Social Studies
Grade Five
Voices of Canada
Part A
Social Studies
Grade Five

Canada:
The Land, Histories, and Stories
About the Lesson Plans

Required Resources

These social studies lesson plans are designed to be used with the following resources:

Voices of Canada: People, Places, and Possibilities, Student Resource (Pearson Education)
Voices of Canada: People, Places, and Possibilities, Teacher Resource (Pearson Education)

Independent Activities

1. Line Masters, rubrics, and photo cards are available in the Teacher Resource.

2. Alternate activities are those that can be done in place of the main activity. They are usually, but not always, more activity based compared to worksheets.

3. Optional activities are those designed to be done in addition to the main activity, at the teacher’s discretion.

Basic Geography and Map Skills

This group of lessons, found at the beginning of this package, are intended to be free-standing unit. A similar group of lesson plans can be found at the beginning of the grade four and grade five lesson plan packages. They are included for teacher use for several reasons:

- The beginning of the year is often a time when teachers are trying to establish routines and expectations. As these lessons require relatively little preparation and instruction, teachers have more time to devote to creating a desirable atmosphere and behavioural patterns in the classroom.

- Most teachers combine grades four, five, and six into one instructional group for social studies instruction. The Basic Geography and Map Skills helps to ensure that younger students have some basic social studies skills before tackling the main part of the grade five curriculum.

- The Basic Geography and Map Skills section enables teachers to give instruction in basic knowledge and skills at the beginning of the year. It then becomes more a matter of students applying what they already know when their use comes up during the course of the year.

- This and similar units are included at each of grade four, grade five, and grade six because often students do not fully grasp and internalize the information the first or even the second time around. By the third exposure, most, if not all, students have a good grasp of this basic knowledge and skills.
Canada: The Land, Histories and Stories

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 the 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 examine, critically, 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 among the geographical regions of Canada?
  - How is the geographical region they live in different from other regions of Canada?
  - What are the factors that determine climate in the diverse geographic 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 of 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 life. 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 peoples contributes 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 examine, critically, 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, Métis 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 region 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, Métis and Inuit peoples.
5.2.3 **examine, critically, ways of life in New France by exploring and reflecting upon the following questions and issues:**
- How do stories and legends of the coureurs de 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 **examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:**
- How are the stories of the Métis people, their culture and heritage rooted in the fur trade?
- How do stories about ways of life of fur trade forts reflect the British influence in Canada?
- What were the main languages spoken by fur traders and their families in the fur trade forts?

5.2.5 **examine, critically, 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 **examine, critically, 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 stories of British peoples tell us about British history, culture and presence in Canada?

5.2.7 **examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring and reflecting upon the following questions and issues:**
- What stories of the North West Mountain 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 **examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issue:**
- How do stories of Chinese immigrants (i.e., railway workers) contribute to an understanding of the development of Canada?
- 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 **examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:**
- What do 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 pressure to conform in western Canada?
5.3 Canada: Shaping an Identity

**General Outcome:** Students will demonstrate an understanding of the 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 assess, critically, 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 George-Étienne 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 assess, critically, how the Famous Five brought about change in Canada by exploring and reflecting upon the following questions and issues:**
    - Who were the Famous Five?
    - How did they identify the need for change in Canadian laws?
    - How did the changes brought on by their actions affect individual rights in Canada?

  - **5.3.4 assess, critically, how economic booms and crashes affected ways of life in Canada by exploring and reflecting upon the following questions and issues:**
    - How did the First World War 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 economic boom immediately following the Second World War affect ways of life in Canada?
5.3.5 assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:

- How was the Statute of Westminster a recognition of Canada as a country?
- How did Lester B. Pearson’s initiative within the United Nations contribute to Canada’s identity as a peacekeeping country?
- How did the adoption of the Canadian flag affect collective identity within Canada?
- How was the patriation of the Constitution in 1982 a step toward nationhood?
- How is the Canadian Charter of Rights and Freedoms a symbol of Canada’s emerging identity?
- What factors led to the creation of Nunavut?
SKILLS AND PROCESSES FOR GRADE 5

➢ DIMENSIONS 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
- 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 skills of geographic thinking:**
- use latitude and longitude to determine the absolute location of places in Canada on maps and globes
- construct maps, diagrams and charts to display geographic information
- use historical maps to make meaning of historical events and issues
- use cardinal and intermediate directions and simple grids to locate places on maps and globes
- use the scale on maps and globes to determine the distance between places
- 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.S.5 **demonstrate skills of cooperation, conflict resolution and consensus building:**
- consider multiple points of view while attempting to reach group consensus
- demonstrate the ability to deal constructively with diversity and disagreement
- work collaboratively with others to achieve a common goal

5.S.6 **develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:**
- demonstrate commitment to the well-being of the school or community by volunteering to help where needed
RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

5.S.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
- design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
- reflect on and describe the processes involved in completing a project

COMMUNICATION

Students will:

5.S.8 demonstrate skills of oral, written and visual literacy:
- select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others to understand their perspectives
- create visual images for particular audiences and purposes
- communicate effectively through appropriate forms, such as speeches and reports

5.S.9 develop skills of media literacy:
- 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 Constitution Act, 1982 that lists and describes the fundamental rights and freedoms guaranteed to Canadians.

