Our Alberta
GRADE FOUR
SOCIAL STUDIES

ALBERTA
THE LAND,
HISTORIES
AND
STORIES
Revised
**Required Resources**

The Grade Four Lesson Plans are designed to be used with:

**Our Alberta (Nelson)**

Our Alberta, Book 1 – student resource

Our Alberta, Book 2 – student resource

Our Alberta: Teacher Resource

**NOTE:** Blackline Masters (BLM) and Rubrics are NOT included in the lesson plan package. They are available in the Teacher Resource for *Our Alberta*. However, answer keys for the blackline masters are contained within the lesson plan package.

**Basic Map Skills**

This mini unit is included and can be used at the discretion of the teacher. Mini units covering the same basic content are also included with the grades five and six social studies lesson plan sets. As information/skills, such as labelling maps of the continents and oceans, the provinces, territories and their capitals, facts about the provinces and territories, bodies of water of Canada, absolute location, scale on a map, and so on are considered basic knowledge and skills for social studies; students in Alberta should know them relatively well. Teachers may find it useful to do these mini units at the beginning of each school year.

Teaching the basic map skills unit is relatively straightforward. In multi-graded classrooms, such as those found in Hutterite colony schools, teachers may find it helpful to do the mini unit first thing in the fall, so that they can devote their energies to establishing academic and behavioural expectations and routines.
General Outcome 4.1: Alberta: A Sense of Land
Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Specific Outcomes

Values and Attitudes

Students will:

4.1.1 value Alberta’s physical geography and natural environment:

- appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta
- appreciate how Alberta’s fossil heritage contributes to the province’s unique character
- appreciate the variety and abundance of natural resources in Alberta
- appreciate the environmental significance of national and provincial parks and protected areas in Alberta
- appreciate how land sustains communities and quality of life
- demonstrate care and concern for the environment through their choices and actions

Knowledge and Understanding

Students will:

4.1.2 examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:

- Where is Alberta located in relation to the other provinces and territories of Canada?
- Where are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g., prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)?
- What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)?
- What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)?
- How are Alberta’s provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta’s natural environment?

4.1.3 examine, critically, how geology and paleontology contribute to knowledge of Alberta’s physical geography by exploring and reflecting upon the following questions and issues:
• How did archeologists and paleontologists discover the presence of dinosaurs in Alberta?
• What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)?

4.1.4 analyze how Albertan interact with their environment by exploring and reflecting upon the following questions and issues:

• In what ways do the physical geography and natural resources of a region determine the establishment of communities?
• How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)?
• How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)?
• In what ways does the Royal Tyrrell Museum contribute to the scientific knowledge regarding Alberta’s fossil heritage?
• How can ownership of a discovered artifact be determined?
• Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta?

General Outcome 4.2: The Stories, Histories, and People of Alberta
Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and sense of belonging.

Specific Outcomes

➢ Values and Attitudes

Students will:

4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:
• recognize how stories of people and events provide multiple perspectives on past and present events
• recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
• recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity
• recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta’s heritage
• recognize the British institutions and peoples as integral parts of Alberta’s heritage
• recognize the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities
• demonstrate respect for places and objects of historical significance
Knowledge and Understanding

Students will:

4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:

- Which First Nations originally inhabited the different areas of the province?
- How is the diversity of Aboriginal peoples reflected in the number of languages spoken?
- What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land?
- What movement or migration within Canada contributed to the populating of Alberta?
- In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding institutions, media, politics, commerce)?
- How did the Metis Nation and Metis settlements contribute to Alberta’s identity (i.e., languages, accomplishments)?
- How did French and English become the two languages most used in business and politics in Alberta during the 19th and 20th centuries?
- How did the British institutions provide the structure for the settlement of newcomers in Alberta (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)?
- How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century?
- How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities?
- How are agriculture and the establishment of communities interconnected?

General Outcome 4.3: Alberta: Celebrations and Challenges

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes

Values and Attitudes

Students will:

4.3.1 appreciate the factors contributing to quality of life in Alberta:

- value and respect their own and other cultural identities
- demonstrate respect for the rights, opinions and perspectives of others
- demonstrate respect for the cultural and linguistic diversity in Alberta
- recognize global affiliations within the Alberta Francophonie
- appreciate the influence of the natural environment and resources on the growth and development of Alberta
- value and respect their understanding with the environment
Knowledge and Understanding

Students will:

4.3.2 assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues:
- What led to Alberta’s joining Confederation?
- What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)?
- In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)?

4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:
- In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, language spoken)?
- How has multiculturalism in Alberta evolved over time?
- How has the Alberta Francophonie become increasingly multicultural?
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)?
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places?
- In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time?
- How does living in a particular community, region or province help shape individual and collective identity?

4.3.4 examine recreation and tourism in Alberta by exploring and reflecting upon the following questions and issues:
- How do recreational sites and activities reflect Alberta’s heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)?
- How do physical geography and climate affect seasonal activities throughout Alberta?
- To what extent do recreation and tourism foster appreciation of Alberta’s natural regions and environment?
- In what ways do interests concerning tourism and the natural environment conflict?
GRADE FOUR
SOCIAL STUDIES

Basic
Map Skills
Optional Area of Study

The content of this section is not specifically part of the Program of Studies for Social Studies Grade Four. Therefore, it should be considered optional.

Content

Lesson One: The continents and oceans
Lesson Two: North America: countries and major bodies of water
Lesson Three: Facts about Canada
Lesson Four: The Provinces and Territories
Lesson Five: Provincial and Territorial Capitals and Postal Abbreviations
Lesson Six: The Provinces and Territories: Population and Area
Lesson Seven: Facts about the Provinces and Territories
Lesson Eight: Using Latitude to Determine Absolute Location
Lesson Nine: Using Longitude to Determine Absolute Location
Lesson Ten: Describing Absolute Locations

Review
Test
Lesson One

Concept: the continents and the oceans

Materials: map of continents and oceans (transparency and student copies)
Globe
Atlas
Worksheet #1a (transparency, optional)
Worksheet #1b, #1c (student copies)

Introduction: Hold up globe and tell students that it is representation of the Earth. Note how it is tilted on its axis. Show map of world. Ask students to distinguish between a globe and a map.

Procedure:

1. Discuss advantages and disadvantages of globe and maps as representations of the Earth.

2. Introduce the cardinal and intercardinal directions on the map.

3. Note that on both globes and maps bodies of water are always coloured blue. Depending on the type of globe or map, land is many colours. Some have different countries coloured different colours. Some have different elevations coloured different colours etc.

4. Tell students we have specific name for large bodies of land and water. Large bodies of land are called continents. Large bodies of salt water are called oceans. On the map and on the globe go over the names of all the continents and oceans.

5. Tell students that they should pay special attention to the shapes of the continents and oceans and also where they are in relation to each other.

6. Make notes: (can be put on board or use transparency of Worksheet #1a)

Continents

A continent is a large area of land, usually surrounded entirely by water.

There are seven continents:

North America
South America
Europe
Asia
Africa
Australia
Antarctica
An ocean is a large body of salt water.

There are four oceans:

Atlantic Ocean
Pacific Ocean
Arctic Ocean
Indian Ocean

7. Put transparency of continents and oceans on the overhead. With students label the continents and oceans. Then colour the continents, each a different colour.

Assignment:

Copy notes

Label the continents and the oceans.

Colour the continents.
The Continents and the Oceans

Continents

A continent is a large area of land, usually surrounded by water.

There are seven continents:

North America
South America
Europe
Asia
Africa
Australia
Antarctica
Oceans

An ocean is a large body of salt water.

There are four oceans:

Atlantic Ocean
Pacific Ocean
Arctic Ocean
Indian Ocean
The Continents and the Oceans

Directions: On the map of the world label the continents and the oceans. Then colour the continents as indicated.

NOTE: When colouring the continents, outline each continent pressing quite hard. Then fill in the rest lightly. This way you can still easily read the name of the continent. It is also easier on your fingers.

Continents

North America (pink)
South America (green)
Europe (yellow)
Asia (purple)
Africa (orange)
Australia (brown)
Antarctica (red)

Oceans

Atlantic Ocean
Pacific Ocean (label in two places)
Arctic Ocean
Indian Ocean
Lesson Two

Concept: North America: countries and major bodies of water

Materials: map of North America
           Outline map of North America (transparency and student copies)
           Worksheet #2a (transparency)
           Worksheet #2b (student copies)

Introduction: Review the continents and the oceans and the directions on a map. Tell students that today we will be studying our continent, North America.

Procedure:

1. On the wall map of North America point out the land that “belongs” to North America. Note that the Panama Canal divides North America from South America.

2. Point out that North America includes three large countries and six smaller countries. The six smaller countries are part of an area called of North America called Central America.

3. Use the wall map to show the countries:

4. Then use the wall map to show the bodies of water.

5. Make notes:

North America
North America has three large countries and seven smaller ones.
Canada	Guatemala
United States	El Salvador
Mexico	Honduras
Nicaragua	Panama
Costa Rica	Belize

The major bodies of water of North America are:
Atlantic Ocean	Pacific Ocean
Hudson Bay	James Bay
Gulf of Mexico	Caribbean Sea
Arctic Ocean	Beaufort Sea
Gulf of Alaska	Hudson Strait
Davis Strait	Baffin Bay
Gulf of St. Lawrence

6. With students label the countries and bodies of water. Then have them colour the countries

Assignment:
Copy notes
Label and colour map of North America
North America

North America has three large countries and seven smaller ones.

Canada          Guatemala
United States   El Salvador
Mexico          Honduras
Nicaragua       Panama
Costa Rica      Belize

The major bodies of water of North America are:

Atlantic Ocean  Pacific Ocean
Hudson Bay      James Bay
Gulf of Mexico  Caribbean Sea
Arctic Ocean    Beaufort Sea
Gulf of Alaska  Hudson Strait
Davis Strait    Baffin Bay
Gulf of St. Lawrence
The Countries and Major Bodies of Water of North America

Directions: Label the countries and major bodies of water of North America on the map of North America. Be sure that you do not colour any two countries that share a common border the same colour.

North America

North America has three large countries and seven smaller ones.

- Canada
- United States
- Mexico
- Nicaragua
- Costa Rica
- Guatemala
- El Salvador
- Honduras
- Panama
- Belize

The major bodies of water of North America are:

- Atlantic Ocean
- Hudson Bay
- Gulf of Mexico
- Arctic Ocean
- Gulf of Alaska
- Davis Strait
- Gulf of St. Lawrence
- Pacific Ocean
- James Bay
- Caribbean Sea
- Beaufort Sea
- Hudson Strait
- Baffin Bay
Lesson Three

Concept: facts about Canada

Materials: Worksheet #3a, #3b, #3c
          Worksheet #3d, #3e, #3f (student copies)

Introduction: Review the continents and oceans of the world and the countries and bodies of water of North America. Tell students that we will now focus on our own country, Canada.

Procedure:

1. To find out some facts about Canada, students will have to "look" around the classroom to find the answers to some questions. Before class tape the fact sheets to the walls (Worksheet #3a, #3b, #3c).

2. Distribute the question sheet (Worksheet #3d) to students. Instruct them to read the questions first. Then go around and try to find the answers to the questions.

3. When everyone is finished, check the answers together.

4. Distribute Worksheets #3e, #3f. Have students complete it independently.

Assignment:

Do Worksheet #3e and #3f.
<table>
<thead>
<tr>
<th>Canada officially became a country on July 1, 1867.</th>
<th>Canada’s population in 2001 was 30 007 094.</th>
<th>Canada has ten provinces.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada has three territories.</td>
<td>Canada is bordered by three of the four world oceans.</td>
<td>Canada has two official languages: English and French.</td>
</tr>
<tr>
<td>Canada is the second largest country in the world. The largest country in the world is Russia.</td>
<td>Canada has an area of 9 012 112 square kilometres.</td>
<td>The red maple leaf is one of Canada’s most important symbols.</td>
</tr>
<tr>
<td>Canada’s national anthem is “O Canada”.</td>
<td>The Royal Canadian Mounted Police are Canada’s national police force.</td>
<td>The largest province in Canada in population is Ontario.</td>
</tr>
<tr>
<td>The province with the smallest population is Prince Edward Island.</td>
<td>The largest province in area is Quebec.</td>
<td>The smallest province in area is Prince Edward Island.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Canada’s first prime minister was John A. Macdonald.</td>
<td>The national animal of Canada is the beaver.</td>
<td>A Canadian, Alexander Graham Bell, invented the telephone.</td>
</tr>
<tr>
<td>Eighty percent of Canadians live in urban areas (towns and cities with populations greater than 10 000).</td>
<td>Twenty percent of Canadians live in rural areas (towns and cities with populations less than 10 000).</td>
<td>The capital city of Canada is Ottawa.</td>
</tr>
<tr>
<td>Montreal is the second-largest French-speaking city in the world.</td>
<td>The sport of hockey was invented in Canada.</td>
<td>The sport of basketball was invented in Canada by James Naismith.</td>
</tr>
<tr>
<td>The highest mountain in Canada is Mount Logan in the Yukon Territory.</td>
<td>Canada’s Lake Superior is the world’s second largest lake.</td>
<td>The longest river in Canada is the Mackenzie River.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Canada’s largest city is Toronto.</td>
<td>Canada’s closest neighbouring country is the United States.</td>
<td>When Canada first became a nation, it had only four provinces.</td>
</tr>
<tr>
<td>Canada’s system of government is called a democracy.</td>
<td>More than 95% of Canadians can read and write.</td>
<td>The name of Canada’s prime minister is Stephen Harper.</td>
</tr>
<tr>
<td>Alberta became one of Canada’s provinces in the year 1905.</td>
<td>A large furry animal called the bison used to live in the prairies. Today there are very few of these animals alive in the world.</td>
<td>Canada is the largest country in area in North America.</td>
</tr>
</tbody>
</table>
**Facts About Canada**

Directions: Find the answers to these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the capital city of Canada?</td>
<td>How many oceans border Canada?</td>
</tr>
<tr>
<td>On what date did Canada officially become a country?</td>
<td>What country is Canada’s closest neighbour?</td>
</tr>
<tr>
<td>What is Canada’s longest river?</td>
<td>Which Canadian province is largest in area?</td>
</tr>
<tr>
<td>What was the name of Canada’s first prime minister?</td>
<td>How many provinces are there in Canada?</td>
</tr>
<tr>
<td>How many territories are there in Canada?</td>
<td>What percent of Canadians know how to read and write.</td>
</tr>
<tr>
<td>In what year did Alberta become a province of Canada?</td>
<td>What is the name of Canada’s system of government called?</td>
</tr>
<tr>
<td>What is the name of the world’s second-largest French-speaking city?</td>
<td>Which two sports were invented in Canada?</td>
</tr>
<tr>
<td>What is the name of the world’s second-largest city?</td>
<td>What are Canada’s two official languages?</td>
</tr>
<tr>
<td>Who are the Royal Canadian Mounted Police?</td>
<td>What is the name of Canada’s highest mountain.</td>
</tr>
<tr>
<td>What is Canada’s most important symbol?</td>
<td>What is the name of the furry animal that once lived all over the prairies?</td>
</tr>
<tr>
<td>What percent of Canadians live in rural areas?</td>
<td>Which Canadian invented the telephone?</td>
</tr>
<tr>
<td>Canada is the second largest country in the world. What is the largest?</td>
<td>How many provinces were there when Canada first became a country?</td>
</tr>
</tbody>
</table>
### Facts About Canada

**Directions:** Find the answers to these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the capital city of Canada?</td>
<td>Ottawa</td>
</tr>
<tr>
<td>How many oceans border Canada?</td>
<td>three</td>
</tr>
<tr>
<td>What is the name of Canada’s prime minister?</td>
<td>Stephen Harper</td>
</tr>
<tr>
<td>Which Canadian province has the smallest population?</td>
<td>Prince Edward Island</td>
</tr>
<tr>
<td>On what date did Canada officially become a country?</td>
<td>1867</td>
</tr>
<tr>
<td>What country is Canada’s closest neighbour?</td>
<td>United States</td>
</tr>
<tr>
<td>Which Canadian province is largest in area?</td>
<td>Quebec</td>
</tr>
<tr>
<td>What is Canada’s national anthem?</td>
<td>O Canada</td>
</tr>
<tr>
<td>What is Canada’s longest river?</td>
<td>Mackenzie River</td>
</tr>
<tr>
<td>Which Canadian province has the smallest area?</td>
<td>Prince Edward Island</td>
</tr>
<tr>
<td>How many provinces are there in Canada?</td>
<td>ten</td>
</tr>
<tr>
<td>What percent of Canadians know how to read and write?</td>
<td>95%</td>
</tr>
<tr>
<td>What was the name of Canada’s first prime minister?</td>
<td>John A. Macdonald</td>
</tr>
<tr>
<td>What is Canada’s area?</td>
<td>9,012,112 km²</td>
</tr>
<tr>
<td>What is the name of Canada’s largest city?</td>
<td>Toronto</td>
</tr>
<tr>
<td>What percent of Canadians live in urban areas?</td>
<td>80%</td>
</tr>
<tr>
<td>How many territories are there in Canada?</td>
<td>three</td>
</tr>
<tr>
<td>What is Canada’s system of government called?</td>
<td>democracy</td>
</tr>
<tr>
<td>Which two sports were invented in Canada?</td>
<td>basketball, hockey</td>
</tr>
<tr>
<td>What was Canada’s population in 2001?</td>
<td>30,007,094</td>
</tr>
<tr>
<td>In what year did Alberta become a province of Canada?</td>
<td>1905</td>
</tr>
<tr>
<td>What is the name of the national animal of Canada?</td>
<td>beaver</td>
</tr>
<tr>
<td>What are Canada’s two official languages?</td>
<td>French, English</td>
</tr>
<tr>
<td>What is the name of Canada’s highest mountain.</td>
<td>Mount Logan</td>
</tr>
<tr>
<td>What is the name of the world’s second-largest French-speaking city?</td>
<td>Montreal</td>
</tr>
<tr>
<td>What is Canada’s most important symbol?</td>
<td>red maple leaf</td>
</tr>
<tr>
<td>What is the name of the furry animal that once lived all over the prairies?</td>
<td>bison</td>
</tr>
<tr>
<td>Which Canadian invented the telephone?</td>
<td>Alexander Graham Bell</td>
</tr>
<tr>
<td>Who are the Royal Canadian Mounted Police?</td>
<td>Canada’s national police force</td>
</tr>
<tr>
<td>What percent of Canadians live in rural areas?</td>
<td>20%</td>
</tr>
<tr>
<td>Canada is the second largest country in the world. What is the largest?</td>
<td>Russia</td>
</tr>
<tr>
<td>How many provinces were there when Canada first became a country?</td>
<td>four</td>
</tr>
</tbody>
</table>
Facts About Canada

Directions: Fill in the blanks with the correct words.

1. Canada has __________ provinces.
2. Alberta became a province in the year __________.
3. Alexander Graham Bell was a Canadian who invented the __________.
4. Canada officially became a country on __________.
5. More than __________ percent of Canadians know how to read and write.
6. __________ is the world’s second-largest French-speaking country.
7. Canada’s population in 2001 was __________.
8. The name of Canada’s prime minister is __________.
9. The name of Canada’s capital city is __________.
10. The name of Canada’s most important symbol is __________.
11. The name of Canada’s largest city is __________.
12. __________ percent of Canadians live in rural areas.
13. Canada has __________ territories.
14. The longest river in Canada is the __________.
15. The province with the smallest population is __________.
16. The province with the smallest area is __________.
17. Canada is bordered by __________ of the world’s four oceans.
18. The highest mountain in Canada is __________.
19. The national animal of Canada is the __________.
20. The two official languages of Canada are __________ and __________.
21. When Canada first became a country, it has __________ provinces.
22. Canada’s first prime minister was __________.
23. The province with the largest population in Canada is ________________________.

24. Canada’s national anthem is ________________________.

25. Canada’s closest neighbouring country is ________________________.

26. The largest province in area in Canada is ________________________.

27. The area of Canada is ________________________ square kilometres.

28. The ________________ is a big furry animal that once lived on the prairies in great numbers.

29. The sport of ________________________ was invented by James Naismith.

30. Canada is the second largest country in area in the world. ________________________ is the largest.

31. The sport of ________________________, played on ice, was invented in Canada.

32. The ________________________ is Canada’s national police force.
Facts About Canada

Directions: Fill in the blanks with the correct words.

1. Canada has ______ provinces.
2. Alberta became a province in the year ______
3. Alexander Graham Bell was a Canadian who invented the _______.
4. Canada officially became a country on ______.
5. More than ______ percent of Canadians know how to read and write.
6. ______ is the world’s second-largest French-speaking city.
7. Canada’s population in 2001 was ______
8. The name of Canada’s prime minister is _______.
9. The name of Canada’s capital city is _______.
10. The name of Canada’s most important symbol is _______.
11. The name of Canada’s largest city is _______.
12. ______ percent of Canadians live in rural areas.
13. Canada has ______ territories.
14. The longest river in Canada is the _______.
15. The province with the smallest population is _______.
16. The province with the smallest area is _______.
17. Canada is bordered by ______ of the world’s four oceans.
18. The highest mountain in Canada is _______.
19. The national animal of Canada is the _______.
20. The two official languages of Canada are _______ and _______.
21. When Canada first became a country, it had ______ provinces.
22. Canada’s first prime minister was _______.
23. The province with the largest population in Canada is \textit{Ontario}.

24. Canada’s national anthem is \textit{O Canada}.

25. Canada’s closest neighbouring country is \textit{United States}.

26. The largest province in area in Canada is \textit{Quebec}.

27. The area of Canada is \textit{9,012,112} square kilometres.

28. The \textit{beaver} is a big furry animal that once lived on the prairies in great numbers.

29. The sport of \textit{basketball} was invented by James Naismith.

30. Canada is the second largest country in area in the world. \textit{Russia} is the largest.

31. The sport of \textit{hockey}, played on ice, was invented in Canada.

32. The \textit{Royal Canadian Mounted Police} is Canada’s national police force.
Lesson Four

Concept: the provinces and territories

Materials: wall map of Canada
atlases
outline map of Canada’s provinces and territories.
Worksheet #4 (transparency – optional)

Introduction: Have students tell you as many facts about Canada as they can remember. Tell them that we will not examine the ten provinces and three territories in detail.

Procedure:

1. Use the wall map to point out all ten provinces and three territories. Then go over them again, this time with students pointing them out in their atlases.

2. Make notes for students to copy (may use Worksheet #4, if desired):

   Canada’s Provinces and Territories

   1. Provinces

   British Columbia
   Alberta
   Saskatchewan
   Manitoba
   Ontario
   Quebec
   New Brunswick
   Nova Scotia
   Prince Edward Island
   Newfoundland and Labrador

   2. Territories

   Yukon Territory
   Northwest Territories
   Nunavut

3. Distribute the outline maps of Canada’s provinces and territories. Have students label and colour the map.

Assignment: Label and colour the provinces and territories
Canada’s Provinces and Territories

1. **Provinces**

   British Columbia
   Alberta
   Saskatchewan
   Manitoba
   Ontario
   Quebec
   New Brunswick
   Nova Scotia
   Prince Edward Island
   Newfoundland and Labrador

2. **Territories**

   Yukon Territory
   Northwest Territories
   Nunavut
Lesson Five

Concept: provincial and territorial capitals and postal abbreviations

Materials: wall map of Canada’s provinces and territories
          Atlases
          Worksheet #5 (transparency and student copies)
          Outline map of Canada – capital cities. (student copies)

Introduction: Use the wall map to review the names and locations of the provinces and territories. Review also that the capital city of Canada is Ottawa. The capital city is where the representatives of all parts of the country get together to make the laws of the country. Just a country has a capital city, so do each of the provinces and territories. We will discuss this today.

