Grade Five
Social Studies

Canada: The Land, Histories and Stories
Revised
Required Resources

The Grade Five Social Studies lesson plans are designed to be used with

**Our Land and People (Nelson)**

Our Land and People – Student Resource

Our Land and People – Teacher Resource

**NOTE:** Blackline Masters (BLM) and Rubrics are available in the Teacher Resource. Due to copyright issues, the blackline masters from the Teacher Resource could not be included in the lesson plans themselves; however, answer keys for the BLMs are included.
Grade 5: Canada: The Land, Histories and Stories

Overview

Grade 5 students will examine how ways of life of peoples in Canada are integral to Canadian culture and identity. They will explore the geographic vastness of Canada, and relationships between the land, places and people. As they reflect upon the stories of diverse Aboriginal, French, British and immigrant experiences in Canada over time, students will develop a sense of place and an awareness of how these multiple stories contribute to the students’ sense of citizenship and identity.

Rationale

Grade 5 students will be provided with opportunities to explore how the diversity of stories and experiences, and the vastness of Canada, affect citizenship and identity in the Canadian context.
5.1 Physical Geography of Canada

General Outcome
Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect quality of life of all Canadians.

Specific Outcomes

➢ Values and Attitudes

Students will:

5.1.1 value Canada’s physical geography and natural environment:
- appreciate the variety and abundance of natural resources in Canada
- appreciate the diversity of geographic phenomena in Canada
- appreciate the environmental significance of national parks and protected areas in Canada
- appreciate how the land sustains communities and the diverse ways that people have of living with the land
- appreciate the influence of the natural environment on the growth and development of Canada
- demonstrate care and concern for the environment through their choices and actions
- appreciate the geographic vastness of Canada

➢ Knowledge and Understanding

Students will:

5.1.2 critically examine the physical geography of Canada by exploring and reflecting upon the following questions and issues:
- What are the major geographical regions, landforms and bodies of water in Canada?
- How do landforms, bodies of water and natural resources affect the quality of life in Canada?
- How have natural disasters and severe weather been part of Canada’s physical geography?
- What are the differences and similarities between the regions of Canada?
- How is the geographic region they live in different from other regions of Canada?
- What are the factors which determine climate in the diverse regions of Canada (e.g., latitude, water, mountains)?
- How are Canada’s national parks and protected areas important to the sustainability of Canada’s natural environment?

5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:
- IN what ways do natural resources and the physical geography of a region determine the establishment of communities?
- How are natural resources used, exchanged and conserved in Canada?
- Whose responsibility should it be to ensure the preservation of Canada’s national parks and protected areas?
5.2 Histories and Stories of Ways of Life in Canada

General Outcome
Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada’s heritage.

Stories: Stories provide a vital opportunity to bring history to live. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels, or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada’s history and contemporary society.

Specific Outcomes

➢ Values and Attitudes

Students will:

5.2.1 appreciate the complexity of identity in the Canadian context:

• recognize how an understanding of Canadian history and the stories of its people contribute to their sense of identity
• acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
• acknowledge the roots of Francophone identity and presence in Canada
• acknowledge the British influence and presence in Canada
• acknowledge the contributions made by diverse cultural groups to the evolution of Canada
• recognize how changes in society can affect identity

➢ Knowledge and Understanding

Students will:

5.2.2 critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

• What do the stories of First Nations, Metis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land?
• How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
• How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups (i.e., languages, symbolism)?
• What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast?
• In what ways do anthropology and archaeology contribute to our understanding of First Nations, Metis and Inuit peoples?
5.2.3 critically examine ways of life in New France by exploring and reflecting upon the following questions and issues:
- How do stories and legends of the coureurs des bois and voyageurs inform us about Francophone history, culture and presence throughout Canada?
- What do stories about the habitants tell us about Francophone history, culture and presence in Canada?

5.2.4 critically examine ways of life of the fur traders by exploring and reflecting upon the following questions and issues:
- How are the stories of the Metis people, their culture and heritage rooted in the fur trade?
- How do stories about ways of life in fur trade forts reflect the British influences in Canada?
- What were the main languages spoken by fur traders and their families in the fur trade forts?

5.2.5 critically examine ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:
- What do stories of the United Empire Loyalists tell us about the British culture and presence in Canada?
- How did the diversity of United Empire Loyalists contribute to Canadian diversity?

5.2.6 critically examine the ways of life of immigrants from the British Isles during the Great Migration by exploring and reflecting upon the following questions and issues:
- What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada?
- What do the stories of the British peoples tell us about the British history, culture and presence in Canada?

5.2.7 critically examine how the North-West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:
- What do stories of the North-West Mounted Police tell us about the settlement and development of Western and Northern Canada?
- How have stories of the North-West Mounted Police shaped identity in Western and Northern Canada?

5.2.8 critically examine ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:
- How do the stories of the Chinese immigrants contribute to an understanding of the development of Canada (i.e., railway workers)?
- What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada?
- How do stories of immigrants from India contribute to an understanding of diversity in Canada?

5.2.9 critically examine how European immigrants shaped ways of life in Western Canada by exploring and reflecting upon the following questions and issues:
- What do the stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in Western Canada?
- How were European immigrants affected by pressures to conform in Western Canada?
5.3 Canada: Shaping an Identity

General Outcome
Students will demonstrate an understanding of events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes

➢ Values and Attitudes

Students will:

5.3.1 appreciate how changes impact citizenship and identity:
- recognize how economic and political changes impact ways of life of citizens
- recognize the effects of Confederation on citizenship and identity from multiple perspectives
- recognize the historical significance of French and English as Canada’s official languages

➢ Knowledge and Understanding

Students will:

5.3.2 critically assess the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:
- How did John A. Macdonald and Georges Etienne Cartier contribute as partners of Confederation?
- How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada’s two official languages?
- How did the building of Canada’s national railway affect the development of Canada?
- Why were Aboriginal peoples excluded from the negotiations surrounding Confederation?

5.3.3 critically assess how the Famous Five brought about changes in Canada by exploring:
- Who were the Famous Five?
- How did they identify the need for change in Canadian law?
- How did the changes brought on by their actions affect individual rights in Canada?

5.3.4 critically assess how economic booms and crashes affected ways of life in Canada by exploring:
- How did World War I contribute to the industrialization and urbanization of Canada?
- In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities?
- How did the economic boom immediately following WWII affect ways of life in Canada?

5.3.5 critically assess how historical events shaped collective identity in the Canadian context by exploring:
- How was the Statute of Westminster a recognition of Canada as a nation?
- How has Lester B. Pearson’s initiative within the United Nations contributed to Canada?
- How did the adoption of the Canadian flag affect collective identity within Canada?
- How is the patriation of the Constitution in 1982 a step toward nationhood?
- How is the Canadian Charter of Rights and Freedoms a symbol of Canada as a nation?
- What factors led to the creation of Nunavut?
SKILLS AN PROCESS FOR GRADE 5

DIMENSION OF THINKING

Students will:

5.S.1 develop skills of critical thinking and creative thinking:
- Analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
- Critically evaluate ideas, information and positions from multiple perspectives
- Re-evaluate personal opinions to broaden understanding of a topic or an issue
- Generate original ideas and strategies in situations of individual and group activities

5.S.2 develop skills of historical thinking:
- use photographs and interviews to make meaning of historical information
- use historical and community resources to understand and organize the sequence of national historical events
- explain the historical context of key events of a given time period

5.S.3 develop geographic thinking:
- use latitude and longitude to determine the absolute location of places on maps and globes in Canada
- construct maps, diagrams and charts to display geographic information
- use historical maps to make meaning of historical events and issues
- use cardinal and intercardinal directions and simple grids to locate places on maps and globes
- use scale to determine the distance between places on maps and globes
- list, map and discuss major waterways that have been significant in the establishment of communities in Canada (e.g., St. Lawrence River, Great Lakes, St. Lawrence Seaway, Red River)

5.S.4 demonstrate skills of decision making and problem solving
- determine when a decision needs to be made in dealing with problems and issues
- collaborate with others to apply strategies for decision making and problem solving
- select and use technology to assist in problem solving
SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

5.5.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- consider multiple perspectives while attempting to reach consensus within a group
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal

5.5.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
- demonstrate commitment to the well-being of the school or community by volunteering to help where needed

RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

5.5.7 apply the research process
- Determine themes, patterns and trends from information gathered
- Use graphs, tables, charts and Venn diagrams to interpret information
- Draw and support conclusions based on information gathered to answer a research question
- Cite references as part of research

COMMUNICATION

Students will:

5.5.8 demonstrate skills of oral, written and visual literacy:
- Select appropriate forms of delivery of written and oral information, taking particular audiences and purposes of consideration
- Respond appropriately to comments and questions, using language respectful of human diversity
- Listen to others in order to understand their perspectives

5.5.9 develop skills of media literacy

Students will:
- Examine how various people might interpret a media message differently
- Examine diverse perspectives regarding an issue presented in the media
Glossary of Terms and Concepts – Grade 5

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

**Aboriginal**
The descendants of the original inhabitants of North America. First Nations, Inuit and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs. Aboriginal is also a term used in other parts of the world to refer to the first inhabitants of a given area.

**anthropology**
The study of the human race, its culture and societies, and their physical development.

**archaeology**
The study of the buildings, containers and other, usually buried, objects that belonged to people who lived in the past.

**Canadian Charter of Rights and Freedoms**
Document entrenched in the 1982 Constitutional Act, which lists and describes the fundamental rights and freedoms guaranteed to Canadians.

**Confederation**
The signing of the British North America Act in 1867, united the four provinces of Ontario, Québec, New Brunswick and Nova Scotia.

**coureur des bois**
Young men who left the villages of New France to live among Aboriginal peoples; they made trading agreements and collected furs, learned native languages, and became skilled at wilderness travel and the native way of life.

**cultural heritage**
The beliefs, customs, knowledge, values and historical experiences shared by a given group.

**demographics**
Information pertaining to the study of population.

**Elder**
Any person regarded or chosen by an Aboriginal group to be the keeper and teacher of its oral tradition and knowledge. This is a person who is recognized for his/her wisdom about spirituality, culture and life. Not all Elders are “old.” An Aboriginal community and/or individuals will typically seek the advice and assistance of Elders in various areas of traditional as well as contemporary issues.

**First Nations**
Refers to the various governments of the first peoples of Canada. There are over 600 First Nations across Canada, with 46 First Nations in Alberta.

**Francophone**
A person for whom French is the first language learned and/or still in use; a person of French language and culture.

**fur trade**
An economic activity that took place in British North America between the 16th and 19th centuries, involving the buying and selling of animal pelts, primarily beaver.

**Great Depression**
Severe, prolonged low economic activity and high unemployment that existed in...
the 1930s.

**Great Migration**  A term used to describe the large numbers of British immigrants who immigrated to Canada between 1815 and 1850.

**habitants**  Tenant farmers of New France who held land under the seigneurial system.

**immigration**  Movement of people intending to establish a home and gain citizenship in a country which is not their native country.

**industrialization**  The movement toward the use of machinery to collect and manufacture raw materials.

**Inuit**  Aboriginal people in northern Canada mostly living above the tree line in the Northwest Territories, northern Quebec and Labrador.

**Métis**  People of mixed First Nations and European ancestry who identify themselves as Métis people. They are distinct from First Nations, Inuit and non-Aboriginal peoples. The Métis history and culture draws on diverse ancestral origins such as Scottish, Irish, French, Ojibway and Cree.

**New France**  Name given to all the territory in North America held by France from the 1520s to 1763. The vast territory, from the Hudson Strait to the Gulf of Mexico, included Acadia, Louisiana and the Mississippi Valley. The largest French population was concentrated in the Saint Lawrence Valley.

**reserve**  An area of land which is protected and set aside by the federal government for Aboriginal peoples in accordance with treaties.

**seigneurial system**  Name for the system by which land was held in New France. The Royal government in France granted large blocks of land in New France to French nobles, army officers, merchants and government officials, who became known as seigneurs (meaning “lords” or “landlords”). The seigneurs were required to either farm their land themselves or lease much of it to farmers (known as habitants).

**treaties**  Legal documents between government and a First Nation that confer rights and obligation on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.

**voyageurs**  Adventurers who ventured west by canoe from Montréal to the interior to trade with Aboriginal peoples for furs.
Basic Geography and Map Skills
Basic Geography and Map Skills

NOTE: These activities are included as a mini-unit for those teachers who choose to teach map knowledge and skills initially, and then have students apply these as appropriate as the year progresses.

Content:

1. World
   - Continents
   - Oceans

2. North America
   - Countries
   - Major bodies of water

3. Canada
   - Provinces and territories
   - Capital cities
   - Postal abbreviations
   - Other facts

4. Location
   - Relative location
   - Absolute location (latitude and longitude)
Lesson One

Concept: The continents and oceans of the world
Canada’s location in the world

Resources/Materials: Wall map of world
Globe
Student atlases
Map of world (student copies)
Worksheet #5 Intro1 (transparency) (optional)
Worksheet #5 Intro2 (student copies)

Introduction: Hold up the globe. Discuss with students how a globe is a representation of the earth. Then point to the map of the world. Discuss how although a globe is a truer representation of the shape of the earth, maps are useful because we can portray more detail of the earth or part of the earth. Have students speculate how large a globe would have to be to represent as much detail as the wall map.

Tell students that the world is divided up into large areas of land and salt water. These are called the continents and oceans.

Procedure:

1. On the map point out Canada and tell students that Canada is one of several countries in a continent called North America.

2. Define continent as a large mass of land, usually surrounded by salt water. Point out the seven continents on the map.

3. Define ocean as a large body of salt water. Point out the four oceans.

4. Distribute the student copies of the world. Have them place their fingers on the continents and then the oceans as you call them out.

5. Distribute atlases and have students find the page(s) where there is a map of the continents and oceans.

6. On the overhead place a transparency of Worksheet #5 Intro1 OR have students copy the notes from the board as follows:

The Continents and the Oceans

A continent is a large mass of land, usually entirely surrounded by water. There are seven continents:
North America  Europe
South America  Asia
Australia     Africa
Antarctica    

An ocean is a large body of salt water. There are four oceans:
Atlantic Ocean    Pacific Ocean
Indian Ocean       Arctic Ocean
7. Distribute Worksheet #5 Intro 2. Tell students to label the continents and the oceans on the map of the world as directed on Parts I and II of Worksheet #5 Intro2. Then tell them to outline and then colour each of the continents lightly. Label the continents and the oceans. Finally, label Canada.

Assignments:

1. Copy notes from the board or from Worksheet #5 Intro1.
2. Colour continents on map of world, and then label the continents, oceans, and Canada.
The Continents and the Oceans

A continent is a large mass of land, usually entirely surrounded by water. There are seven continents:

North America  Europe
South America  Asia
Australia  Africa
Antarctica

An ocean is a large body of salt water. There are four oceans:

Atlantic Ocean  Pacific Ocean
Indian Ocean  Arctic Ocean
### Part I. Continents
- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica

### Part II. Oceans
- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean

### Part III. Countries of North America
- Canada
- United States of America
- Mexico

### Part IV. Bodies of Water – North America
- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Gulf of St. Lawrence
- Gulf of Mexico
- Hudson Bay
- Beaufort Sea
- Gulf of Alaska
- Hudson Strait
- Caribbean Sea
- Bering Sea

### Part V. Provinces and Territories of Canada
- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Québec
- New Brunswick
- Prince Edward Island
- Nova Scotia
- Newfoundland and Labrador
- Yukon Territory
- Northwest Territories
- Nunavut

### Part VI. Bodies of Water – Canada
- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Gulf of St. Lawrence
- Hudson Bay
- James Bay
- Lake Superior
- Lake Huron
- Lake Erie
- Great Bear Lake
- Great Slave Lake
- Lake Athabasca
- Lake Michigan (U.S.A)
- Lake Ontario

- Fraser River
- Columbia River
- Peace River
- Athabasca River
- North Saskatchewan River
- Bow River
- Ottawa River
- Saskatchewan River
- Red River
- South Saskatchewan River
- Old Man River
- Churchill River
- Mackenzie River
- Saguenay River
Lesson Two

Concept: Canada is part of North America

Resources/Materials: Wall map of North America
Map of North America (student copies) (transparency – optional)
Worksheet #5 Intro 2 (students should already have this)
Atlases

Introduction: Review the seven continents and four oceans and their locations. Review that Canada is a
country in North America. Locate Canada on the wall map of North America.

Procedure:

1. Point out that Canada is one of several countries in North America. Discuss that North America is
separated from South America by a man-made body of water called the Panama Canal.

2. Distribute atlases and find map of North America. On the wall map point out that there are three
large countries in North America: Canada, United Stated States of America, and Mexico. Have
students find these countries in their atlas maps.

3. Point out that there are also several smaller countries. Name and locate them on the wall map and
have students do the same.

4. Next point out the major bodies of water on the wall map as students find them in their atlas maps.

5. Distribute the map of North America. Tell students to label the largest three countries as well as
the main bodies of water. These are found on Worksheet #5 Intro 2, Parts III and IV.

Assignment:

Label the main countries and bodies of water in North America.
Lesson Three

Concept: Canada’s Provinces and Territories

Resources/Materials: Map of Canada (political divisions, no capitals) (student copies and transparency, if possible)
Worksheet #5 Intro 3 (transparency, optional)
Wall map of Canada
Atlases

Introduction: Tell students that Canada is divided up into sections, each with its own government. Some of these sections are called provinces; others are called territories. There are ten provinces and three territories. Tell students they will learn about them today.

Procedure:

1. On the wall map point out and name Alberta. Identify it as our province. Trace it with finger to show the boundaries.
2. Then starting from west to east or vice versa, name each of the provinces and territories. Each time trace the boundaries.
3. Distribute the atlases. Have students point to each province as you point them out on the wall map. It is important that students can see where each province and territory are labelled on their atlas maps.
4. Distribute the outline map of Canada (and put up the transparency if you have one). Name each province and territory, challenging students to find where they would be on their outline maps.
5. Write notes on board (or put up Worksheet #5 Intro 3 on the overhead) for students to copy into their notebooks. ALTERNATELY, tell students to use their atlas maps to make a list of the provinces and territories.
6. Tell students to colour the map of Canada. Colour each province and territory a different colour, if possible. Adjoining provinces and territories must not share the same colour. DO NOT USE BLUE. Blue is reserved for colouring water. Finally, label the provinces and territories.

Assignment:

1. Make a list of provinces and territories in notebook.
2. Colour map of provinces and territories.
3. Label the map.
Canada’s Provinces and Territories

British Columbia
Alberta
Saskatchewan
Manitoba
Ontario
Québec
New Brunswick
Nova Scotia
Prince Edward Island
Newfoundland and Labrador
Yukon Territory
Northwest Territories
Nunavut
Lesson Four

Concept: Provincial and Territorial Capital Cities

Resources/Materials: Wall map of Canada
Outline map of Canada (student copies, transparency)
Worksheet #5 Intro 4 (student copies, transparency)
Atlases

Introduction: “Who makes the rules in your community? People who make rules are known as government. We need government to help us organize our lives. Governments help us to meet our needs. In large areas like a country or province, the people who make the laws do so in what is called the capital city. Today we will talk about capital cities.

Procedure:

1. On the wall map of Canada, point out Ottawa and identify it as the capital city of Canada. It is located in the province of Ontario.

2. Tell students that in addition to Ottawa, each province and territory has a capital city. On the wall map point out each province and territory and its respective capital.

3. Distribute the atlases. Repeat the procedure, but in addition, have students point out the capital in their atlases.

4. Distribute Worksheet #5 Intro 4. Tell students they will be writing the names of the capital cities beside each province and territory. ALTERNATELY, students can make comparable notes in their notebooks.

5. Finally, distribute the outline map of Canada. Tell students to label the provinces and territories, Ottawa, and the provincial and territorial capitals.

Assignments:

1. Complete Worksheet #5 Intro 4 OR make notes in notebooks.
2. Label provinces, territories, capitals on outline map.
# The Provinces and Territories and Their Capitals

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<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
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<td>Northwest Territories</td>
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<td>Nunavut</td>
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Lesson Five

Concept: Postal Abbreviations
Review of provinces, territories and capitals.

Resources/Materials: Worksheet #5 Intro 5 (student copies, transparency)
Worksheet #5 Intro 6 (student copies)

Introduction: Review the location of the provinces, territories, and capitals.

Tell students that instead of writing the whole name of a province or territory, we often use a two-letter abbreviation. These are called postal abbreviation because they are the official abbreviations used by the post office. The both letters of the two-letter abbreviations are capitalized.

Procedure:

1. Distribute Worksheet #5 Intro 5 or have students make their own charts in their notebooks. Have students write in the names of the provinces, territories, and capitals.

2. With students fill in the postal abbreviations.

3. Distribute Worksheet #5 Intro 6 for students to do independently.

Assignments:

1. Worksheet #5 Intro 5 OR make own notes.
2. Worksheet #5 Intro 6
Canada's Capital Cities and Postal Abbreviations

The capital city of Canada is __________________________. It is located in the province of ____________________.

<table>
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<tr>
<th>Province/Territory</th>
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<th>Postal Abbreviation</th>
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Canada’s Capital Cities and Postal Abbreviations

The capital city of Canada is **Ottawa**. It is located in the province of **Ontario**.

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<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>Québec</td>
<td>Québec</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>NL</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>Whitehorse</td>
<td>YT</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>NT</td>
<td>Yellowknife</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>NU</td>
</tr>
</tbody>
</table>

Worksheet #5 Intro 5
Postal Abbreviations

Directions: Look at the mystery words in the first column. Somewhere in each mystery word there is the postal abbreviation for one of the provinces or territories. (The two letters of the postal abbreviation are next to each other in the word.) Circle the letters of the postal abbreviation; then write the province or territory and the capital city that goes with it.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOVE</td>
<td></td>
</tr>
<tr>
<td>POSITION</td>
<td></td>
</tr>
<tr>
<td>BRISK</td>
<td></td>
</tr>
<tr>
<td>NUISANCE</td>
<td></td>
</tr>
<tr>
<td>NUMBER</td>
<td></td>
</tr>
<tr>
<td>NONSENSE</td>
<td></td>
</tr>
<tr>
<td>MANLY</td>
<td></td>
</tr>
<tr>
<td>BOBCAT</td>
<td></td>
</tr>
<tr>
<td>HUNTER</td>
<td></td>
</tr>
<tr>
<td>POP QUIZ</td>
<td></td>
</tr>
<tr>
<td>MYTH</td>
<td></td>
</tr>
<tr>
<td>SLOPE</td>
<td></td>
</tr>
<tr>
<td>PINBALL</td>
<td></td>
</tr>
</tbody>
</table>
Postal Abbreviations

Directions: Look at the mystery words in the first column. Somewhere in each mystery word there is the postal abbreviation for one of the provinces or territories. (The two letters of the postal abbreviation are next to each other in the word.) Circle the letters of the postal abbreviation; then write the province or territory and the capital city that goes with it.

<table>
<thead>
<tr>
<th>Mystery Word</th>
<th>Province/Territory</th>
<th>Capital City</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOVE</td>
<td>Alberta</td>
<td>Edmonton</td>
</tr>
<tr>
<td>POSITION</td>
<td>Ontario</td>
<td>Toronto</td>
</tr>
<tr>
<td>BRISK</td>
<td>Saskatchewan</td>
<td>Regina</td>
</tr>
<tr>
<td>NUISANCE</td>
<td>Nunavut</td>
<td>Iqaluit</td>
</tr>
<tr>
<td>NUMBER</td>
<td>Manitoba</td>
<td>Winnipeg</td>
</tr>
<tr>
<td>NONSENSE</td>
<td>Nova Scotia</td>
<td>Halifax</td>
</tr>
<tr>
<td>MAINLY</td>
<td>Newfoundland and Labrador</td>
<td>St. John’s</td>
</tr>
<tr>
<td>BOBCAT</td>
<td>British Columbia</td>
<td>Victoria</td>
</tr>
<tr>
<td>HUNTER</td>
<td>Northwest Territories</td>
<td>Yellowknife</td>
</tr>
<tr>
<td>POP QUIZ</td>
<td>Québec</td>
<td>Québec</td>
</tr>
<tr>
<td>MYTH</td>
<td>Yukon Territory</td>
<td>Whitehorse</td>
</tr>
<tr>
<td>SLOPE</td>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
</tr>
<tr>
<td>PINBALL</td>
<td>New Brunswick</td>
<td>Fredericton</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Major bodies of water in Canada

Resources/Materials: Outline map of lakes and rivers (student copies, transparency)
Worksheet #5 Intro 2 (students should already have this)
Wall maps of North America and Canada

Introduction: Review countries and bodies of water of North America.
Tell students that today they will learn more about the major bodies of water in and surrounding Canada. These include oceans, bays, gulfs, seas, rivers and lakes.

Procedure:

1. Have students find Worksheet #5 Intro 2. Tell them that they will be locating the bodies of water listed in Part VI.

2. Distribute atlases and outline map of the bodies of water.

3. On the wall map of Canada point out each body of water. Students should try to find them on a map of Canada in their atlases, and then on the outline map. NOTE: On the outline map there are more bodies of water shown than students will have to identify.

4. Tell students to label the bodies of water as listed in Part VI of Worksheet #5 Intro 2.

5. NOTE: All bodies of water should be labelled horizontally, if possible. A river should be labelled following the course of the river.

Assignment:

Label the bodies of water on the outline map of Canada.
Lesson Seven

NOTE: This activity can be done as a class project or a small group project, depending on your circumstances. It can also be done as an individual project, but would take a great deal of time.

Concept: Facts about the provinces and territories

Resources/Materials: Worksheet #5 Intro 7 (13 copies per group)
Worksheet #5 Intro 8a – 8h (1 copy of each per group)
Unlined Paper (1 per group)
Reference books with information about provinces and territories

Introduction: Tell students that as Canadians, we must know many things about our country. Today we will begin a research project. We will make a booklet with information about the provinces and territories.

Procedure:

1. Tell students the booklet will contain information for each province and territory on the following:
   - Capital city
   - Location
   - Population
   - Area
   - Major industries
   - Provincial/territorial flower
   - Provincial/territorial crest
   - Other information

2. Divide class into groups (or have class work as one group).

3. Give each group 13 copies of Worksheet #5 Intro 7 and a copy each of Worksheets #5 Intro 8a – 8f.

4. Go over how to complete Worksheet #5 Intro 7 for each province or territory:
   - Top line is to write name of province or territory
   - Location: give relative location (e.g., British Columbia is in the west between the Pacific Ocean and Alberta )
   - Location: colour in the appropriate province/territory on the little map.
   - Empty space in middle of page: Colour, cut out, and paste provincial/territorial shield
   - Empty space at bottom: Colour, cut out, and paste provincial/territorial flower.

5. Give each group an unlined sheet of paper. They are to use this to make a title page for the booklet.

6. The way the completion of this assignment is organized is up to the teacher. One way is to assign each person particular provinces or territories. Don’t forget to assign the title page.

