISCUSSION: MAP EXPLORATION & DIRECTIONS

Recruitment and Formation

- The No. 2 Construction Battalion was formed in **Nova Scotia**. You can ask:
 - *"From Truro, in which direction would the soldiers have traveled to reach the city of Halifax?"* (Truro was the central location for the battalion's training. Halifax was the major port city for the deployment to Europe.)
 -
 - The answer is **south**.
 - *"In which direction is Quebec City from Toronto where some of the Battalion's members came from?"*
 - The answer is **southwest**.

Movement Across Canada

- Members of the Battalion came from other parts of Canada, such as **Ontario**.
 - *"If a recruit traveled from Toronto to Halifax, what direction would they be heading?"*
 - The answer is **northeast**.
 - *"Which direction is Quebec from Ontario?"*
 - The answer is **east**.

International Movement

- *“When the Battalion left Halifax for Europe during the First World War, the soldiers would have traveled in which direction?”* **East**
- *“What ocean would they have crossed?”* **Atlantic Ocean**
- *“If the soldiers were to move from France back to Canada after the war, which direction would they head across the Atlantic?”* **West**

Name: _____

Mapping & Coordinates

1. Have the students find all the coordinates.
2. Colour the following key provinces (Nova Scotia, New Brunswick, Quebec, Ontario), which have historical relevance to the Black Battalion's journey and recruitment.
 - **Nova Scotia** (where the battalion was formed) _____
 - **New Brunswick** and **Quebec** (where some members originated) _____
 - **Ontario** (where they were stationed for part of their journey) _____
 - **Halifax** (as a key port of departure to France) _____

Have the students place a dot on the map at the coordinates where some Black Battalion members originated. Then, identify the province for each coordinate.

(B, 3) _____

(E, 1) _____

(A, 3) _____

ANSWER KEY:

Mapping & Coordinates

- **Nova Scotia** (where the battalion was formed)
(F, 2) (G, 2)
- **New Brunswick** and **Quebec** (where some members originated)
(F, 2) and (E, 2) (E, 3) (F, 3) (F, 2)
- **Ontario** (where they were stationed for part of their journey)
(E, 1) (E, 2) (D, 2) (D, 3)
- **Halifax** (as a key port of departure to France)
(F, 2)

Have the students place a dot on the map at the coordinates where some Black Battalion members originated. Then, identify the province for each coordinate.

(B, 3): Alberta

(E, 1): Ontario

(A, 3): British Columbia