Procedure:

1. Tell students that we often use abbreviations instead of writing out the complete names of the provinces and territories. In some cases there are a few different ways to abbreviate the names. The important thing is that an abbreviation must be short, but also it cannot be confused with the abbreviation of another place.

2. Use the wall map to point out the capitals of all the provinces and territories.

3. Distribute the atlases. Review the capitals again, this time having students locate them on a map of Canada.

4. Distribute Worksheet #6. With students fill out the capitals and the postal codes.

5. Distribute the outline maps of Canada. Tell students to label the provinces, territories, and their capitals.

Assignment:

Label the provinces, territories, and their capitals on an outline map of Canada
## Canada’s Provinces and Territories

### Capital Cities and Postal Abbreviations

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest Territories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon Territory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4AI Worksheet #6
<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>AB</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>BC</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Winnipeg</td>
<td>MB</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
<td>NB</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>St. John’s</td>
<td>NF</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Halifax</td>
<td>NS</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Yellowknife</td>
<td>NT</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>NU</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>ON</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>PE</td>
</tr>
<tr>
<td>Quebec</td>
<td>Quebec</td>
<td>QC or PQ</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
<td>SK</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>Whitehorse</td>
<td>YT</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: the provinces and territories: population and area

Materials: wall map of Canada
           Worksheets #7a, #7c (transparencies and student copies)
           Worksheets #7b, 7d (student copies)

Introduction: Review the meanings of the words population and area. Tell students that today they will do some work involving population and area.

Procedure:

1. Show students the wall map of Canada. Ask them if they can tell which province is the largest, smallest, etc. Do the same with the territories. Conclude that you can determine roughly the relative sizes of provinces and territories using a map.

2. Using the wall map have students tell you the province with the third largest population. Conclude that most maps will not be able to give you this information. For this you must rely on tables, charts, and graphs.

3. Put up Worksheet #7a. After showing students how it is laid out, have them answer question orally about the information.

4. Tell students that when you want to compare things, often a graph is better. Put up Worksheet #7c. Show them how the bar graph works. Point out that when you are dealing with such large numbers, a bar graph cannot specifically tell, for example, the population of a Alberta.

5. Point out also that the y-axis shows only some of the numbers. When a bar’s length is between two numbered lines, students must interpolate.

6. Next point out the pie chart (or circle graph). Note that it does not tell the number of people living in each province or territory, but the percent of the people. The total population would be 100%. Practice reading the pie chart. Note that percents can be added. Also note that one-half is 50%, one-quarter is 25% and three-quarters is 75%.

7. Distribute Worksheet #7b and #7d.

Assignment:

Do Worksheets #7b and #7d.
## Canada’s Provinces and Territories

### Population and Area

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Population</th>
<th>Area</th>
<th>Population Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987</td>
<td>4.6</td>
</tr>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492</td>
<td>4.2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938</td>
<td>2.0</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356</td>
<td>10.2</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501</td>
<td>1.4</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917</td>
<td>17.2</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108</td>
<td>0.0</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460</td>
<td>0.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656</td>
<td>12.6</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743</td>
<td>5.3</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684</td>
<td>23.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561</td>
<td>1.7</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>CANADA</strong></td>
<td><strong>30,007,094</strong></td>
<td><strong>9,012,112</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>
Canada’s Population and Area

Directions: Use the table to answer the questions.

1. What is the population of Canada? ____________________________
2. Which province has the largest area? _________________________
3. Which province has the second largest area? __________________
4. Which province has the smallest population? __________________
5. Which territory is the largest in area?
6. Write the names of the provinces in order of their population starting with the smallest.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
7. Write the names of the territories in order of their population starting with the smallest.
   __________________________________________________________
   __________________________________________________________
8. Write the names of the provinces in order of their area starting with the largest.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
9. Write the names of the territories in order of their area starting with the largest.
   __________________________________________________________
   __________________________________________________________

4AI Worksheet #7b
Canada’s Population and Area

Directions: Use the table to answer the questions.

1. What is the population of Canada? 901212
2. Which province has the largest area? Quebec
3. Which province has the second largest area? British Columbia
4. Which province has the smallest population? Prince Edward Island
5. Which territory is the largest in area? Nunavut

6. Write the names of the provinces in order of their population starting with the smallest.
   Prince Edward Island, Newfoundland and Labrador, New Brunswick, Nova Scotia, Saskatchewan, Manitoba, Alberta, British Columbia, Quebec, Ontario

7. Write the names of the territories in order of their population starting with the smallest.
   Nunavut, Yukon Territory, Northwest Territories

8. Write the names of the provinces in order of their area starting with the largest.
   Quebec, British Columbia, Ontario, Alberta, Saskatchewan, Manitoba, Newfoundland and Labrador, New Brunswick, Nova Scotia, Prince Edward Island.

9. Write the names of the territories in order of their area starting with the largest.
   Nunavut, Northwest Territories, Yukon Territory
Canada’s Population

Examine these graphs showing the population of the provinces.
Canada’s Population

Directions: Use the graphs on the populations of the provinces and territories to answer these questions.

1. What is the province with the second largest population? __________________________

2. Which province is home to about 4 000 000 people? __________________________

3. Which province has a population of about 3 000 000? __________________________

4. Which province has a population of about 7 000 000? __________________________

5. Look at the bar graph. Why do you think no bar is actually showing for the populations of the Northwest Territories, Nunavut, and the Yukon Territory?

   _________________________________________________________________

   _________________________________________________________________

6. What percent of the people in Canada live in Saskatchewan? __________________

7. What percent of the people in Canada live in Alberta? ________________________

Answer true or false.

8. About one-quarter of the people live in Quebec and Prince Edward Island. _________


    __________

10. The Atlantic Provinces – Newfoundland and Labrador, New Brunswick, Nova Scotia, and Prince Edward Island - make up more than ten percent of Canada’s population.

    __________

11. The Prairie Provinces – Alberta, Saskatchewan, and Manitoba – together make up what percent of the total population of Canada?

    __________

12. The provinces of Ontario and Quebec are known as Central Canada. Together what percent of the population of Canada do they make?

    __________
Canada’s Population

Directions: Use the graphs on the populations of the provinces and territories to answer these questions.

1. What is the province with the second largest population?  
   \underline{\text{Quebec}}

2. Which province is home to about 4 000 000 people?  
   \underline{\text{British Columbia}}

3. Which province has a population of about 3 000 000?  
   \underline{\text{Alberta}}

4. Which province has a population of about 7 000 000?  
   \underline{\text{Quebec}}

5. Look at the bar graph. Why do you think no bar is actually showing for the populations of the Northwest Territories, Nunavut, and the Yukon Territory?
   \underline{\text{populations are so small}}

6. What percent of the people in Canada live in Saskatchewan?  \underline{3\%}

7. What percent of the people in Canada live in Alberta?  \underline{10\%}

Answer true or false.

8. About one-quarter of the people live in Quebec and Prince Edward Island.  \underline{true}

9. About one-quarter of the people live in Saskatchewan, Alberta, and British Columbia.  \underline{true}

10. The Atlantic Provinces – Newfoundland and Labrador, New Brunswick, Nova Scotia, and Prince Edward Island - make up more than ten percent of Canada’s population.  \underline{false}

11. The Prairie Provinces – Alberta, Saskatchewan, and Manitoba – together make up what percent of the total population of Canada?  \underline{17\%}

12. The provinces of Ontario and Quebec are known as Central Canada. Together what percent of the population of Canada do they make?  \underline{63\%}

4AI Worksheet #7d
Lesson Seven

Concept: Research on the provinces and territories.

Materials: summary of facts about each province and territory
          Provincial and territorial crests or flags
          Provincial and territorial flowers
          Worksheet #8a - #8g (already made into booklets)
          Pictures and encyclopedia articles showing colours of crest and flowers
          Flags of the provinces and territories.

Introduction: Review with students some of the many facts they have learned about the provinces and territories. Tell them they will be making a booklet that contains information about provinces and territories.

Procedure:

1. Distribute the facts sheets about the provinces and territories. Show them which facts are current and which facts they will have to get from their notes.

2. Show students how to complete each page.

Assignment:

Make booklet on the provinces and territories.
<table>
<thead>
<tr>
<th>Province</th>
<th>Population</th>
<th>Area</th>
<th>Capital</th>
<th>Flower</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492 sq km</td>
<td>Victoria</td>
<td>Pacific Dogwood</td>
<td>Manufacturing, Mining,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Forestry, Fishing, Tourism</td>
</tr>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987 sq km</td>
<td>Edmonton</td>
<td>Wild Rose</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agriculture, Manufacturing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oil and Gas, Tourism</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561 sq km</td>
<td>Regina</td>
<td>Western Red Lily</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agriculture, Manufacturing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Commerce, Oil, Tourism</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938 sq km</td>
<td>Winnipeg</td>
<td>Prairie Crocus</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agriculture, Manufacturing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Forestry, Tourism</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656 sq km</td>
<td>Toronto</td>
<td>White Trillium</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manufacturing, Agriculture,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Commerce, Tourism</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743 sq km</td>
<td>Quebec</td>
<td>Fleur-de-lis</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manufacturing, Agriculture,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Forestry, Tourism</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356 sq km</td>
<td>Fredericton</td>
<td>Purple Violet</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Manufacturing, Forestry,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684 sq km</td>
<td>Charlottetown</td>
<td>Lady's Slipper</td>
<td>Fishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agriculture, Manufacturing,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501 sq km</td>
<td>St. John's</td>
<td>Pitcher Plant</td>
<td>Fishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mining, Manufacturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707 sq km</td>
<td>Whitehorse</td>
<td>Fireweed</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Transportation, Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460 sq km</td>
<td>Iqaluit</td>
<td></td>
<td>Hunting and Trapping,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Oil and Gas, Tourism, Arts and Crafts</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108 sq km</td>
<td>Yellowknife</td>
<td>Mountain Avens</td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agriculture, Hunting and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Trapping, Oil and Gas</td>
</tr>
<tr>
<td>Canada</td>
<td>30,007,094</td>
<td>9,012,112 sq km</td>
<td>Ottawa</td>
<td>Maple Leaf</td>
<td></td>
</tr>
</tbody>
</table>
CANADA
Provinces and Territories

British Columbia

Capital City _______________________
Population _______________________
Area ____________________________
Provincial Flower __________________

Major Industries __________________

_______________________________
_______________________________
_______________________________
_______________________________
### Alberta

- **Capital City**
- **Population**
- **Area**
- **Provincial Flower**

**Major Industries**

---

### Saskatchewan

- **Capital City**
- **Population**
- **Area**
- **Provincial Flower**

**Major Industries**

---
Manitoba

Capital City __________________
Population__________________
Area _______________________
Provincial Flower ____________

Major Industries ______________

Ontario

Capital City __________________
Population__________________
Area _______________________
Provincial Flower ____________

Major Industries ______________
**Quebec**

Capital City
Population
Area
Provincial Flower

Major Industries

**New Brunswick**

Capital City
Population
Area
Provincial Flower

Major Industries
Nova Scotia

Capital City
Population
Area
Provincial Flower

Major Industries

Prince Edward Island

Capital City
Population
Area
Provincial Flower

Major Industries
Newfoundland and Labrador

Capital City

Population

Area

Provincial Flower

Major Industries

Yukon Territory

Capital City

Population

Area

Provincial Flower

Major Industries
Northwest Territories

Capital City ____________________

Population_____________________

Area __________________________

Provincial Flower ________________

Major Industries ____________________________


Nunavut

Capital City ____________________

Population_____________________

Area __________________________

Provincial Flower ________________

Major Industries ____________________________


Lesson Eight

Concept: Using latitude to determine absolute location

Materials: globe
        Wall map of world
        Worksheet: Using Latitude to Find Position
        Worksheets #9a and #9b

Introduction: Ask students to describe where a particular person or object is in the classroom. They will most likely say he/she is beside or behind some other person or object. This is called relative location; that is, the direction and distance one place is in relation to another.

Sometimes we need a more exact description. For example, how do airline pilots and sailors know where they are at any particular time and how do they know the exact locations of their destinations? For that we use absolute location.

Procedure:

1. Using the wall map and the globe, show students how the earth is divided into two hemispheres: the northern hemisphere and the southern hemisphere. There is an imaginary line called the equator that we use as the dividing line.

2. Using the wall map and the globe, point out that the earth can be divided into two hemispheres another way. (Point out the Prime Meridian and the International Dateline.) These are called the Western Hemisphere and the Eastern Hemisphere.

3. Absolute location describes where a place is in terms of how far a place is north or south of the equator and east or west of the prime meridian.

4. The unit of measure used to determine location is the degree (not to be confused with the degrees used to measure temperature).

5. Latitude is the “distance north or south of the equator” The lines of latitude run east and west. (point out on globe and wall map)

6. Lines of latitude are also called “parallels”. Discuss why.

7. Distribute copies of the worksheet “Using Latitude to Find Position”. Point out the Equator and note that it is numbered 0.

8. Do the worksheet “Using Latitude to Find Position” with the students.

Assignment: Worksheets #9a and #9b
Using Latitude to Find Position

Latitude lines, or parallels of latitude, are imaginary lines running east-west around the earth. They are like parallel circles drawn around the globe and are measured in degrees **north** or **south** of the equator. The equator is 0 degrees.

If a globe is unrolled into a map, the lines of latitude might look like the lines on this map. Notice that the distances at the North and South Poles seem to be as wide as the equator. On this kind of map, only the north-south distances are correct.

1. These eight cities are at different latitudes. Put the name of each city in its correct place on the map.
   
   Cairo, Egypt – 30° North  
   Leningrad, U.S.S.R. – 60° N  
   Miami, U.S.A. – 25° N  
   Ottawa, Canada – 45° N  
   Peking, China – 40° N  
   Quito, Ecuador – 0°  
   Santiago, Chile – 35° S  
   Sydney, Australia – 34° S

2. The city nearest the equator is ____________________________.

3. The city farthest north is ____________________________.

4. The city closest to the South Pole is ____________________________.

5. The two cities that are at almost the same latitude are ____________________________ and ____________________________.
Using Latitude to Find Position

Latitude lines, or parallels of latitude, are imaginary lines running east-west around the earth. They are like parallel circles drawn around the globe and are measured in degrees north or south of the equator. The equator is 0 degrees.

If a globe is unrolled into a map, the lines of latitude might look like the lines on this map. Notice that the distances at the North and South Poles seem to be as wide as the equator. On this kind of map, only the north-south distances are correct.

1. These eight cities are at different latitudes. Put the name of each city in its correct place on the map.

   Cairo, Egypt – 30° North
   Leningrad, U.S.S.R. – 60° N
   Miami, U.S.A. – 25° N
   Ottawa, Canada – 45° N
   Peking, China – 40° N
   Quito, Ecuador – 0°
   Santiago, Chile – 35° S
   Sydney, Australia – 34° S

2. The city nearest the equator is
   Quito

3. The city farthest north is
   Leningrad

4. The city closest to the South Pole is
   Santiago

5. The two cities that are at almost the same latitude are
   Santiago and Sydney
Finding Latitude

**Directions:** Use the map of Horizonland to do the following exercises.

**Which cities would you find at these latitudes?**

40°N __________________________ and __________________________

70°N __________________________

30°N __________________________, __________________________, __________________________

10°N __________________________ and __________________________

65°N __________________________

25°N __________________________

32°N __________________________

**Find the latitudes of these cities.**

Midland Point __________________________ River Road __________________________

Fairlane __________________________ Cameronville __________________________

Port Lomond __________________________

Lake Enchant is between 53°N and ________________

The Bluegrass River starts just south of Pyne Hills at ________________
Finding Latitude

Directions: Use the map of Horizonland to do the following exercises.

Which cities would you find at these latitudes?

40°N Port Armada _______ and Delco Heights _______

70°N Kingsland _______

30°N Evergreen Point, Prairie Home, Pyne Hills _______

10°N Miltowbourg _______ and Oakland Bay _______

65°N Sunnysite _______

25°N Hillridge _______

32°N Elmspring City _______

Find the latitudes of these cities.

Midland Point 50°N River Road 50°N

Fairlane 75°N Cameronville 15°N

Port Lomond 55°N

Lake Enchant is between 53°N and 65°N

The Bluegrass River starts just south of Pyne Hills at 28°N
Lesson Nine

Concept: Using longitude to determine absolute location

Materials: globe
Wall map of world
Worksheets: Recognizing Longitude Lines
Using Longitude to Find Position
Worksheets #10a and #10b

Introduction: Review the terms relative location, absolute location, and latitude. (Also review the locations of the equator, prime meridian, and international date line.)

Tell students that in order for us to be exact about location, we must not only know latitude (how far north or south from the equator), but we must also know how are east or west from the Prime Meridian.

Procedure:

1. Tell students that the longitude is the distance east or west of the prime meridian. The lines of longitude run north and south from the North Pole to the South Pole. Unlike most measurements a degree of longitude varies in length depending on how far north or south you are from the equator (the farther away from the equator, the smaller a degree of longitude).

2. On the globe and on the wall map point out the Prime Meridian, the International Dateline, and the lines of longitude. Note how the lines of longitude get closer together as they get farther from the equator.

3. Tell students that lines of longitude are also referred to as meridians.

4. With students go through the worksheets “Recognizing Longitude Lines” and “Using Longitude to Find Position”.

Assignment: Worksheets #10a and #10b
Recognizing Longitude Lines

The equator divides the globe into two halves—northern and southern hemispheres. Another line also divides the globe into two equal parts or hemispheres—eastern and western. This line of longitude is called the Prime Meridian. Prime means first or beginning.

All other lines of longitude are measured in degrees east or west of the Prime Meridian. Lines of longitude are like half-circles drawn around the globe that come together at the North and South Poles.

1. Which globe shows this, A or B?
2. Which globe shows the position of the Prime Meridian?
3. Lines of longitude are also called

The Origin of the Prime Meridian

As new lands and oceans were discovered, it became more important for explorers to know their exact position. Navigators had found ways to determine their position north or south of the equator. However, they had difficulty establishing lines from which to measure east-west distances. They needed these lines to give them a cross-reference for charting their position and course more accurately. Different countries established longitude lines to measure east-west distance, but could not agree on a common point to begin their measurement.

Finally, in 1759, an English inventor named John Harrison developed the marine chronometer. This instrument gave ship's navigators the exact time from which to calculate their position east or west of a certain point. Because his laboratory was in Greenwich, at that time a suburb of London, a base line was drawn to pass through Greenwich, England. The exact spot marking of this Prime Meridian was a brass strip set in paving and was marked zero degrees longitude.

Since 1884, most countries have agreed to measure time from this line of longitude. To-day, the world's time zones are based on Greenwich Mean (or Standard) Time. The time is kept accurate by six atomic clocks that lose no more than one second each 4000 years! From its radio signals, ships and other moving objects around the world can check their exact east-west position.
Recognizing Longitude Lines

The equator divides the globe into two halves—northern and southern hemispheres. Another line also divides the globe into two equal parts or hemispheres—eastern and western. This line of longitude is called the Prime Meridian. Prime means first or beginning.

All other lines of longitude are measured in degrees east or west of the Prime Meridian. Lines of longitude are like half-circles drawn around the globe that come together at the North and South Poles.

1. Which globe shows this, A or B?
2. Which globe shows the position of the Prime Meridian? B
3. Lines of longitude are also called

The Origin of the Prime Meridian

As new lands and oceans were discovered, it became more important for explorers to know their exact position. Navigators had found ways to determine their position north or south of the equator. However, they had difficulty establishing lines from which to measure east-west distances. They needed these lines to give them a cross-reference for charting their position and course more accurately. Different countries established longitude lines to measure east-west distance, but could not agree on a common point to begin their measurement.

Finally, in 1759, an English inventor named John Harrison developed the marine chronometer. This instrument gave ship's navigators the exact time from which to calculate their position east or west of a certain point. Because his laboratory was in Greenwich, at that time a suburb of London, a base line was drawn to pass through Greenwich, England. The exact spot marking of this Prime Meridian was a brass strip set in paving and was marked zero degrees longitude.

Since 1884, most countries have agreed to measure time from this line of longitude. To-day, the world’s time zones are based on Greenwich Mean (or Standard) Time. The time is kept accurate by six atomic clocks that lose no more than one second each 4000 years! From its radio signals, ships and other moving objects around the world can check their exact east-west position.
Using Longitude to Find Position

A globe can be divided into segments or degrees. These segments, or lines of longitude, are used to measure distance east or west of the Prime Meridian. The Prime Meridian is an imaginary line, marked 0 degrees, that passes both geographical poles through Greenwich, England.

1. If a globe is unrolled into a map, the lines of longitude might look like those on this map. In what way are the longitude lines on this map different from those on a globe?

2. Show on the map the position of the Prime Meridian.

3. These eight cities are at various lines of longitude. Put the name of each city in its correct place on the map.

   Adelaide, Australia – 140° East
   London, England – 0°
   Miami, U.S.A. – 80° W
   Madras, India – 80° E
   Ottawa, Canada – 75° W
   Santiago, Chile – 70° W
   Tokyo, Japan – 140° E
   Vancouver, B.C. – 123° W

4. The city located on the Prime Meridian is ________________.

5. The city farthest west of the Prime Meridian is ________________.

6. The two cities that are on the same longitude line are

   _____________________ and _____________________.
Using Longitude to Find Position

A globe can be divided into segments or degrees. These segments, or lines of longitude, are used to measure distance east or west of the Prime Meridian. The Prime Meridian is an imaginary line, marked 0 degrees, that passes both geographical poles through Greenwich, England.

1. If a globe is unrolled into a map, the lines of longitude might look like those on this map. In what way are the longitude lines on this map different from those on a globe?

   on map, longitude lines are parallel to each other.

2. Show on the map the position of the Prime Meridian.

3. These eight cities are at various lines of longitude. Put the name of each city in its correct place on the map.

   Adelaide, Australia – 140° East
   London, England – 0°
   Miami, U.S.A. – 80° W
   Madras, India – 80° E
   Ottawa, Canada – 75° W
   Santiago, Chile – 70° W
   Tokyo, Japan – 140° E
   Vancouver, B.C. – 123° W

4. The city located on the Prime Meridian is London or Greenwich.

5. The city farthest west of the Prime Meridian is Vancouver.

6. The two cities that are on the same longitude line are

   Adelaide and Tokyo.
Finding Longitude

Directions: Use the map of Horizonland to do the following exercises.

Which cities would you find at these longitudes?

130°W ________________ and ________________
100°W ________________ and ________________
140°W ________________
95°W ________________
115°W ________________

At which longitudes would you find these cities?

Evergreen Point ________________ Fairlane ________________
Port Lomond ________________ Cameronville ________________
Elmspring City ________________ Pyne Hills ________________
Prairie Home ________________ Delco Heights ________________
River Road ________________
The Bluegrass River drains into Lake Enchant at about ________________.
Lake Enchant is located between 97°W and ________________.
Finding Longitude

Directions: Use the map of Horizonland to do the following exercises.