Assignment:
Make a booklet with facts about the provinces and territories.
Location: ______________________

____________________________

____________________________

____________________________

____________________________

____________________________

Capital City: __________________

Population: __________________

Area: ________________________

Major Industries: ______________

____________________________

____________________________

____________________________

____________________________

____________________________

____________________________

____________________________

____________________________

Floral Emblem: ________________

Worksheet #5 Intro?
Population
7,329,900
Capital
Quebec City
Flower
Fleur-de-lis
Tree
American Elm
Mineral
Asbestos

Population
938,200
Capital
Halifax
Flower
Mayflower
Tree
Red Spruce
Gemstone
Agate

Population
575,600
Capital
St. John's
Flower
Pitcher Plant
Gemstone
Labradorite

Population
65,800
Capital
Yellowknife
Flower
Mountain Avens
Tree
Jack Pine
Mineral
Native Gold

Population
1,138,000
Capital
Winnipeg
Flower
Prairie Crocus
Tree
White Spruce
Great Grey Owl

Population
2,748,300
Capital
Edmonton
Flower
Wild Rose
Tree
Lodgepole Pine
Petrified Wood

Worksheet #5 Intro 8a
Nunavut

Facts:

1. **Name:** Nunavut is an Inuktitut word meaning “our land”.

2. **Created:** April 1, 1999

3. **Location:** In the eastern Arctic (in northern Canada)

4. **Capital City:** Iqaluit. Iqaluit is the largest community in Nunavut. It has a population of 3 600.

5. **Area:** 2 093 190 km²

6. **Population:** About 30 450. Eighty-five percent of the people are Inuit.

7. **Industries:** Hunting and trapping, government work, mining, fishing

Northwest Territories

Facts:

1. **Location:** North central Arctic

2. **Capital City:** Yellowknife

3. **Area:** 1 346 106 km²

4. **Population:** 42 179

5. **Bodies of Water:** Mackenzie River, Beaufort Sea, Arctic Ocean, Great Bear Lake, Great Slave Lake

6. **Industries:** Hunting and fishing, trapping, mining, petroleum
## Canada’s Provinces and Territories

### Major Industries

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Major Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>manufacturing, mining, forestry, tourism, fishing</td>
</tr>
<tr>
<td>Alberta</td>
<td>agriculture, manufacturing, mining, oil and gas, tourism</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>agriculture, manufacturing, mining, oil and gas</td>
</tr>
<tr>
<td>Manitoba</td>
<td>manufacturing, agriculture, mining, forestry</td>
</tr>
<tr>
<td>Ontario</td>
<td>manufacturing, agriculture, mining, banking, computer technology, tourism, transportation</td>
</tr>
<tr>
<td>Quebec</td>
<td>manufacturing, agriculture, mining, textiles, tourism</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>mining, manufacturing, forestry</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>manufacturing, fishing, forestry, agriculture, tourism</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>manufacturing, fishing and trapping, agriculture, tourism</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>fishing, mining, manufacturing</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>mining, tourism, transportation, hunting and trapping</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>mining, hunting and trapping</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Hunting and trapping, mining</td>
</tr>
</tbody>
</table>
Canada

Sugar Maple
(Acersac - charum)
Lesson Eight

Concept: Using latitude to locate places on a map.

Resources/Materials: Wall map of the world
Wall map of Canada
Globe
Worksheet #5 Intro 9 (student copies, transparency)
Worksheet #5 Intro 10 (student copies, transparency)
Atlases

Introduction: Tell students you want to give them some candy. Those students closes to you will receive theirs first. “How should a teacher determine who is close and who is far?” (Lead students to the idea about measuring distance from the teacher. (“We could even draw or tape a line on the floor to determine how far a person is from the teacher.”)

Procedure:

1. One way to describe the location of a place on a map is by determining how far it is from the equator. Point out the equator on the globe and on a map. Point out that the equator is an imaginary line that goes all the way around the middle of the earth. All the land to the north is referred to as the Northern Hemisphere, and all the land to the south is referred to as the Southern Hemisphere. Lines of latitude are parallel to each other.

2. We describe a place’s location as to how far north or south it is from the equator. The lines of latitude help us to determine how far.

3. Latitude is measured in units called degrees (not to be confused with temperature).

4. The lines of latitude are parallel to each other. The Equator is 0°. From there the numbers get larger as you go away from the equator. Thus 15°N and 15°S are the same distance from the equator but in different directions. The north and south poles are 90°.

5. In their notebooks, you may want to have students take some notes on latitude, such as

Latitude
Latitude tells how far north or south from the equator that a place is located. We measure latitude in degrees (°).

6. Distribute Worksheet #5 Intro 9 (put up transparency, if appropriate). If possible do this sheet with students.

7. If you feel students understand the idea well, have them use a map of Canada to determine the latitude of some of the provincial capitals.

8. Distribute Worksheet #5 Intro 10. Go over the instructions.

Assignment:
1. Worksheet #5 Intro 10.
2. If appropriate, have students find the latitude of Ottawa and the provincial/territorial capitals
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 


Worksheet #5 Intro 9
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 Determine Location

Use the map to determine the location of these cities.

Marley  
Philpot  
Queeney  
Ramiz  
Stampede  
Trotter  
Argant  
Barney  
Carlotta  
Danaral  
Esmeralda  
Fargo

Worksheet #5 Intro 10
Using Latitude to Determine Location

Use the map to determine the location of these cities.

Marley  $60^\circ N$
Philpot  $40^\circ N$
Queeney  $20^\circ N$
Ramiz    $0^\circ$
Stampede $80^\circ S$
Trotter  $20^\circ S$

Argant   $60^\circ S$
Barney   $50^\circ N$
Carlotta $70^\circ N$
Danaral  $50^\circ S$
Esmeralda $15^\circ N$
Fargo    $75^\circ S$
Lesson Nine

Concept: Using longitude to locate places on a map

References/Materials: Wall map of the world
Wall map of Canada
Globe
Worksheet #5 Intro 11 (student copies, transparency)
Worksheets #5 Intro 12a and #5 Intro 12b (student copies, transparency)
Atlases

Introduction: Review with students that latitude tells how far and in which direction a place is from the equator. Latitude alone cannot give us the exact location. Discuss with students the reason for this.

Tell students that the lines of longitude can also help determine location. Just like the starting point for latitude is the equator, we use the Prime Meridian as a starting point for longitude. Point out on the globe. (At this point you may want to mention the International Date Line.)

Procedure:

1. The lines of longitude go from pole to pole and are called meridians. The Prime Meridian starts at the North Pole and goes through the city of Greenwich in the United Kingdom, and then ends up at the South Pole. Show this on the globe and the map of the world.

2. Longitude tells how far east or west a place is from the Prime Meridian. The lines of longitude are not parallel to each other like the lines of latitude. However, like latitude, longitude is measured in degrees. The Prime Meridian is 0°.

3. Distribute Worksheet #5 Intro 11, and go through it with students, if possible.

4. If you think students are able, have them take out their atlases and determine the longitude of some places in Canada. Use the map of the world, the map of Canada, and atlases to get students started.

5. Distribute Worksheets #5 Intro 12a and #5 Intro 12b and discuss how to complete the sheet.

Assignment:

1. Do Worksheets #5 Intro 12a and #5 Intro 12b

2. If you think students are able, have them determine the longitude of Ottawa and the provincial/territorial capitals.
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 → parallel
   - On globe → not parallel

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 ____________.
Marchandville

Directions: Use the map of Marchandville to answer these questions.

A. Tell what town or city you would find at each of these longitudes. There may be more than one answer for some questions.

<table>
<thead>
<tr>
<th>Longitude</th>
<th>Town/City</th>
</tr>
</thead>
<tbody>
<tr>
<td>0°</td>
<td></td>
</tr>
<tr>
<td>40°E</td>
<td></td>
</tr>
<tr>
<td>60°W</td>
<td></td>
</tr>
<tr>
<td>20°E</td>
<td></td>
</tr>
<tr>
<td>30°E</td>
<td></td>
</tr>
<tr>
<td>69°W</td>
<td></td>
</tr>
<tr>
<td>10°W</td>
<td></td>
</tr>
<tr>
<td>50°E</td>
<td></td>
</tr>
<tr>
<td>62°E</td>
<td></td>
</tr>
<tr>
<td>51°E</td>
<td></td>
</tr>
</tbody>
</table>

B. Give the longitude for each of these places.

<table>
<thead>
<tr>
<th>Place</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnott</td>
<td></td>
</tr>
<tr>
<td>Boyd</td>
<td></td>
</tr>
<tr>
<td>Finly</td>
<td></td>
</tr>
<tr>
<td>Three Rivers</td>
<td></td>
</tr>
<tr>
<td>Cattle Cross</td>
<td></td>
</tr>
<tr>
<td>Bowville</td>
<td></td>
</tr>
<tr>
<td>Harper Towne</td>
<td></td>
</tr>
<tr>
<td>Salt Harbour</td>
<td></td>
</tr>
<tr>
<td>Micronet</td>
<td></td>
</tr>
<tr>
<td>Happyville</td>
<td></td>
</tr>
</tbody>
</table>
Marchandville

Directions: Use the map of Marchandville to answer these questions.

A. Tell what town or city you would find at each of these longitudes. There may be more than one answer for some questions.

- 0° Virginia
- 60°W Stanley, Valley Ho
- 30°E Townsville
- 10°W Donut Campground
- 62°E Finly
- 40°E Arnott
- 20°E Boyd
- 69°W Caller's Point
- 50°E Port June
- 51°E Salt Harbour

B. Give the longitude for each of these places.

- Arnott 40°E
- Boyd 20°E
- Finly 62°E
- Three Rivers 26°W
- Cattle Cross 45°W
- Bowville 25°E
- Harper Towne 72°W
- Salt Harbour 51°E
- Micronet 2°W
- Happyville 18°W
Lesson Twelve

Concept: Absolute Location (latitude and longitude)

Resources/Materials: Wall map of World
                      Wall map of Canada
                      Globe
                      Worksheets #5 Intro 13a and #5 Intro 13b (student copies, transparency)
                      Atlases

Introduction: Review the concepts of determining latitude and longitude. Explain to students that the exact location of any place on earth can be given in terms of latitude and longitude – this is known as absolute location. Further, explain that it is much like using ordered pairs or coordinates in math. However, unlike math ordered pairs, the distance up or down is given first, followed by the distance left or right.

Procedure:

1. There are certain rules used when describing location in terms of latitude and longitude.
   - Latitude is given first, followed by longitude
   - The number of degrees is given first, followed by the direction
   - Usually there is only a space between latitude and longitude (as opposed to a comma)

2. Pull down a map of the world. Show students how to determine the absolute locations of some of the cities. Do the same for the map of Canada.

3. Distribute Worksheets #5 Intro 13a and #5 Intro13b (and put up transparency, if you are able). Do the first couple of questions to ensure students have the idea.

4. If your students are capable, have them find the latitude and longitude of major cities in the world using their atlases.

Assignment:

1. Do Worksheets #5 Intro 13a and #5 Intro 13b

2. If appropriate, students can find the absolute locations of some major cities on a map of Canada or a map of the world.
Smiles and Chuckles

Directions: Use the map of Smiles and Chuckles to answer the questions. There may be more than one answer for some questions.

1. Name three places in the Northern Hemisphere.

2. Name three places in the Southern Hemisphere.

3. Name three places in the Eastern Hemisphere.

4. Name three places in the Western Hemisphere.

5. Name the places found at these locations.
   
   0° 0° ________________________________ 30°N 20°W ________________________________
   
   20°N 30°E ________________________________ 10°S 30°W ________________________________
   
   20°S 36°E ________________________________ 28°S 20°W ________________________________
   
   32°S 30°E ________________________________ 27°N 28°E ________________________________

6. Give the latitude and longitude of each of these places.

   Happyburg ________________________________ Pond Ways ________________________________
   
   Ponderville ________________________________ Felter ________________________________
   
   Bow Town ________________________________ Brant ________________________________
   
   Port Content ________________________________ Sampler ________________________________
   
   Tootaloo ________________________________ Evernice ________________________________
Smiles and Chuckles

Directions: Use the map of Smiles and Chuckles to answer the questions. There may be more than one answer for some questions.

1. Name three places in the Northern Hemisphere.

2. Name three places in the Southern Hemisphere.

3. Name three places in the Eastern Hemisphere.

4. Name three places in the Western Hemisphere.

5. Name the places found at these locations.
   0° 0°  Happyburg  30°N 20°W  Pond Ways
   20°N 30°E  O'Toole Place  10°S 30°W  Brant
   20°S 36°E  Bow Town  28°S 20°W  Excited City
   32°S 30°E  Wild City  27°N 28°E  Bank Inlet

6. Give the latitude and longitude of each of these places.
   Happyburg  0° 0°  Pond Ways  30°N 20°W
   Ponderville  40°N 20°E  Felter  10°N 24°E
   Bow Town  20°S 36°E  Brant  10°S 30°W
   Port Content  4°S 13°W  Sampler  44°N 2°E
   Tootaloo  18°N 18°W  Evernice  25°N 22°E
Canada’s Provinces and Territories
Review

1. What is the name of the capital city of Canada? _______________________

2. Write the names of the capital cities and the postal abbreviations for each of the provinces and territories.

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3. On the map of Canada label the ten provinces and three territories.

4. On the map of Canada label the capital city of Canada.

5. On the map of Canada label the capital cities of the provinces and territories.

6. On the map of the world label the continents and the oceans.

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7. On the map of North America label the following:

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a. Which province has the smallest area? ____________________________

b. Which province has the largest area? ____________________________

c. Which territory has the largest area? ____________________________

d. Name all the provinces that have a larger area than British Columbia.

______________________________________________________________

______________________________________________________________

e. Which territory has about the same area as Newfoundland?

______________________________________________________________

f. What is the population of Alberta? ____________________________

g. Name the provinces that have a smaller population than New Brunswick.

______________________________________________________________

______________________________________________________________

h. What is the total population of the three territories? ______________

i. Together, British Columbia and Alberta have about the same population as which other province? ____________________________

j. Which province is both smallest in area and in population?

______________________________________________________________
9. Use the map below to answer the questions.

Hutter Peninsula

a. What place would you find at these locations?

0° 0° ___________________ 10°S 20°E ___________________

10°N 35°W ___________________ 14°S 10°W ___________________

b. Give the latitude and longitude of these places.

Kleinsasser ________________ Mandel ________________

Enns ___________________ Hofer ___________________
# Areas and Populations of the Provinces and Territories

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**Total Area of Canada:** 9 984 670 km²  
**Total Population of Canada:** 32 501 147
1. What is the name of the capital city of Canada? **Ottawa**

2. Write the names of the capital cities and the postal abbreviations for each of the provinces and territories.

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a. Which province has the smallest area? **Prince Edward Island**

b. Which province has the largest area? **Québec**

c. Which territory has the largest area? **Nunavut**

d. Name all the provinces that have a larger area than British Columbia. **Ontario, Québec**

e. Which territory has about the same area as Newfoundland? **Yukon Territory**

f. What is the population of Alberta? **3 322 225**

g. Name the provinces that have a smaller population than New Brunswick. **Prince Edward Island, Newfoundland and Labrador**

h. What is the total population of the three territories? **103 694**

i. Together, British Columbia and Alberta have about the same population as which other province? **Québec**

j. Which province is both smallest in area and in population? **Prince Edward Island**
9. Use the map below to answer the questions.

Hutter Peninsula

a. What place would you find at these locations?

0° 0°  \textbf{Waldner} \hspace{0.5cm} 10°S 20°E  \textbf{Wipf}

10°N 35°W  \textbf{Walters} \hspace{0.5cm} 14°S 10°W  \textbf{Gross}

b. Give the latitude and longitude of these places.

\textbf{Kleinsasser}  \hspace{0.5cm} 10°S 20°W \hspace{0.5cm} \textbf{Mandel}  \hspace{0.5cm} 24°N 20°W

\textbf{Enns}  \hspace{0.5cm} 25°S 17°W \hspace{0.5cm} \textbf{Hofer}  \hspace{0.5cm} 13°N 25°E
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Total Area of Canada: 9 984 670 km²
Total Population of Canada: 32 501 147
Name ____________________________________________

Canada’s Provinces and Territories
Unit Test

1. Name the capital of Canada. ______________________

2. Write the name of the capital city and the abbreviation for each of the provinces and territories.

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6. On the map of the world label the continents and the oceans.

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7. On the map of North America label these countries and bodies of water.

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d. Which province has the smallest area? ________________________________

e. Which province has an area smaller than Nova Scotia? ________________________________

f. What is the total area of Alberta, Saskatchewan, and Manitoba? ________________________________

g. Name all the provinces that have smaller populations than Nova Scotia. ________________________________

h. Together British Columbia, Alberta, and New Brunswick have the same population as which other province? ________________________________

i. Which province has the lowest population? ________________________________

j. Which province has the greatest population? ________________________________
9. Use the map of Cowboy Island to answer the questions below.

Cowboy Island

a. What places are found at these locations?

0° 0° ___________________________ 40°N 60°E ___________________________

40°S 0° ___________________________ 31°N 30°E ___________________________

b. Give the latitude and longitude of each of these places.

Oats ___________________________

Calf ___________________________

Mane ___________________________

Colt ___________________________
## Areas and Populations of the Provinces and Territories

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f. What is the total area of Alberta, Saskatchewan, and Manitoba? **1,960,681 km²**

g. Name all the provinces that have smaller populations than Nova Scotia.

**New Brunswick, Prince Edward Island, Newfoundland and Labrador**

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a. What places are found at these locations?

- $0^\circ 0^\circ$ Oats
- $40^\circ N 60^\circ E$ Mare
- $40^\circ S 0^\circ$ Pony
- $31^\circ N 30^\circ E$ Foal

b. Give the latitude and longitude of each of these places.

- Oats $0^\circ 0^\circ$
- Calf $20^\circ S 40^\circ W$
- Mane $10^\circ N 40^\circ E$
- Colt $40^\circ N 30^\circ W$
## Areas and Populations of the Provinces and Territories

<table>
<thead>
<tr>
<th>Province or Territory</th>
<th>Area (square kilometers)</th>
<th>Population (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>944 735</td>
<td>4 292 166</td>
</tr>
<tr>
<td>Alberta</td>
<td>661 848</td>
<td>3 332 225</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>651 036</td>
<td>988 980</td>
</tr>
<tr>
<td>Manitoba</td>
<td>647 797</td>
<td>1 179 681</td>
</tr>
<tr>
<td>Ontario</td>
<td>1 076 395</td>
<td>12 630 547</td>
</tr>
<tr>
<td>Quebec</td>
<td>1 542 056</td>
<td>7 636 710</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>72 908</td>
<td>750 504</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>55 284</td>
<td>935 824</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>5 660</td>
<td>138 307</td>
</tr>
<tr>
<td>Newfoundland and Labrador</td>
<td>405 212</td>
<td>512 509</td>
</tr>
<tr>
<td>Yukon Territory</td>
<td>482 443</td>
<td>31 069</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>1 346 106</td>
<td>42 179</td>
</tr>
<tr>
<td>Nunavut</td>
<td>2 093 190</td>
<td>30 446</td>
</tr>
</tbody>
</table>

*Total Area of Canada: 9 984 670 km²*

*Total Population of Canada: 32 501 147*
Unit 1

Physical Geography of Canada
Unit 1 includes:

Introductory Activities

Chapter 1: The Appalachian Region: A Land by the Sea

Chapter 2: The Great Lakes – St. Lawrence Region: A Changed Landscape

Chapter 3: The Canadian Shield Region: A Resource Storehouse

Assessment for Chapters 1, 2, and 3:
- Review
- Test

Chapter 4: The Interior Plains: Rolling Land and Rivers

Chapter 5: The Cordillera Region: A Land of Mountains

Chapter 6: The Arctic Region: Living Near the Top of the World

Assessment for Chapters 4, 5, and 6
- Review
- Test

Extra Activities – Provided for general use throughout the unit
Lesson One: Unit Opener

Concept: Lifestyle depends on environment: physical features, natural vegetation, wildlife, climate, and soil conditions.

References/Materials: Worksheets #5.Intro.1a and #5.Intro.1b (one copy per group)

Introduction:
Tell students they are to pretend they are stranded on an island. They must try to survive. Tell them they will be given a scenario and that they must describe what their lifestyle will be like given the resources and conditions on the island. They have only one tool, a large sharp knife.

Procedure:
1. Divide students into groups of three to four. Assign roles as follows:
   - First reader – reads the scenario
   - recorder – writes down what the group decides
   - second reader – reads what the group decided to the class
   - voice monitor (ensures that voices are kept reasonably low)
2. Assign each group a place to meet and a time limit (about 15 minutes)
3. After 15 minutes has expired, have students report their findings to the class. Worksheets #5.Intro.1a and #5.Intro.1b.
4. Help students to observe that the lifestyles they have chosen have depended on physical features, natural vegetation, wildlife, soil, and climate.

Lifestyle involves:
- occupations
- food
- clothing
- shelter
- where people live
- transportation
- recreation

Natural resources are things provided by nature that man uses.

5. Conclude that
   - As people, we use what nature has provided.
   - Lifestyle depends on our use of natural resources.

Conclusion:
- This unit in Social Studies will examine the various geographic or physical regions of Canada.
- Physical regions are areas that have one or more physical characteristics in common.
- We want to see how people’s lifestyles are the same and how they are different in these regions.
You and some friends are stranded on an island. You have no way of getting off the island so you must use what you find to survive. You have nothing with you but the clothes you are wearing, and you realize that they will soon be too worn out to wear. The only tool you have is a large sharp knife. When you look around the island, this is what you find:

- The land is quite rocky and unsuitable for growing crops.
- There is a lot of forested land with trees, vines, and other plants.
- There are several rivers and streams flowing throughout.
- There are fish swimming in the rivers and streams.
- There is a mountain in the centre of the island. Although it is covered with trees of varying sizes and grass, you discover that if you dig under the soil, it is quite rocky.
- There is a small lake at the foot of the mountain.
- There are many birds living in the forest.
- On one side of the island there is a long sandy beach.
- You have seen several tracks that belong to animals, probably deer and wild pigs.

With your group decide what you will do for each of the following. You should record your answers on the sheet on the next page.

- Shelter
- Clothing
- Food
- Occupations
- Where You Will Live
- Transportation
- Recreation
<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter</td>
</tr>
<tr>
<td>Clothing</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Occupations</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td>Recreation</td>
</tr>
<tr>
<td>Where You Will Live</td>
</tr>
</tbody>
</table>

Worksheet #5: Intro. 1b
<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelter</td>
<td>Make shelter from trees/vines</td>
</tr>
<tr>
<td>Clothing</td>
<td>Animal skins/feathers</td>
</tr>
<tr>
<td>Food</td>
<td>Berries/roots, fish, deer/pigs, birds</td>
</tr>
<tr>
<td>Occupations</td>
<td>Hunter, fisher, coordinator</td>
</tr>
<tr>
<td>Transportation</td>
<td>Foot, swimming. Use small trees/vines to make sled.</td>
</tr>
<tr>
<td>Recreation</td>
<td>Swimming, hide-and-seek</td>
</tr>
<tr>
<td>Where You Will Live</td>
<td>Sheltered area near beach</td>
</tr>
</tbody>
</table>
Lesson Two (Optional)

Concept: Introduction to the textbook

ADVANCE PREPARATION REQUIRED

Resources/Materials: Our Land and People, pages 2 and 3
                   BLM 1 (3 pages) – copied onto cardstock or Manila tag and cut into pieces
                   Tokens (105 per student)

Introduction: Explain that the textbook, Our Land and People, has many different types of information.

Procedure:

1. Distribute textbooks and have students flip through them for a couple of minutes.

2. Have students sit around a table or arrange their desks in a circle. Give each student ten tokens. Leave the rest for the “bank”.

3. Tell students that you have some cards that have tasks for them to do. Shuffle the cards made from BLM 1. Turn the deck of cards upside down (as per gin rummy)

4. Take a card off the top of the deck. Read it to the students. They are to follow the directions on the card. To help the students get the hang of the game, you may want to guide them on the first few.

Assignments:

1. Read Our Land and People, pages 2 and 3
2. Play the game on BLM 1.
Lesson Three

ADVANCE PREPARATION: Word Cards

Concept: Terminology: geography, landforms, bodies of water, climate, natural resources

Resources/Materials: Our Land and People, page 4  
Worksheets #5.Intro.3a and #5.Intro.3b (transparencies)  
Worksheets #5.Intro.3c and #5.Intro.3d (student copies)  
Word cards with names of landforms, bodies of water, and climate:

- valley
- waterfall
- rain
- cloudy
- ocean
- sunshine
- temperature
- hill
- mountain
- plains
- rocky
- plateau
- river
- tundra
- lake
- lowland

Introduction: Tell students you have some words printed on cards, and they are to read as you present them. As each is read, place them into categories without telling the students the criterion you are using. Once you have classified five or six of the words, challenge students to figure out how you are classifying the words. Give each category of words a title: landforms, bodies of water, climate. Then continue to present the remaining words and have students classify them.

Procedure:

1. Tell students that landforms, bodies of water, and climate are all part of the environment. The environment has a great influence on our lifestyles. Discuss how the students’ environment affects how they live. (houses, clothes, crops grown, etc.)


3. Discuss the meanings of the following terms and have students write the definitions into their notebooks. (Alternately, students can copy the notes directly from a transparency of Worksheet #5.Intro.3a and #5.Intro.3b)
   - Identity
   - Quality of life
   - Landform
   - Body of water
   - Climate
   - Geographic region
   - Natural resource

4. Distribute Worksheets #5.Intro.3c and #5.Intro.3d and go over the directions.

Assignments:

1. Read Our Land and People, page 4
2. Make or copy from Worksheets #5.Intro.3a and #5.Intro.3b notes.
3. Do Worksheets #5.Intro.3c and #5.Intro.3d.
Identity – refers to who we are and how we live as individuals, communities, regions, and a country.

Quality of Life – refers to having the things that are important to living a safe and satisfying life.

Landforms – refer to the shape of the land.

Bodies of Water – refer to water that flows or settles in the same place year after year.
Climate – refers to the weather patterns in an area over a long period of time.

Natural Resource – refers to something from nature that people use.

Geographic Region – an area that has common features such as landforms, climate, and natural resources.
Directions: Name, draw, and colour the names of six different landforms.

---

Bodies of Water

Directions: Name, draw, and colour three different bodies of water.
Directions: Read the words in the box. Circle those that tell about climate.

<table>
<thead>
<tr>
<th>wind</th>
<th>temperature</th>
<th>happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>hilly</td>
<td>rain</td>
<td>snow</td>
</tr>
<tr>
<td>sunshine</td>
<td>cloudiness</td>
<td>hail</td>
</tr>
<tr>
<td>precipitation</td>
<td>sandy</td>
<td>humidity</td>
</tr>
</tbody>
</table>

Natural Resources

Directions: Many things we have in our daily lives are made from or use natural resources. For each thing below name at least one natural resource that was used to make and/or run it.

chair ____________________________  wheat ____________________________
pencil ___________________________  canola ___________________________
gasoline __________________________  electricity _______________________
sidewalk __________________________  car ___________________________
notebook __________________________  staple __________________________
glass jar __________________________  boat __________________________
steel roof _________________________  shovel __________________________
soccer ball ________________________  seafood dinner __________________
### Landforms

**Directions:** Name, draw, and colour the names of six different landforms.

<table>
<thead>
<tr>
<th>Mountain</th>
<th>Hill</th>
<th>Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lowland</th>
<th>Plateau</th>
<th>Plains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bodies of Water

**Directions:** Name, draw, and colour three different bodies of water.

<table>
<thead>
<tr>
<th>Ocean</th>
<th>River</th>
<th>Lake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Climate**

**Directions:** Read the words in the box. Circle those that tell about climate.

- wind
- temperature
- hilly
- rain
- sunshine
- cloudiness
- precipitation
- sandy
- happy
- snow
- hail
- humidity

**Possible Answers**  
**Natural Resources**

**Directions:** Many things we have in our daily lives are made from or use natural resources. For each thing below name at least one natural resource that was used to make and/or run it.