Confederation


coureurs 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 group of people.

demographics

Information pertaining to the study of a 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 or her wisdom about spirituality, culture and life. Not all Elders are “old.” An Aboriginal community and/or Aboriginal individuals will typically seek the advice and assistance of Elders regarding traditional as well as contemporary issues.

First Nation

Refers to the various governments of the First Nations peoples of Canada. There are over 630 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.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>fur trade</td>
<td>An important economic activity that took place in British North America between the 16th and 19th centuries, involving the buying and selling of animal pelt, primarily beaver.</td>
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<tr>
<td>Great Depression</td>
<td>Severe, prolonged period of low economic activity and high unemployment that existed in the 1930s.</td>
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<tr>
<td>Great Migration</td>
<td>The period between 1815 and 1850 during which large numbers of British immigrants immigrated to Canada.</td>
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<tr>
<td>habitants</td>
<td>Tenant farmers of New France who held land under the seigneurial system.</td>
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<tr>
<td>immigration</td>
<td>Movement of people intending to establish a home and gain citizenship in a country that is not their native country.</td>
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<tr>
<td>industrialization</td>
<td>The movement toward the use of machinery to collect and manufacture raw materials.</td>
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<tr>
<td>Inuit</td>
<td>Aboriginal peoples in northern Canada, most of whom live above the tree line in the Northwest Territories, northern Québec and Labrador.</td>
</tr>
<tr>
<td>Métis</td>
<td>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 the diverse ancestral origins, such as Scottish, Irish, French, Ojibway and Cree.</td>
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<tr>
<td>New France</td>
<td>All the territory in North America claimed by France from the 1520s to 1763. This 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 St. Lawrence Valley.</td>
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<tr>
<td>reserve</td>
<td>An area of land that is protected and set aside by the federal government for Aboriginal peoples in accordance with treaties.</td>
</tr>
<tr>
<td>seigneurial system</td>
<td>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 (knows as habitants).</td>
</tr>
<tr>
<td>treaties</td>
<td>Legal documents between a government and a First Nation that confer rights and obligations on both parties. To First Nations peoples, the treaties are sacred documents made by the parties and often sealed by a pipe ceremony.</td>
</tr>
<tr>
<td>voyageurs</td>
<td>Adventurers who ventured west by canoe from Montréal to the interior to trade with Aboriginal peoples for furs.</td>
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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
South America
Australia
Antarctica

Europe
Asia
Africa

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

Pacific 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 Intro 2. 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 Intro 1.
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

Worksheet #5 Intro 2
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

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
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<tbody>
<tr>
<td>British Columbia</td>
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<tr>
<td>Alberta</td>
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<td>Saskatchewan</td>
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<td>Manitoba</td>
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<td>Ontario</td>
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<td>Québec</td>
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<td>New Brunswick</td>
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<td>Nova Scotia</td>
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<td>Prince Edward Island</td>
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<td>Newfoundland and Labrador</td>
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<td>Yukon Territory</td>
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<td>Northwest Territories</td>
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<td>Nunavut</td>
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<td>Alberta</td>
<td>Edmonton</td>
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<td>Newfoundland and Labrador</td>
<td>St. John’s</td>
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<td>Yukon Territory</td>
<td>Whitehorse</td>
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<td>Northwest Territories</td>
<td>Yellowknife</td>
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<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
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</tbody>
</table>
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>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Canada’s Capital Cities and Postal Abbreviations

The capital city of Canada is ________Ottawa________________. It is located in the province of ________Ontario____________.

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Capital City</th>
<th>Postal Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Victoria</td>
<td>BC</td>
</tr>
<tr>
<td>Alberta</td>
<td>Edmonton</td>
<td>AB</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Regina</td>
<td>SK</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Winnipeg</td>
<td>MB</td>
</tr>
<tr>
<td>Ontario</td>
<td>Toronto</td>
<td>ON</td>
</tr>
<tr>
<td>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 → Yellowknife</td>
<td></td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>NU</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>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>
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<tr>
<td>NONSENSE</td>
<td></td>
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<tr>
<td>MANLY</td>
<td></td>
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<tr>
<td>BOBCAT</td>
<td></td>
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<tr>
<td>HUNTER</td>
<td></td>
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<tr>
<td>POP QUIZ</td>
<td></td>
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<tr>
<td>MYTH</td>
<td></td>
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<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>MANLY</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)
                     Worksheets #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.
Population 7,329,900
Capital Montreal
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 White Spruce
Tree Prairie Crocus
Bird Great Grey Owl