Which cities would you find at these longitudes?

130°W  Kingsland  and  Miltonburg
100°W  Sunnyvale  and  Hillridge
140°W  Midland Point
95°W  Oaklane Bay
115°W  Port Armada

At which longitudes would you find these cities?

Evergreen Point  120°W  Fairlane  110°W
Port Lomond  136°W  Cameronville  118°W
Elmspring City  125°W  Pyne Hills  92°W
Prairie Home  108°W  Delco Heights  98°W
River Road  92°W

The Bluegrass River drains into Lake Enchant at about 97°W.
Lake Enchant is located between 97°W and 117°W.
Lesson Ten

Concept: Using latitude and longitude to determine absolute location

Materials: globe  
Wall map of world  
Worksheet: “Using a Map Grid to Determine Position”

Introduction: Review the terms absolute location, latitude, and longitude. (also degree, equator, prime meridian, parallels, meridians)

When a place’s location is described in terms of latitude and longitude, it is called absolute location.

Procedure:

1. On the wall map choose any city. With the students determine its absolute location.

   Points to remember:
   - When stating the absolute location of a place, latitude is given first, followed by longitude.
   - A description of latitude includes distance from the equator in degrees as well as the direction (north or south).
   - A description of longitude includes distance from the prime meridian in degrees as well as the direction (east or west).

2. Distribute the worksheet “Using a Map Grid to Determine Position”. Discuss that this is a map of Canada. On the world map point out Canada and then emphasize that the map on the worksheet is showing just one part of that shown on the world map.

3. Point out the lines of latitude and longitude on the Canada map. Discuss how the cardinal directions that label the latitude and longitude give clues as to where abouts this land is in the world. That is, the lines of latitude are all labeled “N” and the numbers get larger the farther north you go. This means that the land is north of the equator. Similarly this land must be in the western hemisphere because the lines of longitude are labeled “W” and the numbers get larger as you go west.

Assignment:

Do Worksheet “Using a Map to Determine Position”.
Latitude lines give the position of a place in degrees north or south of the equator. Longitude lines give the position of a place in degrees east or west of the Prime Meridian.

When lines of latitude and lines of longitude are placed together, they form a network of lines or grid. Using such a map grid, it is possible to find the position of any place on the earth's surface. On some map projections, the grid lines are curved like the earth's surface, for greater accuracy.

Use the map grid to complete this chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Halifax</td>
<td></td>
<td>63° W</td>
</tr>
<tr>
<td>Ottawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>54° N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48° N</td>
<td>53° W</td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td>123° W</td>
</tr>
<tr>
<td></td>
<td>62° N</td>
<td>114° W</td>
</tr>
<tr>
<td></td>
<td>61° N</td>
<td>135° W</td>
</tr>
<tr>
<td></td>
<td>42° N</td>
<td>83° W</td>
</tr>
<tr>
<td>Winnipeg</td>
<td></td>
<td>97° W</td>
</tr>
</tbody>
</table>
Latitude lines give the position of a place in degrees north or south of the equator. Longitude lines give the position of a place in degrees east or west of the Prime Meridian.

When lines of latitude and lines of longitude are placed together, they form a network of lines or grid. Using such a map grid, it is possible to find the position of any place on the earth's surface. On some map projections, the grid lines are curved like the earth's surface, for greater accuracy.

Use the map grid to complete this chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
<td>83° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Halifax</td>
<td>44° N</td>
<td>63° W</td>
</tr>
<tr>
<td>Ottawa</td>
<td>45° N</td>
<td>77° W</td>
</tr>
<tr>
<td>Prince Rupert</td>
<td>54° N</td>
<td>130° W</td>
</tr>
<tr>
<td>St. John's</td>
<td>48° N</td>
<td>53° W</td>
</tr>
<tr>
<td>Vancouver</td>
<td>49° N</td>
<td>123° W</td>
</tr>
<tr>
<td>Yellowknife</td>
<td>62° N</td>
<td>114° W</td>
</tr>
<tr>
<td>Whitehorse</td>
<td>61° N</td>
<td>135° W</td>
</tr>
<tr>
<td>Windsor</td>
<td>42° N</td>
<td>83° W</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>50° N</td>
<td>97° W</td>
</tr>
</tbody>
</table>
Introductory Geography
Review

1. On the map of the world label:
   o The seven continents
   o The four oceans

2. On the map of North America label:
   o Canada
   o United States
   o Mexico
   o Pacific Ocean
   o Atlantic Ocean
   o Arctic Ocean
   o Hudson Bay
   o James Bay
   o Baffin Bay
   o Hudson Strait
   o Beaufort Sea
   o Gulf of Alaska
   o Gulf of St. Lawrence
   o Gulf of Mexico
   o Caribbean Sea

3. On the map of Canada label:
   o Ottawa
   o The ten provinces and their capital cities
   o The three territories and their capital cities

4. Define these terms:
   a. continent ________________________________________________
      ________________________________________________
   b. ocean ________________________________________________
      ________________________________________________

5. Name the six countries of Central America.
   ________________________________________________
   ________________________________________________
   ________________________________________________
6. What are Canada’s two official languages? _______________________________________
7. About what percent of Canada’s population lives in urban areas? _________________
8. About what percent of Canada’s population lives in rural areas? _________________
9. What is Canada’s most important symbol? _______________________________________

10. Fill in the chart below.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yukon Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest Territories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the chart below to answer the questions 11 – 25.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Population</th>
<th>Area</th>
<th>Population Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987</td>
<td>4.6</td>
</tr>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492</td>
<td>4.2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938</td>
<td>2.0</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356</td>
<td>10.2</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501</td>
<td>1.4</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917</td>
<td>17.2</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108</td>
<td>0.0</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460</td>
<td>0.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656</td>
<td>12.6</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743</td>
<td>5.3</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684</td>
<td>23.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561</td>
<td>1.7</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707</td>
<td>0.1</td>
</tr>
<tr>
<td>Canada</td>
<td>30,007,094</td>
<td>9,012,112</td>
<td>3.3</td>
</tr>
</tbody>
</table>

11. Which province has the largest population?

12. Which province has the third largest population?

13. Which province has the smallest population?

14. Which province has about three million people?

15. Of the three territories which has the greatest population?

16. Which province is smallest in area?

17. Which province is second largest in area?

18. Which territory is largest in area?

19. Which province has the greatest population density?

20. Which province has the least population density?

21. Which territory has the greatest population density?
22. You can tell from the chart that

- most people in Canada live in the provinces of Ontario and Quebec.
- most people in Canada live on the prairies.
- most people in Canada live in the Atlantic Provinces.
- most people in Canada live in the three territories.

23. You can tell from the chart that

- no provinces have populations over one million.
- half the provinces have populations over one million.
- only one province has a population over one million.
- all provinces have populations over one million.

24. You can tell from the chart that

- no one likes to live in Nunavut because it is too cold.
- the province with the smallest area has the greatest population density.
- the province with the greatest population has the greatest population density.
- not many people live in Ontario.

25. From the chart you can tell that compared to the other provinces and territories

- the territories have large areas and large populations.
- the territories have large areas and high population densities.
- the territories have small areas and small populations.
- the territories have large areas and small populations.
Examine the graphs below; then answer questions 26 – 30.
26. From the bar graph you can tell that
- only four provinces have populations less than 2,000,000.
- Alberta, British Columbia, Ontario, and Quebec have the nicest climates.
- no one lives in Newfoundland and Labrador.
- only four provinces have populations greater than 2,000,000.

27. According to the bar graph
- British Columbia has nearly 5,000,000 people.
- Alberta has about 3,000,000 people.
- Manitoba has nearly 3,000,000 people.
- Saskatchewan is the province with the coldest winters.

28. According to the pie chart
- about one-quarter of Canada's population lives in Quebec.
- about one-half of Canada's population lives in Ontario.
- Nova Scotia is the province with the friendliest people.
- No one lives in Prince Edward Island.

29. According to the pie chart, together Saskatchewan, Alberta and British Columbia have about what part of Canada's population?
- one-third
- one-half
- one-quarter
- one-fifth

30. From the pie chart you can tell that
- the populations of the three territories has been growing steadily.
- the populations of the three territories is made up mostly of Inuit.
- the populations of the three territories is becoming less and less each year.
- the populations of the three territories is relatively small.

31. What is meant by relative location? ____________________________________________

32. What is meant by absolute location? ____________________________________________

33. Define latitude. ____________________________________________

34. Define longitude. ____________________________________________
Examine the map below. Then complete the chart.

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
<td>83°CN</td>
<td>63°W</td>
</tr>
<tr>
<td>Halifax</td>
<td>50°CN</td>
<td>97°W</td>
</tr>
<tr>
<td></td>
<td>48°CN</td>
<td>53°W</td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td>123°W</td>
</tr>
<tr>
<td>Ottawa</td>
<td>45°CN</td>
<td></td>
</tr>
</tbody>
</table>
1. On the map of the world label:
   - The seven continents
   - The four oceans

2. On the map of North America label:
   - Canada
   - United States
   - Mexico
   - Pacific Ocean
   - Atlantic Ocean
   - Arctic Ocean
   - Hudson Bay
   - James Bay
   - Baffin Bay
   - Hudson Strait
   - Beaufort Sea
   - Gulf of Alaska
   - Gulf of St. Lawrence
   - Gulf of Mexico
   - Caribbean Sea

3. On the map of Canada label:
   - Ottawa
   - The ten provinces and their capital cities
   - The three territories and their capital cities

4. Define these terms:
   a. continent - large area of land, usually surrounded by salt water
   b. ocean - large body of salt water

5. Name the six countries of Central America. (any six)
   Nicuragua, Belize, Costa Rica, El Salvador, Honduras, Panama, Guatemala
6. What are Canada's two official languages? **French, English**

7. About what percent of Canada's population lives in urban areas? **80%**

8. About what percent of Canada's population lives in rural areas? **20%**

9. What is Canada's most important symbol? **red maple leaf**

10. Fill in the chart below.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>BC</td>
</tr>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>AB</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
<td>SK</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Winnipeg</td>
<td>MB</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>ON</td>
</tr>
<tr>
<td>Quebec</td>
<td>Quebec</td>
<td>PQ or QC</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fredericton</td>
<td>NB</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Halifax</td>
<td>NS</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>PE</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>St. John's</td>
<td>NF</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>Whitehorse</td>
<td>YT</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Yellowknife</td>
<td>NT</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>NU</td>
</tr>
</tbody>
</table>
Use the chart below to answer the questions 11 – 25.

**Canada’s Provinces and Territories**

**Population and Area**

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Population</th>
<th>Area</th>
<th>Population Density</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987</td>
<td>4.6</td>
</tr>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492</td>
<td>4.2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938</td>
<td>2.0</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356</td>
<td>10.2</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501</td>
<td>1.4</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917</td>
<td>17.2</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108</td>
<td>0.0</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460</td>
<td>0.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656</td>
<td>12.6</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743</td>
<td>5.3</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684</td>
<td>23.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561</td>
<td>1.7</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>CANADA</strong></td>
<td><strong>30,007,094</strong></td>
<td><strong>9,012,112</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>

11. Which province has the largest population? **Ontario**

12. Which province has the third largest population? **British Columbia**

13. Which province has the smallest population? **Prince Edward Island**

14. Which province has about three million people? **Alberta**

15. Of the three territories which has the greatest population? **Northwest Territories**

16. Which province is smallest in area? **Prince Edward Island**

17. Which province is second largest in area? **British Columbia**

18. Which territory is largest in area? **Nunavut**

19. Which province has the greatest population density? **Prince Edward Island**

20. Which province has the least population density? **Newfoundland and Labrador**

21. Which territory has the greatest population density? **Yukon Territory**
22. You can tell from the chart that

- most people in Canada live in the provinces of Ontario and Quebec.
- most people in Canada live on the prairies.
- most people in Canada live in the Atlantic Provinces.
- most people in Canada live in the three territories.

23. You can tell from the chart that

- no provinces have populations over one million.
- half the provinces have populations over one million.
- only one province has a population over one million.
- all provinces have populations over one million.

24. You can tell from the chart that

- no one likes to live in Nunavut because it is too cold.
- the province with the smallest area has the greatest population density.
- the province with the greatest population has the greatest population density.
- not many people live in Ontario.

25. From the chart you can tell that compared to the other provinces and territories

- the territories have large areas and large populations.
- the territories have large areas and high population densities.
- the territories have small areas and small populations.
- the territories have large areas and small populations.
Examine the graphs below; then answer questions 26 – 30.
26. From the bar graph you can tell that

- only four provinces have populations less than 2,000,000.
- Alberta, British Columbia, Ontario, and Quebec have the nicest climates.
- no one lives in Newfoundland and Labrador.
* only four provinces have populations greater than 2,000,000.

27. According to the bar graph

- British Columbia has nearly 5,000,000 people.
* Alberta has about 3,000,000 people.
- Manitoba has nearly 3,000,000 people.
- Saskatchewan is the province with the coldest winters.

28. According to the pie chart

* about one-quarter of Canada's population lives in Quebec.
- about one-half of Canada's population lives in Ontario.
- Nova Scotia is the province with the friendliest people.
- No one lives in Prince Edward Island.

29. According to the pie chart, together Saskatchewan, Alberta and British Columbia have about what part of Canada's population?

- one-third
- one-half
* one-quarter
- one-fifth

30. From the pie chart you can tell that

- the populations of the three territories has been growing steadily.
- the populations of the three territories is made up mostly of Inuit.
- the populations of the three territories is becoming less and less each year.
* the populations of the three territories is relatively small.

31. What is meant by relative location? - where a place is located compared to another place

32. What is meant by absolute location? - where a place is located in terms of latitude and longitude

33. Define latitude. - distance north or south from the equator

34. Define longitude. - distance east or west from the prime meridian
Examine the map below. Then complete the chart.

(accept with 1° or 2° either way)

<table>
<thead>
<tr>
<th>Place</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alert</td>
<td>83°N</td>
<td>65°W</td>
</tr>
<tr>
<td>Halifax</td>
<td>45°N</td>
<td>63°W</td>
</tr>
<tr>
<td>Winnipeg</td>
<td>50°N</td>
<td>97°W</td>
</tr>
<tr>
<td>St. John’s</td>
<td>48°N</td>
<td>53°W</td>
</tr>
<tr>
<td>Vancouver</td>
<td>50°N</td>
<td>123°W</td>
</tr>
<tr>
<td>Ottawa</td>
<td>45°N</td>
<td>77°W</td>
</tr>
</tbody>
</table>
Introductory Geography
Test

1. Label the following continents and oceans on the map of the world:
   - North America
   - South America
   - Europe
   - Asia
   - Africa
   - Australia
   - Antarctica
   - Pacific Ocean
   - Atlantic Ocean
   - Arctic Ocean
   - Indian Ocean

2. On the map of North America label the following:
   - Canada
   - United States
   - Mexico
   - Hudson Bay
   - James Bay
   - Gulf of St. Lawrence
   - Gulf of Alaska
   - Beaufort Sea
   - Gulf of Mexico
   - Caribbean Sea

3. On the map of Canada label the following provinces, territories, and capitals:
   - British Columbia
   - Ontario
   - Quebec
   - Saskatchewan
   - Alberta
   - Prince Edward Island
   - Nova Scotia
   - New Brunswick
   - Newfoundland and Labrador
   - Manitoba
   - Nunavut
   - Northwest Territories
   - Yukon Territory
   - Regina
   - Winnipeg
   - Charlottetown
   - Whitehorse
   - Yellowknife
4. Define these terms:

continent

ocean

5. Fill in the blanks with the words from the box.

<table>
<thead>
<tr>
<th>Ottawa</th>
<th>ten</th>
<th>eighty</th>
<th>four</th>
<th>Stephen Harper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir John A. Macdonald</td>
<td>democracy</td>
<td>English</td>
<td>Mackenzie</td>
<td>red maple leaf</td>
</tr>
<tr>
<td>French province</td>
<td>country</td>
<td>basketball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. About ___________ percent of Canadians live in urban areas.

b. The name of our prime minister is ________________________________.

c. When Canada first became a country it had ___________ provinces.

d. The name of our first prime minister was ________________________________.

e. About ___________ percent of Canadians live in rural areas.

f. The most important symbol of Canada is ________________________________.

g. Canada’s system of government is called a ________________________________.

h. The longest river in Canada is called the ________________________________ River.

i. The sport of ________________________________ was invented by a Canadian, James Naismith.

j. The name of our province is ________________________________.

k. Our two official languages are ________________________________ and ________________________________.

l. Canada is the name of our ________________________________.

m. The capital city of our country is ________________________________.
6. After each province or territory write its postal abbreviation.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Abbreviation</th>
<th>Province/Territory</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alberta</td>
<td>Prince Edward Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Newfoundland and Labrador</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td>Nunavut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ontario</td>
<td>Northwest Territories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quebec</td>
<td>Yukon Territory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the table below to answer questions 7 – 13.

**Canada’s Provinces and Territories**

**Population and Area**

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Population</th>
<th>Area</th>
<th>Population Density (per sq. km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987</td>
<td>4.6</td>
</tr>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492</td>
<td>4.2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938</td>
<td>2.0</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356</td>
<td>10.2</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501</td>
<td>1.4</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917</td>
<td>17.2</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108</td>
<td>0.0</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460</td>
<td>0.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656</td>
<td>12.6</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743</td>
<td>5.3</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684</td>
<td>23.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561</td>
<td>1.7</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707</td>
<td>0.1</td>
</tr>
<tr>
<td>CANADA</td>
<td>30,007,094</td>
<td>9,012,112</td>
<td>3.3</td>
</tr>
</tbody>
</table>
7. The two provinces with the largest populations are
   - Ontario and British Columbia.
   - Quebec and Northwest Territories.
   - Nunavut and Quebec.
   - Ontario and Quebec.

8. The three provinces with the smallest area are
   - Yukon Territory, Prince Edward Island, Nova Scotia.
   - New Brunswick, Nova Scotia, Prince Edward Island.
   - Alberta, Saskatchewan, Manitoba.
   - Prince Edward Island, Saskatchewan, Nova Scotia.

9. According to the table which of the following is true about the three territories?
   - Nunavut has the smallest population, but the largest area.
   - Northwest Territories has the smallest population, the largest area.
   - Yukon has the smallest population, but the largest area.
   - Compared to the provinces, the territories have small areas.

10. The province that has the greatest number of people per square kilometre of land is
    - Nova Scotia.
    - Prince Edward Island.
    - New Brunswick.
    - Ontario

11. From the table you can tell that
    - all of Canada’s provinces have over one million people.
    - none of Canada’s provinces have over one million people.
    - half of Canada’s provinces have over one million people.
    - Most of Canada’s provinces have over one million people.

12. From the table you can tell that
    - most people in Canada live in Nunavut and Quebec.
    - most people in Canada live in Ontario and British Columbia.
    - most people in Canada live in Ontario and Quebec.
    - most people in Canada live in urban areas.

13. From the table you can tell that
    - no one wants to live in the three territories because it is too cold.
    - the three territories have large populations compared to the provinces.
    - the province with the smallest population has the highest population density.
    - people like to live in Saskatchewan.
Use the graphs to answer questions 14 – 18.
14. According to the bar graph

- four provinces have populations greater than 2 000 000.
- two provinces have populations greater than 2 000 000.
- five provinces have populations greater than 2 000 000.
- no provinces have populations greater than 2 000 000.

15. You can tell from the bar graph that

- Ontario’s citizens enjoy the best lifestyle.
- More people move to Quebec than any other province.
- Alberta and British Columbia are the fastest growing provinces.
- Relatively few people live in the three territories.

16. The province that has a population of about three million is

- British Columbia.
- Saskatchewan.
- Manitoba.
- Alberta.

17. By looking at the pie chart you can tell that about one-quarter of Canada’s people live in

- the provinces of Saskatchewan, Alberta, and British Columbia.
- the provinces of Quebec and Ontario.
- the provinces of New Brunswick, Ontario, and Prince Edward Island.
- the provinces of Alberta, Saskatchewan, and Manitoba.

18. The three provinces with the smallest populations are

- Nunavut, Northwest Territories, and Yukon.
- Prince Edward Island, Nova Scotia, and Newfoundland and Labrador.
- Prince Edward Island, Newfoundland and Labrador, and New Brunswick.
- Prince Edward Island, Nunavut, and Northwest Territories.
Use the information below to do questions 19 - 24.

<table>
<thead>
<tr>
<th>Province/Region</th>
<th>Population</th>
<th>Area</th>
<th>Capital</th>
<th>Flower</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492 sq. km</td>
<td>Victoria</td>
<td>Pacific Dogwood</td>
<td>Manufacturing, Mining, Forestry, Fishing, Tourism</td>
</tr>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987 sq. km</td>
<td>Edmonton</td>
<td>Wild Rose</td>
<td>Agriculture, Manufacturing, Oil and Gas, Tourism</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561 sq. km</td>
<td>Regina</td>
<td>Western Red Lily</td>
<td>Mining, Agriculture, Manufacturing, Oil, Tourism</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938 sq. km</td>
<td>Winnipeg</td>
<td>Prairie Crocus</td>
<td>Mining, Agriculture, Manufacturing, forestry, Tourism</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656 sq. km</td>
<td>Toronto</td>
<td>White Trillium</td>
<td>Mining, Manufacturing, Agriculture, Commerce, Tourism</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743 sq. km</td>
<td>Quebec</td>
<td>Fleur-de-lis</td>
<td>Mining, Manufacturing, Agriculture, Forestry, Tourism</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356 sq. km</td>
<td>Fredericton</td>
<td>Purple Violet</td>
<td>Mining, Manufacturing, Forestry, Tourism</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917 sq. km</td>
<td>Halifax</td>
<td>Mayflower</td>
<td>Fishing, Agriculture, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684 sq. km</td>
<td>Charlottetown</td>
<td>Lady’s Slipper</td>
<td>Fishing, Agriculture, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501 sq. km</td>
<td>St. John’s</td>
<td>Pitcher Plant</td>
<td>Fishing, Mining, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707 sq. km</td>
<td>Whitehorse</td>
<td>Fireweed</td>
<td>Mining, Transportation, Tourism</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108 sq. km</td>
<td>Yellowknife</td>
<td>Mountain Avens</td>
<td>Mining, Agriculture, Hunting and Trapping, Oil and Gas</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460 sq. km</td>
<td>Iqaluit</td>
<td></td>
<td>Hunting and Trapping, Oil and Gas, Tourism</td>
</tr>
<tr>
<td>Canada</td>
<td>30,007,094</td>
<td>9,012,112 sq. km</td>
<td>Ottawa</td>
<td>Maple Leaf</td>
<td></td>
</tr>
</tbody>
</table>
19. The mayflower is the provincial flower of
   - Saskatchewan.
   - Nova Scotia.
   - Northwest Territories.
   - Alberta.

20. Oil and gas are important industries in
   - Alberta, Northwest Territories, and Prince Edward Island.
   - Saskatchewan, Alberta, and Nova Scotia.
   - Ontario, Alberta, and Quebec.
   - Alberta, Northwest Territories, and Nunavut.

21. Agriculture is **not** a major industry in
   - British Columbia.
   - Prince Edward Island.
   - Alberta.
   - Ontario.