- chair: trees, wheat: soil/sun
- pencil: trees
- gasoline: oil, electricity: wind/water/coal
- sidewalk: cement, gravel, car: iron ore/oil
- notebook: trees
- glass jar: silica/sand
- steel roof: iron ore/coal
- soccer ball: rubber tree
- canola: soil/sun/bees
- staple: iron ore/tin
- boat: tree
- shovel: iron ore
- seafood dinner: fish/shellfish

*Worksheet #5.Intro.3d*
Lesson Four

Concept: Overview of the geographic regions of Canada

Resources/Materials: Our Land and People, pages 4 – 9
   Worksheet #5.Intro.4 (student copies, transparency)
   BLM 11 (teacher’s copy)
   BLM 10 – 3 pages (student copies)
   Construction paper (one sheet per student – deeper colours are best)

Introduction: Recall with students that there are ten provinces and three territories. Explain that these are called political divisions – each has its own government. Discuss that Canada can also be divided into regions based on common types of landforms. These are called geographic regions.

Procedure:
Part 1
1. Have students turn to Our Land and People, page 5. On the map of the Geographic Regions (Worksheet #5.Intro.4), point out each of the six geographic regions.

NOTE: Part 2 of the Procedure is optional.

2. Distribute the outline map. Direct students to colour the geographic regions as they are in the textbook. Remind them to complete the colouring on the map’s legend as well.

Part 1 Assignments:
2. Colour the map of the geographic regions on Worksheet #5.Intro.4.

Part 2
3. Have students flip through textbook pages 6 – 9. Note that these pages are written as if the children pictured live in a particular region and are explaining a bit about their lives.

4. Guide the reading of “The Appalachian Region”. Ask students if there are any references to landforms, bodies of water, climate, or natural resources.

5. Distribute BLM 10 (3 pages). On the tab of each map section direct students to write point-form notes about any references as discussed in #4 above.

   Example: near the ocean
   lives on an island
   fish for a living

6. Tell students they should read about each of the other geographic regions and make similar notes on the tabs of each map section. They can then cut out the sections and assemble them on a sheet of construction paper.
Part 2 Assignments:

1. Read and make notes about each of the geographic regions.
2. Cut out, assemble, and paste onto a sheet of construction paper.
Geographic Regions of Canada

- Cordillera
- Interior Plains
- Arctics
- Canadian Shield
- Appalachian
- Great Lakes
- St. Lawrence
Puzzle Pieces of Canada
Puzzle Pieces of Canada (continued)

Canadian Shield Region
- few trees
- muskox
- muskox makes roads difficult to build
- muskox freezes in winter

Interior Plains Region
- large flat
- large hills
- few trees
- lakes
- wheat farm
- close to Rockies in some places
Puzzle Pieces of Canada (continued)

Cordillera Region
- mountains
- islands
- rain
- fish
- whales, seals, sea lions

Great Lakes
- St. Lawrence River
- Great Lakes and St. Lawrence
- River used as transportation route
- huge, busy
- Toronto
NOTE: The Geographic Regions are the main topic of study for the next six to eight weeks. If desired, teachers may elect to post a map of the geographic regions for the duration. As each geographic region is studied in detail, they may attach the appropriate coloured paper on the map.

TRAVEL CANADA TOUR

The authors of *Our Land and People* suggest having students create a tourist booklet containing information about each physical region that might be of interest to tourists. There is information about creating the booklet at the end of each chapter.

This can be done by each student or as a class. If each student is to create their own booklet, you might want to have them work on the booklet as each physical region is covered.

If you decide to make this a class project, you might want to have them complete the tourist booklet as a unit culminating activity, assigning each student or group of students a physical region.

CROSS COUNTRY RUN

Think about your students doing a cross country run or walk. With students determine a route you would take as you go across the physical regions. Use the scale on the map to determine the distance. Determine how far you must walk. (Example: 1 lap around the yard = 10 km) Keep track of your progress on a map as you go. Try to complete “running” across a particular physical region before you finished studying about it (about a week).
Chapter One

The Appalachian Region

A Land by the Sea
Social Studies Grade 5 Our Land and People
Chapter 1
The Appalachian Region

Contents

Lesson One  The Appalachian Region – Location and Landforms  3
Lesson Two  The Appalachian Region – Bodies of Water  4
Lesson Three  The Appalachian Region – Climate  5
Lesson Four  The Appalachian Region – Natural Resources  7
Lesson Five  The Appalachian Region: Issue – Banning the Cod Fishery
How Geography is Tied to Identity  8
Lesson Six  The Appalachian Region: Chapter Focus  9
Lesson One

Concept: The Appalachian Region – Location and Landforms

Resources/Materials:  Our Land and People, pages 12 and 13
Worksheets #5.1.1a and #5.1.1b (student copies)
Unlined paper, hole-punched (student copies)
10 cm X 15 cm piece of white Bristol board (student copies, optional)

Introduction: Tell students that today they will begin to examine the first of the six geographic regions, The Appalachian Region. Elicit from students the factors that affect lifestyle that have been discussed so far (landforms, bodies of water, climate, natural resources). Explain that such things as natural vegetation and wildlife are parts of the environment that can also affect lifestyle.

Procedure:
1. Have students turn to textbook pages 12 and 13. Note location of the Appalachian Region. Tape the appropriate parts onto the geographic regions map, if you have elected to do this activity.

2. Guide the reading of page 12 and discuss the Chapter Focus questions on the bottom of page 12.

3. Tell students to read page 13 to find out about the main landforms of the region.

4. Distribute the unlined sheets of paper. Tell students they will be starting web which summarize the landforms, bodies of water, climate, and natural resources of the region.

5. Have students write in larger letters “The Appalachian Region” in the centre. Have them draw a spoke line out from this title and write point-form notes about the landforms. (i.e., low, rounded mountains, uplands, hills, valleys, plains, islands) They will add to the web as the chapter progresses.

6. Distribute Worksheets #5.1.1a and #5.1.1b. Direct students to list the landforms they wrote on their web in the appropriate section. Then beside each landform tell how it affects the lifestyle of the people of the region. NOTE: Warn students not to lose these worksheets. They will be completing them later.

7. Finally, tell students to write a paragraph stating whether or not they would like to live in this region from what they know so far. The first sentence should state their opinion and the other sentences should support their view. Explain that it is possible they may change their minds as the chapter progresses.

8. If desired, asked students to create a picture postcard featuring one or more landforms

Assignment:
2. Complete the landform section of Worksheet #5.1.1a.
3. Write paragraph about whether you would like to live in this region or not.
4. Optional – create a picture postcard.
<table>
<thead>
<tr>
<th>Part of the Environment</th>
<th>How Lifestyle is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Landforms:</td>
<td></td>
</tr>
<tr>
<td>Bodies of Water:</td>
<td></td>
</tr>
<tr>
<td>Parts of the Environment</td>
<td>How Lifestyle is Affected</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Climate:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
# The Appalachian Region

<table>
<thead>
<tr>
<th>Part of the Environment</th>
<th>How Lifestyle is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong> (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>· eastern Canada</td>
<td>· on opposite side of Atlantic Ocean from Europe –&gt; many people of Western (Northern Europe means strong British, French heritage</td>
</tr>
<tr>
<td>· next to Atlantic Ocean</td>
<td>· sailing traditions</td>
</tr>
<tr>
<td></td>
<td>· eat lots of seafood</td>
</tr>
<tr>
<td><strong>Landforms:</strong> (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>· mountains</td>
<td>· tourism because of scenery</td>
</tr>
<tr>
<td>· hills</td>
<td></td>
</tr>
<tr>
<td>· plains</td>
<td>· rich soil, good for some farming</td>
</tr>
<tr>
<td>· valleys</td>
<td></td>
</tr>
<tr>
<td><strong>Bodies of Water:</strong> (Lesson Two)</td>
<td></td>
</tr>
<tr>
<td>· Atlantic Ocean</td>
<td>· transportation –&gt; sailing</td>
</tr>
<tr>
<td></td>
<td>· communities developed along seashore</td>
</tr>
<tr>
<td></td>
<td>· lighthouses warn ships on foggy days/at night</td>
</tr>
<tr>
<td></td>
<td>· people who live on islands tend to be quite independent</td>
</tr>
<tr>
<td></td>
<td>· Acadians built dikes to hold back tide waters, and used weirs to catch fish</td>
</tr>
<tr>
<td>· rivers</td>
<td>· eat food from sea</td>
</tr>
<tr>
<td></td>
<td>· communities built along rivers (source of water, transportation)</td>
</tr>
<tr>
<td>Parts of the Environment</td>
<td>How Lifestyle is Affected</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Climate:</strong> (Lesson Three)</td>
<td>· Mi'kmaq traditionally moved inland in winter to hunt moose/caribou. In summer moved to coast to fish</td>
</tr>
<tr>
<td>Some places very cold winters and very hot summers</td>
<td>· Some places have moderate temperatures</td>
</tr>
<tr>
<td>Some places have moderate temperatures</td>
<td></td>
</tr>
<tr>
<td>Precipitation heavy along coast</td>
<td>· Fog, lots of rain affects clothing</td>
</tr>
<tr>
<td>Some hurricanes</td>
<td>· Can do damage</td>
</tr>
<tr>
<td><strong>Natural Resources:</strong> (Lesson Four)</td>
<td></td>
</tr>
<tr>
<td>· soil</td>
<td>· Farming in some areas</td>
</tr>
<tr>
<td>· ocean</td>
<td>· Fishing, transportation</td>
</tr>
<tr>
<td>· trees</td>
<td>· Forestry → furniture, homes, ships</td>
</tr>
<tr>
<td>· petroleum</td>
<td>· Mi'kmaq used some trees for medicine</td>
</tr>
<tr>
<td>· minerals</td>
<td>· offshore drilling</td>
</tr>
<tr>
<td>· mine of coal, copper, gypsum, salt</td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong> (Lesson Five)</td>
<td>How to manage resources</td>
</tr>
</tbody>
</table>
Lesson Two

Concept: The Appalachian Region – Bodies of Water

Resources/Materials: Our Land and People, pages 14 – 18.
   Web of Appalachian Region (students have this)
   Worksheet #5.1.1 (students have this)
   Worksheets #5.1.2a and #5.1.2b (optional, student copies) – See #2 below.
   Pictures of lighthouses
   Unlined paper (student copies)

Introduction: Have students turn to textbook, page 15. Note that the Appalachian Region is largely surrounded
by water. **Ask students to speculate about how this fact might influence the lifestyle of the people.** (E.g.,
eat more seafood, fishing, water transportation, ship building)

Procedure:

1. Tell students that the two most important bodies of water in this region are the ocean and the rivers.
   Have them take out the webs they have already started, draw out another spoke and label it “Bodies of
   Water”. Under this heading write the words “ocean” and “rivers”.

2. Tell students that the next few pages explain how living so near the ocean and along rivers has
   influenced the lives of the people. If possible, guide the reading. However, if this is not possible, tell
   students to read the pages independently.

3. If desired, distribute copies of Worksheet #5.1.2a and #5.1.2b for students to do once the reading is
   complete. Doing this worksheet may not be necessary if you were able to guide the reading.

4. Once the reading is complete (and Worksheets #5.1.2a and #5.1.2b have been completed, if applicable),
   have students take out Worksheet #5.1.1. With students complete the section on Bodies of Water.

5. If you can, show students pictures of the various styles of lighthouses. Review their purpose. Tell
   student they are going to design their own lighthouses. Distribute unlined paper.

Assignment:

2. Add Bodies of Water to their web.
3. OPTIONAL. Do Worksheets #5.1.2a and #5.1.2b.
4. Complete section on “Bodies of Water” on Worksheet #5.1.1.
5. OPTIONAL. Design a lighthouse. Draw it in an appropriate setting. Colour your picture.
How Do Bodies of Water Shape Communities?  
The Appalachian Region

Directions: Read Our Land and People pages 14 to 18. Use the information from these pages to complete the sentences.

A. The Atlantic Ocean

Many Appalachian communities developed on the coast because _____________________________
________________________________________________________________________________
________________________________________________________________________________

Many communities are located in sheltered bays and inlets, which make good
__________________________.

Lighthouses

People build lighthouses to ____________________________
________________________________________________________________________________

Living on an Island

There are three large islands in this region: ____________________________
________________________________________________________________________________

Living on a small island is different because (Complete in your own words.) _____________
________________________________________________________________________________
________________________________________________________________________________
Tides

A tide is ________________________________

______________________________________

Early European settlers called Acadians built dikes to ________________________________

______________________________________

The Acadians also used weirs to ________________________________

______________________________________

B. Rivers

The thousands of rivers and streams in the region were important ________________________________

______________________________________

______________________________________
How Do Bodies of Water Shape Communities?
The Appalachian Region

Directions: Read Our Land and People pages 14 to 18. Use the information from these pages to complete the sentences.

A. The Atlantic Ocean

Many Appalachian communities developed on the coast because the ocean provides food, jobs, and a means of transportation.

Many communities are located in sheltered bays and inlets, which make good harbours.

Lighthouses

People build lighthouses to warn away ships from rocky shorelines at night and in heavy fog.

Living on an Island

There are three large islands in this region: Cape Breton Island, Prince Edward Island, Newfoundland.

Living on a small island is different because (Complete in your own words.)

- fewer people
- perhaps no electricity or other services
- fewer conveniences
- help each other more
- small school

Worksheet #5.1.2a
Tides
A tide is the rise and fall of ocean water

Early European settlers called Acadians built dikes to keep tides from flooding their farmland

The Acadians also used weirs to catch fish

B. Rivers
The thousands of rivers and streams in the region were important travel routes and source of fish; drinking water
Lesson Three

Concept: The Appalachian Region – Climate

Resources/Materials: Our Land and People, pages 19 – 21
- Web of Appalachian Region (students have this)
- Worksheet #5.1.1b (students have this)
- Worksheet #5.1.3 (student copies)

Introduction: Review the meaning of the term “climate”. Ask students how the climate of southern Alberta affects their lifestyle such as
- The clothing they wear in summer and in winter.
- Their houses and other community buildings.
- The crops they grow.
- Transportation – heaters and air conditioners.
- Recreation

Explain that today we will examine the climate in the Appalachian Region and how it affects the life of its people.

Procedure:

1. Have students turn to textbook page 19. Guide the reading of pages 19 and 20 and conclude that the climate in this region varies from season to season and is generally characterized by:
   - Moderate temperatures
   - Higher precipitation in coastal areas
   - Lower amounts of precipitation inland
   - Can be foggy
   - Hurricanes occur occasionally

2. Have students add this information to their webs.

3. Discuss with students how the climate might affect the life of those living in the region if you can take the time. ALTERNATELY, they can do Worksheet #5.1.3.

4. Refer students to textbook page 21. Discuss the title question. If possible, guide the reading and have students make notes in their notebooks. If they are reading it independently, instruct students to make notes listing the three major factors that influence climate.

   What Influences Climate?
   - Elevation – height above sea level
   - Nearness to large bodies of water
   - Latitude – distance from the equator.

5. Finally, tell students to take out Worksheet #5.1.1b and complete the section on climate.

Continued…
Continued from page 5.

Assignments:
2. Add a climate spoke to the web.
3. Make notes on “What Influences Climate”.
4. Complete the “Climate” Section of Worksheet #5.1.1b
5. OPTIONAL. Do Worksheet #5.1.3.
How Does Climate Influence the Life of the People of the Appalachian Region?

Directions: Each statement tells something about the climate of the Appalachian Region. Circle all the sentences below each that you think would tell about how that part of climate influences the life of the people.

1. In most areas summers are warm and winters are cool.
   - Most houses have insulated walls and ceilings.
   - Most homes do not need air conditioning, but they do need a good furnace for the winter months.
   - The people must wear big heavy coats all year round.
   - Even in summer there are some days in which you need a coat.
   - The Mi’kmaq moved inland to hunt moose and caribou in winter; but in summer they moved to the coast to catch fish and hunt birds for food.

2. In most areas there is a great deal of precipitation, especially rain.
   - Everyone owns an umbrella and a good raincoat.
   - There is little need to water your the lawn.
   - Wild trees and plants grow easily, making the environment very beautiful.
   - No one bothers to plant a garden because it is too dry.

3. At any time of year thick fog can settle in for days at a time.
   - Fishermen never worry about fog.
   - Lighthouses are built to warn sailors to stay away from rocky shores.
   - Raincoats and boots are always close at hand.

4. In some parts heavy snowfall occurs every winter.
   - Cars do not need good tires.
   - Roofs on houses must be steep so that not as much snow piles up on them.
   - School is sometimes cancelled for days at a time because no one can get through on the roads.
   - Snow blowers sell well in the stores.

5. Occasionally, the area is affected by hurricanes.
   - Ships and boats must try to tie up to land or go far out to sea during these times.
   - Electricity is sometimes knocked out because of fallen trees.
   - Boats tied up to a wharf can be damaged.
   - Houses and other building can be destroyed.
**How Does Climate Influence the Life of the People of the Appalachian Region?**

**Directions:** Each statement tells something about the climate of the Appalachian Region. Circle all the sentences below each that you think would tell about how that part of climate influences the life of the people.

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   - Boats tied up to a wharf can be damaged.
   - Houses and other building can be destroyed.
**Lesson Four**

**Concept:** The Appalachian Region – Natural Resources

**Resources/Materials:** Our Land and People, pages 22 – 26.
- Web on Appalachian Region (students have this)
- Worksheet #5.1.1b (students have this)
- Worksheets #5.1.4a and #5.1.4b (student copies, optional)

**Introduction:** Review with students the meaning of the term “natural resource”. Present the following activities and ask students to tell you what natural resources they depend on.

- Growing wheat: soil, rain (and indirectly, iron ore, rubber, etc. to make the machinery)
- Generating electricity: wind, water, coal, or natural gas
- Swimming in the dugout: water
- Building a house: trees (forests), iron ore
- Running a car: petroleum
- Heating a building: natural gas, earth (for geo-thermal systems)

Tell students that the people of the Appalachian Region are very dependent on natural resources to make a living and to meet their basic needs of food, clothing, and shelter.

**Procedure:**

1. Tell students that the five most important natural resources of the Appalachian Region are examined. Have students turn to textbook page 22. Guide the reading of page 22.

2. Have students read independently, if possible, pages 23 to 25 to find out other natural resources and their importance to the area. Optionally, students who need work to guide their reading can do Worksheets #5.1.4a and #5.1.4b.

3. Finally, have them list the natural resources on their webs and complete the natural resources section of Worksheet #5A.4b.

**Assignments:**

2. Worksheet #5.1.4a and #5.1.4b (optional)
3. Add a natural resources spoke to web.
4. Complete natural resources section of Worksheet #5.1.1b.
Directions: Read Our Land and People pages 22 – 28. Then do the questions.

1. What is a natural resource?

2. What is meant by economy?

3. What is different about where oil is found in the Appalachian region compared to where it is found in our area?

4. How is the soil used?

In your opinion is the “Potato Break” a good idea? Tell why or why not?
5. What are at least four important reasons why forests are important?


6. Name six minerals that are mined in this region.


Why is less coal mined in this region than in the past?


7. About how much of the Canada’s fish are caught in this region?


Directions: Read Our Land and People pages 22 – 28. Then do the questions.

1. What is a natural resource?
   - material found in nature that people use to live and make life easier

2. What is meant by economy?
   - all the businesses and the value of goods and services that are bought and sold

3. What is different about where oil is found in the Appalachian region compared to where it is found in our area?
   - in Appalachian region → under ocean floor
   - in our area → underground or mixed with sand (oil sands)

4. How is the soil used?
   - farming

In your opinion is the “Potato Break” a good idea? Tell why or why not?
5. What are at least four important reasons why forests are important?
   - build homes
   - build furniture
   - make lumber to sell
   - build ships
   - Mi'kmaq used trees for medicines

6. Name six minerals that are mined in this region.
   - copper, silver, lead, gypsum, coal

Why is less coal mined in this region than in the past?
   - coal burning reduces air quality
   - much coal deposits are under ocean floor

7. About how much of the Canada’s fish are caught in this region?
   one-third
Lesson Five

Concept: The Appalachian Region: Issue – Banning the Cod Fishery
How Geography Is Tied to Identity.

Resources/Materials: Our Land and People, pages 26 – 28
Worksheet #5.4.5 (student copies)
BLM 19 (student copies)
BLM 12 (student copies, transparency)

Introduction: Discuss with students the importance of soil and water as natural resources for agricultural areas such as southern Alberta. Discuss the measures that farmers undertake to manage and protect these resources (low or no-till, water management to prevent erosion and moisture loss.)

Tell students that similarly, the people of the Appalachian Region have also had to face resource management issues and in particular the cod fishery.

Procedure:

1. Discuss with students how technology has enabled fewer and larger boats to catch more and more fish off the coast of Newfoundland. Elicit from students the consequences of this.

2. Tell students to turn to textbook page 26. Guide the reading of the bottom of page 26. Discuss the idea of a ban on fishing and the consequences for fishermen, fish plant workers, and consumers.

3. Distribute Worksheet #5.1.5 and go over the directions. Then guide the reading of pages 27 and 28 (if possible) with the idea of completing Worksheet #5A.8.

4. Distribute BLM 19 and tell students how to complete it.

5. Finally, discuss with students how our identity is tied directly and indirectly to the geography of the area in which we live. (You may have to review the meaning of identity.) Distribute BLM 12. With students fill in the sections for the Appalachian Region.

Assignment:

2. Complete the “Natural Resources” section of Worksheet #5.1.1b.
3. Do Worksheet #5.1.5.
4. Do BLM 19.
# Identity and Quality of Life in Canada

<table>
<thead>
<tr>
<th>Region</th>
<th>Identity</th>
<th>Quality of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian</td>
<td>caring people, able to live in difficult circumstances, close ties to sea</td>
<td>care more about others than about things</td>
</tr>
<tr>
<td>Great Lakes–St. Lawrence Lowlands</td>
<td>progressive, international</td>
<td>access to variety of goods and service, live in crowded conditions</td>
</tr>
<tr>
<td>Canadian Shield</td>
<td>rugged and independent, able to live with danger</td>
<td>close to the land, simpler lifestyle</td>
</tr>
<tr>
<td>Interior Plains</td>
<td>pioneers, independent</td>
<td>value hard work, close to the land</td>
</tr>
<tr>
<td>Cordillera</td>
<td>international, risk taking</td>
<td>live with diversity</td>
</tr>
<tr>
<td>Arctic</td>
<td>part of nature</td>
<td>live in harmony with nature, live off land</td>
</tr>
</tbody>
</table>
## Perspectives on the Cod Fishery

<table>
<thead>
<tr>
<th></th>
<th>Points of View</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government</strong></td>
<td>&quot;need to ban cod fishing because need to allow cod population to increase again&quot;</td>
</tr>
<tr>
<td><strong>Resource Workers</strong></td>
<td>&quot;fishermen and fish plants workers lost their jobs.\nwill have to look for another job&quot;</td>
</tr>
<tr>
<td><strong>Consumers</strong></td>
<td>&quot;cod was not as plentiful in stores; price went up&quot;</td>
</tr>
</tbody>
</table>
**Issue:** Should the Government of Canada ban the fishing of cod off the coast of Newfoundland?

<table>
<thead>
<tr>
<th>Reasons For Banning the Cod Fishery</th>
<th>Reasons Against Banning the Cod Fishery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Issue: Should the Government of Canada ban the fishing of cod off the coast of Newfoundland?

<table>
<thead>
<tr>
<th>Reasons For Banning the Cod Fishery</th>
<th>Reasons Against Banning the Cod Fishery</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>fish stocks had to be built up</em></td>
<td><em>people lost jobs</em></td>
</tr>
<tr>
<td><em>fish would disappear</em></td>
<td><em>people would have to move to find employment</em></td>
</tr>
<tr>
<td><em>gave people opportunity to try other ways to make living</em></td>
<td><em>people would have to find new ways to make a living</em></td>
</tr>
<tr>
<td></td>
<td><em>fishers have boats/equipment that would sit idle</em></td>
</tr>
</tbody>
</table>
Lesson Six

Concept: The Appalachian Region: Chapter Focus

Resources/Materials: Worksheet #5.1.6 (student copies, optional)

Introduction: Explain that the section on the Appalachian Region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review—As a group, discuss the main ideas covered in Chapter 1. If you like, use the questions on Worksheet #5.1.6 to help you guide the discussion.

2. Written Review—If you like, distribute Worksheet #5.1.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 1. Use the questions on Worksheet #5.1.6, if you like.
   OR
2. Answer the questions on Worksheet #5.1.6 on the worksheet itself, in point-form or in notebooks.
Chapter One

The Appalachian Region

Chapter Focus

1. How does the land shape life in the Appalachian region?

2. How do bodies of water shape communities?

3. What challenges does climate present?

4. How do natural resources shape ways of life?

5. Why should we manage natural resources?
Chapter Two

The Great Lakes – St. Lawrence Region: A Changed Landscape
## Contents

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<th>The Great Lakes – St. Lawrence Region: Location and Landforms</th>
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<td>Lesson Two</td>
<td>The Great Lakes – St. Lawrence Region: Bodies of Water</td>
<td>4</td>
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<tr>
<td>Lesson Three</td>
<td>The Great Lakes – St. Lawrence Region: Climate</td>
<td>5</td>
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<td>Lesson Four</td>
<td>The Great Lakes – St. Lawrence Region: Natural Resources</td>
<td>6</td>
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<td>Lesson Five</td>
<td>Why Cities Grow</td>
<td>7</td>
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<tr>
<td>Lesson Six</td>
<td>The Great Lakes – St. Lawrence Region: Issue: Protecting the Environment</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>The Great Lakes – St. Lawrence Region: Chapter Focus</td>
<td>9</td>
</tr>
</tbody>
</table>
Lesson One

Concept: The Great Lakes – St. Lawrence Region – Location and Landforms

Resources/Materials: Our Land and People, pages 30 -32
Worksheets #5.2.1a and #5.2.1b (student copies)
BLM 20 and BLM 21(student copies)
Wall map of Canada
Atlases
Photograph or picture of region (like Niagara Falls, St. Lawrence River)
Wall map of physical regions; Great Lakes –St. Lawrence pieces.

Introduction: Ask students to think about their cars, pick-up trucks, washing machines and ovens. Tell them there is a good chance that they were manufactured in the Great Lakes – St. Lawrence River Region. Show picture or photograph of the Great Lakes- St. Lawrence Lowland Region. Tell students that the region is named after the most important bodies of water found in the area. Point out the region on the map of Canada. Help students to describe the relative location.

Procedure:

1. Have students turn to textbook page 30 and locate the region on the map. Then have them tell you where to put the appropriate pieces on the physical regions wall map.
2. Next examine the meanings of the Chapter Focus questions.
4. Tell students to read textbook pages 31 and 32 to find out about the major landforms. Show them how to use “outline” form to make notes about location and major landforms. (You probably just need to get them started. They can finish on their own.)

