

Produced by the National Film Board of Canada, 1959

16mm Color or Black & White 30 minutes

Suggested Uses: Social Studies classes in junior and senior high schools. Auditorium and curriculum enrichments.

### SYNOPSIS

THE ST. LAWRENCE SEAWAY provides an informative look at the heartland of North America... its foundations... its growth... its industrial potential... and how it will be better served by the Seaway. The film traces the actual construction, from the first silver-spaded sod-turning to the moving of mountains by power-shovels and bulldozers.

It shows how man combined ingenuity and brawn to harness and put to his use the awesome might of the St. Lawrence. And how, after centuries, he has at last opened the door to the Great Lakes for sea-going ships.

It discusses the Seaway's significance to home, farm and industry... how it will affect the growth of North America... imports... exports... what benefits it will bring to the people of the United States and Canada.

In animated sequences, it entertainingly illustrates the problems overcome in converting the turbulent St. Lawrence into a deep-sea waterway and an abundant source of electrical power.

### SUGGESTED METHODS OF USE

This is a film of considerable importance and interest to all Canadian students and teachers.

It can serve as a very useful supplement to the study of Canadian transportation, with special references to its effects on the industrial heartland of Canada. It also suggests the future effects of the seaway on the East-West transportation pattern.

Those who are studying the historical development of transportation in Canada will find in this film an account of the steady development of the Seaway from the days when traffic into the interior moved only by light birchbark canoes.

Aside from its effectiveness as an aid in Social Studies classes, both in History and Geography, the film stands as a visual record of an historic event in Canadian history. This fact, in itself, makes the viewing of it a worthwhile learning experience for Canadian children.

OVER



## CONCEPTS

The following are the main learning concepts presented in the film. These points should be clear before showing the film, because by knowing them an accurate judgment may be made of the extent to which the film will be of use in the class. Some of these concepts are more difficult than others and their degree of application will be governed by the grade level at which the film is used:

1. The Seaway is designed to make the maximum use of the waterway provided by the Great Lakes and the St. Lawrence from the center of the continent to the Atlantic Ocean.
2. About the Great Lakes lies the major concentration of cities and industries of the North American continent.
3. This concentration has come about because of the existence of the transportation facilities of the Great Lakes and is, therefore, dependent on it.
4. The existing physical limitations of the Great Lakes-St. Lawrence system were recognized when the canoe was outgrown.
5. The continuing development of the Seaway stems from an ever-increasing need for wider and deeper canals.
6. With the completion of the new Welland Canal in 1932, the last bottleneck to the movement of deep-draught shipping between the Atlantic and the Lakehead lay in the international section of the St. Lawrence between Kingston and Cornwall and at the Lachine Rapids near Montreal.
7. The deepening of this section of the St. Lawrence has been the subject of negotiations between Canada and the United States for over forty years.
8. In 1951 Canada established the St. Lawrence Seaway Authority, while the United States sent a congressional committee to inspect proposed sites of the St. Lawrence project.
9. By the time the agreement was reached in 1954 engineers had already laid plans for the route of the Seaway and for the building of dams and power houses.
10. The project, which took nearly five years, involved the moving of towns, the stilling of rapids and the building of mighty locks and power houses.
11. The St. Lawrence Seaway is now a two-way water highway linking the heart of the North American continent to the rest of the world and stands as a monument to international cooperation.

## SUGGESTED CLASS PREPARATION

### a) Introduction

Depending on the grade level of the class, the teacher will find many methods of focussing attention on this particular aspect of Canadian history and geography. A review of the advantages and disadvantages of the various forms of transportation — road, rail, water, air — could prepare the class for this topic. An immediate and more elementary focus might be a picture of the Royal Yacht *Britannia* passing through one of the Seaway locks.

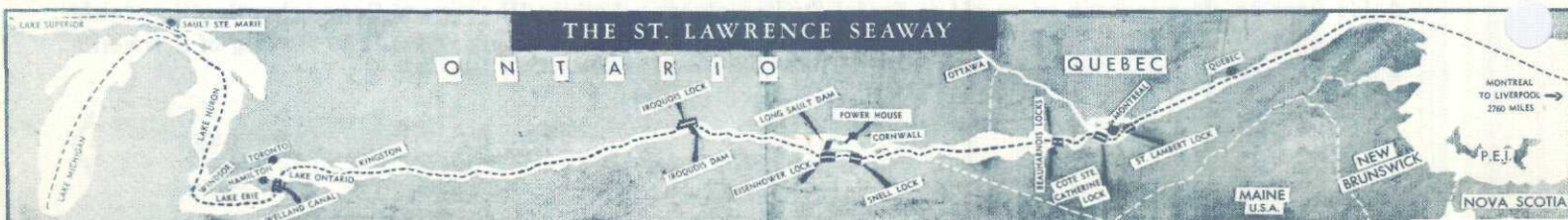
### b) Words Which May Cause Difficulty

*complex*  
*lakers*

*deep draught*  
*potential*

*delegate*  
*controversial*

*congress*  
*submissive*



## SUGGESTED CLASS PREPARATION

### c) Directive Questions Answered in the Film

1. Why is the industrial region around the Great Lakes dependent on them?
2. How soon was the need for canals recognized?
3. Where was the final barrier to deep-draught shipping?
4. Why did it take so long to start work on the Seaway? When was the agreement reached?
5. What results were expected from the Seaway?
6. What effect did the building of the Long Sault Dam have on towns such as Iroquois, Ontario?
7. What are the major locks in the Seaway system?
8. What new lake was created?
9. How long did it take to build the Seaway?

## SUGGESTED FOLLOW-UP ACTIVITIES

1. Take up and discuss the directive questions. Relate them as much as possible to various concepts presented in the film.
2. Discuss the probable change in Great Lakes shipping pattern, as a result of the Seaway. Collect and evaluate newspaper and magazine articles on this topic.
3. Prepare a paper on the history of the Seaway from the time of the birchbark canoe.
4. Prepare a map indicating the Seaway route from Kingston to Montreal.
5. Prepare a map showing the main Seaway ports and indicate with arrows and labels the movement of raw materials and finished products.
6. Some students may wish to prepare a large relief map indicating lake levels and the route of the Seaway itself.

## RELATED VISUAL AIDS

### Films

THE GREAT LAKES - ST. LAWRENCE LOWLANDS (NFB -- 23 MINUTES)  
BOTTLENECK (NFB -- 11 MINUTES)  
THE ROMANCE OF TRANSPORTATION IN CANADA (NFB -- 11 MINUTES)

### Filmstrips

SHIPS AND POWER (NFB -- COLOR)  
GREAT LAKES SHIPPING (NFB -- B&W)