22. Mining, but **not** manufacturing is a major industry in
   - Newfoundland and Labrador.
   - Ontario.
   - Yukon Territory.
   - Alberta.

23. Think about the provinces that border Pacific or Atlantic Oceans. From the chart you can infer that
   - everyone in Canada loves to eat seafood.
   - ship building is a major industry in provinces that border oceans.
   - fishing is a major industry in most provinces.
   - fishing is a major industry in most provinces that border oceans.

24. From the information in the chart you can tell that
   - tourism is an important industry in most provinces and territories.
   - tourism is not an important industry in most provinces and territories.
   - tourism gives jobs to more people than any other industry.
   - tourism provides twice as many jobs as agriculture.
25. Use the map below to complete the table.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winnipeg</td>
<td></td>
<td>97°W</td>
</tr>
<tr>
<td>Whitehorse</td>
<td>62°N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>48°N</td>
<td>53°W</td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td>123°W</td>
</tr>
<tr>
<td>Yellowknife</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Label the following continents and oceans on the map of the world:
   - North America
   - South America
   - Europe
   - Asia
   - Africa
   - Australia
   - Antarctica
   - Pacific Ocean
   - Atlantic Ocean
   - Arctic Ocean
   - Indian Ocean

2. On the map of North America label the following:
   - Canada
   - United States
   - Mexico
   - Hudson Bay
   - James Bay
   - Gulf of St. Lawrence
   - Gulf of Alaska
   - Beaufort Sea
   - Gulf of Mexico
   - Caribbean Sea

3. On the map of Canada label the following provinces, territories, and capitals:
   - British Columbia
   - Ontario
   - Quebec
   - Saskatchewan
   - Alberta
   - Prince Edward Island
   - Nova Scotia
   - New Brunswick
   - Newfoundland and Labrador
   - Manitoba
   - Nunavut
   - Northwest Territories
   - Yukon Territory
   - Regina
   - Winnipeg
   - Charlottetown
   - Whitehorse
   - Yellowknife
4. Define these terms:
continent - large area of land, usually surrounded by salt water
ocean - large body of salt water

5. Fill in the blanks with the words from the box.

<table>
<thead>
<tr>
<th>Ottawa</th>
<th>ten</th>
<th>eighty</th>
<th>four</th>
<th>Stephen Harper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sir John A. Macdonald</td>
<td>democracy</td>
<td>English</td>
<td>Mackenzie</td>
<td>red maple leaf</td>
</tr>
<tr>
<td>French province</td>
<td>basketball</td>
<td>country</td>
<td>River</td>
<td></td>
</tr>
</tbody>
</table>

a. About eight percent of Canadians live in urban areas.
b. The name of our prime minister is Stephen Harper.
c. When Canada first became a country it had four provinces.
d. The name of our first prime minister was Sir John A. Macdonald.
e. About twenty percent of Canadians live in rural areas.
f. The most important symbol of Canada is red maple leaf.
g. Canada’s system of government is called a democracy.
h. The longest river in Canada is called the Mackenzie River.
i. The sport of basketball was invented by a Canadian, James Naismith.
j. The name of our province is Alberta.
k. Our two official languages are French and English.
l. Canada is the name of our country.
m. The capital city of our country is Ottawa.
6. After each province or territory write its postal abbreviation.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Abbreviation</th>
<th>Province/Territory</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>BC</td>
<td>Nova Scotia</td>
<td>NS</td>
</tr>
<tr>
<td>Alberta</td>
<td>AB</td>
<td>Prince Edward Island</td>
<td>PE</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>SK</td>
<td>Newfoundland and Labrador</td>
<td>NF</td>
</tr>
<tr>
<td>Manitoba</td>
<td>MB</td>
<td>Nunavut</td>
<td>NU</td>
</tr>
<tr>
<td>Ontario</td>
<td>ON</td>
<td>Northwest Territories</td>
<td>NT</td>
</tr>
<tr>
<td>Quebec</td>
<td>PQ, QC</td>
<td>Yukon Territory</td>
<td>YT</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>NB</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the table below the answer questions 7 – 13.

**Canada’s Provinces and Territories**  
**Population and Area**

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Population</th>
<th>Area</th>
<th>Population Density (per sq. km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>2 974 807</td>
<td>639 987</td>
<td>4.6</td>
</tr>
<tr>
<td>British Columbia</td>
<td>3 907 738</td>
<td>926 492</td>
<td>4.2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1 119 583</td>
<td>551 938</td>
<td>2.0</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729 498</td>
<td>71 356</td>
<td>10.2</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512 930</td>
<td>370 501</td>
<td>1.4</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908 007</td>
<td>52 917</td>
<td>17.2</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37 360</td>
<td>1 141 108</td>
<td>0.0</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26 745</td>
<td>1 925 460</td>
<td>0.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>11 410 046</td>
<td>907 656</td>
<td>12.6</td>
</tr>
<tr>
<td>Quebec</td>
<td>7 237 479</td>
<td>1 357 743</td>
<td>5.3</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135 294</td>
<td>5 684</td>
<td>23.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978 933</td>
<td>586 561</td>
<td>1.7</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28 674</td>
<td>474 707</td>
<td>0.1</td>
</tr>
<tr>
<td>CANADA</td>
<td>30 007 094</td>
<td>9 012 112</td>
<td>3.3</td>
</tr>
</tbody>
</table>
7. The two provinces with the largest populations are
- Ontario and British Columbia.
- Quebec and Northwest Territories.
- Nunavut and Quebec.
- **Ontario and Quebec**

8. The three provinces with the smallest area are
- **Yukon Territory, Prince Edward Island, Nova Scotia.**
- **New Brunswick, Nova Scotia, Prince Edward Island**
- Alberta, Saskatchewan, Manitoba.
- Prince Edward Island, Saskatchewan, Nova Scotia.

9. According to the table which of the following is true about the three territories?
- **Nunavut has the smallest population, but the largest area.**
- Northwest Territories has the smallest population, the largest area.
- Yukon has the smallest population, but the largest area.
- Compared to the provinces, the territories have small areas.

10. The province that has the greatest number of people per square kilometre of land is
- Nova Scotia.
- **Prince Edward Island**
- New Brunswick.
- Ontario

11. From the table you can tell that
- all of Canada’s provinces have over one million people.
- none of Canada’s provinces have over one million people.
- **half of Canada’s provinces have over one million people**
- Most of Canada’s provinces have over one million people.

12. From the table you can tell that
- most people in Canada live in Nunavut and Quebec.
- most people in Canada live in Ontario and British Columbia.
- **most people in Canada live in Ontario and Quebec**
- most people in Canada live in urban areas.

13. From the table you can tell that
- no one wants to live in the three territories because it is too cold.
- the three territories have large populations compared to the provinces.
- the province with the smallest population has the highest population density.
- people like to live in Saskatchewan.
Use the graphs to answer questions 14 – 18.
14. According to the bar graph

- four provinces have populations greater than 2 000 000.
- two provinces have populations greater than 2 000 000.
- five provinces have populations greater than 2 000 000.
- no provinces have populations greater than 2 000 000.

15. You can tell from the bar graph that

- Ontario’s citizens enjoy the best lifestyle.
- More people move to Quebec than any other province.
- Alberta and British Columbia are the fastest growing provinces.
- Relatively few people live in the three territories.

16. The province that has a population of about **three million** is

- British Columbia.
- Saskatchewan.
- Manitoba.
- **Alberta**

17. By looking at the pie chart you can tell that about **one-quarter** of Canada’s people live in

- the provinces of Saskatchewan, Alberta, and British Columbia.
- the provinces of Quebec and Ontario.
- the provinces of New Brunswick, Ontario, and Prince Edward Island.
- the provinces of Alberta, Saskatchewan, and Manitoba.

18. The three **provinces** with the smallest populations are

- Nunavut, Northwest Territories, and Yukon.
- **Prince Edward Island, Nova Scotia, and Newfoundland and Labrador.**
- Prince Edward Island, **Newfoundland and Labrador, and New Brunswick.**
- Prince Edward Island, Nunavut, and Northwest Territories.
<table>
<thead>
<tr>
<th>Province</th>
<th>Population</th>
<th>Area</th>
<th>Capital</th>
<th>Flower</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>3,907,738</td>
<td>926,492 sq. km</td>
<td>Victoria</td>
<td>Pacific Dogwood</td>
<td>Manufacturing, Mining, Forestry, Fishing, Tourism</td>
</tr>
<tr>
<td>Alberta</td>
<td>2,974,807</td>
<td>639,987 sq. km</td>
<td>Edmonton</td>
<td>Wild Rose</td>
<td>Mining Agriculture, Manufacturing, Oil and Gas, Tourism</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>978,933</td>
<td>586,561 sq. km</td>
<td>Regina</td>
<td>Western Red Lily</td>
<td>Mining, Agriculture, Manufacturing, Oil, Tourism</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,119,583</td>
<td>551,938 sq. km</td>
<td>Winnipeg</td>
<td>Prairie Crocus</td>
<td>Mining Agriculture, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Ontario</td>
<td>11,410,046</td>
<td>907,656 sq. km</td>
<td>Toronto</td>
<td>White Trillium</td>
<td>Mining, Manufacturing, Agriculture, Commerce, Tourism</td>
</tr>
<tr>
<td>Quebec</td>
<td>7,237,479</td>
<td>1,357,743 sq. km</td>
<td>Quebec</td>
<td>Fleur-de-lis</td>
<td>Mining Agriculture, Fishing, Manufacturing, Tourism</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>729,498</td>
<td>71,356 sq. km</td>
<td>Fredericton</td>
<td>Purple Violet</td>
<td>Mining, Manufacturing, Forestry, Tourism</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>908,007</td>
<td>52,917 sq. km</td>
<td>Halifax</td>
<td>Mayflower</td>
<td>Fishing, Agriculture, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>135,294</td>
<td>5,684 sq. km</td>
<td>Charlottetown</td>
<td>Lady's Slipper</td>
<td>Fishing, Agriculture, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>512,930</td>
<td>370,501 sq. km</td>
<td>St. John's</td>
<td>Fisher Plant</td>
<td>Fishing, Mining, Manufacturing, Tourism</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>28,674</td>
<td>474,707 sq. km</td>
<td>Whitehorse</td>
<td>Fireweed</td>
<td>Mining, Transportation, Tourism</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>37,360</td>
<td>1,141,108 sq. km</td>
<td>Yellowknife</td>
<td>Mountain Avens</td>
<td>Mining Agriculture, Hunting and Trapping, Oil and Gas</td>
</tr>
<tr>
<td>Nunavut</td>
<td>26,745</td>
<td>1,925,460 sq. km</td>
<td>Iqaluit</td>
<td></td>
<td>Hunting and Trapping, Oil and Gas, Tourism, Arts and Crafts</td>
</tr>
<tr>
<td>Canada</td>
<td>30,007,094</td>
<td>9,012,112 sq. km</td>
<td>Ottawa</td>
<td>Maple Leaf</td>
<td></td>
</tr>
</tbody>
</table>
19. The mayflower is the provincial flower of
- Saskatchewan.
- **Nova Scotia**
- Northwest Territories.
- Alberta.

20. Oil and gas are important industries in
- Alberta, Northwest Territories, and Prince Edward Island.
- Saskatchewan, Alberta, and Nova Scotia.
- **Ontario, Alberta, and Quebec.**
- Alberta, Northwest Territories, and Nunavut.

21. Agriculture is **not** a major industry in
- **British Columbia**
- Prince Edward Island.
- Alberta.
- Ontario.

22. **Mining, but not** manufacturing is a major industry in
- Newfoundland and Labrador.
- **Ontario.**
- Yukon Territory.
- Alberta.

23. Think about the provinces that border Pacific or Atlantic Oceans. From the chart you can infer that
- everyone in Canada loves to eat seafood.
- ship building is a major industry in provinces that border oceans.
- **fishing is a major industry in most provinces.**
- fishing is a major industry in most provinces that border oceans.

24. From the information in the chart you can tell that
- **tourism is an important industry in most provinces and territories.**
- tourism is not an important industry in most provinces and territories.
- tourism gives jobs to more people than any other industry.
- tourism provides twice as many jobs as agriculture.
25. Use the map below to complete the table.

(accept answers with $1^\circ$ or $2^\circ$)

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winnipeg</td>
<td>50°N</td>
<td>97°W</td>
</tr>
<tr>
<td>Whitehorse</td>
<td>62°N</td>
<td>135°W</td>
</tr>
<tr>
<td>St. John’s</td>
<td>48°N</td>
<td>53°W</td>
</tr>
<tr>
<td>Vancouver</td>
<td>49°N</td>
<td>123°W</td>
</tr>
<tr>
<td>Yellowknife</td>
<td>62°N</td>
<td>114°W</td>
</tr>
</tbody>
</table>
Unit 1

ALBERTA:
A
SENSE OF LAND

Lesson Plans based on Our Alberta, Book 1 (Thomson, Nelson)
Our Alberta, Book 1

Chapter One: Alberta’s Beginnings

Chapter One Quiz

Chapter Two: The Rocky Mountain Region

Chapter Three: The Foothills Region

Chapter Four: The Grassland Region

Assessment for Chapters Two, Three and Four

Chapter Five: The Parkland Region

Chapter Six: The Boreal Forest Region

Chapter Seven: The Canadian Shield Region

Assessment for Chapters Five, Six and Seven

Assessment for Chapters Two to Seven
Assessment

A. Traditional Tests

1. Alberta’s Beginnings – Chapter One

2. Geographic Regions of Alberta - Teachers have a choice:
   a. Give tests after **both** Chapters Four and Seven,
   
   AND/OR
   
   b. Give a test after Chapter Seven **only**.

B. Assessment Using Rubrics

Teachers choosing to use rubrics as one of their assessments instruments may refer to BLMs A-1 to A-6 in the Teacher Resource for *Our Alberta*. 
ALBERTA
Lesson One

Concept: Becoming familiar with the text book

Resources/Materials: Our Alberta, Book 1, pages v to ix
BLM 3 (5 pages) (student copies)

Introduction: Tell students that you are thinking of a special word that has to do with our province, Alberta. They will have to answer some riddles before they will know the special word. The first letter of the answer to each riddle gives them a letter in the word. Write the letters on the board as they are determined.

1. The colour you get by mixing white and pink paint. (Pink)
2. Another name for a stone (Rock)
3. Another name for the drawings and pictures in a story book (Illustrations)
4. An antonym for "yes". (No)
5. The name of our country (Canada)
6. The name of one of the largest mammals on land (Elephant)
7. An antonym for north (South)
8. A sweet liquid you put on pancakes (Syrup)

"PRINCESS"

Pose the question: Why is princess important to Alberta?
Answer: Alberta was named after an English princess. Her name was Princess Louise Caroline Alberta who was the fourth daughter of the queen of England, Queen Victoria, when Alberta became a province in 1905.

Procedure:

1. Distribute the text books.

2. Have students familiarize themselves with the book by flipping through it quickly. Tell students that they will spend a day or two just getting to know the textbook – how it is written and how they can use it more effectively.

3. Guide the reading of pages v to ix.

4. Tell students they now will have a chance to practice using the various text features by participating in a treasure hunt.

Assignment: BLM 3 (5 pages) from the Teacher Resource Manual
Lesson Two

Concepts: What is Alberta?
         Who are Albertans?
         How can we learn about Alberta?

Resources/Materials: Our Alberta, Book 1, pages 2 – 5
                     Worksheet #4.1.2 (student copies)
                     Unlined paper

Introduction: Write these questions on the board and/or pose them aloud to the students:
              What is Alberta?
              Who are Albertans?
              How can we learn about Alberta?

Invite students to answer the questions. Note that the answers may vary greatly.
Tell students that by studying the information in this book, we will be able to answer the questions in more
detail.

Procedure:

1. Guide the reading of pages 2 – 5. As parts of these pages are read, decide which of the questions they might
   answer.

   Possible Responses:

   What is Alberta?
   • A part of Canada
   • Where we live
   • A province

   Who are Albertan?
   • People who live in Alberta
   • People from all over
   • Aboriginals
   • People of different cultures

   How can we learn about Alberta?
   • From books
   • Newspapers
   • People
   • Stories told by elders
   • Experts such as historians, archeologists, older people

Assignment: Do Worksheet #4.1.2
Some Ways to Think About Alberta

Directions: Read the phrases and sentences about Alberta in the pieces below. Then put them together so that they form an outline of the province of Alberta. Paste the pieces on an unlined sheet of paper.

Alberta has people of many different cultures.

Alberta is where we live.

Alberta is made up of several regions.

Alberta is one of Canada’s provinces.

The capital city of Alberta is Edmonton.

Some Albertans are Aboriginals.

People come from all over the world to live in Alberta.

Most Albertans live in large towns and cities.

People who live in Alberta are called Albertans.

Worksheet #4.1.2
Chapter One

Alberta’s Beginnings
Social Studies Grade 4 Our Alberta
Chapter One
Alberta’s Beginnings

Contents

Lesson One  Some Beliefs About How the Earth Was Created  3
Lesson Two  Fossil Discoveries Help Us Understand Alberta’s Past  4
Lesson Three  The Royal Tyrrell Museum  5
Lesson Four  Alberta’s Fossil History  6
Lesson Five  Chapter One: Alberta’s Beginnings – Review  7
Lesson Six  Chapter One: Alberta’s Beginnings - Quiz  8
Lesson One  (Note: For some students this lesson may require a great deal of guidance.)

Concept: Some Beliefs About How the Earth Was Created

Resources/Materials: Our Alberta, Book 1, pages 6 and 7
Worksheet #4.1.1 (optional) (student copies)

Introduction: On the board write “How the Earth Was Created”. Ask students to read the question aloud. Elicit answers from the students. Tell students that today we will study and think about three different ways to think about the answer to the question.

Procedure:

1. Tell students that their idea of how the earth was created comes from the Christian religion. Other groups of people have different ideas about how the earth was created. Some of these are also based on religious beliefs, but others are based more in science.

2. In their notebooks have students write the heading “How the Earth Was Created”. Under that heading write the heading “The Hutterite Point of View”. With students make point form notes that summarize the Hutterite view of creation.

3. Discuss how students became familiar with this information. (probably Sunday School, their parents, German teacher, minister, etc.)

4. Tell students that they will read two more accounts about the creation of Earth. Have them turn to pages 6 and 7 in their textbook. Guide the reading, if necessary. Tell students they will make point form notes under the headings:

   The Aboriginal Point of View

   A Scientific Point of View

5. Discuss whether religious beliefs and scientific findings are in conflict with each other or whether they complement each other.

Assignment:

1. Read Our Alberta, Book 1, pages 6 and 7 and make point form notes. (If this is done with students, they can do Worksheet #4.1.1 as a follow-up.)
Directions: Read pages 6 and 7 of Our Alberta, Book 1; then do the questions.

A. Match the words in the box with their meanings.

<table>
<thead>
<tr>
<th>Cree erosion</th>
<th>geology creation</th>
<th>Pangaea Dale Auger</th>
<th>fossils ancestor</th>
</tr>
</thead>
</table>

__________________________ the study of the Earth, its rocks and soil
__________________________ how something came to be
__________________________ the name of a group of Aboriginal people
__________________________ a forefather
__________________________ the wearing away of rock or soil
__________________________ animal or plant remains from ancient times embedded in rocks
__________________________ the giant continent scientists believe once existed
__________________________ a well-known Cree artist

B. There may be some similarities between your beliefs about creation and those of the Cree. Write a few sentences telling about those similarities.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
### Alberta's Beginnings

**Directions:** Read pages 6 and 7 of *Our Alberta, Book 1*; then do the questions.

**A. Match the words in the box with their meanings.**

<table>
<thead>
<tr>
<th>Cree</th>
<th>geology</th>
<th>Pangaea</th>
<th>fossils</th>
</tr>
</thead>
<tbody>
<tr>
<td>erosion</td>
<td>creation</td>
<td>Dale Auger</td>
<td>ancestor</td>
</tr>
</tbody>
</table>

- **geology** — the study of the Earth, its rocks and soil
- **creation** — how something came to be
- **Cree** — the name of a group of Aboriginal people
- **ancestor** — a forefather
- **erosion** — the wearing away of rock or soil
- **fossils** — animal or plant remains from ancient times embedded in rocks
- **Pangaea** — the giant continent scientists believe once existed
- **Dale Auger** — a well-known Cree artist

**B.** There may be some similarities between your beliefs about creation and those of the Cree. Write a few sentences telling about those similarities.

---

---

---

---

---

---
Lesson Two

Concept: Fossil Discoveries Help Us Understand Alberta’s Past

Resources/Materials: Our Alberta, Book 1, pages 8 and 9
Any kind of “found” item such as a piece of petrified wood, a fossil, or object whose use is not readily apparent
Worksheet #4.1.2 (student copies)

Introduction: Show students the “found” object and have them speculate about what it is. Entertain guesses and then tell students what the object is. Tell them that today’s lesson has to do with a particular type of scientist who examines objects found in the soil and rock and tries to use his or her knowledge to figure out what it is and what it tells about life in the past.

Procedure:

1. Review that we get clues about the past through our religious teachings and stories passed down by our ancestors. Pose the question: “Who else by help us understand about the past?”

2. Guide students to the idea that historians, archeologists, and scientists also give us clues about the past. Tell students that today we will be finding out more about a particular type of scientist and the work he/she does.

3. Summarize in point for what has been covered so far. Have students copy notes.

How We Know About the Past

a. religious teachings/creation stories
b. historian – person who finds out about the past from what has been written
c. archeologist – scientist who finds and studies artifacts from the past
d. geologist – scientist who studies the Earth, its rocks and soil, and it beginnings

4. Have students turn to pages 8 and 9 in the text book. Have them read the speech bubble at the top of page 8 to find out about another scientist and how he/she tries to find out more about the past.

5. Discuss the work of the paleontologist. (Clarify that prehistoric times refer to times in the past before written records.) Discuss also the particular challenges that paleontologists might face.

Add to notes above:

e. paleontologist – scientist who studies life that existed in prehistoric times.

6. Have students check the glossary to find the meaning of “fossil”, if necessary. Tell them to read pages 8 and 9 to find out more about the some of the first fossil finds in Alberta.

Assignments:
1. Read Our Alberta, Book 1, pages 8 and 9.
2. Do Worksheet #4.1.2.
Discovering Alberta's Past

Directions: Read pages 8 and 9 of your text book. Then unscramble the letters to make a word that will fill the blank.

1. A paleontologist is a __________________ (nestictis) who studies life that existed in prehistoric times.


3. The Piikani knew where fossil bones were ______________ (teldaco) in the banks of the Red Deer River.

4. First Nations people believed that fossils were ________________ (sedcar)

5. They placed gifts near the fossil remains in hopes that the ________________ (Cortear) and the spirit of the animal would help them in their buffalo hunts.

6. The Badlands is a very dry area in ________________ (tunseroh) Alberta where many fossils have been found.

7. Joseph B. Tyrrell set out to make ____________ (pams) of the Badlands.

8. Joseph Tyrrell discovered a ________________ (lulks) buried in the rock.

9. Later Tyrrell and his helpers used axes and ________________ (marhems) to chip away the hard earth and rock to get the fossilized bones.