The Great Lakes – St. Lawrence Lowlands Region

A. Location
   - Central Canada
   - Area between Lakes Ontario, Erie, and Huron; along St. Lawrence River and the island of Anticosti

B. Landforms
   - Fertile lowlands and plains
   - Rolling hills
   - Free standing mountains
   - Niagara Escarpment

5. Distribute Worksheets #5.2.1a and #5.2.1b.
6. Distribute BLMs 20 and 21. Go over the instructions, if necessary.

Assignments:

1. Read Our Land and People, pages 30 – 32.
2. Complete sections on Location and Landforms on Worksheet #5.2.1a.
3. Do BLMs 20 and 21 (will need atlas).
<table>
<thead>
<tr>
<th>Part of the Environment</th>
<th>How Lifestyle is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Landforms:</td>
<td></td>
</tr>
<tr>
<td>Bodies of Water:</td>
<td></td>
</tr>
<tr>
<td>Parts of the Environment</td>
<td>How Lifestyle is Affected</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Climate:</td>
<td></td>
</tr>
<tr>
<td>Natural Resources:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
### The Great Lakes – St. Lawrence Region

#### Possible Responses

<table>
<thead>
<tr>
<th>Part of the Environment</th>
<th>How Lifestyle is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location:</strong> (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>- west of Appalachian region</td>
<td>- minerals mined in Canadian Shield are used in factories</td>
</tr>
<tr>
<td>- south of Canadian Shield region</td>
<td>- major transportation route</td>
</tr>
<tr>
<td>- along St. Lawrence River and Great Lakes</td>
<td></td>
</tr>
<tr>
<td><strong>Landforms:</strong> (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>- flat, fertile lowlands</td>
<td>- good for farming</td>
</tr>
<tr>
<td>- rolling hills</td>
<td>- source of fresh water</td>
</tr>
<tr>
<td>- free-standing mountains</td>
<td>- Mount Royal is landmark in Montreal</td>
</tr>
<tr>
<td>- escarpment</td>
<td>- Niagara Falls is major tourist attraction</td>
</tr>
<tr>
<td><strong>Bodies of Water:</strong> (Lesson Two)</td>
<td></td>
</tr>
<tr>
<td>- Great Lakes</td>
<td>- Form St. Lawrence Seaway → major transportation route</td>
</tr>
<tr>
<td>- St. Lawrence River</td>
<td>- many communities established along shores</td>
</tr>
<tr>
<td>Parts of the Environment</td>
<td>How Lifestyle is Affected</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Climate: (Lesson Three)</strong></td>
<td></td>
</tr>
<tr>
<td>Great Lakes area:</td>
<td>Summer rains good for crops</td>
</tr>
<tr>
<td>- mild winters, snowy</td>
<td>in winter, salt put on roads can damage cars</td>
</tr>
<tr>
<td>- long, hot, humid summers</td>
<td>ice storms and blizzards can do damage</td>
</tr>
</tbody>
</table>

| St. Lawrence area:       | |
|  - cold winters; ice storms | |
|  - long hot summers | |

<table>
<thead>
<tr>
<th>Natural Resources: (Lesson Four)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- fertile soil</td>
</tr>
<tr>
<td>- maple syrup</td>
</tr>
<tr>
<td>- lakes/rivers</td>
</tr>
</tbody>
</table>

| Other: (Lesson Six) | Issue: How to deal with air pollution caused by factories and motor vehicles |
Map of the Great Lakes–St. Lawrence Lowlands

Instructions

2. Label Lake Huron, Lake Erie, Lake Ontario, and the St. Lawrence River. Use blue arrows to show the direction of drainage on the river systems that flow into the St. Lawrence.
The Past Affects the Present

Geographers often have to study what happened to the land thousands of years ago to understand landforms today. The Great Lakes Lowlands and the St. Lawrence Lowlands were formed in different ways.

During the Ice Age, the Great Lakes Lowlands region was covered with huge, slow-moving masses of ice or glaciers. As the glaciers moved, they created gently rolling hills, valleys, and flat plains. These massive sheets of ice also carved out basins in the rock. When the glaciers melted, the rock basins filled with melted fresh water and became the Great Lakes. The glaciers also left behind deposits of soil, clay, sand, and gravel.

Glaciers also covered the St. Lawrence Lowlands. Their enormous weight pushed down the Earth’s crust so that it was lower than the surrounding land. At the end of the Ice Age, the salt water of the Atlantic Ocean flooded into this lowland. The fresh water from the higher Great Lakes and rivers started to drain into this area. The draining water carried with it rich soil deposits, which built up into flat, fertile plains over thousands of years.

Explain why today’s Lowlands geography is ideal for:

1. Transportation ________ flat land
   close to water

2. Agriculture ________ flat land
   soil is rich

3. Settlement ________ close to water
   flat land is easier to build on
Lesson Two

Concept: The Great Lakes – St. Lawrence Region – Bodies of Water

Resources/Materials: Our Land and People, pages 34 and 35
Wall map of Canada
Worksheets #5.2.1a (students have this)
Encyclopedia articles on the St. Lawrence Seaway OR equivalent (optional)
OR BLM 23 (student copies, optional)
Atlases

Introduction: Point out the lake port of Thunder Bay on the wall map of Canada. Explain some there is a good possibility that the grain grown on the colony travels to Thunder Bay by train. From there it is loaded onto giant ships that can then travel through the great lakes and then through the St. Lawrence River and onto countries around the world. (Trace route with finger.) This route is called the St. Lawrence Seaway.

Procedure:
1. Remind students that Niagara Falls is a major landmark in the region. How could ships negotiate it? Point out that besides Niagara Falls there are several other sudden changes in the elevation along the seaway. How then can ships handle them?

2. Have students turn to textbook page 34. Tell them they will find out on page 35. Guide the reading, if possible. If reading is to be done independently, challenge students to figure out how locks work.

3. Explain that this region has a great deal of factories making almost anything imaginable. “Why would they set up so many factories in the area?” (close to US markets; good transportation using the St. Lawrence Seaway.)

4. Tell students that Penetanguishene is town on the shores of part of Lake Huron called Georgian Bay. Have them read to find out why Penetanguishene was settled and why it attracts tourists.

5. Tell students to add to the outline notes that have started on the region.

6. Have students take out Worksheet #5.2.1a and complete the section on Bodies of Water.

7. Option One: Have students write a paragraph and make an illustration of how a lock system works.
   Option Two: Have students write a report on the St. Lawrence Seaway. (use encyclopedia article)
   Option Three: Do BLM 23

Assignments

1. Read Our Land and People pages 34 and 35.
2. Add “Bodies of Water” to outline notes.
3. Complete Bodies of Water section of Worksheet #5.2.1a.
4. Write paragraph on how lock system works OR write a report on the St. Lawrence Seaway OR BLM 23
St. Lawrence Seaway Shipping Plans

Instructions

1. Imagine that you are in charge of planning shipping routes throughout the Great Lakes—St. Lawrence Lowlands. Your freighter is on its way from Sarnia, Ontario, through the Great Lakes and St. Lawrence Seaway, and out of the Atlantic Ocean to London, England.

2. Plot your route and the goods you are to pick up on the map above. In what order will you visit these cities to pick up the following goods?

<table>
<thead>
<tr>
<th>City</th>
<th>Goods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarnia</td>
<td>specialty chemicals made from oil</td>
</tr>
<tr>
<td>Montreal</td>
<td>aircraft parts</td>
</tr>
<tr>
<td>Québec City</td>
<td>pulp and paper</td>
</tr>
<tr>
<td>Hamilton</td>
<td>steel</td>
</tr>
<tr>
<td>Trois-Rivières</td>
<td>textiles</td>
</tr>
<tr>
<td>Toronto</td>
<td>newsprint</td>
</tr>
<tr>
<td>Oshawa</td>
<td>automobiles</td>
</tr>
<tr>
<td>Windsor</td>
<td>automobiles</td>
</tr>
<tr>
<td>Cornwall</td>
<td>specialty papers</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: The Great Lakes – St. Lawrence Region – Climate

Resources/Materials: Our Land and People, pages 36 – 38
Wall map of Canada
Worksheet #5.2.1b (students have this)
Worksheet #5.2.3 (student copies) AND/OR BLM 24 (student copies)

Introduction: Recall with students the three main influences on climate (latitude, elevation, closeness to large body of water). With students decide how each would influence the climate of this region:
- Latitude – would lie in the temperate zone (four seasons)
- Elevation – fairly close to sea level (hot, especially in summer)
- Proximity to large body of water – close Great Lakes and Atlantic (humid)

Procedure:

1. Have students turn to textbook page 36. Tell students to read the page (or read it to them) to find out if your predictions about climate are true.

2. Add a Climate subheading to the outline notes students have begun; include appropriate details

3. Direct students to examine the pictures on pages 37 and 38. Tell students that we can get a great deal of information from pictures. Clarify the difference between an observation and an inference.

4. Distribute Worksheet #5.2.3. Tell students they are to write their observations and inferences for each of the pictures on pages 37 and 38. To help them they should read the appropriate text. (You may want to do the first one with them.)

5. **Alternatively** OR distribute BLM 24 and direct students to complete the sheet.

6. Have student complete the Climate section of Worksheet #5.2.1b.

Assignments:

2. Add a climate section to the outline notes (already started).
3. Complete Worksheet #5.2.3 AND/OR BLM 24.
4. Complete the Climate section of Worksheet #5.2.1b.
The Great Lakes – St. Lawrence Lowlands Region – Climate

Directions: Examine the pictures on pages 37 and 38 of Our Land and People. Fill in the chart by first writing observations about each picture. Then tell about what you can infer about climate and how it affects the life of the people.

<table>
<thead>
<tr>
<th>Observations</th>
<th>What You Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Worksheet #5,2,3
**The Great Lakes – St. Lawrence Lowlands Region – Climate**

**Directions:** Examine the pictures on pages 37 and 38 of *Our Land and People*. Fill in the chart by first writing observations about each picture. Then tell about what you can infer about climate and how it affects the life of the people.

**Examples:**

<table>
<thead>
<tr>
<th>Observations</th>
<th>What You Can Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Québec City - houses have steep roofs - houses close together</td>
<td>lots of snowfall, land is valuable, scarce</td>
</tr>
<tr>
<td>Montréal - snowploughs and trucks removing snow</td>
<td>lots of snow, heavy traffic</td>
</tr>
<tr>
<td>Collapsed Transmission Towers</td>
<td>was an ice storm or blizzard, homes/businesses were without electricity</td>
</tr>
<tr>
<td>Army Trucks, Lots of Workers</td>
<td>electricity company did not have enough workers to handle situation, situation was considered an emergency</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: The Great Lakes – St. Lawrence Region – Natural Resources

Resources/Materials: Our Land and People, pages 39 – 43
Worksheet #5.2.1b (students have this)
Worksheet #5.2.4 (student copies, optional)
12” X 18” cartridge paper or bond paper (student copies, optional)

Introduction: Review with students the concept of “natural resource”. Review with students also the human activity they have read about so far (manufacturing, shipping). Have them speculate about the types of natural resources that might me used for these activities.

Procedure:

1. Tell students to turn to textbook page 39. Read the first sentence and ask how manufacturing and shipping might be related to rich soil, thick forests, and plentiful water. Ask also if there might be other human activity that might result from the use of these natural resources.

2. Direct attention to the Cycle of Thanksgiving Ceremonies. Tell students that the Haudenosaunnee First Nations view time in a cyclical manner rather than a linear one as we tend to do. With students read the rest of page 39.

3. At this point students can add a Natural Resources subheading to the outline notes.

4. Direct students to read pages 40 – 42 to find out for sure what human activities result from the availability of fertile soil, thick forests, and an abundance of water. **Tell them they will have to read carefully to figure out why there are so many factories.**

5. If you can, guide the reading or discuss what the students have read.

6. Tell students to complete the “Natural Resources” section of Worksheet #5.2.1b.

7. For those students who need support in comprehending what they have read in this section, distribute Worksheet #5.2.4.

8. Alternately, or in addition to Worksheet #5.2.4 you can have students make a large illustrated graphic of the three main natural resources and their uses on 12” X 18” cartridge paper. Entitle the graphic “Natural Resources of the Great Lakes – St. Lawrence Lowlands”

Assignments:
1. Read *Our Land and People*, pages 39 – 43.
2. Add a natural resources section to the outline notes.
3. Complete the natural resources section of Worksheet #5.2.1b.
4. Complete Worksheet #5.2.4 AND/OR make an illustrated graphic of the natural resources of the region.
The Natural Resources of the Great Lakes – St. Lawrence Lowlands

Directions: Use Our Land and People pages 39 – 42 to fill the blanks.

The natural resources of this region include ______________________, ______________________
__________________________., and _______________________.

A. Farming the Fertile Plains

The ______________________, ______________________, and
__________________________ have made the Great Lakes-St. Lawrence region the most
fertile agricultural region in Canada.

The Ouentat and the Haudensaunee grew three main crops: _____________, _____________, and
_____________________.

Types of Farms

Some of the crops that are grown in this region are ______________________
__________________________
__________________________

B. Maple-Syrup Industry

Maple syrup is made from the __________ of the __________ tree.

Canada is the world’s ______________ producer to maple syrup.

C. Providing Many Goods and Services

The Great Lakes-St. Lawrence Lowlands region is the ______________________ region in
Canada, but it has the ______________________ number of factories and industries.

The people of this region use the natural resources of other regions in Canada, especially the
___________________________. The resources of the Canadian Shield are transported to the
Great Lakes-St. Lawrence region to be made or manufactured, into products and then
________________ across the country, and around the ______________________.
The Natural Resources of the Great Lakes – St. Lawrence Lowlands

Directions: Use Our Land and People pages 39 – 42 to fill the blanks.

The natural resources of this region include rich soil, maple syrup, Great Lake, and St. Lawrence River.

A. Farming the Fertile Plains

The flat plains, rich soil, and long hot summers have made the Great Lakes-St. Lawrence region the most fertile agricultural region in Canada. The Ojibwe and the Iroquois grew three main crops: beans, corn, and squash.

Types of Farms

Some of the crops that are grown in this region are grains, sweet corn, peaches, cherries, cucumbers, tomatoes, and dairy cattle.

B. Maple-Syrup Industry

Maple syrup is made from the sap of the maple tree. Canada is the world’s largest producer of maple syrup.

C. Providing Many Goods and Services

The Great Lakes-St. Lawrence Lowlands region is the smallest region in Canada, but it has the largest number of factories and industries. The people of this region use the natural resources of other regions in Canada, especially the Canadian Shield. The resources of the Canadian Shield are transported to the Great Lakes-St. Lawrence region to be made or manufactured, into products and then shipped across the country, and around the world.
Lesson Five

Concept:  Why Cities Grow

Resources/Materials:  Our Land and People, page 43
 BLM 25, 2 pages (one copy per group) ADVANCE PREPARATION

Introduction:  Explain that there are several large cities in this region.  In fact, the two largest cities in Canada are located in this region:  Toronto and Montréal.  Why is this so?  Tell students that today they will find out.

Procedure:

1. Have students turn to textbook page 43.  Guide the reading.

2. Speculate with students about some of the problems that might arise because there are so many people living in a relatively small area.

   Examples:
   - Air pollution
   - High land prices due to high demand for land for houses, stores, factories, roads
   - Decrease in land used for agriculture
   - Decrease in forest lands
   - Etc.

3. Tell students they are going to find out more about Canada’s largest city, Toronto.  They will do this by playing a question and answer game.

4. If the number of students is relatively small, they can act as one group.  However, if there are six or more, they should be divided further.

5. Prepare a set of questions for each group from BLM 25 and place them in a container or bag.

6. You can decide how to use the questions, but way is to do the following:
   - Reader draws out a question from the container.
   - Reader reads question/
   - Other group members decide whether the question is true or false.
   - Reader reads the answer.
   - Individual students get a point if they got the question correct.
   - Do all the questions and have students tally up their points.
   - Give a small prize to the winner OR give everyone something

Assignment:

1.  Read Our Land and People, page 43.
2.  Play the game using questions from BLM 25.
Lesson Six

Concept: Great Lakes – St. Lawrence Region: Issue: Protecting the environment

Resources/Materials: Our Land and People, pages 44 – 46
   Worksheet #5.2.1b (students have this)
   Worksheet #5.2.6 (one copy per group, optional)

Introduction: Ask students what is meant by “air pollution” and why it is undesirable (hard on cardio-vascular and respiratory systems, greenhouse gases, global warming, acid rain, etc.)

Tell students that air pollution is a major problem in the region. Have them speculate as to why there is so much air pollution.

Procedure:

1. Have students turn to textbook page 44. Tell them to the page to confirm their hypothesis.

2. Then guide the reading of page 45. Ask students what can be done in the region to reduce air pollution. Write suggestions on the board.

3. Tell students that many are concerned about the lack of natural places that remain in the region. To address this governments have created parks where plant and animals species are protected. Tell students to read page 46 independently to find out more.

4. Have students take out Worksheet #52.1b and complete the “Other” Section. They list the problems that create air pollution and lack of natural places.

5. Finally, have students work independently in groups to come up with a list of ways that people in the region could reduce air pollution and preserve/slow down the use of natural areas.

Assignments:

1. Read Our Land and People, pages 44 – 46.
2. Complete Worksheet #5.2.1b, Other section.
3. Work in groups to address two questions (Use Worksheet #52.6, if desired):
   - How can air pollution be reduced?
   - How can the destruction of natural resources be slowed?
Directions: For each question try to come up with as many solutions as you can.

Question: How can air pollution be reduced?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Question: How can we reduce the destruction of natural areas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #5.2.6
The Great Lakes-St. Lawrence Lowlands Region: Issues

Directions: For each question try to come up with as many solutions as you can.

Examples:

Question: How can air pollution be reduced?

- more fuel-efficient vehicles
- car pooling
- using public transport
- making fewer trips
- insulate buildings better
- insist that factories have fewer harmful emissions

Question: How can we reduce the destruction of natural areas?

- make laws forbidding unnecessary destruction
- protect some areas from development
- make parks
- education

Worksheet #5.2.6
Lesson Seven

Content:  The Great Lakes – St. Lawrence Region: Chapter Focus

Resources/Materials:  Worksheet #5.2.7 (student copies, optional)

Introduction:  Explain that the section on the Great Lakes – St. Lawrence region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 2. If you like, use the questions on Worksheet #5.2.7 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.2.7. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 2. Use the questions on Worksheet #5.2.7, if you like.

   OR

2. Answer the questions on Worksheet #5.2.7 on the worksheet itself, in point-form or in notebooks.
The Great Lakes – St. Lawrence Region

Chapter Focus

1. What are some uses of land in this region?

2. How does water shape ways of life?

3. How does climate influence quality of life?

4. How do natural resources shape ways of life?

5. Why should we protect our environment?
Chapter Three

The Canadian Shield Region: A Resource Storehouse
Social Studies Grade 5 Our Land and People
Chapter 3
The Canadian Shield Region

Contents

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Lesson Two  The Canadian Shield: Bodies of Water  4
Lesson Three  The Canadian Shield: Climate  5
Lesson Four  The Canadian Shield: Natural Resources  6
Lesson Five  The Canadian Shield: Issues  7
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Lesson Seven  Mid-Unit Assessment (Chapters One, Two, and Three)  9
Lesson One

Concept: The Canadian Shield: Location and Landforms

Wall Map of Canada
Physical Regions Map, Canadian Shield map pieces
BLM 27 (teacher copy, student copies are optional)
BLM 28 (student copies, transparency)
Worksheets #5.3.1a, #5.3.1b, and #5.3.1c (student copies)
Photographs of Canadian Shield
Atlases

Introduction: Discuss with students how most of our houses have basements and that we use a big machine like a backhoe to excavate them. In some parts of Canada almost no houses have basements. Why? Because the ground is mostly solid rock. If there is soil, it is a thin layer. The region is called the Canadian Shield.

Procedure:

1. On the map of Canada, point out where the Canadian Shield is (horse shoe area around Hudson Bay). Then have students turn to textbook page 48 and examine the map. On the wall map of the physical regions, tape Canadian Shield pieces.

2. Distribute BLM 28. Note the provinces that are in this region. Guide the students into describing the relative location.

3. If desired, read the poem on BLM 27 to listen for part of the environment that are mentioned and the effect they have on lifestyle.

4. Have students examine the pictures on textbook pages 49 and 50. Then guide the reading of these pages (if you have time). If you can’t spare the time, ask students to read the pages to find out what landforms are found in the area and how they affect lifestyle.

5. Distribute Worksheet #5.3.1c, and have students fill in the sections on Location and Landforms.

6. Then distribute Worksheets #5.3.1a and #5.3.1b and have them complete the section on Landforms.

7. Finally, tell students to try to determine the towns and cities that are represented by the dots on BLM 28.

Assignments:
1. Read Our Land and People, pages 48 and 49.
2. Complete the Location and Landforms section of Worksheet #5.3.1c.
3. Complete the Location and Landforms section of Worksheet #5A.1a.
4. Label the towns and cities on BLM 28.
The Canadian Shield

<table>
<thead>
<tr>
<th>Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Landforms:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodies of Water:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Climate:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Issue:</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Part of the Environment</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>Landforms:</td>
</tr>
<tr>
<td>Bodies of Water:</td>
</tr>
<tr>
<td>Parts of the Environment</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Climate:</td>
</tr>
</tbody>
</table>

| Natural Resources:       |                           |

| Other:                   |                           |

Worksheet #5.3.1b
### The Canadian Shield Region

<table>
<thead>
<tr>
<th>Part of the Environment</th>
<th>How Lifestyle is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>• north of Great Lakes -</td>
<td>mineral mined sent to be used in factories in Great Lakes -</td>
</tr>
<tr>
<td>St. Lawrence region</td>
<td>St. Lawrence region</td>
</tr>
<tr>
<td>• land around Hudson Bay</td>
<td>historically furs trapped in Canadian Shield sent to</td>
</tr>
<tr>
<td></td>
<td>fur factories around Hudson Bay</td>
</tr>
<tr>
<td>Landforms: (Lesson One)</td>
<td></td>
</tr>
<tr>
<td>• plateaus, mountains,</td>
<td>skiing, winter sports</td>
</tr>
<tr>
<td>uplands</td>
<td></td>
</tr>
<tr>
<td>• rocky</td>
<td>poor farming land</td>
</tr>
<tr>
<td></td>
<td>difficult to build roads, homes</td>
</tr>
<tr>
<td>• lowlands, muskeg</td>
<td>mining</td>
</tr>
<tr>
<td></td>
<td>difficult to build roads</td>
</tr>
<tr>
<td>Bodies of Water: (Lesson Two)</td>
<td></td>
</tr>
<tr>
<td>• many lakes, rivers</td>
<td>used by explorers and fur traders for transportation</td>
</tr>
<tr>
<td></td>
<td>rivers used for generating electricity</td>
</tr>
<tr>
<td>• Hudson Bay</td>
<td>used as ports for fur trade</td>
</tr>
<tr>
<td>James Bay</td>
<td></td>
</tr>
<tr>
<td>Parts of the Environment</td>
<td>How Lifestyle is Affected</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Climate</strong> <em>(Lesson Three)</em></td>
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<tr>
<td>Three Zones:</td>
<td></td>
</tr>
<tr>
<td>Arctic</td>
<td>short growing season</td>
</tr>
<tr>
<td>Boreal</td>
<td>lots of outdoor recreation, including skiing</td>
</tr>
<tr>
<td>Laurentian</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Resources:</strong> <em>(Lesson Four)</em></td>
<td></td>
</tr>
<tr>
<td>minerals</td>
<td>mining is major activity</td>
</tr>
<tr>
<td>trees</td>
<td>traditionally, used by First Nations for shelter, canoes, snowshoes</td>
</tr>
<tr>
<td></td>
<td>today used for lumber, newsprint</td>
</tr>
<tr>
<td>animals</td>
<td>First Nations hunted larger mammals for food, clothing, shelter</td>
</tr>
<tr>
<td></td>
<td>smaller mammals trapped to make coats, boots</td>
</tr>
<tr>
<td></td>
<td>ecotourism</td>
</tr>
<tr>
<td><strong>Other:</strong> <em>(Lesson Five)</em></td>
<td></td>
</tr>
<tr>
<td>Issues:</td>
<td></td>
</tr>
<tr>
<td>Should dams be built?</td>
<td></td>
</tr>
<tr>
<td>How should we manage natural resources?</td>
<td></td>
</tr>
</tbody>
</table>
Location: (Lesson One)
- horseshoe-shaped land around Hudson Bay

Landforms: (Lesson One)
- plateaus
- mountains
- uplands
- rocky land
- lowlands/muskeg

Bodies of Water: (Lesson Two)
- many lakes and rivers
- Hudson Bay, James Bay

Climate: (Lesson Three)
Three Climatic Zones:
1. Arctic- cold and dry; short summers; long winters
2. Boreal- long cold winters; short warm summers; less precipitation
3. Laurentian- cold snowy winters; warm to hot summers; mild spring and fall; lots of precipitation

Natural Resources: (Lesson Four)
- various minerals
- trees
- animals

Issue: (Lesson Five)
Should dams be built?
How should we manage natural resources?
Lesson Two

Concept: The Canadian Shield: Bodies of Water
    Absolute Location: latitude and longitude

Resources/Materials: Our Land and People, pages 51 -53
    Worksheet #5.3.1c (students have this)
    Worksheet #5.3.1a (students have this)
    BLM 4 (student copies, optional)

Introduction: Ask students how they would get from place to place if there were no roads. Tell students that in the Canadian Shields there are not many settlements, and those that do exist are quite far apart. It is also difficult to build roads because of the rocky-ness. Because the area is dotted with many lakes and rivers, water transportation is important.

Procedure:

1. Have students turn to textbook pages 51 – 52. Examine the pictures.

2. Have students read the text material to find out what bodies of water exist in the area and how they affect the lives of the people.

3. As a review of determining absolute location, you may want to guide the reading of textbook page 53. Discuss the answers to the questions at the bottom of page 53 or have them done independently.

4. Have students fill in the Bodies of Water Sections of Worksheets #5.3.1c and #5.3.1a.

5. Option One: Have students write the information on Samuel Hearne (page 52) as a news article.

Option Two: Use a Venn Diagram to compare and contrast the bodies of water in the Canadian Shield and the Great Lakes-St. Lawrence Lowlands. (Use BLM 4)

Assignments:

1. Read Our Land and People, pages 51 – 53.
2. Complete Bodies of Water sections of Worksheets #5.3.1c and #5.3.1a.
3. Write news article about Samuel Hearne AND/OR use BLM 4 to compare and contrast the Bodies of water of the Canadian Shield and the Great Lakes-St. Lawrence Lowlands.
Lesson Three:

Concept: The Canadian Shield: Climate
Using Scale on a Map

Resources/Materials: Our Land and People, pages 54 – 56
Physical Regions Map.
Worksheet #5.3.1c (students have this)
Worksheet #5.3.1b (students have this)
Worksheet #5.3.3 (student copies)
BLM 28 (students have this)
BLM 29 (students copies OR one per group)

Introduction: Have students refer to BLM 28 which they should already have. Note the scale. Show students how to use the scale, and as a group practice using the scale to determine actual distances between various places.