10. The fossils were so heavy that their weight kept breaking the ____________ (sexual) of their wagon.

11. Scientists in Toronto and ________________ (wottaa) had never seen such bones before.

12. Later it was determined that the bones were that of ________________ (bersaurotaulus), a meat-eating dinosaur.


Worksheet #4.1.2
Discovering Alberta’s Past

Directions: Read pages 8 and 9 of your text book. Then unscramble the letters to make a word that will fill the blank.

1. A paleontologist is a scientist (nestitcis) who studies life that existed in prehistoric times.


3. The Piikani knew where fossil bones were located (teldaco) in the banks of the Red Deer River.

4. First Nations people believed that fossils were sacred (sedcar).

5. They placed gifts near the fossil remains in hopes that the Creator (Cortear) and the spirit of the animal would help them in their buffalo hunts.

6. The Badlands is a very dry area in southern (tunseroh) Alberta where many fossils have been found.

7. Joseph B. Tyrrell set out to make maps (pams) of the Badlands.

8. Joseph Tyrrell discovered a skull (lulks) buried in the rock.

9. Later Tyrrell and his helpers used axes and hammers (marhems) to chip away the hard earth and rock to get the fossilized bones.

10. The fossils were so heavy that their weight kept breaking the axles (sexual) of their wagon.

11. Scientists in Toronto and Ottawa (wottaa) had never seen such bones before.

12. Later it was determined that the bones were that of Albertosaurus (bersaurtoalus), a meat-eating dinosaur.


Worksheet #4.1.2
Lesson Three

Concept: The Royal Tyrrell Museum

Resources/Materials: Our Alberta, Book 1, pages 10 – 14
Wall map of Alberta or Canada OR atlas
Worksheets #4.1.3a and #4.1.3b (student copies)

Introduction: Write the words “Devil’s Coulee”, “Wendy Sloboda”, and “Horizon School Division” on the board. Ask students to speculate as to how they are related.

Wendy Sloboda was a Horizon School Division high school student when she discovered some dinosaur egg fossils at a place called Devil’s Coulee, just east of Warner. (Note: She was a student at Warner School. At the time Warner School was part of the County of Warner school jurisdiction.)

Wendy’s discovery helped paleontologists understand more about the types of plant and animal life that existed in this area long long ago.

Procedure:

3. On the map point out the approximate location of Devil’s Coulee.

2. Recall that Joseph Tyrrell found his fossils near Drumheller. (Point out on the map.) Tell students that the Royal Tyrrell Museum was named after him. It is home to numerous fossilized dinosaur bones and whole skeletons. Many paleontologists work at this museum.

3. Wendy Sloboda ended up sending her fossils to a paleontologist at the Royal Tyrrell Museum. His name is Dr. Philip Currie. Dr. Currie came down to Devil’s Coulee himself and began to search for other fossils. Wendy acted as one of his assistants.

4. Tell students that two grade four students, Eric and Brittany, decided to find out more about fossils, Wendy Sloboda, Dr. Philip Currie, and the Royal Tyrrell Museum. They actually interviewed Dr. Currie!

5. Have students turn to pages 10 – 14 and glance over the headings and subheadings.

6. Tell students to read pages 10 – 14 on their own. Then do Worksheets #4.1.3a and #4.1.3b.

Assignment:

1. Read Our Alberta, Book 1, pages 10 – 14

2. Worksheets #4.1.3a and #4.1.3b.
The Royal Tyrrell Museum

**Directions:** Below are the questions that Eric and Brittany asked Dr. Philip Currie. In your own words summarize his responses.

How does the Royal Tyrrell Museum help scientists find out about dinosaurs?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How do paleontologists tell each other about their finds?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What are some types of equipment paleontologists use?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Why did you go to China to dig dinosaur eggs when there are dinosaur eggs in Alberta?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
If a farmer finds dinosaur fossils, such as dinosaur eggs on his land, does she or he have the right to keep the fossils?

Why is it important that we know about fossils today?
The Royal Tyrrell Museum

**Directions:** Below are the questions that Eric and Brittany asked Dr. Philip Currie. In your own words summarize his responses.

**How does the Royal Tyrrell Museum help scientists find out about dinosaurs?**

- has one of world's largest collections of fossils to study
- scientists can share information

**How do paleontologists tell each other about their finds?**

- at conferences
- visits to the Royal Tyrrell Museum

**What are some types of equipment paleontologists use?**

- jackhammers, small drills, dental instruments

**Why did you go to China to dig dinosaur eggs when there are dinosaur eggs in Alberta?**

- eggs in China had whole skeletons inside
If a farmer finds dinosaur fossils, such as dinosaur eggs on his land, does she or he have the right to keep the fossils?

No! They are owned by province, so you must turn them into a museum or university.

Why is it important that we know about fossils today?

- help with medical research
- help plan for future
Lesson Four

Concept: Alberta’s Fossil History

Resources/Materials: Our Alberta, Book 1, page 15  
Small objects – optional  
Plaster of Paris – optional  
Ice cream pail - optional

Introduction: Ask students how fossils help us to understand Alberta’s beginnings. (know more about the types of plants and animals that once lived here)

Have students turn to text book page 15. With students examine the web. Note that it summarizes the points covered in this chapter.

Tell students that today we will be using the information to write a report. “Don’t worry. It will be a snap!”

Procedure:

1. Have students read the points under “Discoveries in Alberta”. Recall with students what each point is about. If students are unable to remember, they must look back.

2. Ask students to make up a topic sentence that tells the main idea of this section. Write it on the board. Then with students write a sentence or two about each of the points. Do this in paragraph form.

3. Tell students they will now write a paragraph for each of the next two circles.

   NOTE: Some students moan and groan at the prospect of having to write paragraphs. It is important that they fall on deaf ears. Instead sound excited because you can’t wait to read their paragraphs because they were SO GOOD at doing the first one.

4. If you feel like it, let your students experience their own archeological dig. Mix up the plaster of Paris in the ice cream pail and bury some small objects inside. (One for each child is best, but not necessary.) When dry, unmold and have your students chisel away at the plaster to reveal their hidden gem!

Assignment:

1. Read Our Alberta, Book 1, page 15.

2. Write the paragraphs about the information in the circles.

3. Perform an “archeological dig” (optional).
Lesson Five

Concept: Chapter One: Alberta’s Beginnings – Review

Resources/Materials: Our Alberta, Book 1, Introduction and Chapter One
Chapter 1 Review Sheets (student copies)

Introduction: Explain that the first part of Our Alberta dealt with the geologic history of Alberta. It helped us to understand more about how the “land” in Alberta was formed from the view of First Nations, archaeologists, and paleontologists. Students also learned about taking notes and writing paragraphs from point-form notes. It is now time for a review.

Procedure:

1. Distribute the review sheets. Have students scan the questions and, if necessary, clarify any of them. Also explain that the answers to the questions can be found in the textbook.

2. Clarify also if you expect students to answer the questions in sentences or if phrases will be sufficient. (If you have grouped students from several different grades for instruction, you may want to consider having older students answer in sentences while having younger students answer in phrases.)

3. If time allows, once students have completed the review sheets, go over them as a class.

Assignment:

1. Do the Chapter 1 Review Sheets.
Lesson Six

Concept: Chapter One: Alberta’s Beginnings – Quiz

Resources/Materials: Chapter One: Alberta’s Beginnings – Quiz (student copies)
1. Tell how each of the following helps us to uncover the past.

religious teachings/creation stories

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

historians

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

archeologists

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

paleontologists

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

gleologists

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
2. What was Pangaea?

3. What is a fossil?

4. How does studying fossils help us to understand the past?

5. What are two ways in which the Royal Tyrrell Museum helps us to understand our fossil history?

6. On the test you will have to show that you know how to make point form notes.

7. On the test you will have to show that you know how to write a paragraph from point form notes.
1. Tell how each of the following helps us to uncover the past.

religious teachings/creation stories

historians

archeologists

paleontologists

globalists
2. What was Pangaea?

3. What is a fossil?

4. How does studying fossils help us to understand the past?

5. What are two ways in which the Royal Tyrrell Museum helps us to understand our fossil history?

6. On the test you will have to show that you know how to make point form notes.

7. On the test you will have to show that you know how to write a paragraph from point form notes.
1. Tell how each of the following helps us to uncover the past.

religious teachings/creation stories
- tell us how world came to be

historians
- use written articles, accounts of past events, journals, etc. to
tell us of what happened in past

archeologists
- use artifacts to give us clues about past

paleontologists
- study fossils to get idea of past life and the environment

geologists
- study Earth, its rock and soils, and its beginning
2. What was Pangaea?
   - giant continent that scientists believe today’s continents were formed from

3. What is a fossil?
   - animal or plant remains from ancient times, embedded in rocks

4. How does studying fossils help us to understand the past?
   - help us know the kinds of animals and plants once living on earth
   - can give us ideas about how animals and plants interacted with their environment

5. What are two ways in which the Royal Tyrrell Museum helps us to understand our fossil history?
   - has large fossil collection which scientists can study
   - has several scientists that work together

6. On the test you will have to show that you know how to make point form notes.

7. On the test you will have to show that you know how to write a paragraph from point form notes.
Lesson Six

**Concept:** Chapter One: Alberta’s Beginnings – Quiz

**Resources/Materials:** Chapter One: Alberta’s Beginnings – Quiz (student copies)
1. Match the words and phrases in the box with their descriptions.

<table>
<thead>
<tr>
<th>religion/creation stories</th>
<th>geologist</th>
<th>archeologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>paleontologist</td>
<td>historian</td>
<td></td>
</tr>
</tbody>
</table>

I study past events involving people.
I use written evidence, such as books, newspapers, and journals.
I also might use art, music, and other stories to find information about the past.

I am a(n) ______________________.

I study human history and times before written history.
I dig for artifacts at special sites.
I look at the remains of what I found for clues about the past.

I am a(n) ______________________.

I study life that existed in prehistoric times.
I uncover the fossilized remains of long-dead animals and plants.
I work with these clues to piece together the story of the past.

I am a(n) ______________________.

I am a scientist who studies the earth and the beginnings of its rocks.
I often travel to places to take samples.
These help me know if there are minerals or oil and gas underground.

I am a(n) ______________________.

2. How do fossils tell us about the past?
3. Make point form notes from the information in the paragraph.

Dr. Philip Currie is a world-famous paleontologist. He works at the Royal Tyrrell Museum in Drumheller and at the University of Alberta in Edmonton. He has been involved in digging up and studying dinosaur bone fossils in several areas of our province. Dr. Currie has also traveled to six of the seven continents in search of different kinds of fossils. He and other paleontologists from here and around the world meet frequently to share information. Through his work Dr. Currie and other paleontologists hope to get a better idea of what life was like in different parts of the world millions of years ago.
4. Below are some point form notes taken by a grade four student about the history of the Hutterian Brethren in southern Alberta. Examine the notes, and then write a paragraph from the notes. Don’t forget to include a topic sentence.

**History of Hutterites in Southern Alberta**

- began in Austerlitz in eastern Europe in 1528
- lived in several communities in eastern Europe until 1872
- established three colonies in South Dakota in the United States 1874 – 1877
- expanded into Manitoba in Canada and into Montana in the United States
- later moved into the farmlands of southern Alberta and Saskatchewan
1. Match the words and phrases in the box with their descriptions.

<table>
<thead>
<tr>
<th>religion/creation stories</th>
<th>geologist</th>
<th>archeologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>paleontologist</td>
<td>historian</td>
<td></td>
</tr>
</tbody>
</table>

I study past events involving people.
I use written evidence, such as books, newspapers, and journals.
I also might use art, music, and other stories to find information about the past.

I am a(n) **historian**.

I study human history and times before written history.
I dig for artifacts at special sites.
I look at the remains of what I found for clues about the past.

I am a(n) **archeologist**.

I study life that existed in prehistoric times.
I uncover the fossilized remains of long-dead animals and plants.
I work with these clues to piece together the story of the past.

I am a(n) **paleontologist**.

I am a scientist who studies the earth and the beginnings of its rocks.
I often travel to places to take samples.
These help me know if there are minerals or oil and gas underground.

I am a(n) **geologist**.

2. How do fossils tell us about the past?
- **Tell us what kinds of plants and animals that once lived on Earth**
3. Make point form notes from the information in the paragraph.

Dr. Philip Currie is a world-famous paleontologist. He works at the Royal Tyrrell Museum in Drumheller and at the University of Alberta in Edmonton. He has been involved in digging up and studying dinosaur bone fossils in several areas of our province. Dr. Currie has also traveled to six of the seven continents in search of different kinds of fossils. He and other paleontologists from here and around the world meet frequently to share information. Through his work Dr. Currie and other paleontologists hope to get a better idea of what life was like in different parts of the world millions of years ago.

Example:
- Philip Currie famous paleontologist
- works at Royal Tyrrell Museum and U. of A.
- has worked in digs all over province
- has travelled to 6 continents
- shares info with other paleontologists
- hopes to get idea of life millions of years ago
4. Below are some point form notes taken by a grade four student about the history of the Hutterian Brethren in southern Alberta. Examine the notes, and then write a paragraph from the notes. Don’t forget to include a topic sentence.

<table>
<thead>
<tr>
<th>History of Hutterites in Southern Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>• began in Austerlitz in eastern Europe in 1528</td>
</tr>
<tr>
<td>• lived in several communities in eastern Europe until 1872</td>
</tr>
<tr>
<td>• established three colonies in South Dakota in the United States 1874 – 1877</td>
</tr>
<tr>
<td>• expanded into Manitoba in Canada and into Montana in the United States</td>
</tr>
<tr>
<td>• later moved into the farmlands of southern Alberta and Saskatchewan</td>
</tr>
</tbody>
</table>

Look for:

1. topic sentence
2. accurate information
3. good sentence structure
4. logical organization
Chapter Two

The Rocky Mountain Region
Social Studies Grade 4 Our Alberta
Chapter Two
The Rocky Mountain Region

Contents

Lesson One  The Six Regions of Alberta  3
Lesson Two  Parts of Physical Geography  4
Lesson Three  The Rocky Mountain Region: Location and Formation  5
Lesson Four  The Rocky Mountain Region: Landforms and Bodies of Water  6
Lesson Five  The Rocky Mountain Region: Climate, Vegetation, and Natural Resources  7
Lesson Six  The Rocky Mountain Region: National Parks  8
Lesson Seven  The Rocky Mountain Region: Animal Life, Protecting Natural Areas  9
Lesson Eight  The Rocky Mountain Region: Review  10
Lesson One

Concept: The Six Regions of Alberta

Resources/Materials: Our Alberta, Book 1, inside cover
BLM 12 (transparency and student copies)
Pictures of different Alberta landscapes (if available) – Check your atlas for pictures!

Introduction:
Option A: If pictures are available, hold up the pictures. With students describe each. Conclude that Alberta is a province with many different types of landforms, bodies of water, vegetation, climate, etc.
Option B: If pictures are unavailable, ask students to describe the land where they live. Place an emphasis on the natural elements – flat plains, rolling hills, short grasses, coulees, hot and dry in summer, cold in winter, Chinooks, etc. Tell students that other places in Alberta are much different. Some places are mountainous with lots of trees. Others never experience Chinooks and snow that fall in October is still there in March. Still other places are flat, but covered with trees. Conclude that Alberta is a province with many different types of landforms, bodies, of water, vegetation, climate, etc.

Procedure:
1. Tell students we will be studying the many different regions of Alberta for the next several weeks. Regions are areas that have something in common.
2. Have students turn to the map on the inside cover of their text books. Tell students that one of the ways in which the map can be used is to study the regions of Alberta.
3. Note with students all the features of the map.
   - Compass rose (direction star) (Remember Never Eat Squiggly Worms)
   - Numbered legend
   - Colour-coded legend
   - Scale
4. Distribute BLM 12. Tell students to colour the map to show the location of the regions of Alberta.
5. If you like, have students start a section in their note books.

Regions of Alberta

There are six major regions in Alberta.
- Rocky Mountain Region
- Foothills Region
- Grassland Region
- Parkland Region
- Boreal Forest Region
- Canadian Shield Region

Assignment:
1. Copy notes.
2. Colour the map on BLM 12.
Map of Alberta Regions

LEGEND

- Rocky Mountain Region
- Foothills Region
- Grassland Region
- Parkland Region
- Boreal Forest Region
- Canadian Shield Region

0 200 kilometres
Lesson Two

Concept: Parts of Physical Geography

Resources/Materials: BLM 14 (transparency and student copies)
Worksheets #4.2.2a and #4.2.2b (student copies)

Introduction: With students discuss our lifestyle. (type of housing, clothing, food, travel, occupations, recreation, etc.) Conclude that our lifestyle depends largely on our environment. (That is, many farm because of the presence of rich soil, flat land. The crops we grow are dependent on the supply of water from precipitation and irrigation.) Our clothing is suited to the climate, etc.

Write the word “geography” on the board. Analyze the word: geo means “earth”; graphy means “a science of describing something”. So geography is the science of describing the earth. Geography involves examining the natural environment of a place.

Tell students we will spend the next two or three months studying the geography of each of the regions of Alberta. We want to answer these questions about each region:
- What makes the region a unique part of Alberta?
- How does the geography of the region affect the lifestyle of the people in the region?

Procedure:

1. Distribute copies of BLM 14 and place it on the overhead, if possible. With students fill in a description of each part of geography. For teachers information the following is provided.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td>Natural features of the landscape</td>
<td>Mountains, hills, valleys, plains, plateaus,</td>
</tr>
<tr>
<td>Bodies of water</td>
<td>Naturally occurring water that accumulates</td>
<td>Oceans, lakes, rivers, streams, marshes</td>
</tr>
<tr>
<td>Climate</td>
<td>Weather patterns over a long period of time</td>
<td>Temperature, precipitation, wind, clouds, sun</td>
</tr>
<tr>
<td>Animal life</td>
<td>wildlife</td>
<td>Gophers, deer, buffalo, rattlesnake, birdlife</td>
</tr>
<tr>
<td>Vegetation</td>
<td>Naturally occurring plant life</td>
<td>Short grasses, trees, shrubs</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>Materials found in nature that people use</td>
<td>Soil, trees, fish, crude oil, natural gas, water</td>
</tr>
</tbody>
</table>

2. Distribute Worksheets #4.2.2a and #4.2.2b. In each box students are to list an appropriate example and then draw and colour an illustration.

Assignment:

1. Do Worksheets #4.2.2a and #4.2.2b
Geography Words

natural features of the landscape

Landforms

Bodies of Water
	naturally occurring water that settles in to form a collection of water:

wildlife

Animal Life

weather patterns over a long period of time

Climate

materials found in nature that people use

Natural Resources

Vegitation

naturally occurring plant life
Directions: For each part of geography think of four examples; then draw and colour an illustration that goes with each.

Landforms

Bodies of Water

Climate
## Animal Life

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Vegetation

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Natural Resources

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Parts of Geography**

**Directions:** For each part of geography think of four examples; then draw and colour an illustration that goes with each.

### Landforms

<table>
<thead>
<tr>
<th>mountains</th>
<th>hoodoos</th>
</tr>
</thead>
<tbody>
<tr>
<td>hills</td>
<td>sinkholes</td>
</tr>
<tr>
<td>plains</td>
<td>rocky areas, etc.</td>
</tr>
<tr>
<td>valleys</td>
<td></td>
</tr>
</tbody>
</table>

### Bodies of Water

<table>
<thead>
<tr>
<th>oceans</th>
<th>marshes</th>
</tr>
</thead>
<tbody>
<tr>
<td>lakes</td>
<td>glaciers</td>
</tr>
<tr>
<td>ponds</td>
<td>etc.</td>
</tr>
<tr>
<td>rivers</td>
<td></td>
</tr>
<tr>
<td>streams</td>
<td></td>
</tr>
</tbody>
</table>

### Climate

<table>
<thead>
<tr>
<th>temperature</th>
<th>sunshine</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind</td>
<td>cloudiness</td>
</tr>
<tr>
<td>rain</td>
<td>etc.</td>
</tr>
<tr>
<td>snow</td>
<td></td>
</tr>
</tbody>
</table>
### Animal Life

<table>
<thead>
<tr>
<th>Any kinds of wildlife</th>
</tr>
</thead>
<tbody>
<tr>
<td>mammals</td>
</tr>
<tr>
<td>reptiles</td>
</tr>
<tr>
<td>fish</td>
</tr>
<tr>
<td>birds</td>
</tr>
<tr>
<td>amphibians</td>
</tr>
<tr>
<td>insects / bugs</td>
</tr>
</tbody>
</table>

### Vegetation

<table>
<thead>
<tr>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>bushes</td>
</tr>
<tr>
<td>grasses</td>
</tr>
<tr>
<td>wildflowers</td>
</tr>
<tr>
<td>etc</td>
</tr>
</tbody>
</table>

### Natural Resources

<table>
<thead>
<tr>
<th>anything people use from nature, such as soil, sunshine, trees, fish, coal, oil, natural gas, iron ore, gold, rocks, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind, water, etc</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: The Rocky Mountain Region: Location and Formation

Resources/Materials: Our Alberta, Book 1, pages 18 – 21
Picture of Rocky Mountains (preferably with snow-capped peaks in evidence)
BLM 12 (transparency) optional
BLM 1 (student copies)
Wall map of Canada

Introduction: Hold up picture of Rocky Mountains. Tell students that the mountains region makes up a smaller, but important part of Alberta. Pose the question: “Why do you think the mountains are important? Entertain all answers. Tell students that today and for the next few days we will be studying the mountains and finding out more about how they were formed and why they are important.

Procedure:

1. On the map point out Alberta and then show how the mountainous part of Alberta is on the southern part of the western edge of the province. DON’T FORGET TO NOTE THAT THE CYPRUS HILLS IN THE SOUTHEAST PART OF THE PROVINCE ARE CONSIDERED PART OF THIS REGION. Note also that the mountains are a part of the Rocky Mountains of British Columbia and the western United States.

2. Have students locate the mountainous part of Alberta on the regions map of the inside cover of the text book. If using the transparency of BLM 12, put it up on the overhead have students help you find the Rocky Mountain Region.

3. “What makes the Rocky Mountains region a unique part of Alberta? Have students turn to textbook page 18 to start the investigation. Guide the reading of pages 18 and 19.

4. “How do you think the Rocky Mountains were formed?” Have students turn to pages 20 and 21 to find out. Guide the reading. Conclude:
   - The actual peaks were formed by the pushing together of two tectonics plates.
   - The U-shape of many of the valleys was a result of glacial action.

5. Distribute BLM 1. Tell students they will be drawing in the Rocky Mountain Region freehand and colouring the region. AT THE TOP OF THE MAP THEY SHOULD PRINT “THE ROCKY MOUNTAIN REGION”.

6. Next, in their notebooks, have students tell, IN THEIR OWN WORDS, how the Rocky Mountains were formed. They should include diagrams to support their description.

Assignments:

1. Read Our Alberta, Book 1, pages 18 – 21.
2. Draw and colour Rocky Mountain Region. Label: Jasper, Banff, Frank Slide.
3. Write description of how Rocky Mountains were formed.
Lesson Four

Concept: The Rocky Mountain Region: Landforms and Bodies of Water

Resources/Materials: Our Alberta, Book 1, pages 22 – 25
BLM 14 (transparency and student copies)
BLM 15 (transparency and student copies)

Introduction: Recall that the Rocky Mountain Region is located in the southern part of the western edge of Alberta. The Cypress Hills in southeast Alberta are also part of the region. Also recall that the mountains were formed by the pushing together of tectonic plates. Finally, review that the valleys were once V-shaped but glacial action eroded much of the valley, resulting the U-shape.