Introduction: Point out to students on the map of the physical regions how large region is. Recall that latitude is a major influence on climate. Note that the Canadian Shield covers many degrees of latitude. Discuss that this means that temperatures may vary somewhat within the region.

Procedure:

1. Have students turn to textbook page 54. Note that there are three climatic zones. Note also that the zones are more or less horizontal and relate this back to latitude.

2. Have students read pages 54 – 56 to determine the climate and the effect it has on lifestyle.

3. Direct students to complete the Climate section of Worksheets #5.3.1c and #5.3.1b.

4. Distribute BLM 29 to each student or group of students. Tell them that BLM 29 describe three types of vegetation that grow in the Shield, one per climatic zone. Their task is to match the vegetation type to the zone.

5. Distribute the outline map of Canada on Worksheet #5.3.3. Students are to draw in the Canadian Shield and then draw in the three climatic zones. They should colour the zones and make a legend.

Assignments:

1. Read Our Land and People, pages 54 – 56.
2. Complete the Climate section of Worksheets #5.3.1c and #5.3.1b.
3. On BLM 29 match the vegetation to the climatic zone.
4. Use Worksheet #5.3.3 to draw in and colour the climatic zones. Make a legend.
Lesson Four

Concept: The Canadian Shield: Natural Resources

Resources/Materials: Our Land and People, pages 57 – 61
- Worksheet #5.3.4 (student copies, optional)
- Worksheet #5.3.1c (students have this)
- Worksheet #5.3.1b (students have this)
- BLM 31 (student copies) AND/OR BLM 32 (one copy per student or per group)

NOTE: BLM 32 requires advance preparation.

Introduction: Recall with students how the manufacturing industries in the Great Lakes-St. Lawrence Lowlands depended heavily on raw materials from the Canadian Shield. Tell students that the next part of chapter tells about some of these raw materials as well as other natural resources found in the region.

Procedure:

1. Tell students that the rocky nature of this region means that there are going to be valuable minerals. Have students turn to textbook page 57. Examine the map and show students how to “read” the map. *This is also a good opportunity to have students practice using the scale on a map.*

2. Tell students that pages 57 – 61 describe some of the natural resources and how they affect life in the Canadian Shield. Direct students to read these pages.

3. If needed, have students complete Worksheet #5.3.4; otherwise, they can just complete the Natural Resources section of Worksheets #5.3.1c and #5.3.1b.

4. Finally have students do **one or both** of the following:

   **Option One:** Complete BLM 31.

   **Option Two:** In groups or individually have students do the activity on BLM 32. *(advance preparation is required)* If you choose to have students label the caribou, they will have to draw their own. This picture of the caribou on textbook page 60 will help.

Assignments:

2. Complete Worksheet #5.3.4 (optional)
3. Complete the Natural Resources section of Worksheets #5.3.1c and #5.3.1b.
4. Do BLM 31 **AND/OR** BLM 32.
Directions: Read the names of the natural resources in the box. Then match them with facts the facts about them. Some require several answers.

<table>
<thead>
<tr>
<th>copper</th>
<th>silica</th>
<th>nickel</th>
<th>diamond</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>silver</td>
<td>zinc</td>
<td>iron</td>
</tr>
<tr>
<td>trees</td>
<td>moose</td>
<td>caribou</td>
<td>deer</td>
</tr>
<tr>
<td>fur-bearing animals</td>
<td>polar bear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are found close the city of Sudbury, Ontario. ________________

First Nations used us to build snowshoes, canoes, and homes. ______________________

Much of these go to make paper and newsprint. __________________________

They were important sources of food, clothing, and shelter for First Nations peoples.

__________________________

At least one of these is found near the towns of Voisey Bay, Labrador City, and Timmins.

__________________________

This mineral is found at Jericho. ______________________

This is an important resource for people in Thunder Bay, Kapuskasing, Dolbeau, and La Tuque.

__________________________

Each year thousands come to Churchill, Manitoba to watch it. _________________

They have been important to the growth of such communities as Thunder Bay and Sept-Îles.

__________________________

It is a white, colourless crystal. ________________________________-
Directions: Read the names of the natural resources in the box. Then match them with facts the facts about them. Some require several answers.

<table>
<thead>
<tr>
<th>copper</th>
<th>silica</th>
<th>nickel</th>
<th>diamond</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>silver</td>
<td>zinc</td>
<td>iron</td>
</tr>
<tr>
<td>trees</td>
<td>moose</td>
<td>caribou</td>
<td>deer</td>
</tr>
<tr>
<td>fur-bearing animals</td>
<td>polar bear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are found close the city of Sudbury, Ontario. gold, silver, nickel, copper, zinc, iron

First Nations used us to build snowshoes, canoes, and homes. trees

Much of these go to make paper and newsprint. trees

They were important sources of food, clothing, and shelter for First Nations peoples. moose, caribou, deer

At least one of these is found near the towns of Voisey Bay, Labrador City, and Timmins. gold, silver, nickel, copper, zinc, iron

This mineral is found at Jericho. diamond

This is an important resource for people in Thunder Bay, Kapuskasing, Dolbeau, and La Tuque. trees

Each year thousands come to Churchill, Manitoba to watch it. polar bear

They have been important to the growth of such communities as Thunder Bay and Sept-Îles. trees

It is a white, colourless crystal. diamond
<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Bodies of water (lakes, rivers)</td>
<td>Recreation activities like swimming, boating, fishing.</td>
</tr>
<tr>
<td>rocky terrain</td>
<td>- minerals are mined, creating jobs and supplying factories in other regions with raw materials</td>
</tr>
<tr>
<td>mountainous areas and plenty of snow</td>
<td>- downhill and cross-country skiing</td>
</tr>
<tr>
<td>rivers</td>
<td>- used to generate electricity</td>
</tr>
<tr>
<td>wetlands</td>
<td>- filter pollution and stop erosion</td>
</tr>
<tr>
<td>abundance of lakes and rivers</td>
<td>- explorers, fur traders, and First Nations used them for transportation</td>
</tr>
<tr>
<td>Hudson Bay / James Bay</td>
<td>- ports on these bays were used as fur trading posts</td>
</tr>
<tr>
<td>shallow ponds / lake</td>
<td>- First Nations gathered/harvested wild rice which grew in these waters</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: The Canadian Shield: Issues

Resources/Materials: Our Land and People, pages 62 – 64
Worksheet #5.3.1c (students have this)
Worksheet #5.3.1b (students have this)
Worksheet #5.3.5 (student copies)

Introduction: Review the concept of “issue”. (Problem to which there is no one right solution.)
Like all regions the Canadian Shield is faced with several issues. Two of them are discussed on textbook pages 62 – 64.

NOTE: It is highly desirable if teachers can discuss carefully and thoroughly the two issues so that students can really understand and appreciate them.

Procedure:

1. Tell students that the first issue is whether forestry companies should be able to harvest trees using a method called “clear cutting”. Guide the reading of page 62. Note that there are pluses and minuses to clear cutting.

2. Tell students that the second issue has to do with whether or not dams should be built. Guide the reading of pages 63 and 64. Again note that there are pluses and minuses.

3. Have students complete the “Issue” section of Worksheet #5.3.1c and the “Other” section of Worksheet #5.3.1b.

4. Distribute Worksheet #5.3.5. Tell students to choose one of the two issues. They are to express the issue as a question:
   Example: Should forestry companies be allowed to use clear cutting?
   Should dams be built?
   Then they are to complete the T-chart on Worksheet #5.3.5.

5. Finally they are to summarize the issue in a few paragraphs. You may want to suggest a format such as:
   Introductory Paragraph: Explain what the issue is. Explain what is meant by clear-cutting.
   Body: Write about the advantages of clear-cutting
   Write about the disadvantages of clear-cutting
   Conclusion: Summarize the issue and give implications for the future.

Assignments:
1. Read Our Land and People, pages 62 – 64.
2. Complete Worksheets #5.3.1c and #5.3.1b.
3. Choose an issue and complete Worksheet #5.3.5.
4. Write a few paragraphs about the issue you chose.
### The Canadian Shield: Issue

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Issue:** Should we stop logging in this region to protect our forests?

<table>
<thead>
<tr>
<th>Reasons For Stopping Logging</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees replace carbon dioxide with oxygen</td>
<td>The forestry industry provides jobs</td>
</tr>
<tr>
<td>Forests help prevent erosion.</td>
<td>Trees provide us with materials to build houses, paper, furniture</td>
</tr>
<tr>
<td>Trees add nutrients to the soil to make it more fertile</td>
<td>Reforestation practices will ensure our forests are protected</td>
</tr>
<tr>
<td>The forestry industry is destroying animal and plant habitat</td>
<td></td>
</tr>
</tbody>
</table>
### Issue: Should dams be built?

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dams control flooding, protecting land and communities.</td>
<td>• The land behind a dam becomes flooded, destroying forests and wildlife habitat.</td>
</tr>
<tr>
<td>• The water that builds up behind dams can be used for irrigation or recreation.</td>
<td>• Some communities and individuals have to be moved, often meaning a traditional way of life is lost.</td>
</tr>
<tr>
<td>• Dam reservoirs can be used as a water supply for towns/cities.</td>
<td>• Farmland and hunting and fishing areas are often lost.</td>
</tr>
<tr>
<td>• Hydroelectric power can be used by nearby communities or sold to other places.</td>
<td></td>
</tr>
<tr>
<td>• Building and operating dams create jobs</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six

Concept: The Canadian Shield Region: Chapter Focus

Resources/Materials: Worksheet #5.3.6 (student copies, optional)

Introduction: Explain that the section on the Canadian Shield Region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 3. If you like, use the questions on Worksheet #5.3.6 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.3.6. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 3. Use the questions on Worksheet #5.3.6, if you like. OR

2. Answer the questions on Worksheet #5.3.6 on the worksheet itself, in point-form or in notebooks.
The Canadian Shield Region

Chapter Focus

1. What makes the Canadian Shield region unique?

2. How do people use the large network of rivers and lakes?

3. How does the climate shape ways of life?

4. What is life like in a region rich in natural resources?

5. What are some challenges in managing resources?
Lesson Seven

Concept: Mid-Unit Assessment (Chapters One, Two, and Three)

Resources/Materials: Refer to the assessment options below.

Teachers can choose from several different options as to how they wish to assess students’ knowledge and skills.

Option One

Written Test. A review and test are included. Teachers many want to revise them to suit their students.

Option Two

Use the rubrics included in the assessment section of the blackline masters in the Our Land and People Teacher Resource.

Option Three

Write a Report. Have students choose one of the three physical regions covered so far and write a report on that region. Be sure to inform students about the criteria you will be using when assessing the report.

Option Four

Have students make a large illustration or model of the lifestyle that represents one of the physical regions. The illustration or model must show an understanding of the ideas that physical features (landforms and bodies of water), climate, natural resources affect lifestyle.
1. On the map of Canada label these physical regions.
   - Cordillera
   - Interior Plains
   - Canadian Shield
   - Great Lakes Lowland – St. Lawrence Lowlands
   - Appalachian
   - The Arctic

2. Define the term **landform**.

____________________________________________________________________

3. What are five examples of landforms?
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________
   e. ____________________________________________________________

4. What do we mean by a **body of water**?

____________________________________________________________________

5. What are three examples of bodies of water?
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
6. What is *climate*?

7. What are three things that are part of climate?
   a. 
   b. 
   c. 

8. What are three things that influence climate?
   a. 
   b. 
   c. 

9. What is a *natural resource*?

10. Write the words in the box in the correct column in the chart.

<table>
<thead>
<tr>
<th>hill</th>
<th>river</th>
<th>island</th>
<th>valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>temperature</td>
<td>peninsula</td>
<td>bay</td>
<td>ocean</td>
</tr>
<tr>
<td>rain</td>
<td>wind</td>
<td>sunshine</td>
<td>mountain</td>
</tr>
<tr>
<td>stream</td>
<td>waterfall</td>
<td>plateau</td>
<td>plains</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Bodies of Water</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. The Appalachian Region

a. Mountains, hills, plains, and valleys are all landforms that are found in the Appalachian Region. Give two examples of how the lifestyle of the people is influenced by the landforms.

b. Put an X beside each sentence that tells how the bodies of water in the Appalachian Region influence their lifestyle.

   ____ Fishing is a major industry of the region.
   ____ European settlers called Acadians built dikes to prevent the tide waters from flooding their land.
   ____ Weirs were built along the shores of the Bay of Fundy to trap fish.
   ____ Many cities and towns were built along rivers because the rivers are used for transportation and a source of food.
   ____ The Appalachian Region has more industries than any other region of Canada.

c. Which of the following best tells about the climate of the Appalachian Region? Underline your choice.

   (i) The summers are hot and dry. The winters are cold and dry.
   (ii) The summers and winters are both cool.
   (iii) The summers are warm and the winters are cool.
   (iv) There is very little precipitation in this region.

d. Circle all the words that tell about major natural resources of the Appalachian Region.

   petroleum  soil  gold  gypsum
   water      trees  fish  nickel
12. The Great Lakes – St. Lawrence Lowlands Region

a. Most of the land in this region is fertile lowlands. This means that it is quite easy to build houses, stores, factories, and roads on this land.

For the following issue give at least two reasons for and two reasons against.

**Issue:** Should flat fertile land be used to make cities grow larger?

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What is the St. Lawrence Seaway?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Tell how the St. Lawrence Seaway has influenced the lives of the people.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

c. Which of the following best tells about the climate of the Great Lakes – St. Lawrence Lowlands Region?

(i) The summers are long, hot and humid, and the winters are cool to cold.
(ii) The summers are cool and the winters are mild.
(iii) The summers are long and hot and it never freezes in winter.
(iv) The summers are cool and the winters are cool.
d. For each natural resource tell how the lifestyle of the people is influenced.

fertile plains

maple trees

The Great Lakes and the St. Lawrence River

13. The Canadian Shield

a. Tell about the major landforms of the Canadian Shield. (page 49)

b. The Canadian Shield is covered with lakes, rivers, and streams. It is also located on Hudson Bay and James Bay. Tell how this influences the lifestyle of the people.

c. What are the three climatic zones of the Canadian Shield?
d. Match the natural resources of the Canadian Shield with the sentences that tell about them.

<table>
<thead>
<tr>
<th>a. lakes, rivers, streams</th>
<th>b. trees</th>
<th>c. moose, caribou, deer</th>
</tr>
</thead>
</table>
| d. fur-bearing animals    | e. minerals

______ A great many people work in the mining industry. The products that are sent to factories in Canada and around the world.

______ First Nations used them to build canoes, snowshoes, and homes. Today they are used to make paper, newsprint, and lumber.

______ First Nations people of long ago and today hunt them for food, clothing, and to make shelter.

______ These are trapped and used to make boots and coats.
Social Studies Grade 5 Our Land and People
Chapters One, Two, and Three
Review

Physical Regions of Canada – Part I
Review

1. On the map of Canada label these physical regions.
   - Cordillera
   - Interior Plains
   - Canadian Shield
   - Great Lakes Lowland – St. Lawrence Lowlands
   - Appalachian
   - The Arctic

2. Define the term landform.
   - the shape of the land OR
   - the natural characteristic of a landscape

3. What are five examples of landforms?
   a. mountain
   b. hill
   c. valley
   d. plain
   e. island

4. What do we mean by a body of water?
   - low place where water collects

5. What are three examples of bodies of water?
   a. ocean
   b. lake
   c. river
6. What is climate? _weather patterns in a particular area over a long period of time_

7. What are three things that are part of climate?
   a. temperature, cloud cover, precipitation
   b. wind, air pressure
   c. sunshine, humidity

8. What are three things that influence climate?
   a. latitude
   b. elevation
   c. closeness to large body of water

9. What is a natural resource? _something from nature that people use_

10. Write the words in the box in the correct column in the chart.

<table>
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<tr>
<th>hill</th>
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<th>island</th>
<th>valley</th>
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<tr>
<td>rain</td>
<td>wind</td>
<td>sunshine</td>
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</tr>
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<td>stream</td>
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<tr>
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<tr>
<td>peninsula</td>
<td>stream</td>
<td>sunshine</td>
</tr>
<tr>
<td>mountain</td>
<td>waterfall</td>
<td></td>
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<td></td>
</tr>
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</table>
11. The Appalachian Region

a. Mountains, hills, plains, and valleys are all landforms that are found in the Appalachian Region. Give two examples of how the lifestyle of the people is influenced by the landforms.

- farms on plains
- mountain areas attract tourists
- cannot farm in rocky areas

b. Put an X beside each sentence that tells how the bodies of water in the Appalachian Region influence their lifestyle.

- Fishing is a major industry of the region.
- European settlers called Acadians built dikes to prevent the tide waters from flooding their land.
- Weirs were built along the shores of the Bay of Fundy to trap fish.
- Many cities and towns were built along rivers because the rivers are used for transportation and a source of food.
- The Appalachian Region has more industries than any other region of Canada.

c. Which of the following best tells about the climate of the Appalachian Region? Underline your choice.

(i) The summers are hot and dry. The winters are cold and dry.
(ii) The summers and winters are both cool.
(iii) The summers are warm and the winters are cool.
(iv) There is very little precipitation in this region.

d. Circle all the words that tell about major natural resources of the Appalachian Region.

- petroleum
- soil
- gold
- gypsum
- water
- trees
- fish
- nickel
12. The Great Lakes – St. Lawrence Lowlands Region

a. Most of the land in this region is fertile lowlands. This means that it is quite easy to build houses, stores, factories, and roads on this land.

For the following issue give at least two reasons for and two reasons against.

**Issue:** Should flat fertile land be used to make cities grow larger?

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ need room to make houses</td>
<td>✔️ would take fertile land out of production</td>
</tr>
<tr>
<td>✔️ factories/stores built on the land provide jobs</td>
<td>✔️ farmers would lose livelihood</td>
</tr>
<tr>
<td>✔️ building must be built on flat land</td>
<td>✔️ spreading out cities means more driving, which causes air pollution</td>
</tr>
</tbody>
</table>

b. What is the St. Lawrence Seaway?

_Shipping route that enables large ships to travel from Lake Superior through to Gulf of St. Lawrence_

Tell how the St. Lawrence Seaway has influenced the lives of the people.

_Cities developed because of closeness to locks_
_Cities are busy ports where goods are loaded/unloaded_
 CREATED JOBS
_Attract tourists_

c. Which of the following best tells about the climate of the Great Lakes – St. Lawrence Lowlands Region?

- (i) The summers are long, hot and humid, and the winters are cool to cold.
- (ii) The summers are cool and the winters are mild.
- (iii) The summers are long and hot and it never freezes in winter.
- (iv) The summers are cool and the winters are cool.
d. For each natural resource tell how the lifestyle of the people is influenced.

- fertile plains [farming]
- maple trees [sap collected to make syrup/candy]
- The Great Lakes and the St. Lawrence River [major shipping route]
  → create jobs
  → access to goods from abroad

13. The Canadian Shield

a. Tell about the major landforms of the Canadian Shield.
  [areas of exposed rock; plateaus, mountains, lowlands]

b. The Canadian Shield is covered with lakes, rivers, and streams. It is also located on Hudson Bay and James Bay. Tell how this influences the lifestyle of the people.
  - were used for transportation
  - used to create hydroelectricity
  - fur trading posts established along shores of Hudson/James Bay
  - First Nations gathered wild rice

c. What are the three climatic zones of the Canadian Shield?
  - Arctic
  - Boreal
  - Laurentian
d. Match the natural resources of the Canadian Shield with the sentences that tell about them.

<table>
<thead>
<tr>
<th>a. lakes, rivers, streams</th>
<th>b. trees</th>
<th>c. moose, caribou, deer</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. fur-bearing animals</td>
<td>e. minerals</td>
<td></td>
</tr>
</tbody>
</table>

**c** A great many people work in the mining industry. The products that are sent to factories in Canada and around the world.

**b** First Nations used them to build canoes, snowshoes, and homes. Today they are used to make paper, newsprint, and lumber.

**c** First Nations people of long ago and today hunt them for food, clothing, and to make shelter.

**d** These are trapped and used to make boots and coats.
Physical Regions of Canada – Part I

Test

On the map of Canada label these physical regions.

- The Arctic
- Canadian Shield
- Appalachian
- Great Lakes – St. Lawrence Lowlands
- Interior Plains
- Cordillera

For the rest of the questions on the test write the letter of the answer on the answer sheet. Do not write on the test booklet.

1. Which of the following best describes landforms?
   a. They are natural characteristics of the landscape.
   b. They include mountains, valleys, plains, and oceans.
   c. They are not found in all regions of Canada.
   d. They only influence the lives of some people in a region.

2. Which of the following lists only types of landforms?
   a. plateaus, rolling hills, forests, plains
   b. moraines, mountains, valleys, plateaus.
   c. oceans, plateaus, escarpments, lowlands
   d. rounded mountains, fertile plains, valleys, streams

3. Which of the following would not be a body of water?
   a. waterfall
   b. bay
   c. island
   d. river

4. Which of the following is a good definition of climate?
   a. How hot or cold it is.
   b. The weather patterns over a long period of time.
   c. What it is like in the atmosphere on any particular day.
   d. How humans are able to survive in the place where they live.
5. Which of the following are parts of climate?
   a. temperature, precipitation, wind, clothing
   b. cloud cover, sunshine, stars, precipitation
   c. hail, Milky Way, temperature, humidity
   d. temperature, humidity, precipitation, wind

6. Which of the following is not a major influence on climate?
   a. closeness to a large body of water
   b. latitude
   c. elevation
   d. the month of the year

Questions 7 – 15 have to do with the Appalachian region.

7. Which of the following best describes the location of this region?
   a. In the very eastern part of Canada
   b. In the north of Canada next to the Atlantic Ocean
   c. In the very western part of Canada
   d. In several different parts of Canada

8. Which of the following best tells about the landforms found in this region?
   a. mountains, hills, deserts, plains
   b. mountains, hills, plains, valleys
   c. sea shores, hills, valleys, plateaus
   d. plains, sea shores, hills, plateaus

9. Which of the following best tells how a landform has influenced lifestyle in this region?
   a. There are more minerals mined in this region than any other region in Canada.
   b. Tourism is not an important industry.
   c. Farming is a major industry in Prince Edward Island and in the Annapolis Valley.
   d. Even though it is close to the ocean, no one seems to fish.

10. Which of the following best tells about the bodies of water in this region?
    a. oceans, rivers, bays and inlets, streams
    b. bays and inlets, oceans, plains, valleys
    c. oceans, rivers, mountains, deserts
    d. rivers, valleys, waterfalls, lakes
11. Which of the following does **not** tell about how the bodies of water in the region influence lifestyle?

- a. Lighthouses are built along coast lines to warn ships in foggy weather.
- b. Fishing is a major industry of the region.
- c. Many communities are located in sheltered bays and inlets.
- d. Beef and chicken are favourites at restaurants.

12. Which of the following best tells about the climate of the region?

- a. The climate is the exactly the same throughout the region.
- b. The climate can vary a great deal.
- c. There is little precipitation in this region.
- d. The farther inland you go, the more rain there is.

13. Which of the following best tells about how climate can affect lifestyle in this region?

- a. The Mi’kmaq traditionally moved inland to hunt moose and caribou in the winter. In the summer they moved to the coast to catch fish and birds for food.
- b. Hurricanes have never hit the region.
- c. Fishing is good because there are always calm winds and little fog.
- d. It is always so hot that you never need to wear a coat or boots.

14. Which of the following is **not** a list of major natural resources of the region?

- a. fish, trees, ocean, minerals
- b. petroleum, minerals, trees, fertile soil
- c. gold, uranium, trees, fish
- d. petroleum, minerals, fertile soil, ocean

15. In 1992 the Canadian government stopped cod fishing off the coast of Newfoundland because

- a. no one seemed to want to eat cod fish like they used to.
- b. there were not enough fishermen and fish plant workers.
- c. the number of cod fish in the region had gone down a lot in recent years.
- d. it wanted people to try different kinds of seafood.
Questions 16 – 25 have to do with the Great Lakes – St. Lawrence Lowlands Region.

16. Which of the following is true of this region?
   a. It is the smallest region in Canada, but it is the most populated.
   b. It is the smallest region in Canada, and also the least populated.
   c. It is the smallest region in Canada in size and population.
   d. It is the most spread out of all the regions.

17. Which of the following is not a major landform of the region?
   a. flat, fertile lowlands
   b. rolling hills
   c. free-standing mountains
   d. rocky mountains

18. Which of the following is an example of how landforms influence lifestyle in the region?
   a. There are many farms in the lowlands on the south shore of the St. Lawrence River.
   b. Many people visit the Rocky Mountains and Banff National Park each year.
   c. Fishermen never get lost at sea.
   d. Cities have no where to grow because the land is so rocky.

19. Which of the following is not true about the region?
   a. All five great lakes border this region.
   b. Three of the great lakes, the St. Lawrence River, and the Gulf of St. Lawrence are part of the region.
   c. There are rivers in the region.
   d. The bodies of water found in the region have an important influence on the people.

20. Which of the following is true about the St. Lawrence Seaway?
   a. It uses a system of locks to allow ships to go from high to low areas.
   b. Only small boats can use it.
   c. Ships that use it carry mostly tourists.
   d. It is only to be used by Canadian ships.

21. Which of the following is best describes the climate of the region?
   a. Winters are milder than most other parts of Canada. Summers are long, hot, and humid.
   b. Winters are colder than most other parts of Canada. Summers are long, hot, and humid.
   c. Winters and summers are colder than most other parts of Canada.
   d. There is very rain in the area.
Use the photograph and the caption below it to answer question 22.

In January 1998 freezing rain poured down on western Québec and eastern Ontario.

Power-cable towers buckled under the weight of the ice.

22. Which of the following would be an inference you could make about the photograph and caption?

a. These towers have buckled under the weight of the ice.
b. There are people and trucks close to the towers.
c. Many people were without electricity for many days.
d. There were no roads close to the towers.

23. There are many factories in this region because

a. it is close to the Canadian Shield where many minerals are mined, and the St. Lawrence Seaway enables the finished goods to be transported easily to countries around the world.
b. that is where the government of Canada has decided to build them.
c. the land is not good for farming.
d. it was the first place in Canada to be settled.
24. Which of the following does not tell about a reason why this region has the largest population in Canada?
   a. There are many factories in the region.
   b. There is plenty of flat land for building houses, stores, factories, and roads.
   c. There is rich soil and a long growing season.
   d. It is far inland and not really on a good transportation route.

25. Which of the following would not be an issue in this region?
   a. What can we do to prevent air pollution?
   b. Should rich farmland be used to make cities larger?
   c. How can we prevent the cod fish from disappearing altogether?
   d. How can we protect the region’s natural features?

Questions 26 – 34 have to do with the Canadian Shield Region.

26. Which of the following best describes the location of this region?
   a. It is all in the very western part of Canada.
   b. It covers a U-shape around Hudson Bay.
   c. It is all in the very northern part of Canada.
   d. It is all in the very eastern part of Canada.

27. Which of the following statements best tells about the landforms of the region?
   a. There are rocky mountains, valleys, hills, and desert lands.
   b. There are plateaus, uplands, lowlands, mountains, and bare rocky areas.
   c. There are many areas of fertile plains and hills.
   d. There are mountainous areas, bare rocky areas and fertile plains.