Next, use BLM 14 to review the “parts of geography”. Be sure to discuss briefly the meanings of each.

“What landforms and bodies of water will would find in the Rocky Mountain Region”?

Procedure:

1. Have students turn to page 22. Guide the reading of pages 22 and 23.

2. Distribute BLM 14. Have them print the heading “The Rocky Mountain Region” near the top of the sheet.

3. Elicit from students the two major landforms. Encourage them to use adjectives to add specificity to their responses. Example: high, rugged mountains; u-shaped valleys.

4. Have them write the responses beside “Landforms”.

5. Tell students to turn to page 24 in their textbooks to find out more about the bodies of water. “Why are the bodies of water in the mountains important to those living in the rest of Alberta?” Read the top two paragraphs of page 24 to find out.

6. Guide the remainder of page 24 and all of page 25. With the aid of the map on page 25 you may want to point out that the waters of Rocky Mountain Region of Alberta end up in the Arctic Ocean, Hudson Bay and the Gulf of Mexico via the Milk River. Technically, none of the waters of Alberta drain into the Pacific Ocean.

7. You may want to add “narrow steep canyons” to the Landforms section of BLM 14. Add mountain lakes, streams, lakes, and rivers to the “Bodies of Water” section.

8. Distribute BLM 15. Note how most rivers start in the mountains. Rivers in northern Alberta also have their origin in the mountains of British Columbia. Have student label the “Columbia Icefields”. Trace the rivers in blue. Colour the lakes blue. Label the rivers using the map on textbook page 25.

Assignment:

2. On the map of Alberta (BLM 15), label the Columbia Icefields, colour the rivers and lakes blue, and label the rivers.
**Geography Words**

- High, rugged mountains
- U-shaped valleys
- Mountain lakes
- Streams
- Waterfalls
- Glaciers
- Rivers start here
- Much snowfall
- Cold in winter
- Warmer in summer
- Higher the elevation, the cooler it gets
- Trees down lower
- Hardy plants
- Higher up you go, the smaller the vegetation

**Landforms**

**Bodies of Water**

**Animal Life**

- Mountain goats, elk, mountain sheep, foxes, wolves, coyotes, bears, etc.

**Natural Resources**

- Coal
- Hot springs
- Scenery
- Snow for skiing

**Vegetation**
Lesson Five

Concept: The Rocky Mountain Region: Climate, Vegetation, Natural Resources

Resources/Materials: Our Alberta, Book 1, pages 26 – 29
BLM 14 (transparency and student copies used in Lesson Nine)
BLM 17 (3 pages, student copies)
Worksheet #4.2.5 (student copies)
Fern plant
Peat moss
Lump of coal

Introduction: Recall the landforms and bodies of water of the region. Review the meanings, Climate, Vegetation, and Natural Resources.

Procedure:

1. Have students read pages 26 and the top of page 27 independently. Then have them take out BLM 14 and with them fill in the information beside Climate and Vegetation.

2. Next, point out that the First Nations peoples believed that people must live in harmony with nature and that respect for nature was important. They used nature to provide them with their basic needs. Guide reading of the bottom of page 27. Conclude that Aboriginals used plants for food, medicines, and in ceremonies. Add this information to the Natural Resources section of BLM 14.

3. Show the fern, the peat moss and coal. Ask student to speculate how they are related. Basically, decaying ferns at the bottom of swamps eventually form peat. Gradually, sediment covered the peat. The resulting pressure squeezed the peat and coal was formed.

4. Tell students that coal is a natural resource of the Rocky Mountain Region. On the board write the questions:
   “How was coal used in the past?”
   “How is coal mined?”
   “What are the dangers of coal mining?”
Tell students to read pages 28 and 29 to find out.

5. Add coal to the Natural Resources section of BLM 14.

6. Tell students they will make a booklet about coal. Distribute BLM 17. Tell them to cut out the pages and staple them. Then use the information on textbook pages 28 and 29 and Worksheet #4.2.5 to complete the booklet.

Assignment:

2. Make Coal Mini-Booklet from BLM 17.
Coal has been used by people all over the world for hundreds of years. This is because it can be found in one form or another in most areas of the world. However, the way that people use coal has changed.

For centuries a form of coal called peat was used as fuel for open fires. In the 1800s and early 1900s coal was used to heat houses and other buildings. Coal was also burned to heat water. The heated water was turned into steam which was used to power engines. These engines were used to run trains and make raw materials into finished products.

Today coal is used for different purposes. Most of the electricity in North America is generated by burning coal. Coal is also used to make a product called coke. Coke is used to make steel. Finally, coal is often used to produce liquid oil products.

Although coal is used for different purposes today compared to long ago, it is still in great demand.

**Coal's Importance to Alberta**

Coal mining has always been important to Alberta. Long ago it was mined mainly to heat buildings and to run steam engines. There was a time when there was little demand for coal. This resulted in many jobs lost in coal mining towns.

Today the world wide demand for coal is increasing. The mining and processing of coal provides people with jobs. Coal is also used to provide Albertans with much of their electricity needs. Coal is used to make steel which, in turn, is used to make cars, refrigerators, machinery, and numerous other products which we all use.

Coal is one of Alberta’s most important natural resources. This is because it provides Albertans with jobs and because it is used to make products Albertans use on a daily basis.

**The Future of Coal**

Coal is a non-renewable resource. Once the present supply of coal is used up, it cannot be replaced. Geologists believe, however, that there are still large supplies of coal that are yet unmined in the Rocky Mountains and in other parts of Alberta. This means that coal can continue to provide Albertans with employment and that it can continue to be used to make products we need. However, many are concerned about the fact that the burning of coal produces gases that are harmful to the environment. For now, coal will continue to be an important natural resource for Alberta. But no one knows how important a role it will play in the future.
# Uses of Coal

<table>
<thead>
<tr>
<th>In the Past</th>
<th>In the Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>- fuel for open fires</td>
<td>- generate electricity</td>
</tr>
<tr>
<td>- heat homes/buildings</td>
<td>- used to make coke which is</td>
</tr>
<tr>
<td>- to heat water for steam</td>
<td>- used to make steel</td>
</tr>
<tr>
<td>engines</td>
<td>- produce liquid oil products</td>
</tr>
</tbody>
</table>

Coal is important in Alberta because...

- high demand for coal
- produces electricity
- used to make finished goods made of steel
- provides jobs
Lesson Six

Concept: The Rocky Mountain Region: National Parks

Resources/Materials: Our Alberta, Book 1, pages 30 – 32
Wall map of Canada
Worksheet #4.2.6a and #4.2.6b
Encyclopedias and other reference materials

Introduction: Write “National Parks” on the board. Tell students that the government of Canada (federal government) has designated 41 areas of land as national parks. Some are just a few square kilometres in area while others are tens of thousands of square kilometres in area. Alberta is home to five of them: Banff, Elk Island, Jasper, Waterton Lakes, and Wood Buffalo.
Point out the five parks in Alberta on the wall map. Ask students to tell you which of the parks are in the Rocky Mountain Region.
“Why do you suppose the federal government decided to establish national parks?”
“How is a national park different from a park in a town or city?”

Procedure:

1. Have students turn to page 30. Ask them to read page 30 independently; then ask questions such as “What surprised William McCardell and the McCabe brothers?” and “What did they propose to do with the land? Why?”

2. Next have students read page 31 to find out why the federal government made the area that McCardell and the McCabe brothers explored.

3. Compose some notes with students and have them copy them into their notebooks.
   
   National Parks
   - 41 in Canada
   - 5 in Alberta
   - 3 in Rocky Mountain Region of Alberta
   - created to control use of natural resources
   - created so people could learn about and enjoy natural areas, now and in future generations

4. Have students read page 32 to find out more about another Rocky Mountain Region national park.

5. Tell students they will write a report about Canada’s National Parks. Distribute Worksheets #4.2.6a and #4.2.6b. They list the national parks in Canada. (Remind students to read, take notes, organize, and then write the report.)

Assignment:

1. Read Our Alberta, Book 1, pages 30 - 32.
2. Select a national park from those listed on Worksheets #4.2.6a and #4.2.6b. Find information about it and write a short report.
<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Names of National Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>Banff</td>
</tr>
<tr>
<td></td>
<td>Elk Island</td>
</tr>
<tr>
<td></td>
<td>Jasper</td>
</tr>
<tr>
<td></td>
<td>Waterton Lakes</td>
</tr>
<tr>
<td></td>
<td>Wood Buffalo</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Glacier</td>
</tr>
<tr>
<td></td>
<td>Gulf Islands</td>
</tr>
<tr>
<td></td>
<td>Gwaii Haanas</td>
</tr>
<tr>
<td></td>
<td>Kootenay</td>
</tr>
<tr>
<td></td>
<td>Mount Revelstoke</td>
</tr>
<tr>
<td></td>
<td>Pacific Rim</td>
</tr>
<tr>
<td></td>
<td>Yoho</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Riding Mountain</td>
</tr>
<tr>
<td></td>
<td>Wapusk</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Fundy</td>
</tr>
<tr>
<td></td>
<td>Kouchibouguac</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>Gros Morne</td>
</tr>
<tr>
<td></td>
<td>Terra Nova</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Aulavik</td>
</tr>
<tr>
<td></td>
<td>Nahanni</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>Cape Breton Highlands</td>
</tr>
<tr>
<td></td>
<td>Kejimkujik</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Auyuittuq</td>
</tr>
<tr>
<td></td>
<td>Quttinirpaaq</td>
</tr>
<tr>
<td></td>
<td>Sirmilik</td>
</tr>
<tr>
<td></td>
<td>Ukkusiksaliq</td>
</tr>
<tr>
<td>Province/Territory</td>
<td>Names of National Parks</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Ontario</td>
<td>Bruce Peninsula</td>
</tr>
<tr>
<td></td>
<td>Georgian Bay Islands</td>
</tr>
<tr>
<td></td>
<td>Point Pelee</td>
</tr>
<tr>
<td></td>
<td>Pukaskwa</td>
</tr>
<tr>
<td></td>
<td>St. Lawrence Islands</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>Prince Edward Island</td>
</tr>
<tr>
<td>Quebec</td>
<td>Forillon</td>
</tr>
<tr>
<td></td>
<td>La Mauricie</td>
</tr>
<tr>
<td></td>
<td>Mingan Archipelago</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Grasslands</td>
</tr>
<tr>
<td></td>
<td>Prince Albert</td>
</tr>
<tr>
<td>Yukon</td>
<td>Ivvavik</td>
</tr>
<tr>
<td></td>
<td>Kluane</td>
</tr>
<tr>
<td></td>
<td>Vuntut</td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: The Rocky Mountain Region: Animal Life, Protecting Natural Areas

Resources/Materials: Our Alberta, Book 1, pages 33 – 35
BLM 14 (transparency, students have copies of this as well)
For each group of two or three students:
- Three copies of BLM 21
- Sheet of chart paper

Introduction: Review the parts of geography. Decide that on the geography of the Rocky Mountain Region that “Animal Life” has not yet been filled in.

Pose the question: “What kind of animal life is there in the Rocky Mountain Region?”

Procedure:

1. Have students turn to page 33 in their textbooks. Ask them to read the page and then fill in the spaces beside Animal Life on BLM 14. Stress that this is not a comprehensive list of the animal life, but just a list of some typical species.

2. Discuss how national parks help to conserve animal life in the region.

3. Tell students that one species of animal whose population is decreasing is the grizzly bear. Grizzly bears were once very common throughout North America. Today they have been completely eradicated from certain areas. One of the places where grizzly bears still remain is in the Rocky Mountain Region. However, their population is decreasing in this area too.

4. Guide the reading of page 34 to find out more about where grizzlies live and what they need to survive. Discuss some of the natural occurrences such as weather that might cause the population to increase or decrease.

5. Guide the reading of page 35 to find out about the impact of human activity on the grizzly population.

6. Divide the class into groups of two or three. They are to brainstorm factors that would enable the grizzly population to increase and to decrease. Once they have done that, they are to write the factors that would promote an increase on the up arrows of BLM 21 and those that would cause the population to decrease on the down arrows. These should then be cut out.

7. Give each group a sheet of chart paper. Have them draw a heavy black line across the middle of the sheet horizontally. This is the baseline. Then paste the arrows above the baseline or below the baseline. Each arrow represents a factor that may occur in any one year.

Assignment:
1. Read Our Alberta, Book 1, pages 33 – 35.
2. Complete chart on BLM 21.
Up/Down Arrows

**Up**
- mild weather
- good berry crop
- lots of fish
- lots of small mammals to eat
- little disturbance by human activity

**Down**
- severe climate, especially in winter
- poor berry crop
- few fish
- few small mammals to eat
- struck by train or motor vehicle
- fed by people
- territory decreased due to human activity
Lesson Eight

Concept: The Rocky Mountain Region: Review

Resources/Materials: Our Alberta, Book 1, Chapter 2
   BLM 24 (2 pages) student copies
   OR
   Chapter 2 Summary Questions (student copies)

Introduction: Tell students that we have now come to the end of the study of the Rocky Mountain Region. To make sure they understand all the main ideas, we are going to review.

Procedure:

Depending on the situation and the students do ONE of the following:

1. With the group over the questions on BLM 24 orally.

2. In small groups have the students discuss the questions on BLM 24.

3. ALTERNATELY. Have students do the Chapter 2 Summary Questions.

As a culmination and if time permits have students illustrate the Rocky Mountain Region including as many parts of the geography of the region as possible.

Assignment:

1. Do BLM 24 OR the Chapter 2 Summary Questions.

2. OPTIONAL. Illustrate the Rocky Mountain Region.
What makes the Rocky Mountain region a unique part of Alberta?

1. What geological forces shaped the Rocky Mountain region?

2. How did glaciers help shape the Rocky Mountain region?

How can we describe the geography?

1. What are some of the unique features of the Rocky Mountain region?

2. What are examples of the ways Aboriginal people share their knowledge about the land?
Why is coal important to Alberta?

1. How has Alberta’s coal affected communities?

2. In what ways does Alberta’s coal affect our quality of life?

Why do we have national parks?

1. How do national parks help us care for and maintain Alberta’s natural environment in the Rocky Mountains?

2. What activities would you like to do in the Rocky Mountains?

Why is it important to protect our natural areas?

1. What are three reasons our national parks are important?
2. How can tourism be both helpful and harmful to the natural environment?

3. How do you care for the natural environment?

What do you value about the Rocky Mountain region?

Why are we learning about Alberta’s geography?
Chapter 2 Summary Questions

What makes the Rocky Mountain region a unique part of Alberta?

1. What geological forces shaped the Rocky Mountain region?
   - tectonic plates pushed against each other, causing folding and breaking of the plates

2. How did glaciers help shape the Rocky Mountain region?
   - carved the land and smoothed out lower parts of mountains
   - left piles of rocks

How can we describe the geography?

1. What are some of the unique features of the Rocky Mountain region?
   - snow on mountain tops year round
   - rugged mountains
   - glaciers still present
   - most snowfall and coldest temperatures in Alberta

2. What are examples of the ways Aboriginal people share their knowledge about the land?
   - used plants as medicines
Why is coal important to Alberta?

1. How has Alberta’s coal affected communities?
   - provided employment
   - mine accidents have claimed lives

2. In what ways does Alberta’s coal affect our quality of life?
   - gives us electricity, steel products, liquid petroleum products

Why do we have national parks?

1. How do national parks help us care for and maintain Alberta’s natural environment in the Rocky Mountains?
   - helps us learn about natural environment
   - protects a natural environment so we and future generations can enjoy

2. What activities would you like to do in the Rocky Mountains?
   Answers will vary

Why is it important to protect our natural areas?

1. What are three reasons our national parks are important?
   - protect natural environment
   - control use of natural resources
   - learn about and enjoy natural areas
2. How can tourism be both helpful and harmful to the natural environment?
   - helps us to understand and appreciate natural environment
   BUT
   - presence of people can interfere with natural environment

3. How do you care for the natural environment?
   - respect it
   - do not damage it

What do you value about the Rocky Mountain region?

Examples: jobs
- beauty
- natural resources
- nature

Why are we learning about Alberta’s geography?

- understand how geography affects our lifestyle
Chapter Three

The Foothills Region
# Social Studies Grade 4 Our Alberta
## Chapter Three
### The Foothills Region

## Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>The Foothills Region:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>Location, Landforms, Bodies of Water</td>
</tr>
<tr>
<td>Lesson Two</td>
<td>Climate, Vegetation, Animal Life</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Natural Resources</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>Communities often develop where there is proximity to a natural resource.</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>Using Natural Resources Wisely</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>Review</td>
</tr>
</tbody>
</table>
Lesson One

Concept: The Foothills Region: Location, Landforms, Bodies of Water

Resources/Materials: Our Alberta, Book 1, pages 38 – 41
Map of World, Canada, Alberta (or atlas)
Picture of Foothills region
Worksheet #4.3.1a and #4.3.1b (student copies)
BLM 14 (student copies)

Introduction: Review that the Rocky Mountain region of Alberta is part of larger region of mountains that covers the western parts of North America, Central America, and South America. Point this out on the map. The Rocky Mountain region covers a relatively small part of Alberta.

Recall that the Rockies were formed as a result of two tectonic plates pushing against each other. Tell students that the next region of Alberta we will study was also formed by the same cause, just to a lesser extent.

Procedure:

1. Show students the picture of the foothills. Discuss that hills are just rounder, smaller, lower mountains.

2. Have students locate the Foothill region on the map on the inside cover of the textbook. Note the location directly next to the mountains.

3. Have students turn to textbook pages 38 and 39. Guide the reading of page 38 and then direct their attention to the inquiry questions on pages 38 and 39.

4. Recall with students the meanings of the terms “landforms” and “bodies of water”. Guide the reading of pages 40 and 41, if you have time. Otherwise assign it to be read independently.

5. Tell students they will independently be making a map of the Foothills region – they will also have to fill in the compass rose. Distribute Worksheet #4.3.1a.

6. Distribute BLM 14. Tell students to write the heading “The Foothills Region” at the top. Tell students to fill in the sections on Landforms and Bodies of Water. Be sure to remind them to include “describing” words; e.g., broad river valleys.

7. Finally, distribute Worksheet #4.3.1b which summarizes the main ideas of pages 38 – 41.

Assignments:

1. Read Our Alberta, Book 1, pages 38 – 41.
2. Complete the map on Worksheet #4.3.1a.
3. Complete BLM 14 (landforms and bodies of water).
4. Do Worksheet #4.3.1b
Directions: On the map of Alberta fill in the directions of the compass rose. Then draw in and lightly colour the Foothills Region. Label the towns of Nordegg, Hinton, and Edson.
Directions: On the map of Alberta fill in the directions of the compass rose. Then draw in and lightly colour the Foothills Region. Label the towns of Nordegg, Hinton, and Edson.
Geography Words
Foothills

- forested hills
- rolling grasslands
- broad river valleys
- beginning of many rivers

woodland, caribou, moose, coyotes, wolves, black bear

chimneys

coal

Upper foothills - coniferous trees
Lower foothills - short grasses, bushes, deciduous trees

Geography

Landforms

Bodies of Water

Animal Life

Climate

Natural Resources

Vegetation
The Foothills Region:  
Location, Landforms, Bodies of Water

Directions: Unscramble these words to make sentences about the Foothills Region.

1. Foothills next Rocky to the The Mountain Region Region is.  

2. region David Thompson explorer, an surveyor was and mapmaker in this.  

3. guides First Nations helped find his Thompson way.  

4. region has hills forested, grasslands rolling, and river broad valleys The Foothills.  

5. Columbia is tall twice as Mount as the top of about the foothills.  

6. Mountains rivers Many start in the and the cross foothills.  

7. Brazeau and The Reservoir control store Dam and water.
Directions: Unscramble these words to make sentences about the Foothills Region.

* There may be some variations.

1. Foothills next Rocky to the The Mountain Region Region is.

   The Foothills Region is next to the Rocky Mountain Region.

2. region David Thompson explorer, an surveyor was and mapmaker in this.

   David Thompson was an explorer, surveyor, and mapmaker in this region.

3. guides First Nations helped find his Thompson way.

   First Nations guides helped Thompson find his way.

4. region has hills forested, grasslands rolling, and river broad valleys The Foothills.

   The Foothills region has forested hills, rolling grasslands, and broad river valleys.

5. Columbia is tall twice as Mount as the top of about the foothills.

   Mount Columbia is about twice as tall as the top of the foothills.

6. Mountains rivers Many start in the and the cross foothills.

   Many rivers start in the mountains and cross the foothills.

7. Brazeau and The Reservoir control store Dam and water.

   The Brazeau Dam and Reservoir store and control water.
Lesson Two

Concept: The Foothills Region: Climate, Vegetation, Animal Life

Resources/Materials: Our Alberta, Book 1, pages 42 – 46
dictionaries
BLM 14 (students have this)
BLM 25 (student copies)

Introduction: Have students use the dictionary to look up the word “chinook”. Note that there are two meanings. “Which one has to do with climate?”
Have students speculate the connection between the Foothills region and a chinook.

Procedure:

1. Discuss students’ own experiences with chinooks, especially when they occur in winter. Tell students there are very few parts of the world that experience the type of temperature change that chinooks can cause.

2. “What causes Chinooks?” Have students turn to page 42 in their textbooks to find out. Bring their attention to the fact that the diagram and the text complement each other. Guide the reading. Note that chinooks bring NO rain to the prairies, but can bring small amounts of rain to the foothills. Also be sure to discuss the connection between elevation and temperature.

3. Vegetation. Tell students that the vegetation in the Foothills varies depending on location. Tell them to read to find out more. Discuss. BE SURE TO DISCUSS THE PAUSE QUESTIONS.

4. Animal Life. Recall that the declining grizzly population was a concern in the Rocky Mountain region. Have students read page 44 to find out about a similar problem in the Foothills region.

5. Finally have students read pages 45 and 46 to find out about some of the other animal life found in the region and how the Nakoda First Nation used had a calendar which guided their co-existence with nature.

6. Distribute BLM 14. Tell students to fill in the climate, vegetation, and animal life sections. Then distribute BLM 25. Have students use textbook page 42 to draw the illustrations dealing with the formation of Chinooks.

7. If you like, substitute BLM 25 with the following: Have students reread textbook page 46. Then write a paragraph which answers the question in the centre of the web.

Assignments:

1. Read Our Alberta, Book 1, pages 42 – 46.
2. Complete BLM14 (climate, vegetation, animal life)
3. Do BLM 25.
4. Write paragraph (optional).
Elevation and Precipitation

Instructions: Draw an illustration to go with the captions.

1. Warm, moist air comes from the Pacific Ocean.
2. As the air rises over the Rocky Mountains, most of the moisture is dropped on the British Columbia side of the mountains.
3. Smaller amounts of rain are dropped on the upper foothills.
Lesson Three

Concept: The Foothills Region: Natural Resources

Resources/Materials: Our Alberta, Book 1, page 47
Worksheet #4.3.3a (cut up into sections) OR print words on large word cards
Worksheet #4.3.3b (student copies)

Introduction: Recall the meaning of the term “natural resource” as something from nature that people use. Emphasize to students that wherever in the world people live, they rely heavily on natural resources. Discuss “Why is it important for people to use natural resources carefully?”