28. Which of the following best tells how the landforms of the area affect lifestyle?
   a. The rock makes it difficult to dig basements, and put in underground pipes.
   b. It is quite easy to build roads because the land is so flat.
   c. Farming is common because most areas are covered with a thick layer of fertile soil.
   d. Most people feel that the mountains are not beautiful.

29. Which of the following best tell about the bodies of water of the region?
   a. The region has many streams but no large rivers.
   b. The region is covered with millions of lakes, ponds, rivers, and streams.
   c. The region is far from any of the Great Lakes.
   d. The bodies of water in the region do not play an important role in the lives of the people.
30. Long ago fur traders used the waterways of the region to transport their furs because
   a. the First Nations people would not let them build roads.
   b. they were used to using only boats in Europe.
   c. the First Nations people showed them that large ships could be used on even the smallest stream.
   d. there are millions of rivers, lakes, and streams, and it was too difficult to build roads on the rocky ground.

*Use the map below to answer question 31.*

![Map of Canada with the Canadian Shield region highlighted.](image-url)
31. The Canadian Shield is located between which two lines of longitude?
   a. 45°N and 72°N
   b. 45°N and 120°W
   c. 56°W and 72°N
   d. 56°W and 120°W

32. Which of the following best tells about the natural resources of this region?
   a. many different minerals, fertile soil, trees, fur-bearing animals
   b. fur-bearing animals, trees, many different minerals, large animals such as moose, caribou, deer, and polar bears
   c. many different minerals, trees, fur-bearing animals, fertile lowlands
   d. many different minerals, lakes and rivers, trees, factories

33. Which of the following tells about a way that natural resources affect the lives of people in the region?
   a. Many tourists come to Churchill, Manitoba every year to watch polar bears.
   b. Most people feel that it is best not to mine the minerals in the ground, and that these minerals should be saved for the future.
   c. In modern times no one uses the bodies of water for transporation.
   d. The trees in the area are not suitable for making lumber.

34. The clear-cutting method of harvesting trees is an issue because
   a. many people believe that forestry companies should not be allowed to destroy entire forests just so they can make more money.
   b. the forestry companies want to make sure they do not cut down all the trees at one time.
   c. all people of the region feel that we should all support the forestry companies so they can make more money.
   d. there is no one that is against it.
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Total: 40

Name ____________________________

Physical Regions of Canada – Part I

Test
Answer Sheet

_____ map
6

1. _______ 13. _______ 24. _______
2. _______ 14. _______ 25. _______
3. _______ 15. _______ 26. _______
4. _______ 16. _______ 27. _______
5. _______ 17. _______ 28. _______
6. _______ 18. _______ 29. _______
7. _______ 19. _______ 30. _______
8. _______ 20. _______ 31. _______
9. _______ 21. _______ 32. _______
10. _______ 22. _______ 33. _______
11. _______ 23. _______ 34. _______
12. _______
Physical Regions of Canada – Part I

Test
Answer Sheet

Total _____

6

1. a
2. b
3. c
4. b
5. d
6. d
7. a
8. b
9. c
10. a
11. d
12. b
13. a
14. c
15. c
16. a
17. d
18. b
19. a
20. a
21. a
22. c
23. a
24. d
25. c
26. b
27. b
28. a
29. b
30. d
31. d
32. a
33. a
34. a

Name ________________________________
Chapter Four

The

Interior Plains Region

Rolling Land and Rivers
# Social Studies Grade 5 Our Land and People

## Chapter

### The Interior Plains Region

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Lesson One

Concept: The Interior Plains – Location and Landforms

Resources/Materials: Our Land and People 66 – 69
Worksheet #5.4.1 (student copies, optional)
Unlined note paper (student copies)
BLM 36 (student copies, optional)
Wall map of Canada
Map of Physical Region and Interior Plains piece

Introduction: Have students jot down or orally tell you how they would describe the landforms in and around their colony. Explain to them that they live in a physical region called the “Interior Plains”. (You may want to explain that interior means inside and that plains refers to a relatively flat area of land. On the wall map of Canada have a student point out the approximate location of the colony. Then sweep your hand over the approximate location of the Interior Plains.

Procedure:
1. Have students open their textbooks to page 66 and find the Interior Plains on the map. “What provinces and territories are part of the region?”
2. On physical regions map, tape on the Interior Plains piece.
3. Using the map on textbook page 66, describe the relative location and then the location in terms of the range of latitude and longitude.
4. Guide the reading of textbook page 67. Conclude that the region is mostly more or less flat lands, but add that there are also rolling hills, plateaus, wide river valleys, and badlands.
5. Ask students to predict how the flat land might affect life on the plains. Guide the reading of pages 67 – 69, if possible. (farms established, roads are abundant, cities and towns easy to build, mining is done by stripping)
6. On the unlined notepaper begin a semantic web with “Interior Plains Region” written in the centre. Make one spoke out for location and another for landforms. Make subspokes that radiate from landforms. These should be used to show how lifestyle is affected by the landforms. ALTERNATELY, make a class web on a large sheet of chart paper
7. If desired, distribute Worksheet #5.4.1 AND/OR BLM 36.

Assignment:
2. Fill in the location and landforms spokes of an “Interior Plains Region” web; add subspokes to tell how lifestyle is affected by the landforms.
3. Do Worksheet #5.4.1 AND/OR BLM 36.
The Interior Plains

Location:

1. Describe the relative location of the Interior Plains Region.

2. Use the map on textbook page 66 to fill in the blanks.

   The Interior Plains lie between ______ and ______ latitude; and between ______ and ______ longitude.

How Does the Land Shape Identities?

Directions: Unscramble the letters to make a word that will fill in the blank.

1. Tall prairie grass is one type of ________________ (aeignottv) found in the region.

2. In the southern part of the Interior Plains region ________________ (aigmnfr) is an important industry. However in some parts there is little rain so farmers must ________________ (aeiigrt) their crops.

3. The land around Hay River, Northwest Territories is covered by evergreen trees. This kind of forest is called ________________ (abelor).

4. Badlands are located in the Interior Plains. There you might see rock carvings called ________________ (eghlpporsty)

5. Near Fort McMurray, Alberta oil sands are strip mined because they are rich in a substance called ________________ (beimntu). It is a thick, sticky tar which can be refined into crude oil.
The Interior Plains

Location:

1. Describe the relative location of the Interior Plains Region.
   - in western Canada
   - between Canadian Shield and Cordillera

2. Use the map on textbook page 66 to fill in the blanks.
   The Interior Plains lie between $49^\circ \text{N}$ and $70^\circ \text{N}$ latitude; and between $95^\circ \text{W}$ and $135^\circ \text{W}$ longitude.

How Does the Land Shape Identities?

Directions: Unscramble the letters to make a word that will fill in the blank.

1. Tall prairie grass is one type of vegetation (aeignottv) found in the region.

2. In the southern part of the Interior Plains region farming (aigmnfr) is an important industry. However in some parts there is little rain so farmers must irrigate (aeiigrt) their crops.

3. The land around Hay River, Northwest Territories is covered by evergreen trees. This kind of forest is called boreal (abelor).

4. Badlands are located in the Interior Plains. There you might see rock carvings called petroglyphs (eghlpporsty)

5. Near Fort McMurray, Alberta oil sands are strip mined because they are rich in a substance called bitumen (beimntu). It is a thick, sticky tar which can be refined into crude oil.
Suggested Web:

**Landforms**
- Flat Lands (Plains)
  - good for farming
  - easy to build roads, railway lines
- Badlands
  - find fossils
  - Petroglyphs

**Location:**
- between Cordillera and Canadian Shield

**Bodies of Water**
- Large Rivers
  - used by First Nations and explorers as transportation routes
  - some rivers flood, causing residents to have to leave
- Large Lakes
  - fishing

**Climate**
- North - colder → crops difficult to grow
- South - warmer, longer growing season → agriculture important
- Far South - very dry → drought, irrigation

**Issue**
- Industry has changed land usage, threatening traditional ways of life of some

**Natural Resources**
- Soil → farming
- Trees → forestry
- Fossil Fuels → drilling, mining
- Minerals → mining
St. Victor Petroglyphs

Who created the petroglyphs?

no one knows

for sure

What can you see on the petroglyph above?

handprint

What reasons might the carver have had for carving these glyphs?

Why are petroglyphs important?

give clues about people who lived here in the past
Lesson Two

Concept: The Interior Plains Region – Bodies of Water

Resources/Materials: Our Land and People, pages 70, 71
   Wall Map of Canada
   Worksheets #5.4.2a and #5.4.2b (student copies, optional)
   Web of Interior Plains (already started)
   Atlases

Introduction: Recall that the Canadian Shield had an abundance of major rivers, ponds, and lakes. Explain that the Interior Plains also has its share of bodies of water as well, although not nearly as many as the Canadian Shield.

Procedure:

1. Point out the general area of the Interior Plains on the wall map of Canada. Note that there is not an abundance of lakes, but that the lakes that do exist are relatively large. Also note that there are several major rivers flowing through the area.

2. Have students turn to textbook pages 70 and 71. Guide the reading of the first paragraph on page 70. Conclude that rivers had traditionally and continue to have an important influence on the lifestyle of the people.

3. Direct students to read pages 70 and 71 to find out how two major rivers of the Interior Plains influence the people that live near them.

4. Have students write two paragraphs. One explaining how the Red River has affected the life of those who live near it and other explaining how the Mackenzie River affects the life of those who live near it.

5. Tell students to complete a spoke and subspokes for Bodies of Water on the web.

6. If desired, distribute Worksheets #5.4.2a and #5.4.2b (map of the Canada: Lakes and Rivers). Go over the directions.

Assignments:

1. Read Our Land and People, pages 70 and 71.
2. Write paragraphs about how the Red River and the Mackenzie River affect the lives of those who live near them
4. **Optional:** Do the assignment as described on Worksheet #5.4.2a using Worksheet #5.4.2b, the map of Canada: Lakes and Rivers.
The Interior Plains – Bodies of Water

Directions:

1. On the map of Canada: Lakes and Rivers, draw in the Interior Plains region. The map on the inside cover of Our Land and People will help you.

2. **Lightly** colour in the region.

3. Use your atlas or other map to label these major bodies of water.
   - Lake Winnipeg
   - Great Slave Lake
   - Great Bear Lake
   - Red River
   - Mackenzie River
   - Peace River
   - Athabasca River
   - North Saskatchewan River
   - South Saskatchewan River

4. The Milk River is not drawn on the map. It actually begins in the United States, flows into southern Alberta, and then flows back into the United States. See if you can find the Milk River on a map. Draw it in and label it.
Lesson Three

Concept: The Interior Plains Region – Climate

Resources/Materials: Our Land and People, pages 72 – 73
Map of the Physical Regions
Web of Interior Plains region
BLM 37 (student copies)
BLM 38 (student copies, optional)

Introduction: Recall that the three main influences on climate are latitude, elevation, and proximity to a large body of water. Refer to the map of the Physical Regions. Have students predict what the climate of the Interior Plains region might be like, given its location. (Note that it covers quite a range of latitude.)

Procedure:

1. Have students turn to textbook page 72. Tell them the page explains how the climate in the northern part of the region differs from that in the southern part. On the board write the headings thus:

   | Southern Part | Northern Part |

2. Guide the reading of page 72 and make notes about the climates in each part as you go along. The notes you have on the board will help them complete their webs.

3. Discuss how such things extremely cold winters, droughts, and an abundance of snow might influence lifestyle.

4. Refer students to the photograph at the bottom of page 72. What human activity is shown?

5. Tell students to read page 73 to read about another human activity that comes about because of climate.

6. Distribute BLM 37. If necessary, go over the tables with the students; then have them complete the worksheet.

7. **OPTIONAL.** BLM 38 can be used to track weather conditions in your area over the course of a week. The class can do one together or each student can maintain his/her own chart.

8. Tell students to complete the Climate spoke and subspokes on their webs. (Use notes on the board to get started.)

Assignments:

1. Read *Our Land and People*, pages 74 and 75.
2. Complete Climate parts of the web.
3. Complete BLM 37.
4. Begin BLM 38, if desired.
Climate Comparison

<table>
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<th>Medicine Hat</th>
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<th>Prince Albert</th>
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<tr>
<td></td>
<td>Summer</td>
<td>Winter</td>
<td>Summer</td>
<td>Winter</td>
</tr>
<tr>
<td>Temperature</td>
<td>23 °C</td>
<td>−12 °C</td>
<td>17.4 °C</td>
<td>−21.5 °C</td>
</tr>
<tr>
<td>Precipitation</td>
<td>249.6 mm</td>
<td>95.2 cm</td>
<td>323.7 mm</td>
<td>111.3 cm</td>
</tr>
<tr>
<td>Sunlight Hours</td>
<td>2512.9 hours of sunshine per year</td>
<td></td>
<td>2216.5 hours of sunshine per year</td>
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</tr>
</tbody>
</table>

How do these climate conditions affect ways of life?

Medicine Hat is generally warmer, sunnier, and drier than Prince Albert.

People in Medicine Hat can spend more time outdoors in summer and winter.

Prince Albert has higher heating bills.

Farming is better in M.H., but irrigation needed for some crops.
Lesson Four

Concept: The Interior Plains Region – Natural Resources

Resources/Materials: Our Land and People, pages 74 – 77
BLM 39 (one copy per group)
30 cm X 30 cm pieces of cardboard or heavy Bristol board.

Introduction: Tell students to think about their own farming operation. Ask them to tell you what natural resources their farm uses. (soil, water, sunshine, natural pasture land etc. Some may have windmills.)

Tell students that the natural resources they use are commonly used, especially in the southern part of the Interior Plains. “What other natural resources are used in the region?”

Procedure:

1. Have students turn to textbook pages 74 – 77. Have them use the headings, illustrations, and photographs to find out about other natural resources. (oil and natural gas, soil, salt, potash, forests, coal, rivers)

2. Tell them to read pages 74 – 77 to find out how these natural resources affect the lives of people.

3. Complete the Natural Resources spoke of the Interior Plains region web.

4. Finally, tell students they are going to create their own board game. It will be called the Bumper Crop Board Game. They are to make up the procedures and rules of the game.

   Divide the class into groups of two or three. (This can be done individually, but may not be as much fun.)

   Steps:
   o Brainstorm factors that need to be present for farmers to have a successful crop (fertile soil, enough moisture, moisture at the right time, sunshine, etc.)
   o Brainstorm factors that hamper good crops.
   o Use BLM 39 to plan the game.
   o Get the materials you need and make the game.

Assignments:

1. Read Our Land and People, pages 74 – 77.
2. Complete Natural Resources sections of the web.
3. Plan and make board game.

NOTE: Creating the board game may take several days. If desired, teachers can take a few minutes at the beginning of class to read and discuss textbook, each of pages 78, 79, and 80.
Lesson Five

Concept: The Interior Plains Region: Chapter Focus

Resources/Materials: Worksheet #5.4.5 (student copies, optional)

Introduction: Explain that the section on the Interior Plains Region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 4. If you like, use the questions on Worksheet #5.4.5 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.4.5. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 4. Use the questions on Worksheet #5.4.5, if you like.
   OR
2. Answer the questions on Worksheet #5.4.5 on the worksheet itself, in point-form or in notebooks.
The Interior Plains Region

Chapter Focus

1. How does the land shape identities?

2. How do rivers affect life?

3. In what ways does climate affect life?

4. Why are natural resources important?

5. Why should we protect land and resources?
Chapter Five

The Cordillera Region
A Land of Mountains
Social Studies Grade 5 Our Land and People
Chapter 5
The Cordillera Region

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Lesson One

Concept: The Cordillera Region – Location and Landforms

ADVANCE PREPARATION REQUIRED
Note: This introductory activity is best done as a whole class, teacher-directed activity. However, if this is not possible, it can be modified to be done as a small group activity.

Resources/Materials: Our Land and People, pages 82 – 83
BLM 42 (1 copy, cut into sections)
Wall Map of Canada
Physical Regions Map – Cordillera pieces

Introduction: Tell students we will now turn our attention yet another physical region of Canada. Be sure that BLM 42 has been cut into sections. Distribute the cards to the students. Have students take turns reading what is on their cards. As each is read, tape it the wall or board. When they are all up, have the class try to unscramble the letters to form the name of the physical region.

Procedure:
1. On the wall map of Canada have point out the location of the Cordillera Region. Ask students to tell you the provinces and territories covered by the region.

2. Have students turn to textbook page 82 and locate the Cordillera on the map. Tape the Cordillera pieces in the correct spot on the physical regions map.

3. Guide students into giving the relative location and the location in terms of latitude and longitude (absolute location).

4. Guide the reading of textbook page 82.

5. Ask students to read textbook page 83, noting the landforms and how they affect the lives of the people. (Infer that mountains may contain mineral resources and that they make transportation difficult. Mountainous areas make for good skiing and scenery. Farming is done on the plains.)

6. Review with students the different types of graphic organizers they have used so far. (web, outline notes, chart). Tell them that they will need to summarize the information about the Cordillera using a graphic organizer type of their choosing. The graphic organizer must include:
   - Location
   - Landforms and how they affect lifestyle
   - Bodies of water and how they affect lifestyle
   - Natural resources and how they affect lifestyle
   - An issue

7. Tell students to complete the location and landforms sections of their graphic organizer.

Assignments:
1. Read Our Land and People, pages 82 and 83
2. Complete the location and landforms section of a graphic organizer of the Cordillera Region.
Lesson Two

Concept: The Cordillera Region – More About Landforms

Resources/Materials: Our Land and People, pages 84 and 85
BLM 4 (student copies)
BLM 44 (3 pages, student copies)

Introduction: Review with students the landforms that characterize the Cordillera. (high rugged mountains, large plateaus, small plains) Also review how these landforms have influenced the lives of people.

Procedure:

1. If necessary, review the landforms of the Interior Plains. Distribute BLM 4 and tell students to use the Venn Diagram to compare and contrast the landforms of the Cordillera and the Interior Plains.

2. Guide the reading of textbook page 85.

3. Explain to students that Bill Reid is a Haida First Nation sculptor. Direct their attention to the sculpture picture on page 84. Read the heading on page 84 and discuss what it means. Guide the reading of the page.

4. Tell students they will read a short play about Bill Reid.

5. Distribute BLM 44 (3 pages). Tell students to read the play and then do the questions.

   OPTIONALLY, if you have the time, have students perform the play as a reader’s theatre.

6. An optional activity would be to have students pretend they are a mountain climber or constructing a road through the mountains. Write a journal entry expressing what happened one day.

Assignments:

1. Read Our Land and People, pages 84 and 85.
2. Use BLM 4 to compare and contrast the landforms of the Cordillera and the Interior Plains.
3. Do BLM 44.
4. OPTIONAL. Pretend you are a mountain climber or constructing a road through the mountains. Write a journal entry to record your experiences on a particularly eventful day.
Venn Diagram

Landforms

Cordillera

- high rugged mountains
- large plateaus
- coastal plains
- valley plains

Interior Plains

- flat lands
- extended plains area

Name:

Date:
Why is Bill Reid famous?

- famous jeweller and sculptor
- expressed Haida culture in art
- took action to preserve part of the rainforests of Haida Gwaii

Do you admire Bill Reid? Explain why or why not.

Think of some powerful and interesting questions you would like to ask him.
**Lesson Three**

**Concept:** The Cordillera Region – Bodies of Water

**Resources/Materials:** Our Land and People, pages 86 and 87  
BLM 46 (student copies)  
Worksheet #5.5.3 (student copies, optional)

**Introduction:** Recall that in the Appalachian Region fishing was a major industry because of the Atlantic Ocean. Recall that in the Canadian Shield the rivers and lakes were important for transportation. Tell students that the Cordillera is similar to these regions in that it is on the Pacific Ocean and that several rivers flow through it.

**Procedure:**

1. Explain that the high elevation of the mountains means that the air on the mountain tops is cool and thus a lot of snow falls on them. The Cordillera is the sources of many of the rivers in Canada.

2. Have students turn to textbook page 86. Tell students that the Pacific Ocean is a great source for fish of all kinds, but especially many different species of salmon. Guide the reading of the first half of page 86.

3. Tell students to read the rest of page 86 and all of page 87 to find out how people today and how the explorers used the many rivers of the Cordillera.

4. If desired, distribute Worksheet #5.5.3 to help students comprehend these pages.

5. Distribute BLM 46. Have them use the map on textbook page 87 to draw in and label all the bodies of water and the communities found on the map.

6. Finally, remind students to add information about the Bodies of Water of the Cordillera on their graphic organizers.

**Assignments:**

1. Read *Our Land and People*, pages 86 and 87
2. Add information about the Bodies of Water of the Cordillera on graphic organizer.
3. Draw in and label the bodies of water and communities on BLM 46 using the map on textbook page 87.
4. Optional. Do Worksheet #5.5.3.
Directions: Read pages 86 and 87 of Our Land and People. Then unscramble the words to make sentences about what you read.

1. The Pacific Ocean jobs provides in the fishing and industries tourism.

2. rivers produce are used Some to hydroelectricity.

3. Mountain lakes attract all over the world tourists from.

4. of gold seekers Thousands travelled the River Yukon.

5. Alexander In 1789 Mackenzie travelled north to the Arctic coast down the Mackenzie River.

6. David explored and mapped Thompson the area around Columbia River the.


8. Jose Maria Narvaez explored the Fraser River and Simon Fraser.
Directions: Read pages 86 and 87 of Our Land and People. Then unscramble the words to make sentences about what you read.

1. The Pacific Ocean jobs provides in the fishing and industries tourism.
   The Pacific Ocean provides jobs in the fishing and tourism industries.

2. rivers produce are used Some to hydroelectricity.
   Some rivers are used to produce hydroelectricity.

3. Mountain lakes attract all over the world tourists from.
   Mountain lakes attract tourists from all over the world.

4. of gold seekers Thousands traveled the River Yukon.
   Thousands of gold seekers travelled the Yukon River.

5. Alexander In 1789 Mackenzie travelled north to the Arctic coast down the Mackenzie River.
   In 1789 Alexander Mackenzie travelled north down the Mackenzie River to the Arctic coast.

6. David explored and mapped Thompson the area around Columbia River the.
   David Thompson explored and mapped the area around the Columbia River.

   Alexander Mackenzie navigated the Peace River in 1793.

8. Jose Maria Narvaez explored the Fraser River and Simon Fraser.
   Jose Maria Narvaez and Simon Fraser explored the Fraser River.
Outline Map of the Cordillera Region
Lesson Four

Concept: The Cordillera Region – Climate

Resources/Materials: Our Land and People, pages 88 – 89  
Wall Map of Canada  
Worksheet #5.5.4 (student copies)

Introduction: On the wall map of Canada review the location of the Cordillera. Ask students to keep in mind the main factors that influence climate and have them try to predict what the climate might be like along the southwest coast, interior (inland) areas, and northern areas.

Procedure:

1. Ask students to turn to textbook pages 88 and 89. Direct them to examine the photographs and make observations. From the observations they should try to make inferences connecting climate and lifestyle.

2. Refer students to the map of Canada in the back cover of Our Land and People. Point out the approximate location of the Cordillera. Tell them that on textbook pages 88 and 89 many regions and communities of Cordillera are mentioned. They should refer to the back inside cover as they read the pages.

3. Distribute Worksheet #5.5.4. Once students know how it is organized, direct students to read textbook pages 88 and 89, filling in the chart on the worksheet.

4. Finally, students should add a section on climate in their graphic organizer.

Assignment:

1. Read Our Land and People, pages 88 and 89.
2. Do Worksheet #5.5.4.
3. Complete a Climate section of the Cordillera graphic organizer.
The Cordillera Region – Climate

**Directions:** Read *Our Land and People* pages 88 and 89. Then fill in the chart below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Climate</th>
<th>How the Climate Affects Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest Coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The Cordillera Region – Climate

**Directions:** Read *Our Land and People* pages 88 and 89. Then fill in the chart below.

<table>
<thead>
<tr>
<th>Area</th>
<th>Climate</th>
<th>How the Climate Affects Lifestyle</th>
</tr>
</thead>
</table>
| Southwest Coast | mild  
|                | large amounts of precipitation; snow is rare  | People come to visit and live  
|                |                                               | Can enjoy summer sports year round  
|                |                                               | Need raincoats/umbrellas  |
| Interior      | Summers hot and dry  
|                | Winters can be cold  
|                | Valleys and eastern slopes are drier       | Farming good in valley; need to irrigate  
|                |                                               | Skiing, snowboarding popular  
|                |                                               | Tourists come to enjoy sunshine  |
| North         | Summers short and cool  
|                | Winters long and cold  | Difficult to farm  |
Lesson Five

Concept: The Cordillera Region – Natural Resources

Resources/Materials: Our Land and People, pages 90 – 95
BLM 45 (2 pages, student copies) AND/OR
BLM 47 (student copies) AND/OR
BLM 48 (2 pages, student copies)
Highlighters (or pencils will do)

Introduction: Ask students to tell you about the business their colony deals with in the communities close by. (Most will mention retail outlets, but hopefully others will mention farm implement dealers, farm supply firms, etc.). With students connect the natural resources in your colony’s area with the business that establish in the nearby communities. If there is oil/and or natural gas in your area, connect them with businesses as well.

Similarly, the natural resources in the Cordillera region have an effect on the businesses in the communities. They not only affect businesses, but other facets of people’s lives.

Procedure:

1. Have students turn to textbook page 90. Read the first paragraph to students and list the natural resources on the board. Tell students that as they read the section in the textbook, they should be thinking about how using these natural resources affects the life of the people.

2. Explain that First Nations people traditionally had a strong relationship with nature and believed that respect for nature was important. They believed that natural resources should never be used foolishly. In modern times most people are beginning to see the wisdom of this type of thinking.

3. In the Cordillera, as with other regions, it is interesting to see how people’s use of natural resources in the past still affects life today.

4. Tell students to read pages 90 – 95 and then complete a Natural Resources section of their Cordillera graphic organizer.

HAVE STUDENTS DO ONE OR MORE OF THE FOLLOWING:

5. Distribute BLM 45 (2 pages). Introduce the assignment by telling students the story is told from the point of view of a salmon, a sockeye salmon (Sock I). They are to read the story and then respond to the questions. NOTE: One question asks students to use a highlighter.

6. Distribute BLM 47. Verb Poems. Read one or more of these poems. Discuss the poetic structure of the poems and the content. Have students write a verb poem about one of the natural resources (or any aspect) of the Cordillera.

7. Then distribute BLM 48 (2 pages). Tell students that illustrates the Haida First Nation’s traditional respect for nature.
Assignments:

1. Read *Our Land and People*, pages 90 – 95.
2. Add a Natural Resources section to the graphic organizer.
Salmon Says

Thank you for your attention. I am Mr. Sock I. Salmon and I will be your teacher during your brief stay here in Salmon School. There are seven species in our North American Salmon family. All of us lay our eggs in the fresh water of shallow streams or lakeshores. We then swim downstream and enter the Pacific Ocean where we mature, spending four or five years in the ocean, feasting on plankton, crab larvae, shrimp, squid, and small fish. Then we need to change back to fresh water again.