Procedure:

1. Mix up the words on the word cards (from Worksheet #4.3.3a). Tell students that the words printed on the cards are all names of natural resources. You will showing them to the students one at a time. Each time you will be putting the word into one of two categories. Their challenge is to figure out how you are categorizing them.

2. Hold up the cards. As you do place them into a Renewable Resource or Non-renewable resource pile, do not tell students how you are classifying them. After several cards, ask students if they can tell you where the next one goes, and then finally ask them how you are classifying them.

3. Give headings to your groups of words: Introduce the terms renewable and non-renewable. Make notes for students to copy.

   Natural Resources

   Natural resource – something from nature that people use

   Renewable Natural Resource – can be regrown or replaced if used carefully

   Non-renewable Natural Resource – cannot be replaced. Once it is used up, it disappears forever

4. Have students turn to textbook page 47. Tell students to read the page to find out more about renewable and non-renewable natural resources. (They can read independently or you can guide the reading.)

5. Distribute Worksheet #4.3.3b to give students practice in classifying natural resources.

Assignment:

1. Read Our Alberta, Book 1, page 47.
2. Do Worksheet #4.3.3b.
<table>
<thead>
<tr>
<th>soil</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>natural gas</td>
<td>fish</td>
</tr>
<tr>
<td>oil</td>
<td>gold</td>
</tr>
<tr>
<td>grass</td>
<td>caribou</td>
</tr>
<tr>
<td>eagle</td>
<td>coal</td>
</tr>
<tr>
<td>silver</td>
<td>water</td>
</tr>
<tr>
<td>rocks</td>
<td>sand</td>
</tr>
</tbody>
</table>
**Directions:** Complete the sentences.

Renewable natural resources are ____________________________________________

__________________________________________

Non-renewable natural resources are __________________________________________

__________________________________________

Classify the words in the box.

<table>
<thead>
<tr>
<th>soil</th>
<th>coal</th>
<th>water</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>bushes</td>
<td>natural gas</td>
<td>tin</td>
<td>grass</td>
</tr>
<tr>
<td>fox</td>
<td>rabbit</td>
<td>oil</td>
<td>silver</td>
</tr>
<tr>
<td>hawk</td>
<td>deer</td>
<td>rocks</td>
<td>sand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewable Resources</th>
<th>Non-renewable Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Complete the sentences.

Renewable natural resources are **resources that can be replaced or regrown**

Non-renewable natural resources are **resources that cannot be replaced or regrown**

Classify the words in the box.

<table>
<thead>
<tr>
<th>soil</th>
<th>coal</th>
<th>water</th>
<th>trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>bushes</td>
<td>natural gas</td>
<td>tin</td>
<td>grass</td>
</tr>
<tr>
<td>fox</td>
<td>rabbit</td>
<td>oil</td>
<td>silver</td>
</tr>
<tr>
<td>hawk</td>
<td>deer</td>
<td>rocks</td>
<td>sand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewable Resources</th>
<th>Non-renewable Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>coal</td>
</tr>
<tr>
<td>bushes</td>
<td>natural gas</td>
</tr>
<tr>
<td>fox</td>
<td>tin</td>
</tr>
<tr>
<td>hawk</td>
<td>oil</td>
</tr>
<tr>
<td>rabbit</td>
<td>rocks</td>
</tr>
<tr>
<td>deer</td>
<td>silver</td>
</tr>
<tr>
<td>water</td>
<td>sand</td>
</tr>
<tr>
<td>trees</td>
<td></td>
</tr>
<tr>
<td>grass</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Four

Concept: The Foothills Region:

Communities often develop where there is proximity to a natural resource.

Resources/Materials: Our Alberta, Book 1, pages 48 and 49

BLM 1 (enlarged to 11’ X 17”) student copies - optional
BLM 30 (one copies per two students) - optional
BLM 31 (teacher copy or transparency) - optional

Introduction: Ask students to speculate why their colony is located where it is (as opposed to in the mountains, up in the Arctic, etc.) Lead the discussion to the fact that Hutterites’ main activity is farming and farming relies on good soil and enough water – natural resources.

Procedure:

1. Tell students that like their colony, communities in the foothills were usually established because of their nearness to a natural resource.

2. Have students turn to textbook pages 48 and 49. Guide the reading.

3. With students examine the Pause questions on page 49. Tell them they will be answering them in their notebooks.

4. As an optional activity have students paste the symbols for particular industries (BLM 30) on the enlarged maps of Alberta (BLM 1) using BLM 31 as a guide.

Assignment:

1. Read Our Alberta, Book 1, pages 48 and 49.

2. Do the Pause questions on textbook, page 49.

3. Make a map of Alberta industries using natural resources (optional).
Lesson Five

Concept: The Foothills Region: Using Natural Resources Wisely

Resources/Materials: Our Alberta, Book 1, pages 50 – 53

Introduction: Recall what cattle ranchers do to try to keep the grazing areas healthy. (don’t overgraze) Ask “Why is it important to use natural resources, both renewable and non-renewable, wisely?”

Procedure:

1. Ask students what natural events might occur that would, both positively and negatively, affect the growth of forests.

2. Ask students what human activities might occur that would affect the growth of forests.

3. Conclude that usually there is little people can do to control natural events, but there is much that can be done about human activity.

4. Have students turn to pages 50 – 53 in their textbooks. Bring students’ attention to the inquiry question at the top of page 50. Tell students that the next four pages help us to find answers to this question.

5. Have students read the pages independently OR guide the reading if there is time. Tell them that for each page they are to:
   - Read the page
   - In notebook write the heading of the page
   - Under the heading write one or two sentences that summarize the page

Assignment:

1. Read Our Alberta, Book 1, pages 50 – 53.

2. Write the headings and summaries for each of pages 50 – 53.
Lesson Six

Concept: The Foothills Region: Review

Resources/Materials: Our Alberta, Book 1, pages 54 and 55
  Strips of Paper with the words: landforms, bodies, of water, vegetation, animal life, natural resources
  BLM 29 (optional) (student copies)
  The Foothills Region – Review sheets (optional) (student copies)

Introduction: Fold the strips of paper and put them in a container. Have students draw out one of the strips and read it. Ask students to summarize what they learned about that particular topic with regard to the Foothills region.

Procedure:

1. Have students turn to textbook page 54. Read the “Inquiring” section. Distribute BLM 29 and have students do the activity suggested by the Inquiring section.

2. If you think it is necessary, have students answer the questions on Worksheet #13.

Assignment:

1. Do BLM 29 AND/OR The Foothills Region – Review sheets.
Directions: Use sentences to answer these questions about the Foothills region.

1. How can people’s activities affect animal life?

2. How are we connected to nature?

3. Why do communities form?

4. How can we use our natural resources wisely?
5. What makes the Foothills region a unique part of Alberta?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What do you value about the Foothills region?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use sentences to answer these questions about the Foothills region.

1. How can people’s activities affect animal life? **Examples:**
   - collisions with motor vehicles
   - oil wells and pipelines prevent animals from migrating
   - logging takes away habitat
   - ATVs and snowmobiles disturb animals

2. How are we connected to nature?
   - nature determines our lifestyle
   - provides us with beautiful scenery
   - provides us with natural resources

3. Why do communities form?
   - presence of a natural resource
   - on a major transportation route

4. How can we use our natural resources wisely?
   - do not waste; use/take only what you need
5. What makes the Foothills region a unique part of Alberta?

- the foothills themselves
- different types of vegetation

6. What do you value about the Foothills region?
Chapter Four

The Grassland Region
Social Studies Grade 4 Our Alberta
Chapter Four
The Grassland Region

Contents

Lesson One  The Grassland Region: Location, Landforms, Bodies of Water  3
Lesson Two  The Grassland Region: Natural Resources  4
Lesson Three  The Grassland Region: Vegetation and Animal Life  6
Lesson Four  The Grassland Region: Communities change over time (Calgary)  7
Lesson Five  The Grassland Region: Ranching Heritage  8
Lesson Six  The Grassland Region: Review  9

Lesson Seven  Assessment for Chapters Two, Three and Four  10
Lesson One

Concept: The Grassland Region: Location, Landforms, Bodies of Water

Resources/Materials: Our Alberta, Book 1, pages 56 – 61
Map of Alberta or Canada
Photo of Grassland region
Worksheet #4.4.1a (student copies)
Worksheet #4.4.1b (student copies)
Coarse sandpaper - optional

NOTE: Unlike the Rocky Mountains and the Foothills regions which are largely landform-based, the Grasslands region is based on natural vegetation. It is important that students understand this.

Introduction: Ask students to imagine what the area where they live looked like before there were any towns or cities or agricultural activity. What would they see? (grassland with trees and shrubs only along creeks and river valleys) Show picture of Grassland region. This is the region of Alberta we will study next. Like the Rocky Mountain and Foothills regions, the Grassland region is unique.

Procedure:

1. Point the Grassland region out on the map and explain that this region actually extends into Saskatchewan and Manitoba and stretches down through the United States to Mexico.

2. Have students turn to page 56 in their textbook. Guide the reading and note the inquiry questions.

3. Distribute Worksheet #4.4.1a. Have students fill in the compass rose and draw and colour in the Grassland region. Have them label all the towns and cities using the map on textbook page 57 as a guide.

4. Next tell students that they will read pages 58 – 61 to find out more about the landforms and bodies of water of the region. Point out the photographs of the hoodoos. Some students may have seen actual hoodoos.

5. Distribute Worksheet #4.4.1b. They are to fill in the sections on location, landforms, and bodies of water. On Worksheet #14 have them label the rivers that go through the region.

6. As optional activities students may do one or both of the following:
   - Design a corn maze.
   - Make a hoodoos picture. Draw a few hoodoo shapes on the sandpaper. Be sure to include the hard cap rock details. Cut the hoodoos out. Place them under a place white sheet. With pencil crayons rub over the sandpaper areas. (Use darker colours for the cap rock.) Draw in and colour the rest of the picture with appropriate details.

Assignment:

2. Worksheet #4.4.1a (compass rose, draw in Grassland region, label towns and cities, label rivers)
3. Worksheet #4.4.1b (location, landforms, bodies of water)
4. Draw corn maze and/or make hoodoos crayon resist picture.
The Grassland Region

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
</tr>
<tr>
<td>Landforms</td>
</tr>
<tr>
<td>Bodies of Water</td>
</tr>
<tr>
<td>Climate</td>
</tr>
<tr>
<td>Vegetation</td>
</tr>
<tr>
<td>Animal Life</td>
</tr>
<tr>
<td>Natural Resources</td>
</tr>
<tr>
<td>Details</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>Location</strong></td>
</tr>
</tbody>
</table>
| - southern part of Alberta  
  - west of Foothills |
| **Landforms** |
| - mostly flat land  
  - few hilly areas  
  - some ridges  
  - hoodoos along river valleys  
  - coulees |
| **Bodies of Water** |
| - large and small rivers  
  - few lakes |
| **Climate** |
| - low rainfall  
  - warm in summer  
  - winter can be cold  
  - chinook winds in winter |
| **Vegetation** |
| - tall grasses  
  - some trees along river valleys |
| **Animal Life** |
| - pronghorn antelope  
  - mule deer  
  - white-tailed deer  
  - owls  
  - foxes  
  - gophers  
  - coyotes |
| **Natural Resources** |
| - soil  
  - water  
  - oil and gas |
Lesson Two

Concept: The Grassland Region: Natural Resources

Resources/Materials: Our Alberta, Book 1, pages 64 – 67, page 60
Worksheet #4.4.1b (students have this already)
BLM 32 (student copies)
BLM 33 (student copies) 2 pages
BLM 34 (student copies)

Introduction: Read the following excerpt from “The Dustbowl”.

(See Page 5.)

Discuss that agriculture is an important industry in the Grassland region. Discuss the importance of soil and water as natural resources. Farming practices have developed so that farmers are learning more how to control soil erosion and how to deal with shortages of natural precipitation through low- and no-till practices and the use of irrigation.

Procedure:

1. These days we turn on the tap, flush the toilet, and turn on the washing machine without too much thought about how much water we are using. The careless use of water is an important issue in most parts of the grassland region.

2. Ask “About how many times do you think the average person goes to the bathroom each day?” “Do you flush the toilet each time? Every other time? Every fifth time?” Tell students that each flush uses approximately 20 litres of water (6 litres if the colony uses low-water use toilets). With students calculate the amount of water used just for toilet flushing each day by each person. Then calculate toilet flush water use for the colony.

3. Have students turn to textbook pages 64 and 65. Guide the reading. Distribute BLM 32. Fill in the blank headings with words such as “Washing Dishes”, “Laundry”, “Lawn Irrigation”. Tell students to calculate their household’s use of water in one day. You may also want to have it done for a week and for a year.

4. Discuss with students that one way we deal with the lack of water is by using irrigation is by storing river water in a large man-made lake called a reservoir. We control and store the water using a dam. (Refer to textbook page 60.)

5. Besides soil and water, the Grassland region has many other natural resources. Some of them are discussed on pages 66 and 67. Have students read these pages (discuss if time).

6. Distribute BLM 33 and 34. Go over the directions.

Assignments:

2. Do Worksheet #4.4.1b (natural resources).
3. Do BLM 32, 33, and 34.
To Be Used with Lesson Two

The Dust Bowl

Written by David Booth

On Sunday morning, the wind blew outside the kitchen window. Matthew wiped the dust from his cereal bowl. He was used to removing the fine coating from everything in the house. It was almost as dusty inside as out. From the sideboard, the pictures of his mother and his grandmas smiled at him.

When his father and his grandpa joined him at the table, they didn’t say much, but he knew what they were thinking. Finally, he blurted out, “We aren’t going to sell the farm, are we?”

His father set down his coffee mug and looked at Matthew’s grandpa. “How much longer can we last, Pop?”

“As long as it takes,” Grandpa answered.

“But the crops won’t make it this year,” his father snapped. “Without rain there’ll be no grain. Without grain, there’ll be no money.”

Matthew said nothing. His grandpa stood up and walked over to the window. “The rain will come. The wheat will grow. It’s not as bad as the last drought.”

Matthew’s father pushed his chair back angrily and went outside. He began to work in the small garden below the porch.

1. Reservoirs are used to store and control the flow of water. Most of the water comes from the spring snowmelt.

2. Dams direct the water from a reservoir into a stream or into a canal, which is a man-made waterway.

3. Canals or pipelines carry water to fields.

4. Fields (or rows) are flooded or large sprinklers cross over the fields.
Grassland Natural Resources

Instructions:
1. The smallest “wedges” are labelled for you. In the next larger wedge, make a brief note about the importance of each resource.
2. In the outer ring, add concerns about the resource or notes on how Albertans can best use or protect this resource.

- Soil
  - helps grow crops
  - can blow away
  - can lose moisture if ploughed too much
  - sometimes too little rainfall
  - must not waste it
  - necessary for crops
  - needed in homes and factories
  - provides 80% of Canada's needs
  - is a non-renewable resource

- Water
  - provides 80% of Canada's needs
  - must not waste it
  - necessary for crops
  - needed in homes and factories
  - is a non-renewable resource

- Vegetation
  - helps grow crops
  - puts some moisture back into the air
  - must keep as much plant life as possible
  - should make sure there are lots of trees in towns and cities

- Animals
  - must be sure not to destroy habitat
  - some keep gopher/mice population under control
  - used to generate electricity

- Wind
  - more wind turbines can be built
  - drilling can disturb the environment
Lesson Three

Concept: The Grassland Region: Vegetation and Animal Life

Resources/Materials: Our Alberta, Book 1, pages 68 and 69
Worksheets #4.4.3a, #4.4.3b, #4.4.3c, #4.4.3d, #4.4.3e (student copies)

Introduction: On the board write the words “Plains” and “Prairies”. Discuss the difference between the two terms. (Plains refers to a large area of relatively flat land – plains refers to a landform. Prairies refers to an area of naturally growing grasses and few trees – prairies describes the vegetation.)

On the prairie landscape before settlement, there were few trees except along stream and river banks. The other trees you see in our area were all planted by people.

Procedure:

1. Have student turn to textbook page 68 and guide the reading of the page.

2. Next guide the reading of page 69 to find out more about animal life. Be sure to note that the animals mentioned on page 69 do not constitute a comprehensive list. Elicit from students the names of other animals native to the area.

3. Tell students to complete Worksheet #4.4.1b (vegetation and animal life)

4. Distribute Worksheets #4.4.3a, #4.4.3b, #4.4.3c, #4.4.3d, #4.4.3e. Tell them to read the articles on three of Alberta’s native animals. Answer the questions.

Assignment:

1. Read Our Alberta, Book 1, pages 68 and 69.

2. Do Worksheets #4.4.3a, #4.4.3b, #4.4.3c, #4.4.3d, #4.4.3e.

3. Optional – Draw and colour a picture that shows a Grassland region animal camouflaged in its natural environment.
Animal Life of the Grassland

The Grassland region is home to many different types of animals and birds. Here is some information on three of them.

**Burrowing Owl**

The burrowing owl is a bird of the treeless, shortgrass country of western North America, from southern Canada to Mexico. The burrowing owl nests in the abandoned holes or burrows of gophers, badgers, and woodchucks. It does not dig its own holes as its name might suggest.

The adult burrowing owl is smaller than a pigeon. It weighs between 125 g and 185 g and stands from 19 cm to 20 cm. Its body is generally brown, mottled with white flecks. Its colours help to provide good camouflage in the grasslands where it lives. The burrowing owl’s head is rounded, and its eyes are yellow. Both the males and females look similar, but the male is slightly lighter in colour.

Amazingly enough, the burrowing owl can make a noise like that of the rattling hiss of a rattlesnake’s tail. This helps to keep its enemies away. Otherwise, it makes a variety of sounds that are rarely heard by humans.

The burrowing owl feeds as much in the daytime as it does at night. It can often be seen perched on fence posts ready to capture its prey. The burrowing owl’s favourite food is mice. But it does eat frogs, toads, salamanders, small snakes, grasshoppers, and beetles.

From April to September, Alberta’s burrowing owls stay on Alberta’s grasslands. However, come fall they migrate 2 500 to 3 500 km to south Texas and central Mexico.

Females lay on average nine white eggs. They eventually turn a brownish colour. The female incubates the eggs for about four weeks when the eggs hatch one at a time. The young birds stay underground for about four weeks.

Burrowing owls are becoming an endangered species. Their natural habitat is increasingly becoming lost to agriculture and the expansion of towns and cities. Chemicals that farmers use to kills grasshoppers and gophers often kill the burrowing owl too.
The Pronghorn Antelope

The pronghorn antelope is considered to be the fastest animal in North America. It can travel at a maximum speed of over 80 km/h. Pronghorns live on the open plains and semidesert areas of Canada and the United States. They live alone or in small groups in summer.

Both the males and the females have horns. However, the horns of the males have two prongs while the females’ horns are short spikes. The animal is reddish brown with a dark brown mane, white underparts, two while bands on its neck, and a large white patch on its rump. Its colour helps it to camouflage in the grassland region, especially in mid-summer when the grasses begin to ripen and turn golden brown. When alarmed, the animal can make its white rump hair stand straight out, producing a white “flash”. This warns the other antelope in the herd.

Pronghorn antelope eat grass, forb, sagebrush, and cactus.

Pronghorn young are called fawns. They are usually born in the month of May and typically weigh between two and four kilograms. For the first three or four weeks the mother leaves its fawn hiding in the vegetation, where the grass camouflages it. If an enemy comes near, the mother pronghorn will try to lead it away from her baby.

They have excellent vision which enables them to see accurately over great distances.

At one time the number of pronghorns left in the wild numbered as few as 10 000. Severe winters and people using their land for roads, cities and towns, and farming have reduced their habitat range. Recently, control of hunting and good wildlife management have helped to increase their population.
The Swift Fox

The swift fox is smaller and more slender than the Red Fox and is lighter in colour. It is buff-yellow with a black tip on its bushy tail. Its ears are relatively large and pointed. The swift fox measures approximately 80 cm in length, of which its tail makes up about 30 cm. It stands about 30 cm high at the shoulder. On average, the male fox weighs 2.5 kg and the female weighs 2.25 kg. As its name suggests, the swift fox can travel quickly, as fast as 60 km/h.

The swift fox once lived everywhere on the prairies from Alberta and Saskatchewan to Texas in the United States. It prefers open, sparsely vegetated short-grass and mixed-grass prairie, where it is easy to see and get around.

The swift fox feeds mainly on small rodents like mice and gophers. It also feeds on cottontail rabbits, small birds, insects, small reptiles, and frogs. It is a nocturnal animal, meaning it is most active at night.

Swift fox pups are born in April or May. The average litter is four or five, though litters of one to eight are possible.

It was once an endangered species. Making natural grassland into farmland had reduced its habitat. In 1928 the last Canadian swift fox was captured in Gove Lock, Saskatchewan. Because of programs in Canada and the United States the swift fox’s numbers gradually increased so that in 1999 approximately 280 swift foxes remained in the wild. In 2001 there were almost 600 swift foxes on the border area between Alberta and Saskatchewan alone.
**Wildlife of the Grassland**

**Directions:** Fill in the chart using information from the articles about the burrowing owl, pronghorn antelope, and swift fox.

<table>
<thead>
<tr>
<th></th>
<th>Burrowing Owl</th>
<th>Pronghorn Antelope</th>
<th>Swift Fox</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where it lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance (what it looks like)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its Young</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why its population is threatened.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #4.4.3d
Directions: Answer the questions.

1. In each of the birds and animals you read about what is similar about where they live?

2. In each of the birds and animals you read about what is the connection between their appearance and camouflage?

3. In each of the birds and animals you read about what is similar about the reasons their populations are or were threatened?

4. What do you think can be done so that the populations of burrowing owls, swift foxes, and pronghorn antelopes will not decrease further?

5. What natural forces affect the populations of these birds and animals?
**Directions:** Fill in the chart using information from the articles about the burrowing owl, pronghorn antelope, and swift fox.

<table>
<thead>
<tr>
<th></th>
<th>Burrowing Owl</th>
<th>Pronghorn Antelope</th>
<th>Swift Fox</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where it lives</strong></td>
<td>short grass country of North America</td>
<td>- open plains</td>
<td>- prairies</td>
</tr>
<tr>
<td></td>
<td>- abandoned holes or burrows</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appearance (what it looks like)</strong></td>
<td>- smaller than pigeon</td>
<td>- male 2 horns</td>
<td>- smaller than red fox</td>
</tr>
<tr>
<td></td>
<td>- weighs between 125g and 185g</td>
<td>- female 2 spikes</td>
<td>- large pointed ears</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reddish brown with dark brown</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>mane; white underparts and white</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>patch on rump</td>
<td></td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>- feeds day-and nighttime</td>
<td>- grass, forb,</td>
<td>- small rodents, rabbits,</td>
</tr>
<tr>
<td></td>
<td>- mice, frogs and toads,</td>
<td>sagebrush, cactus</td>
<td>small birds, insects,</td>
</tr>
<tr>
<td></td>
<td>salamanders, beetles,</td>
<td></td>
<td>small reptiles, frogs</td>
</tr>
<tr>
<td></td>
<td>small snakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Its Young</strong></td>
<td>- nine eggs</td>
<td>- called a fawn</td>
<td>- born in April/May</td>
</tr>
<tr>
<td></td>
<td>- hatch one at a time</td>
<td>- born in May</td>
<td>- 4-5 in a litter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- weighs 2-4 kg at birth</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- mother leaves fawn in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>vegetation for first 3-4 wks.</td>
<td></td>
</tr>
<tr>
<td><strong>Why its population is threatened.</strong></td>
<td>- loss of habitat</td>
<td>- severe winters</td>
<td>- loss of habitat</td>
</tr>
<tr>
<td></td>
<td>- farm chemicals</td>
<td>- loss of habitat</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Answer the questions.