We salmon are real homebodies, and we go back to where we were born to have our young. However, “home” is often hundreds of metres above sea level. I’ve seen my salmon brothers and sisters pushing through strong river currents in their upward struggle. I’ve seen salmon leaping again and again from rock to rock to go up waterfalls. I’ve also seen salmon struggle to the top, battered and bruised, only to be swept back down again and start the struggle all over again. It is a wonder that all of us are able to follow the scent and temperature of the rivers, lakes and streams to find the exact spot that was our hatching place. It is here that we will lay our eggs and then, exhausted, will die. In dying, we will decay to fill the river with nutrients for other species of animals and plants.

As little fingerlings, we face many threats, both natural and human made. Floods can wash away our spawning gravel, and landslides can block our river routes. Agriculture, mining and logging have caused erosion, which polluted our rivers and streams. Soil loosened by these activities runs down to dirty our river homes and clog our gills. Our waters are also getting warmer these days. We are cold-water fish.

For thousands of years, when we were caught only by First Nations people for their basic needs, we were able to keep our populations high. Now, however, sport and commercial fishing have really reduced our numbers. We call upon humans to respect our ways of life and to try to protect our stream, lake and ocean homes.
Salmon Says (continued)

Many children in British Columbia raise and release young salmon in salmon streams to help our numbers. We thank them for this. Little fish, as you leave our Salmon School and swim out, remember your heritage.

Use a marker to highlight the different threats to salmon mentioned in the story, “Salmon Says.”

1. What other problems that are not mentioned in the article might affect the salmon in streams and rivers, lakes and oceans?
   - polluted water
   - People changing the river’s/stream’s course
   - farm-raised salmon often pass diseases onto wild salmon

2. If the salmon population continues to decline, or disappear, what other living things will be affected?
   - plants and animals who rely on nutrients produced by dying salmon
   - people in salmon fishing industry

3. Sockeye salmon have a four-year cycle. Every four years, large numbers of sockeye return to spawn. 2006 was a peak year in this four-year cycle. Make a list of following peak years.
   - 2010, 2014, 2018, ...

4. How can students in Alberta help the salmon population in British Columbia?
   - support efforts of BC children
1. What does this story tell us about the beliefs of the Haida regarding the relationship between people and the land?

People and land are partners in nature
People must respect nature

2. Did the angry logger know of, or think about, these beliefs? Why did he cut down the tree?

No.
Cut down tree because was angry with the logging companies in the area

3. What action was taken to protect and preserve the environment?

-cutting from the tree was planted near it and ferried off

4. What is to be learned from this story?

Respect nature
It is all of our responsibility to protect natural areas because once they are gone, it is difficult, if not impossible, to get them back
Lesson Six

Concept: The Cordillera Region – Issue: Should Cities Continue to Expand

Resources/Materials: Our Land and People, page 96
Wall Map of Canada
Worksheet #5.5.6 (student copies, optional)

Introduction: Tell students that one hundred years about twenty percent of people lived in cities and eighty percent lived in rural areas. Today it is just the opposite, eighty percent live in large towns and cities and only twenty percent live in rural areas. This trend is continuing.

Point out the city of Vancouver on the map of Canada. Note its location on the sea coast. Explain that Vancouver is built on a coastal plain, but it is immediately surrounded by either the ocean or by mountains. Vancouver continues to attracts other Canadians and newcomers to Canada. WHAT MIGHT BE THE PROBLEM WITH THIS? (no place to expand)

Procedure:

1. Have students turn to textbook page 96. Guide the reading of the page.

2. If desired, distribute Worksheet #5.5.6 and have students complete it. OR students can make their own T-chart in their notebooks.

3. If desired, have students write an essay about the issue. You may want to give them a structure to help them, such as

   Introduction – tell what the issue is; give brief summary of each side of issue
   Body – write a paragraph each explaining in detail the reasons for and reasons against
   Conclusion – summarize the issue and give implications for the future

4. Some teachers may want students to write a personal essay which expresses a particular point of view. Most students will need a structure to follow such as

   Introduction – tell what the issue is and tell how you feel about it in a general sense
   Body – write a paragraph about each of the reasons that support your point of view
   Conclusion – reiterate point of view and give implications for the future

5. Another alternative is to set up a class debate. This is quite an ambitious activity, but would be one of the most beneficial.
Assignments:

1. Read *Our Land and People*, page 96.
2. Complete Worksheet #5.5.6 or make a similar chart in notebook.

OPTIONAL:
3. Write essay explaining the debate OR
4. Write personal essay explaining a particular point of view. OR
5. Set up a class debate on the issue.
**Social Studies Grade 5 Our Land and People**

**Chapter 5**

**Worksheets**

**The Cordillera Region – Issue**

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.5.6
### Issue: Should cities continue to expand?

<table>
<thead>
<tr>
<th>Reasons For</th>
<th>Reasons Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>People need places to live, so homes must be built.</td>
<td>Important and valuable natural resources are being destroyed.</td>
</tr>
<tr>
<td>Newcomers must live somewhere.</td>
<td>When cities expand, rural life is threatened.</td>
</tr>
<tr>
<td>Factories built on farmland employ many people.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: The Cordillera Region: Chapter Focus

Resources/Materials: Worksheet #5.5.7 (student copies, optional)

Introduction: Explain that the section on the Cordillera region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. Oral Review – As a group, discuss the main ideas covered in Chapter 3. If you like, use the questions on Worksheet #5.5.7 to help you guide the discussion.

2. Written Review – If you like, distribute Worksheet #5.5.7. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 5. Use the questions on Worksheet #5.5.7, if you like.
   OR

2. Answer the questions on Worksheet #5.5.7 on the worksheet itself, in point-form or in notebooks.
The Cordillera Region

Chapter Focus

1. How does the land shape life in the Cordillera region?

2. How are bodies of water important?

3. In what ways does the climate affect quality of life?

4. How have natural resources shaped communities?

5. What are some views about land use?
Chapter Six

The Arctic Region

Living Near the Top of the World
Social Studies Grade 5 Our Land and People
Chapter 6
Lesson Plans

Social Studies Grade 5 Our Land and People
Chapter 6
The Arctic Region

Contents

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Lesson Two   The Arctic Region: Bodies of Water         4
Lesson Three The Arctic Region: Comparing Traditional and Modern Ways of Life  5
Lesson Four  The Arctic Region: Climate                6
Lesson Five  The Arctic Region: Effects of Climate Change  7
Lesson Six   The Arctic Region: Issue: Should the Mackenzie Pipeline Be Completed?  8
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Lesson One

Concept: The Arctic Region – Location and Landforms

Resources/Materials: Our Land and People, pages 98 – 99
- Wall Map of Canada
- Physical Regions Map and Arctic Pieces
- Globe
- BLM 49 (student copies)
- Pictures of the Arctic

Introduction: Ask students what they think of when they think of the Far North. What would it be like to live there?

Procedure:

1. Point out the Arctic region on the map of Canada. Then point the region out on the globe. Note its location near the North Pole. This is also a good time to point out other countries that have land near the pole.

2. Have students turn to textbook page 98. Examine the map. Talk about the location of the Arctic region relative to the rest of Canada. Use the map to determine the absolute location. Tape the Arctic pieces onto the Physical Regions map.


4. Have students turn to page 99. Guide the reading of the introductory paragraph. Write the names of the landforms on the board. You may have to explain that sea ice is the ice formed when the sea waters between islands freezes. Thus the islands look like one extended piece of land, when they are really several islands joined together by frozen sea water.

5. Explain that the Arctic can be further divided into three areas based on latitude. Guide the reading of the rest of textbook page 99, if you can. Students must infer how lifestyle of the people who live there might be affected.

6. Distribute BLM 49. (Question 1 might need some guidance.) Tell students to complete the questions.

7. Tell students to start a graphic organizer for the information about this region. Encourage them to use a different type from the one they used in the Cordillera.

8. Today they should write about location, landforms, and the effect landforms have on lifestyle.

Assignments:
1. Read Our Land and People pages 98 and 99.
2. Do BLM 49.
3. Make graphic organizer and enter information about location, landforms, and their effect on lifestyle
A View from the Top of the World

Note: A permanent ice cap covers the Arctic Ocean. It is shrinking at the rate of about 33 000 square kilometres per year.

Questions:

1. Why is there no compass rose on this map?
   everything is "south" from the N. Pole

2. Which countries ring the North Pole?
   Canada, United States, Russia, Finland, Sweden, Norway, Iceland, Greenland (Denmark)

3. Trace the boundaries of the polar ice cap. (This is fresh water that is frozen.)
Lesson Two

Concept: The Arctic Region – Bodies of Water

Resources/Materials: Our Land and People, pages 100 – 101
Wall Map of Canada
Atlases

Introduction: With students recall the girl from the Appalachian Region who lived on an island. She and the rest of the island’s residents developed ways to survive without a lot of outside help. Similarly, the Inuit who live in the Arctic must also learned survival skills.

Pull down the map of Canada and have students find a map of Canada in their atlases. Locate the Arctic and note the various bodies of water of the region.

Procedure:

1. Tell students that surviving in the water and being able to “read” ice conditions is important for the residents of the Arctic. Why?

2. Guide or have students read independently textbook pages 100 and 101 to find out more about how bodies of water affect the lives of the people of the region.

3. Have students make point-form notes about the three types of water transportation using the information on page 100. (If your students are like mine, they won’t bother putting in a heading, so you might have to remind them.)

4. Have students write a one paragraph summary of the contents on the news article on page 101.

5. Have students complete a Bodies of Water section in their graphic organizers

Assignments:

1. Read Our Land and People, page 100 and make notes about the three types of water transportation.
2. Read Our Land and People, page 101 and summarize the news article.
3. Add a Bodies of Water section to the Arctic Region graphic organizer.
Lesson Three

Concept: The Arctic Region – Comparing Traditional and Modern Ways of Life

Resources/Materials: Our Land and People, pages 102 – 104.
- BLM 51 (2 pages, student copies, recommended but optional)
- BLM 52 (2 pages, student copies)
- Worksheet #5.6.3 (student copies, optional)

Introduction: Go over with students the terms “traditional” and “modern”. In their own lives ask students to give you some examples of traditional ways (clothing, foods, schedules) and then modern ways (farm implements, kitchen appliances, school books) Conclude that the Hutterite way of life involves a combination of the traditional and modern. Similarly the Inuit life is a combination of the traditional and modern.

Procedure:

1. Have students turn to textbook pages 102 - 104. Have students read independently, or if you have the time, guide the reading.

2. Tell students to add any information they gleaned from these pages to their webs. Most information would be added to the “how lifestyle is affected” sections.

3. IF YOU HAVE THE TIME, DO THIS ACTIVITY. Explain the role of an anthropologist. (person who studies human beings, especially their societies and customs.) Distribute the two pages of BLM 51. Ask students to read “The Story of Pitseolak Ashoona” with the guiding question: “Is Pitseolak Ashoona an anthropologist?” Give students time to read and then discuss their responses.

4. Refer students to textbook page 104. (Have already read this.) This page gives information about traditional Arctic Games. Distribute BLM 52. Assign a student or a pair of students to read and be ready to demonstrate or illustrate how each game is played.

5. Distribute Worksheet #5.6.3 or have them make a similar one in their notebooks. Have them start at the beginning of the chapter and enter lifestyle information under the correct heading.

Assignments:

1. Read Our Land and People pages 102 – 104.
2. OPTIONAL. Read the interview on BLM 51. Be ready to tell if you think Pitseolak Ashoon is an anthropologist or not.
3. Read about the game your teacher assigned to you. Be ready to tell the class how the game is played. Demonstrate the game if you can.
4. Complete Worksheet #5.6.3.
Directions: Use the information you got from reading *Our Land and People* pages 98 – 104. Then fill in the chart.

<table>
<thead>
<tr>
<th>Traditional Ways of Life</th>
<th>Modern Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Traditional and Modern Ways of Life

**Directions:** Use the information you got from reading *Our Land and People* pages 98 – 104. Then fill in the chart.

<table>
<thead>
<tr>
<th>Traditional Ways of Life</th>
<th>Modern Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>- kayaks / umiaks used for transportation</td>
<td>- barges used to haul goods</td>
</tr>
<tr>
<td>- qimuksig used to travel on ice</td>
<td>- snowmobiles, ATVs</td>
</tr>
<tr>
<td>- hunting shelters called igloos or snowhouses</td>
<td>- houses built of lumber sit on posts</td>
</tr>
<tr>
<td>- seals hunted for food, clothing, and oil for oil lamps</td>
<td>- greenhouses used to produce fruits/vegetables</td>
</tr>
<tr>
<td>- inukshuk helps travellers find their way</td>
<td>- hunters use GPS, satellite phones, and special radios</td>
</tr>
<tr>
<td>- traditional games</td>
<td>- street hockey</td>
</tr>
<tr>
<td>- festivals</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Four

Concept: The Arctic Region - Climate

Resources/Materials: Our Land and People, pages 105 – 108
BLM 53 (student copies)
Globe

Introduction: Discuss the differences between winter and summer with regard to climate and lengths of day and night. Tell students that locations at the equator have equal amounts of day and night all year round and that their climate is virtually the same regardless of time of year.

The farther away from the equator you go, the more pronounced are the differences in the lengths of days and nights and in the climate. Given that information, ask students to predict the about lengths of days and nights and also about climate.

Use the globe to help students understand why days and nights have differing lengths depending on the season.

Procedure:

1. Have students turn to textbook page 105. Guide the reading of the first half of the page and jot down on the board the information on climate. Have students predict how lifestyle might be affected given the information.

2. Tell students that the rest of page 105 and pages 106 – 108 give information that tells how the lifestyle of the people is affected as they try to cope with living in such an extreme climatic zone. Have students read the information independently if you are unable to guide the reading.

3. Distribute BLM 53, go over the directions, and then direct students to complete the worksheet.

4. Remind students to add a climate section to their graphic organizer.

Assignments:

2. Add a Climate section to the graphic organizer.
3. Complete BLM 53.
Climate Differences between the Arctic and Alberta

Using the space provided, write about how daily living is affected by climate in the Arctic. Then write how climate affects your daily living in Alberta. Use your Student Resource, the library, and computer references to help you.

<table>
<thead>
<tr>
<th>Daily Living</th>
<th>Arctic Region</th>
<th>Your Region in Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td>Wetlands that provide food sources and homes may shrink. Animals that people hunt may not survive. Ice fishing more dangerous.</td>
<td>Drier weather means some crops cannot grow. Many areas will no longer be farmed.</td>
</tr>
<tr>
<td>HOUSEHOLD WATER</td>
<td>May not be as fresh as newer species of plants are able to grow in the warmer water.</td>
<td>Water supplies will dwindle.</td>
</tr>
<tr>
<td>WARMTH</td>
<td>Permafrost will melt, turning ground soft and mushy. Buildings will not be stable.</td>
<td>Homes will use less energy to heat in winter, but will need more energy to cool in summer.</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: The Arctic Region – Effects of Climate Change

Resources/Materials: Our Land and People, pages 109 – 111
BLM 54 (2 pages, student copies)

Introduction: Compare the amount of snowfall that the area around the colony has received in the past few years compared with two or three decades ago. Most would agree that we do not receive nearly as much as we once did. Scientists tell us that the temperature of the earth is gradually rising, and they believe this is because the fossil fuels we burn in our vehicles, homes, and factories are causing a layer of “greenhouse gases” to form trapping heat close to the Earth’s surface.

“What effect could a warmer earth have on the Arctic?” (cause spring to come earlier; ice that was permanently frozen may begin to melt, etc.)

Procedure:

1. What effect could a warmer Arctic have on the animals and people who live there? (The animals and humans have bodies and patterns of behaviour that enable them to survive in certain conditions. When the environment changes, the animals have more difficulty surviving.


3. Tell students that pages 110 – 111 explain some of the effects of global warming. If possible, guide the reading; otherwise, direct them to read independently.

4. Have students add a “Climate Change” subsection to their graphic organizers OR have them make a separate graphic organizer. Alternately, write point-form notes.

5. Distribute BLM 54. Tell students that the two articles discuss how polar bears are coping with climate change. Discuss the words cannibal and cannibalism. Assign students to read the articles and do the questions.

6. NICE TO DO. Have students research and write a report on a relevant topic such as
   - Global warming
   - Polar bears (or some other Arctic animal of interest)
If your library does not have the information needed, you will have to find the resources for students.

Assignments:

1. Read Our Land and People, pages 109 – 111. Add a Climate Change subsection to the graphic organizer or create a separate graphic organizer or write point-form notes.
2. Read the articles on BLM 54 about polar bears’ dealing with climate change. Do the questions.
3. OPTION. Write a report on global warming or about an Arctic animal.
Critical Response Reading—Polar Bears and Polar Ice (continued)

1. What is the main message in these two articles?
   - Global warming is threatening existence of polar bears

2. List some facts you learned in the first article.
   - Polar bears will eat each other

3. List some facts you learned in the second article.
   - Polar ice is shrinking
   - Polar bears rely on ice to access natural prey
   - Sea ice expected to shrink 50-100% over next 50-100 yrs.
   - Expect 30% decline in polar bear population over next 45 yrs.
   - Inuit dependent on polar bears

4. What questions do you have about the information you have read?
Lesson Six

Concept: The Arctic Region – Issue: Should the Mackenzie Pipeline Be Completed?

Resources/Materials: Our Land and People, page 112
BLM 55 (3 pages, student copies)
BLM 56 (student copies, optional)

Introduction: Tell students that like any region, the people of the Arctic are dealing with several issues as they try to live in a modern world. Ask students to name the natural resources that have been discussed. (seals, whales, polar bears, etc. which are used to provide basic needs)

A natural resource that has not been discussed is petroleum. Geologists have discovered large reserves of petroleum in the Arctic.

Procedure:

1. Discuss with students the environmental problems that could arise with drilling for the petroleum and transporting it. In addition, discuss how native peoples of the area may acquire jobs on the drilling sites which are a complete change from the jobs they know. Discuss how family life might change and how traditional skills may be lost.

2. Have students turn to textbook page 112. Guide the reading and discuss the pros and cons of developing the oil industry and setting up a pipeline so that the oil can get to southern refineries.

3. Distribute the pages of BLM 55. As with any issue there are points of view. This worksheet gives some background information and then explains three points of view.

4. Distribute BLM 56 if possible. Discuss with students the terms used. If possible, complete this as a class as it may be too advanced for them to work on it independently.

Assignments:

1. Read textbook page 112 and add a Natural Resources section to the graphic organizer.
2. Do BLM 55 about the Mackenzie Pipeline controversy.
3. IF POSSIBLE, as a class or individually do BLM 56.
The Mackenzie Pipeline Controversy (continued)

3. Viewpoint of Oil and Gas Companies

Who We Are
(From Imperial Oil Speech, January 27, 2006)
Four major Canadian oil and gas companies and a group representing the Aboriginal peoples of Canada’s Northwest Territories are partners in the proposed Mackenzie Gas Project.

Our Commitment
The Mackenzie Gas Project respects the peoples of Canada’s North and the land, wildlife, and environment that sustains them. Our priorities include maintaining worker and public safety at all times and caring for the environment before, during and after construction.
We are committed to working with Aboriginal and other northern residents to ensure individuals, communities, and businesses in the North have an opportunity to participate in the benefits from this project.

Identify the opinions presented in each excerpt:

Viewpoint of the Dene of the Deh cho region
Pipeline can be built only if the natural environment is not harmed.

Viewpoint of the Green Party
It is ridiculous to pipe a “clean” fuel like natural gas to help refine a “dirty” fuel like oil.

Viewpoint of the oil and gas companies
We want to work with Aboriginals to make sure the pipeline is made and laid responsibly, but we want the pipeline to go through.

What is your opinion?
# Identifying Multiple Perspectives

Organize the information you have read about the Mackenzie Pipeline project into these four perspectives.

<table>
<thead>
<tr>
<th>ENVIRONMENTAL (animals and their natural habitat)</th>
<th>ECONOMIC (money and jobs)</th>
<th>CULTURAL (ways of life)</th>
<th>HISTORICAL (traditions &amp; history)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drilling activity could affect whales, caribou, etc.</td>
<td>• Thousand employed to build</td>
<td>• Traditional way of life of the Deh Cho First Nation may be affected</td>
<td>• Deh Cho lands will be threatened</td>
</tr>
<tr>
<td>• Increased use of natural gas will accelerate global warming</td>
<td>• Oil refinery will also employ many</td>
<td></td>
<td>• Historically Deh Cho First Nation controlled the area. Now they are being asked to give up some of that control</td>
</tr>
<tr>
<td>• Natural habitat of animals along the route will be changed</td>
<td>• Oil and gas company profits will rise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• May not employ many Aboriginal people</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: The Arctic Region: Chapter Focus

Resources/Materials: Worksheet #5.6.7 (student copies, optional)

Introduction: Explain that the section on the Arctic Region of Canada is almost finished and it is time to review the main ideas.

Procedure:

Options:

1. **Oral Review** – As a group, discuss the main ideas covered in Chapter 6. If you like, use the questions on Worksheet #5.6.7 to help you guide the discussion.

2. **Written Review** – If you like, distribute Worksheet #5.6.7. Have students write point-form answers to the questions (or have them write their answers in their notebooks.)

Assignment:

1. Orally, review the main ideas of Chapter 6. Use the questions on Worksheet #5.6.7, if you like.

   OR

   Answer the questions on Worksheet #5.6.7 on the worksheet itself, in point-form or in notebooks
The Arctic Region

Chapter Focus

1. What is unique about the Arctic region?

2. How are Inuit ways of life traditional and modern?

3. How does climate shape Arctic ways of life?

4. What are some effects of climate change?

5. What are the challenges of developing natural resources in the Arctic region?
Lesson Eight:

Concept: End-of-Unit Assessment (Chapters Four, Five, and Six)

Resources/Materials: Refer to the assessment options below.

Teachers can choose from several different options to assess the knowledge and skills of the students.

Suggestions:

Option I: Written test. A review and test are provided.

Option II: Students could make up a story or play based on life in one of the physical regions. Set up criteria such as
- Environmental details must be correct of the region.
- The story should reflect how lifestyle is affected by the geography.
- The conflict in the story should be based on an issue relevant to the region.

Option III: Create a diorama or model of a scene from one of the physical regions. Set up criteria such as:
- Environmental details must be correct of the region.
- It must show humans existing in the environment of the region.

Option IV: Use the rubrics provided by the publisher of Our Land and People and base your assessment on the activities done throughout this part of the unit.
The Physical Regions of Canada – Part II

Review

The Interior Plains

1. Location and Landforms of the Interior Plains (pages 66 – 69)
   
   a. Describe the location of the Interior Plains.

   ____________________________

   b. Look at the map on page 66. Between what two lines of latitude does the Interior Plains Region lie?

   ____________________________

   c. Circle all the words that tell about landforms in this region.

   plains                           rolling hills                        rounded mountains
   high rugged mountains            wide river valleys                   Badlands

   d. Underline all the sentences that tell how the land affects lifestyle on the Interior Plains.

   - Many people farm on the fertile flat lands.
   - It is quite easy to build roads on most areas because the land is so level.
   - People go skiing in this area.
   - Trees are harvested in many of the northern plains.
   - On a clear day you can see for great distances.
   - Oil sands are strip mined near a city called Fort McMurray.

   e. What is bitumen? (page 69)

   ____________________________

2. Bodies of Water of the Interior Plains. (pages 70 – 71)

   a. There are several major rivers that flow through the Interior Plains. Look at the map inside the front cover. What other types of bodies of water are part of the Interior Plains?

   ____________________________
b. Fill in the blanks.

The Plains Cree warned the settlers not to settle along the Red River because

__________________________________________________________________________

The Mackenzie River is used to transport goods on barges from Hay River to

__________________________________________________________________________

3. Climate of the Interior Plains (pages 72 and 73)

Answer True or False.

_______ The region has a wide range of temperatures.

_______ The far south can be desert-like.

_______ The north is warmer than the south in winter.

_______ One way that climate affects lifestyle is that hockey is a popular winter sport.

_______ A long growing season enables farmers grow crops.

_______ In the south farmers often have to irrigate because there is not enough rain.

4. Natural Resources of the Interior Plains (pages 74 – 76)

a. Name all the major natural resources from this region.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

b. Unscramble the words to make a sentence.

Natural resources are because they important provide jobs.

__________________________________________________________________________
The Cordillera

1. Location and Landforms (pages 82 – 85)
   a. Describe the location of the Cordillera.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   b. Give the absolute location (latitude and longitude) of the Cordillera.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   c. What are some of the most common landforms found? (Circle the one that is most important.)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   d. Underline all the sentences that tell how landforms affect lifestyle in the Cordillera.

   • There are farms in the Creston Valley, Okanagan Valley, and Fraser Valley.
   • It is difficult to built roads and railway lines through the mountains.
   • In winter skiing is a popular sport.
   • It is dry in some parts of the interior.
   • In winter the interior plateau regions get much snow, often blocking the roads.

2. Bodies of Water
   a. Name three important types of bodies of water.

   ____________________________________________________________
b. Underline all the sentences that tell how bodies of water affect lifestyle in the Cordillera.

- Farmers in southern Alberta must irrigate their crops.
- Vancouver is a major seaport.
- The Haida First Nation built beautiful and powerful canoes from cedar.
- The fast-moving rivers are used to create hydroelectricity.
- Explorers used the rivers as transportation routes.

3. **Climate** (pages 88 and 89)

   a. Describe the climate of each of the three areas:

   Southwest Coast ____________________________

   __________________________________________

   Interior ____________________________

   __________________________________________

   North ____________________________

   __________________________________________

   b. Answer True or False.

      ________ In winter cold weather and lots of snow make it good for skiing and snowboarding.

      ________ In the southwest coast area spring comes early so flowers are blooming in March.

      ________ The summers are often so dry in the Okanagan Valley that fruit farmers must irrigate their crops.

      ________ It is easy to farm in the Yukon.
4. **Natural Resources** (pages 90 – 95)

   a. Read the first paragraph on page 90. Make a list of the natural resources mentioned.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   b. For each natural resource, tell about one way that life is affected.

   Ocean ____________________________________________________

   Fish ______________________________________________________

   Trees ______________________________________________________

   Mountain slopes ____________________________________________

   Minerals __________________________________________________

   Mountain lakes and forests __________________________________

5. **Issue** (page 96)

   One issue of the Cordillera Region has to do with cities taking up more and more land. Give one reason for and one reason against allowing a city like Vancouver to expand and take up more land.

   Reason For ______________________________________________

   __________________________________________________________

   Reason Against ____________________________________________

   __________________________________________________________
1. **Location and Landforms**
   
a. Describe the location of the Arctic Region.

   __________________________________________________________

   b. On the map on page 98 find the Arctic Circle. Where is most of the Arctic from the Arctic Circle?

   __________________________________________________________

   c. What are the major landforms?

   __________________________________________________________

   d. In which parts of the Arctic can you see vegetation such as lichen growing?

   __________________________________________________________

2. **Bodies of Water** (pages 100 and 101)
   
a. What is the most important body of water in this region?

   __________________________________________________________

   b. Barges, umiaks, and kayaks are all types of _____________________________.

   __________________________________________________________

   c. How do the bodies of water affect lifestyle?

   __________________________________________________________

   __________________________________________________________

3. **Traditional and Modern Ways** (pages 102 – 104)
   
a. Life in the Arctic is a mixture of traditional and modern ways. Explain what this means.

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
b. Write T for traditional and M for modern.

_______ Hunters built igloos to use while hunting.

_______ Snowmobiles are an important means of transportation.

_______ Many of the games children play show the connection of people to the land and the importance of hunting as a way of life.

_______ The inukshuk is a stone marker that helps travellers find their way.

_______ Some hunters use a GPS system.

_______ Houses are built on posts to stop the warmth of the houses from melting the permafrost.

_______ Almost everyone has a television.

4. Climate (pages 105 – 111)

a. Choose the best answer. The reason that the Arctic has some of the coldest temperatures in Canada has to do with

- latitude,
- the earth’s slant.
- the Arctic Ocean
- all of the above.

b. Choose the best answer to fill in the blank.

Much of the Arctic region is actually considered a frozen desert because it gets very __________________________ (much, little) precipitation.

c. Fill in the blanks.

In some areas of the Arctic there are _______________________ hours of daylight in the summer. However, in winter there are _______________________ hours of ________________________.
Climate change refers to the fact that the earth is actually getting warmer. This is called *global warming*. Global warming is caused by a layer of greenhouse gases keeping the warm air close to the Earth. Tell how each of the following is affected by climate change.

polar bears

sea ice

wetlands

hunters
The Physical Regions of Canada – Part II

Review

The Interior Plains

1. Location and Landforms of the Interior Plains (pages 66 – 69)
   a. Describe the location of the Interior Plains.
      
      __between Canadian Shield and Cordillera__

   b. Look at the map on page 66. Between what __two lines of latitude does the Interior Plains Region lie?__
      
      __49°N and 70°N__

   c. Circle all the words that tell about landforms in this region.
      
      Plains, rolling hills, rounded mountains, high rugged mountains, wide river valleys, badlands

   d. Underline all the sentences that tell how the __land affects lifestyle on the Interior Plains.__
      
      - Many people farm on the fertile flat lands.
      - It is quite easy to build roads on most areas because the land is so level.
      - People go skiing in this area.
      - Trees are harvested in many of the northern plains.
      - On a clear day you can see for great distances.
      - Oil sands are strip mined near a city called Fort McMurray.

   e. What is bitumen? (page 69)
      
      __thick, sticky tar-like substance that can be refined into oil__

2. Bodies of Water of the Interior Plains. (pages 70 – 71)
   a. There are several major rivers that flow through the Interior Plains. Look at the map inside the front cover. What other types of bodies of water are part of the Interior Plains?
      
      __large lakes__
b. Fill in the blanks.

The Plains Cree warned the settlers not to settle along the Red River because

flooded occasionally

The Mackenzie River is used to transport goods on barges from Hay River to

communities in the north

3. Climate of the Interior Plains (pages 72 and 73)

Answer True or False.

T The region has a wide range of temperatures.
T The far south can be desert-like.
F The north is warmer than the south in winter.
T One way that climate affects lifestyle is that hockey is a popular winter sport.
T A long growing season enables farmers grow crops.
T In the south farmers often have to irrigate because there is not enough rain.

4. Natural Resources of the Interior Plains (pages 74 – 76)

a. Name all the major natural resources from this region.

Oil, natural gas, coal, salt, potash, soil, water

b. Unscramble the words to make a sentence.

Natural resources are because they important provide jobs.

Natural resources are important because they provide jobs.
1. Location and Landforms (pages 82 – 85)
   a. Describe the location of the Cordillera.
      - far western part of Canada between Interior Plains and Pacific Ocean
   b. Give the absolute location (latitude and longitude) of the Cordillera.
      - between 49°N and 70°N
      - between 115°W and 140°W
   c. What are some of the most common landforms found? (Circle the one that is most important.)
      - high rocky mountains, plateaus, valleys, coastal plain
   d. Underline all the sentences that tell how landforms affect lifestyle in the Cordillera.
      - There are farms in the Creston Valley, Okanagan Valley, and Fraser Valley.
      - It is difficult to built roads and railway lines through the mountains.
      - In winter skiing is a popular sport.
      - It is dry in some parts of the interior.
      - In winter the interior plateau regions get much snow, often blocking the roads.

2. Bodies of Water
   a. Name three important types of bodies of water.
      - rivers, lakes, ocean, waterfalls
b. Underline all the sentences that tell how bodies of water affect lifestyle in the Cordillera.

- Farmers in southern Alberta must irrigate their crops.
- Vancouver is a major seaport.
- The Haida First Nation built beautiful and powerful canoes from cedar.
- The fast-moving rivers are used to create hydroelectricity.
- Explorers used the rivers as transportation routes.

3. Climate (pages 88 and 89)

a. Describe the climate of each of the three areas:

   Southwest Coast  cool summers; mild winters
   ____________________________  lots of precipitation

   Interior  hot dry summers
   ____________________________  cold winters

   North  short cool summers
   ____________________________  long cold winter

b. Answer True or False.

   T  In winter cold weather and lots of snow make it good for skiing and snowboarding.

   T  In the southwest coast area spring comes early so flowers are blooming in March.

   T  The summers are often so dry in the Okanagan Valley that fruit farmers must irrigate their crops.

   F  It is easy to farm in the Yukon.
4. **Natural Resources** (pages 90 – 95)

a. Read the first paragraph on page 90. Make a list of the natural resources mentioned.

    fish, trees, minerals, soil

b. For each natural resource, tell about one way that life is affected.

   Ocean  fishing, seaports, tourism

   Fish  fishers, fish plants

   Trees  logging, tourism

   Mountain slopes  skiing; holds snow pack for spring run-off

   Minerals  mining, smelting

   Mountain lakes and forests  tourism

5. **Issue** (page 96)

One issue of the Cordillera Region has to do with cities taking up more and more land. Give one reason for and one reason against allowing a city like Vancouver to expand and take up more land.

Reason For  · people need places to live
            · factories built on new lands employ people

Reason Against  · taking away farmland
                 · should protect natural areas
1. Location and Landforms
   a. Describe the location of the Arctic Region.
      
      far north

   b. On the map on page 98 find the Arctic Circle. Where is most of the Arctic from the Arctic Circle?

      north of 70°N

   c. What are the major landforms?

      islands, mountains, plains, glaciers, sea ice

   d. In which parts of the Arctic can you see vegetation such as lichen growing?

      Arctic tundra

2. Bodies of Water (pages 100 and 101)
   a. What is the most important body of water in this region? Arctic Ocean

   b. Barges, umiaks, and kayaks are all types of

      boats

   c. How do the bodies of water affect lifestyle?

      hunt/fish in sea, learn how to respect and live near water, have different kinds of boats

3. Traditional and Modern Ways (pages 102 – 104)
   a. Life in the Arctic is a mixture of traditional and modern ways. Explain what this means.

      Some activities have been practised for generations, others are more recent.
b. Write T for traditional and M for modern.

T  Hunters built igloos to use while hunting.
M  Snowmobiles are an important means of transportation.
T  Many of the games children play show the connection of people to the land and the importance of hunting as a way of life.
T  The inukshuk is a stone marker that helps travellers find their way.
M  Some hunters use a GPS system.
M  Houses are built on posts to stop the warmth of the houses from melting the permafrost.
M  Almost everyone has a television.

4. Climate (pages 105 – 111)

a. Choose the best answer. The reason that the Arctic has some of the coldest temperatures in Canada has to do with

○ latitude,
  • the earth’s slant.
  • the Arctic Ocean
  • all of the above.

b. Choose the best answer to fill in the blank.

Much of the Arctic region is actually considered a frozen desert because it gets very

little____________________ (much, little) precipitation.

c. Fill in the blanks.

In some areas of the Arctic there are _____24__________ hours of daylight in the summer. However, in winter there are _____24__________ hours of

night__________.
d. Climate change refers to the fact that the earth is actually getting warmer. This is called *global warming*. Global warming is caused by a layer of greenhouse gases keeping the warm air close to the Earth. Tell how each of the following is affected by climate change.

1. **Polar bears** threatened because polar ice is disappearing. Polar bears rely on polar ice to access their prey.
2. **Sea ice** not as thick, melting earlier in spring.
3. **Wetlands** shrinking or drying up.
4. ** Hunters** cannot “read” ice conditions as well, some falling through ice.
Questions 1 – 15 have to do with the Interior Plains Region.

1. Which direction is the Interior Plains Region from the Prime Meridian?
   a. North
   b. South
   c. East
   d. West

Use the map below to answer question 2.

2. In terms of latitude the Interior Plains Region ranges from
   a. 49°N to 70°N.
   b. 95°W to 70°N.
   c. 49°N to 135°W
   d. 95°W to 135°W
3. Which statement best describes the location of the Interior Plains Region?

   a. the central part of Canada
   b. in the east next to the Appalachian Region
   c. in the west between the Canadian Shield and the Great Lakes – St. Lawrence Lowlands Region
   d. between the Cordillera Region and the Canadian Shield Region

Use the information below to answer question 3.

A prairie is a large flat area that has few trees and is covered with different types of grasses, such as tall prairie grass, low shrubs, and wild flowers. All of the southern part of the Interior Plains region was once covered by prairie. Plains refers to a more or less flat stretch of land. Plains can have rolling hills, however. The words prairie and plains do not mean the same thing, although we often use them as if they were.

4. From what you read, the difference between prairie and plains is that

   a. prairie refers to the shape of the land and plains refer to the vegetation.
   b. prairie refers to the vegetation and plains refers to the shape of the land.
   c. prairie refers to a flat area covered with trees and plains refers to wild flowers.
   d. prairie refers to grassy areas and plains refers to shrubs and small trees.

5. If you visited the Interior Plains Region, which of the following would you most likely not see?

   a. large areas of flat land
   b. rolling hills
   c. an ocean coast
   d. high rugged mountains

6. If you visited the Badlands of the Interior Plains, you might see petroglyphs. What are petroglyphs?

   a. dinosaur fossils
   b. rock carvings
   c. steep cliffs
   d. oil sands

7. In the southern parts of the Interior Plains most areas can be farmed because

   a. the settlers spent time clearing away all the forests that covered the land.
   b. the area has more rain than any other part of the region.
   c. the soil is fertile and the land is quite flat.
   d. there are very few weeds.
8. Which of the following statements best describes the bodies of water of the Interior Plains?
   a. There are many tiny rivers, lakes, ponds, streams and waterfalls throughout the region.
   b. There are several large rivers and lakes.
   c. It is so dry that there are only one or two rivers and lakes.
   d. There are only lakes in the southern part of the region.

9. The Red River flows from the United States into the province of Manitoba. It affects the lives of the people who live along the river because
   a. it is so badly polluted that the water cannot be used for anything.
   b. no boats are allowed on the river.
   c. every few years it floods badly, and people are forced to leave their homes.
   d. the Plains Cree told the settlers it was a good place to live.

10. The major differences between the climates of the northern parts of the region and the southern parts are
   a. the northern parts are colder and receive more precipitation than the southern parts.
   b. the northern parts are colder and receive less precipitation than the southern parts.
   c. the northern parts are warmer and receive more precipitation than the southern parts.
   d. the northern parts are warmer and receive less precipitation than the southern parts.

11. Hockey is a popular sport across the region. This shows that
   a. climate affects the type of recreation we enjoy.
   b. hockey is not an expensive sport and anyone can join in.
   c. there is not much choice in what kinds of things we do for entertainment.
   d. People of the Interior Plains are better at winter sports than other people in Canada.

12. Which of the following shows how climate affects lifestyle?
   a. In winter we can eat a variety of fruits and vegetables.
   b. In dry areas, farmers use irrigation to help crops to grow.
   c. Many farmers also work in cities.
   d. Students who live in the region do well on tests.

13. Which of the following lists natural resources of the Interior Plains?
   a. salt, natural gas, soil, water, pineapples, coal
   b. soil, natural gas, oil, coal, bananas
   c. coal, natural gas, wind, soil, oil
   d. guava, bamboo, wind, sunshine, oil
14. In this region there are many government scientists doing research on soil. This is most likely because

a. the government does not want all the scientists to live in Ottawa.
b. soil is an important natural resource in much of the region.
c. some people just love soil.
d. we do not know how soil is actually formed.

Use the information below to answer question 15.

| Speaker I: | It is important to preserve the northern boreal forests. They are home to many different types of wildlife and plants. We cannot let logging companies destroy the forests. They add so much beauty to our world. |
| Speaker II: | We should be able to cut down the trees in our forests. We need lumber to build houses, furniture, and shopping malls and make paper and newsprint. If we don’t cut down the trees, our lives will not be the same. |

15. What is the issue being discussed?

a. Do people enjoy looking at wildlife and natural plants?
b. How much furniture and houses do people really need?
c. Are logging companies making too much money?
d. Should we protect our natural environment?

Questions 16 – 30 have to do with the Cordillera Region.

16. Which statement best describes the location of this region?

a. It is in the western most part of Canada.
b. It is in the eastern most part of Canada.
c. It is between Alberta and New Brunswick.
d. Parts of the region are mild while others can get extremely hot and cold.

17. Which of the following is not part of the Cordillera?

a. Alberta
b. Ontario
c. British Columbia
d. Yukon
18. The most common landforms you would see in this region are
   a. flat river valleys.
   b. interior plateaus.
   c. high rugged mountains.
   d. low rounded mountains.

19. Which of the following would best tell how landforms of this region affect the lives of people?
   a. People in Vancouver often visit Hawaii in the winter.
   b. It took years for the Canadian Pacific Railway company to build a railway through the mountains.
   c. Many older people like to get up early to watch the sun come up in the summer.
   d. People who live in the mountains paint their houses so they will last longer.

20. In the Okanagan Valley of British Columbia grape vines are often planted partly up the side of a mountain so they can get more sun. This is an example of
   a. how farmers are running out of space to grow crops.
   b. how Canadians only like to eat grapes grown in Canada.
   c. Canadian farmers using ideas from the United States.
   d. farmers using the natural landforms to produce better crops.

21. Which of the following is not true about the bodies of water in this region.
   a. There are no major rivers.
   b. The Pacific Ocean is an important source of fish.
   c. Some rivers are used to make electricity.
   d. Tourists come to the area to enjoy the mountain lakes.

Use the following information to answer question 22.

The Haida of the Queen Charlotte Islands travelled the ocean waters using canoes that they carved from western red cedars. Although these canoes are no longer used as a regular means of transportation, they are still an important part of today's Haida traditions. Haida canoe makers carve beautiful canoes. Every canoe is unique with its own design, and each is given a name by the carver.

22. From the above which of the following can you infer?
   a. Travel on oceans was important in the life of the Haida.
   b. Cedar was the only type of tree available to make canoes.
   c. The Haida found it difficult to carve canoes out of cedar.
   d. The Haida loved salmon more than any other type of fish.
Use the information below to answer question 23.

- In the late 1890s thousands of gold seekers traveled the Yukon River to settlements in the north.
- In 1858 Simon Fraser explored the Fraser River.
- In 1807 David Thompson came upon the Columbia River. He explored all of this river’s systems and mapped the area for the North West Company.
- In 1789 Alexander Mackenzie travelled north down the Mackenzie River to the Arctic coast.

23. You can tell from the above that
   a. only people that lived long ago used rivers as a way to travel.
   b. rivers were considered to be an important means of transportation.
   c. explorers always named rivers after themselves.
   d. rivers were thought to be a way to have fun.

Use the information below to answer questions 24 and 25.

<table>
<thead>
<tr>
<th>Area of Cordillera</th>
<th>Climate</th>
</tr>
</thead>
</table>
| Southwest Coast    | • Cool in winter and warm in summer  
                    |         • Great deal of precipitation |
| Interior           | • Summers are warm and dry with some hot days. Winters can be very cold  
                    |         • Can be lots of snowfall in winter |
| North              | • Summers are short and cool. Winters are long and cold. |

24. From the information in the chart you can conclude that
   a. it is more desirable to live in the northern areas than the southern areas.
   b. the southwest coast has never had snow.
   c. the interior region gets more precipitation than the northern areas.
   d. the climate varies greatly depending on the location.

25. You can infer from the information in the chart that home heating bills would be the highest in
   a. the north.
   b. the southwest coast.
   c. the interior.
   d. about the same in all areas.
Use the information below to answer question 26.

The Okanagan Valley has a long growing season. It is famous for its orchards, which grow a variety of fruit such as juicy peaches, apples, pears, and plums. Sometimes the summers are so dry that farmers have to irrigate their fields.

26. From the above you can tell that
   a. fruit farmers cannot always rely on nature for their crops to grow.
   b. only peaches, apples, pears, and plums can grow in the Okanagan Valley.
   c. the fruit farmers do not use technology to help them with their crops.
   d. Canadian produced fruit is by far better than that grown in other countries.

27. Two of the Cordillera’s natural resources are fish and trees. They are alike because
   a. they are both from the sea.
   b. they are both farmed.
   c. if used wisely, there will always be a supply of them.
   d. there is an endless supply of both.

28. Which of the following is an example of a natural resource affecting lifestyle in the Cordillera?
   a. Towns sprang up near places where gold was found as men raced to the towns to become rich.
   b. Grain elevators were built on rail lines so the grain could be shipped to market.
   c. There are lots of different kinds of fish in the Atlantic Ocean.
   d. Polar bears attract tourists in many areas of Canada.

29. One way that natural resources help to shape our identity is that
   a. people do not need them to live.
   b. they cost a lot of money.
   c. they are useful in our daily lives.
   d. people see themselves as someone who does a job related to those natural resources.

30. Many people do not want the city of Vancouver to expand because
   a. they feel there are too many businesses in the city.
   b. they feel that it would take over valuable farm land.
   c. they are not comfortable with new technology.
   d. they feel people should use their cars more.
Questions 31 – 40 have to do with the Arctic Region.

31. When people say the Arctic Region is “near the top of the world”, they mean
   a. it is near the North Pole.
   b. it is richest part of the world.
   c. the people are the most talented in the world.
   d. it has a higher elevation than most parts of the world.

32. Most of the Arctic Region is located
   a. south of the border with the United States.
   b. on the same latitude as the Interior Plains.
   c. north of the Arctic Circle.
   d. in the eastern hemisphere.

33. Much of this region is covered with sea ice. Sea ice is
   a. islands of ice that are floating in the Pacific Ocean.
   b. small floes of ice that drift into quiet ocean bays.
   c. the ice covering the channels between islands.
   d. only present during the winter.

34. Which of the following is a true statement?
   a. The Arctic Region is the only place in Canada where no vegetation grows.
   b. The northern part of the region is barren which means little or no vegetation grows there.
   c. Lichen is a type of vegetable eaten by the Inuit.
   d. In the far north it is so cold that no animals can survive.

35. Water transportation is important in the region because
   a. most Arctic communities are located near the coast of the Arctic Ocean where ice melts in the summer.
   b. it is faster than any other type of transportation.
   c. boats can travel at any time of year in this region.
   d. the Inuit can not get used to the newer forms of transportation.
Traditionally the people of the north got all their basic needs from the land. Today they still hunt seals, whales, and walruses for food, clothing, and some shelter. However, the Inuit of the north are able to enjoy food and clothing that comes from other parts of the world. When the ice breaks up in summer, barges carrying many different kinds of things bring come to the communities of the Arctic.

36. You can tell from the above information that
   a. technology is gradually changing the lifestyle of the people.
   b. the old ways are no longer valued by the people.
   c. the people of the north are unhappy about where they live.
   d. hunting is very easy in the north.

37. Which of the following would be true?
   a. Inuit children do not need to go to school because they learn everything from their parents.
   b. Today, Inuit life is a mixture of the traditional and the modern.
   c. Inuit children no longer use any of the traditional means of transportation.
   d. All Inuit children must go away from their communities to go to school in other parts of Canada.

38. Traditional Arctic games
   a. show the connection of people to the land and the importance of hunting as a way of life.
   b. are held every ten years.
   c. were learned from people in the southern parts of Canada.
   d. are really just enjoyed by older people.

39. Which of the following is true?
   a. During winter there can be twenty-four hours of daylight and no night.
   b. During winter there can be twenty-four hours of daylight and ten hours of night.
   c. During winter there can be twenty-four hours of night and no daylight.
   d. During winter there can be twenty-four hours of night and twenty-four hours of daylight.

40. Climate change is important to the people of the region because
   a. they are happy that they will not have to spend so much money heating their homes.
   b. they are worried that the animals they hunt will not be able to survive if global warming changes the environment.
   c. their snowmobiles are not designed to operate in warmer weather.
   d. oil pipelines will not be installed if it gets warmer.
The Physical Regions of Canada – Part II

Test
Answer Sheet

Directions: Write the letter of the correct answer.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________
18. __________
19. __________
20. __________
21. __________
22. __________
23. __________
24. __________
25. __________
26. __________
27. __________
28. __________
29. __________
30. __________
31. __________
32. __________
33. __________
34. __________
35. __________
36. __________
37. __________
38. __________
39. __________
40. __________
The Physical Regions of Canada – Part II

Test
Answer Sheet

Directions: Write the letter of the correct answer.

1. d
2. a
3. d
4. b
5. d
6. b
7. c
8. b
9. c
10. a
11. a
12. b
13. c
14. b
15. d
16. a
17. b
18. c
19. b
20. d
21. a
22. a
23. b
24. d
25. a
26. a
27. c
28. a
29. d
30. b
31. a
32. c
33. c
34. b
35. a
36. a
37. b
38. a
39. c
40. b
PHYSICAL REGIONS OF CANADA

APPALACHIAN CANADA CORDILLERA INTERIORPLAINS LOCATION

ARCTIC CANADIANSHIELD ENVIRONMENT ISSUES

BODIESOFWATER CLIMATE GEOGRAPHY LANDFORMS

Created by Puzzlemaker at DiscoverySchool.com


20/07/2007
PHYSICAL REGIONS OF CANADA Solution

C + + + T I G E O G R A P H Y
A A + + + N + L + + + + B
R C N + + T E + O + + + O +
E L + A + E + M S C + + D + +
L I + + D R A M N + A I + + +
L M + + + I R D + O E T + + +
I A + + + O A + A S R + I + +
D T + + F R + N O N + I A O +
R E + D + P + F S + A R V + N
O + N + + L W + + H C C + N +
C A + + + A + + + T I + + + E
L + + + T I + + I + + E + + +
+ + E + N + C + + + + L + +
+ + R + + S E U S S I + + D +
N A I H C A L A P P A + + + +

(Over, Down, Direction)
APPALACHIAN(11,15,W)
ARCTIC(13,8,SW)
BODIESOFWATER(15,2,SW)
CANADA(12,10,NW)
CANADIANSHIELD(1,1,SE)
CLIMATE(2,3,S)
CORDILLERA(1,11,N)
ENVIRONMENT(15,11,NW)
GEOGRAPHY(7,1,E)
INTERIORPLAINS(6,1,S)
ISSUES(11,14,W)
LANDFORMS(1,12,NE)
LOCATION(8,2,SE)
Answers and Solutions

5. 4
7. dinosaur; horse or dog to name two
9. a musk-ox
11. HYDRO-ELECTRICITY

23. 1-A, 2-G, 3-F, 4-B, 5-J, 6-D, 7-E, 8-C, 9-H

25.

27. Ottawa, Hamilton, Kitchener, London, Montréal, Québec, Toronto, Windsor

29. RANCH

31. The tail is missing on the elk in the lower-left picture.

33. BADGER MINK
    BEAVER MOOSE
    BISON OWL
    BITTERN PORCUPINE
    CANADA PRAIRIE
    GOOSE DOG
    COYOTE SWALLOW
    GRIZZLY BEAR WHITE WHALE
    GROUSE

35. Outline of Sitka spruce is missing.

36. A-4, B-1, C-2, D-3

17. New Brunswick, Saskatchewan

18. To correct the names on the cross-section; switch Newfoundland with Vancouver Island, and James Bay with the prairies.

21. A, D
41. Across Down
1-orchard 1-onion
2-apples 2-carrots
7-irrigation 3-ranch
9-grape 4-grass
13-goat 6-potatoes
15-corn 8-grain
16-steer 10-plow
17-eggs 11-beans
18-cheese 12-hay
14-hog

43. 1-C, 2-B, 3-D

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Canada: Where the People Live

- Main Cities
- Settled Areas
Circle the names of the following 15 words that are hidden in the above graph. You may read these words in any direction. One word has been already circled to help you begin.

**RIVERS:** Athabaska • Fraser • Mackenzie • Nelson • North Saskatchewan • Ottawa • Peace • Red • St. Lawrence • Skeena

**LAKES/BAYS:** Great Bear • Hudson • Huron • Superior • Winnipeg
Word Graph

Of the cities marked on the map on the opposite page, the names of 16 are hidden in the above graph. The words may be read in any direction.
Can you find and circle them all?
This cross-section of Canada is like a cut-away or side view of the land from east to west (or west to east). Four of the place-names on the cross-section point to the wrong place. Can you show each in its correct place?
Picture Puzzle

Can you find 15 animals of Canada hidden in this picture?
Unscramble the letters in the words below to find their names.

DEGRAB  
REEVAB  
SIBON    
BITRENT 
ADANAC SEGOO

COTYEO  
GIZZLYR REBA  
GOURSE 
NIMK 
SEMOO

WOL  
PINCUPORE 
APERIIR GDO 
WALLSOW 
TIWHE HAEIW
The largest area of farmland is in the prairies—between the foothills of the Rockies and south-eastern Manitoba. The flat land, long, sunny summers, and warm temperatures help grains, such as wheat and barley, to grow. In the drier parts, beef cattle are raised on large ranches. Vegetables, helped by irrigation, are also grown in the dry, sunny part of southern Alberta.

The second largest agricultural area is in the rich, fertile lowlands of southern Ontario and Québec. Its long growing season allows many different kinds of crops to be grown: corn and tobacco in south-western Ontario, vegetables such as carrots and onions in the Holland Marsh north of Toronto, peaches, cherries and grapes around Niagara, and dairy farms and apple orchards around Montréal. Much of Canada’s butter and cheese is produced in the St. Lawrence lowland.

Southern British Columbia is another important farming area. The flat land and mild climate around Vancouver and Victoria permit market gardens and dairy farms to exist. Inland, in the drier, sunny Okanagan Valley, high-quality fruit such as apples and grapes are grown. Beef cattle are raised on the dry uplands of the interior.

The Atlantic region is the fourth main farming region of Canada. In the Annapolis Valley of Nova Scotia are apple orchards and dairy farms. In Prince Edward Island and the Saint John River Valley of New Brunswick potatoes as well as beef cattle are produced.
Crossword Puzzle

All of the solutions to this crossword puzzle are names of foods grown in Canada as well as a sprinkling of farming terms.

ACROSS

1 A field of fruit trees
5 Large, juicy, red fruit found on trees
7 Method of bringing water to fields by ditches or canals
9 Small fruit that grows in bunches on a vine
13 Small animal with horns and a beard that gives milk
15 Yellow seeds on a cob eaten by cattle and people
16 A young male ox
17 Roundish objects with a hard covering laid by birds
18 Food made from milk solids

DOWN

1 A round, strong-smelling bulb that is eaten
2 Hard, orange roots that are eaten
4 The blades and stalk of this plant are eaten by cattle
3 A large farm where many cattle and other animals are raised
6 Roundish, brown tubers that are cooked and eaten
8 Seeds of grasses such as wheat and oats
10 A machine used to turn over the soil
11 Seeds that grow in pods and are eaten
12 Grass that is dried for winter feed for animals
14 Another name for pig