1. In each of the birds and animals you read about what is similar about where they live?
   - live on prairies

2. In each of the birds and animals you read about what is the connection between their appearance and camouflage?
   - coloured so they are camouflaged in prairie grassland

3. In each of the birds and animals you read about what is similar about the reasons their populations are or were threatened?
   - loss of habitat
   - poisoned by farm chemicals

4. What do you think can be done so that the populations of burrowing owls, swift foxes, and pronghorn antelopes will not decrease further?
   - watch use of chemicals
   - do not develop more natural prairie land than is necessary

5. What natural forces affect the populations of these birds and animals?
   - drought
   - extreme cold
   - loss of prey
Lesson Four

Concept: The Grassland Region: Communities change over time (Calgary)

Resources/Materials: Our Alberta, Book 1, pages 70 – 73
BLM 35 (2 copies per student)
BLM 37 (student copies)

Introduction: Ask students how and why a community might change. (changes in population, changes in technology, need to replace old and/or outdated buildings, etc.) Have them think about their own colony. What changes have occurred since it was first established? (Even new colonies experience some changes like births, deaths, acquisition of new machines, farm implements, etc.)

List the changes on the board.

Procedure:

1. Tell students that we will examine why the city of Calgary was established and some of the major changes that have occurred over time.

2. Direct students to turn to textbook pages 70 and 71. Note the features of a timeline or flowchart. (numbered boxes, arrows) Note also that the timeline stops at 1914. This does not mean that changes have not occurred since then.

3. Distribute two copies each of BLM 35. Tell students they will use the rectangles on this page to make a timeline of their colony. They should do this in their notebooks. As a class decide on a heading such as “Elmspring Over the Years”.

4. Present the term “heritage” to students. Discuss what it might mean. (cultures and traditions of a community, usually rooted in the past)

5. Tell students that Calgary’s heritage is celebrated in many ways; museums, celebrations, and festivals.

6. Have students turn to textbooks pages 72 and 73. Students should read these pages to find out more about Calgary’s heritage and how it is celebrated.

7. Distribute BLM 37. Go over the worksheet with students so they understand what to do. Have them work in groups of two or three.

Assignment:

1. Read Our Alberta, Book 1, pages 70 – 73.

2. Make timeline using BLM 35

3. Do. BLM 37.
Celebrations and Festivals

<table>
<thead>
<tr>
<th>Celebration or festival name</th>
<th>What does it celebrate?</th>
<th>What heritage connections does it have? (history, culture)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dragon Dance</td>
<td>Chinese New Year</td>
<td>Chinese tradition</td>
</tr>
<tr>
<td>Calgary Stampede</td>
<td>Calgary’s history</td>
<td>Calgary’s history in ranching and the contributions of First Nations</td>
</tr>
<tr>
<td>International Children’s Festival</td>
<td>visual and performing arts for children</td>
<td>something from many parts of world.</td>
</tr>
<tr>
<td>Afrikadey</td>
<td>African food, art, craft, dance, music</td>
<td>African cultures</td>
</tr>
<tr>
<td>Glenbow Museum</td>
<td>Aboriginal cultures, from one culture to all over world</td>
<td>many different cultures</td>
</tr>
</tbody>
</table>

Why are celebrations and festivals important?
- Help us learn about and preserve our heritage
Lesson Five (optional)

Concept: The Grassland Region: Ranching Heritage

Resources/Materials: Our Alberta, Book 1, pages 74 and 75
BLM 38 (4 pages) student copies

Introduction: Write the word “ranching” on the board. Discuss that ranching is a type of agricultural activity where livestock are raised by allowing them to graze on pastureland. Tell students that ranching is an important agricultural activity in the Grassland region. (Note that intensive livestock operations – feedlots- are fast replacing many of the existing ranches.) Ranching has its roots in the Grassland region when the Northwest Mounted Police needed someone to provide the police officers with meat.

Procedure:

1. Have students turn to textbook pages 74 and 75. Guide the reading.

2. Distribute the pages of BLM 38. Have students write the title “Ranching” on the front. Guide students to assemble and complete the booklet as follows:

   Page 1 – Table of Contents: This is best completed at the end.
   Page 2 – Geography and Ranching: Ask students to record the features of geography that make Alberta suitable for cattle ranching (e.g., landforms, climate, vegetation)
   Page 3 – Contributions: Have students record notes about the contributions a particular rancher has made in Alberta. This can be someone from history or the present day.
   Page 4 – Wanted at the Ranch: Have students list jobs related to cattle ranching
   Page 5 – Diversification: Have students make a small web to show some ways ranchers can diversify
   Page 6 – Summary Statement: Ask students to complete the statement “Ranching is important in Alberta because…..”

Assignment:

1. Read Our Alberta, Book 1, pages 74 and 75.

2. Do BLM 38.
Geography and Ranching
- wide stretches of grassland
- adequate water supply

Contributions

Maureen Munro
(Name)

contributed to ranching in Alberta by:
- having a cow-calf operation
- showing visitors their operation

OR

CL Ranch
- showing how ranching uses modern technology and record-keeping
Wanted at the Ranch
- cowboy
- trucker
- farmhand
- cook
- bookkeeper
- airplane pilot
- veterinarian
- dogs

Diversification
- grow grain and hay
- sell butchereed meat
- use ranch setting for movies and commercials
- take in tourists

Diversifying
Ranching is important in Alberta because
- provides jobs
- provides beef
Lesson Six

Concept: The Grassland Region: Review

Resources/Materials: Our Alberta, Book 1, pages 76, and 77
BLM 41 (2 pages) student copies - optional
BLM 42 (2 pages)
The Grassland Region – Review sheets (student copies)

Introduction: Discuss with students the location, geography, community changes and heritage.

Procedure:

1. Guide the reading of textbook pages 76 and 77.

2. Direct students to do one, two, or three of the following assignments:
   (NOTE: The last three assignment options all deal with an identical review of the chapter.)

Assignment:

1. Read Our Alberta, Book 1, pages 76 and 77
2. Have them do the Alberta Project on textbook page 77. Use BLM 41.

3. With students go over the questions on BLM 42;

4. Have students write the answers to questions on BLM 42 in their notebooks.

Directions: Answer these questions in sentences.

What makes the Grassland region a unique part of Alberta?

What forces have shaped the Grassland region?

How is the geography of this region unique?

Why is water important?

Why are the rivers and other bodies of water a valuable resource?

What is the climate like in the Grassland region?
Why is it important to use water resources carefully?

What are some natural resources in the Grassland region?

What are the significant natural resources in the Grassland region?

How are natural resources of the Grassland region used?

Why did Calgary form and grow?

What are some significant events in Calgary’s history?
Why are museums and celebrations important to a community?

Why is ranching important in Alberta?

What do ranchers contribute to Alberta?

How is cattle ranching part of Alberta’s heritage?

What do you value about the Grassland region?
Directions: Answer these questions in sentences.

What makes the Grassland region a unique part of Alberta?

What forces have shaped the Grassland region?
- glaciers left behind fine soils, sand, ridges and hills
- erosion has created hoodoos

How is the geography of this region unique?
- hoodoos created when sandstone, capped with hard rock, is eroded
- lack of precipitation means only grass can grow. (Trees are naturally found only by creeks and rivers)

Why is water important?

Why are the rivers and other bodies of water a valuable resource?
- needed for irrigation
- source of water for residents

What is the climate like in the Grassland region?
- sparse amounts of rain
- warm summers
- mild to cool winters
- chinookes in winter
Why is it important to use water resources carefully?
- Amount of water can be very low at times
- Water needed for crops to grow and for livestock operations

What are some natural resources in the Grassland region?

What are the significant natural resources in the Grassland region?
- Soil
- Wind
- Water
- Sunshine
- Oil and gas

How are natural resources of the Grassland region used?
- Soil, water, sunshine → agriculture
- Oil and gas → fuels
- Wind → electricity

Why did Calgary form and grow?

What are some significant events in Calgary’s history?
1. Blackfoot lived at fork of Bow + Elbow Rivers
2. 1870: Sam Livingstone set up ranch
3. NWMP establish Fort Brisebois in 1875
4. 1884: Calgary becomes city
5. 1914: Oil discovered
6. 2006: Population reached 1 million
Why are museums and celebrations important to a community?

- help us celebrate and preserve heritage

Why is ranching important in Alberta?

What do ranchers contribute to Alberta?

- employment
- food (beef)
- lifestyle

How is cattle ranching part of Alberta’s heritage?

- first cattle ranches established to provide beef to NWMP
- reminds us of life in a more natural environment

What do you value about the Grassland region?

Answers will vary
Lesson Seven

Concept: Assessment for Chapters Two, Three and Four

Resources/Materials: The Geographic Regions of Alberta: Rocky Mountain, Foothills, and Grassland
                    Regions: Review (student copies)
                    The Geographic Regions of Alberta: Rocky Mountain, Foothills, and Grassland
                    Regions: Test (student copies)

Assessment: Chapters Two, Three, and Four

The following may be used to help teachers assess students’ knowledge and skills related to the content of Chapters Two, Three, and Four of Our Alberta, Book 1:

1. Review Sheets

2. Test

NOTE: Both the Review Sheets and the Test are extremely long. Teachers may want to consider having students do each of them over a few class periods. They may also want to select only those questions they feel are most important and relevant to their particular students.
The Geographic Regions of Alberta
Rocky Mountain, Foothills, and Grassland Regions
REVIEW

Map Work

1. On the map of Canada label
   - The ten provinces
   - The three territories
   - Edmonton
   - Ottawa
   - Pacific Ocean
   - Arctic Ocean
   - Hudson Bay

2. On the map of the Regions of Alberta
   - Draw in a compass rose
   - Label the Rocky Mountain region
   - Label the Foothills region
   - Label the Grassland region

3. On the map of the Rivers of Alberta label
   - Old Man River
   - Bow River
   - South Saskatchewan River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. Give at least three examples of each type of geography.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td></td>
</tr>
<tr>
<td>Bodies of Water</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Animal Life</td>
<td></td>
</tr>
<tr>
<td>Vegetation</td>
<td></td>
</tr>
</tbody>
</table>
5. Fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Rocky Mountain</th>
<th>Foothills</th>
<th>Grassland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vegetation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Animal Life</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Name three national parks in Alberta.

__________________________________________________________________________

7. What are two reasons why national parks were established?

__________________________________________________________________________

__________________________________________________________________________

2
8. Define the term **natural resource**.

9. Define the term **renewable resource**.

10. Define the term **non-renewable resource**.

11. Write R for renewable resource and NR for non-renewable resource.

   - soil
   - trees
   - oil
   - beavers
   - coal
   - natural gas
   - fish
   - gold
   - wind
   - silver
   - sun
   - bushes

12. What are two reasons why communities are established.

13. What do we mean when we say that “something is part of our heritage”?

14. Describe something that is part of your heritage.
15. A fish is especially suited to live in water because it has gills for breathing, a tail and fins to help it swim, a slimy coating to keep out too much water, and scales to help it glide through the water.

Think of an animal or bird from one of the regions you have studied. Tell how it is especially suited to living in the environment of that region.

16. Here are some point-form notes about the climate in the Grassland region. Use the information from the notes to write a paragraph about one of these.

Temperature
- Temperature varies from summer to winter
  - Warm to very hot in summer
  - Cool to extremely cold in winter
  - Spring and autumn have warm days and cool nights

Precipitation
- Generally low precipitation
  - Snow in winter
  - Most rain comes in spring
  - Drought is often a problem

Winds
- Chinooks often occur in winter
  - Chinooks can cause rapid increases in temperature, especially in winter.
The Geographic Regions of Alberta
Rocky Mountain, Foothills, and Grassland Regions
REVIEW

Map Work

1. On the map of Canada label
   - The ten provinces
   - The three territories
   - Edmonton
   - Ottawa
   - Pacific Ocean
   - Arctic Ocean
   - Hudson Bay

2. On the map of the Regions of Alberta
   - Draw in a compass rose
   - Label the Rocky Mountain region
   - Label the Foothills region
   - Label the Grassland region

3. On the map of the Rivers of Alberta label
   - Old Man River
   - Bow River
   - South Saskatchewan River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. Give at least three examples of each type of geography. (Accept anything reasonable.)

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td>mountains, valleys, plains, hills, plateaus, lowlands, rocky areas, flatland, sinkholes, hoodoos, etc.</td>
</tr>
<tr>
<td>Bodies of Water</td>
<td>rivers, lakes, ponds, oceans, streams, swamps, muskeg, etc.</td>
</tr>
<tr>
<td>Climate</td>
<td>temperature, precipitation, rainfall, snowfall, hail, cloud cover, sunshine, wind, etc.</td>
</tr>
<tr>
<td>Animal Life</td>
<td>anything reasonable -&gt; animals, birds</td>
</tr>
<tr>
<td>Vegetation</td>
<td>anything reasonable</td>
</tr>
</tbody>
</table>
5. Fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Rocky Mountain</th>
<th>Foothills</th>
<th>Grassland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
<td>(p.23) mountains, valleys, higher hills</td>
<td>(p.40) forested hills, rolling grassland, broad river valleys</td>
<td>(p.58) flat land, few hilly areas, hoodoos</td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
<td>(p.24, 25) mountain lakes, streams, waterfalls, glaciers</td>
<td>(p.41) smaller rivers, streams</td>
<td>(p.60) major rivers flow through</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td>(p.26) a lot of snow, cold temperatures at higher elevations, warm in valleys in summer</td>
<td>(p.42) chinook, cold winters, warm summers</td>
<td>(p.62) low rainfall, warm summers, cold winters, chinooks</td>
</tr>
<tr>
<td><strong>Vegetation</strong></td>
<td>(p.27) hardy plants, trees at lower elevations</td>
<td>(p.43) coniferous trees at upper elevations, mixture of short grasses, bushes, deciduous trees at lower elevations</td>
<td>(p.68) tall grasses, few trees</td>
</tr>
<tr>
<td><strong>Animal Life</strong></td>
<td>(p.33) mountain sheep, mountain goat, fox, bear, wolf, coyote</td>
<td>(p.44, 45) woodland caribou, wolf, coyote, moose</td>
<td>(p.68) pronghorn antelope, moose, white-tailed deer</td>
</tr>
</tbody>
</table>

6. Name three national parks in Alberta. (any three)

   *Wood Buffalo, Elk Island, Waterton Lakes, Banff, Jasper*

7. What are two reasons why national parks were established? (p.31)

   - control use of natural resources
   - protect natural areas
   - provide area where people can learn about natural areas.
8. Define the term **natural resource**. (p. 28)  
- materials found in nature that are used by people

9. Define the term **renewable resource**. (p. 47)  
- can be regrown or replaced

10. Define the term **non-renewable resource**. (p. 47)  
- cannot be regrown or replaced

11. Write **R** for renewable resource and **NR** for non-renewable resource.

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>R</th>
<th>NR</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beavers</td>
<td>R</td>
<td>NR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td>NR</td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>gold</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>silver</td>
<td>NR</td>
<td></td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>sun</td>
<td></td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bushes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. What are two reasons why communities are established.

- nearness to a natural resource  
- location on a major transportation route

13. What do we mean when we say that “something is part of our heritage”?

- part of the customs, traditions, practices in community

14. Describe something that is part of your heritage.

- accept anything reasonable
15. A fish is especially suited to live in water because it has gills for breathing, a tail and fins to help it swim, a slimy coating to keep out too much water, and scales to help it glide through the water.

Think of an animal or bird from one of the regions you have studied. Tell how it is especially suited to living in the environment of that region.

- accept anything reasonable

16. Here are some point-form notes about the climate in the Grassland region. Use the information from the notes to write a paragraph about one of these.

Temperature
- Temperature varies from summer to winter
- Warm to very hot in summer
- Cool to extremely cold in winter
- Spring and autumn have warm days and cool nights

Precipitation
- Generally low precipitation
- Snow in winter
- Most rain comes in spring
- Drought is often a problem

Winds
- Chinooks often occur in winter
- Chinooks can cause rapid increases in temperature, especially in winter.

Look for a topic sentence and supporting details
The Geographic Regions of Alberta
Rocky Mountain, Foothills, and Grassland Regions
Test

1. Label the following on the map of Canada:
   - Alberta
   - Edmonton
   - Saskatchewan
   - British Columbia
   - Ottawa
   - Yukon Territory
   - Northwest Territories
   - Pacific Ocean
   - Atlantic Ocean
   - Arctic Ocean
   - Hudson Bay

2. On the map of the Regions of Alberta
   - Draw a compass rose
   - Label the Rocky Mountains region
   - Label the Foothills region
   - Label the Grassland region

3. On the map of the Rivers of Alberta label
   - Old Man River
   - Bow River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. Give three examples of each part of geography.
   a. landforms: ..............................................................
   b. bodies of water: ......................................................
   c. climate: .................................................................
   d. animal life: .............................................................
   e. vegetation: ...............................................................
5. Fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Rocky Mountain</th>
<th>Foothills</th>
<th>Grassland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms (name two)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodies of Water (name two)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Climate (tell two things)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetation (give two examples)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Life (give two examples)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What are two reasons national parks were established.

a. __________________________
   __________________________

b. __________________________
   __________________________

7. Define the term *natural resource*.

____________________________
____________________________
8. Define the term renewable resource.

________________________________________________________________________

________________________________________________________________________

9. Define the term non-renewable resource.

________________________________________________________________________

________________________________________________________________________

10. Classify the words in the box.

<table>
<thead>
<tr>
<th>soil</th>
<th>oil</th>
<th>natural gas</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>trees</td>
<td>fish</td>
<td>coal</td>
<td>gold</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewable Resources</th>
<th>Non-renewable Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What are two reasons why communities are established?

a. ____________________________________________________________

b. ____________________________________________________________
12. People in communities often celebrate a part of their heritage. Describe, in detail, a part of Hutterite culture that your colony celebrates.

13. The animals that live in a particular geographic area are suited to the landforms, bodies of water and vegetation of that area. Write a short paragraph about one of these animals. Tell where it lives and how it is suited to living in that region.

- grizzly bear
- pronghorn antelope
- woodland caribou
14. A grade four student did some research on using natural resources wisely. Here are the notes he took. Make his notes into a well-written paragraph. Don’t forget to include a topic sentence.

A. will eventually use up non-renewable resources
   - oil
   - coal
   - natural gas

B. must also use renewable resources carefully
   - more demand on water than there is a supply
   - trees take many years to grow back
   - fish and animals can become extinct

C. reuse, recycle, reduce the use of resources
Map of Alberta Regions
The Geographic Regions of Alberta
Rocky Mountain, Foothills, and Grassland Regions
Test

1. Label the following on the map of Canada:
   - Alberta
   - Edmonton
   - Saskatchewan
   - British Columbia
   - Ottawa
   - Yukon Territory
   - Northwest Territories
   - Pacific Ocean
   - Atlantic Ocean
   - Arctic Ocean
   - Hudson Bay

2. On the map of the Regions of Alberta
   - Draw in a compass rose
   - Label the Rocky Mountains region
   - Label the Foothills region
   - Label the Grassland region

3. On the map of the Rivers of Alberta label
   - Old Man River
   - Bow River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. Give three examples of each part of geography. (Any three)
   a. landforms: mountain, hill, flat land, valleys, sink holes, lowland, plateaus, etc
   b. bodies of water: ocean, river, lake, stream, pond, muskeg, glacier, marsh, etc
   c. climate: temperature, precipitation (rain, snow, hail), fog, wind, cloud
   d. animal life: accept anything reasonable
   e. vegetation: accept anything reasonable
5. Fill in the missing information in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>Rocky Mountain</th>
<th>Foothills</th>
<th>Grassland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
<td>mountains, valleys, hills</td>
<td>forested hills, rolling grassland, broad river valleys</td>
<td>flat land, few hilly areas, hoodoos</td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
<td>mountain lake, streams, waterfalls, glaciers</td>
<td>smaller rivers, streams</td>
<td>major rivers flow through marshes, ponds</td>
</tr>
<tr>
<td><strong>Climate</strong></td>
<td>lots of snow, cold temperatures at high elevation, warm in valleys in summer</td>
<td>chinook, cold winters, warm summers</td>
<td>low rainfall, warm summers, cold winters, chinook</td>
</tr>
<tr>
<td><strong>Vegetation</strong></td>
<td>hardy plants, trees at lower elevation</td>
<td>coniferous trees at upper elevations, mixture of shrubs, grasses, deciduous trees at lower elevation</td>
<td>tall grasses, few shrubs/trees</td>
</tr>
<tr>
<td><strong>Animal Life</strong></td>
<td>mountain sheep, goat, fox, bear, wolf, elk, coyote</td>
<td>woodland caribou, wolf, coyote, moose</td>
<td>pronghorn antelope, burrowing owl, swift fox, deer, gopher</td>
</tr>
</tbody>
</table>

6. What are two reasons national parks were established.

a. control of natural resources

b. protect natural areas

c. provide areas where people can learn about nature

7. Define the term *natural resource*.

material found in nature that is used by people
8. Define the term **renewable resource**.

   **can be regrown or replaced**

9. Define the term **non-renewable resource**.

   **cannot be regrown or replaced**

10. Classify the words in the box.

<table>
<thead>
<tr>
<th>soil trees</th>
<th>oil fish</th>
<th>natural gas coal</th>
<th>water gold</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Renewable Resources</strong></th>
<th><strong>Non-renewable Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>soil</td>
<td>oil</td>
</tr>
<tr>
<td>trees</td>
<td>natural gas</td>
</tr>
<tr>
<td>fish</td>
<td>coal</td>
</tr>
<tr>
<td>water</td>
<td>gold</td>
</tr>
</tbody>
</table>

11. What are two reasons why communities are established?

   a. **nearness to a natural resource**

   b. **on a major transportation route**
12. People in communities often celebrate a part of their heritage. Describe, in detail, a part of Hutterite culture that your colony celebrates.

Look for:

- topic sentence
- supporting detail
- coherence
- logical order

13. The animals that live in a particular geographic area are suited to the landforms, bodies of water and vegetation of that area. Write a short paragraph about one of these animals. Tell where it lives and how it is suited to living in that region.

grizzly bear  pronghorn antelope  woodland caribou

Look for:

- topic sentence
- supporting/appropriate detail
14. A grade four student did some research on using natural resources wisely. Here are the notes he took. Make his notes into a well-written paragraph. Don’t forget to include a topic sentence.

A. will eventually use up non-renewable resources
   - oil
   - coal
   - natural gas

B. must also use renewable resources carefully
   - more demand on water than there is a supply
   - trees take many years to grow back
   - fish and animals can become extinct

C. reuse, recycle, reduce the use of resources

Look for:

- topic sentence
- unity of ideas
- logical order