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

Population: 30,100
Capital: Whitehorse
Flower: Fireweed
Bird: Common Raven
Gemstone: Lazulite

BRITISH COLUMBIA

Population: 3,764,200
Capital: Victoria
Flower: Pacific Dogwood
Tree: Western Red Cedar
Gemstone: Jade

SASKATCHEWAN

Population: 1,016,200
Capital: Regina
Flower: Western Red Lily
Tree: White Birch
Bird: Sharp-tailed Grouse

ONTARIO

Population: 11,103,300
Capital: Toronto
Flower: White Trillium
Tree: White Pine
Gem: Amethyst

NEW BRUNSWICK

Population: 760,300
Capital: Fredericton
Flower: Purple Violet
Tree: Balsam Fir
Bird: Black-capped Chickadee

Worksheet #5 Intro 8b
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
<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>
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</tbody>
</table>
Canada

Sugar Maple
(Acer saccharum)
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 ____________________ and ____________________.
Using Latitude to Find Position

Latitude lines, or parallels of latitude, are imaginary lines running east-west around the earth. They are like parallel circles drawn around the globe and are measured in degrees north or south of the equator. The equator is 0 degrees. If a globe is unrolled into a map, the lines of latitude might look like the lines on this map. Notice that the distances at the North and South Poles seem to be as wide as the equator. On this kind of map, only the north-south distances are correct.

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

2. The city nearest the equator is Quito.

3. The city farthest north is Leningrad (St. Petersburg).

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

5. The two cities that are at almost the same latitude are
   - Santiago
   - Sydney
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° N  Argant 60° S
Philpot 40° N  Barney 50° N
Queeney 20° N  Carlotta 70° N
Ramiz 0°  Danaral 50° S
Stampede 80° S  Esmeralda 15° N
Trotter 20° S  Fargo 75° 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 **London**.

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

6. The two cities that are on the same longitude line are **Tokyo** and **Adelaide**.
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° ___________________________ 40°E ___________________________
60° W ___________________________ 20°E ___________________________
30°E ___________________________ 69°W ___________________________
10°W ___________________________ 50°E ___________________________
62°E ___________________________ 51°E ___________________________

B. Give the longitude for each of these places.

Arnott ___________________________ Boyd ___________________________
Finly ___________________________ Three Rivers ___________________________
Cattle Cross ___________________________ Bowville ___________________________
Harper Towne ___________________________ Salt Harbour ___________________________
Micronet ___________________________ Happyville ___________________________
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>Virginia</td>
</tr>
<tr>
<td>60°W</td>
<td>Stanley, Valley Ho</td>
</tr>
<tr>
<td>30°E</td>
<td>Townsville</td>
</tr>
<tr>
<td>10°W</td>
<td>Donut Campground</td>
</tr>
<tr>
<td>62°E</td>
<td>Finly</td>
</tr>
<tr>
<td>40°E</td>
<td>Arnott</td>
</tr>
<tr>
<td>20°E</td>
<td>Boyd</td>
</tr>
<tr>
<td>69°W</td>
<td>Caller's Point</td>
</tr>
<tr>
<td>50°E</td>
<td>Port June</td>
</tr>
<tr>
<td>51°E</td>
<td>Salt Harbour</td>
</tr>
</tbody>
</table>

B. Give the longitude for each of these places.

<table>
<thead>
<tr>
<th>Town/City</th>
<th>Longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnott</td>
<td>40°E</td>
</tr>
<tr>
<td>Boyd</td>
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</tr>
<tr>
<td>Finly</td>
<td>62°E</td>
</tr>
<tr>
<td>Three Rivers</td>
<td>26°W</td>
</tr>
<tr>
<td>Cattle Cross</td>
<td>45°W</td>
</tr>
<tr>
<td>Bowville</td>
<td>25°E</td>
</tr>
<tr>
<td>Harper Towne</td>
<td>72°W</td>
</tr>
<tr>
<td>Salt Harbour</td>
<td>51°E</td>
</tr>
<tr>
<td>Micronet</td>
<td>2°W</td>
</tr>
<tr>
<td>Happyville</td>
<td>18°W</td>
</tr>
</tbody>
</table>
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 Intro 13b (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

- Pond Ways
- Tootaloo
- Collegean
- Happyburg
- Quiet Town
- Wild City
- Grin Stair
- Bow Town
- Wild City
- Happy Lake Bank
- Happy Island
- Evernice
- O'Toole Place
- Felter
- Brant
- Port Content
- Excited City

Worksheet #5 Intro 13a
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.

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4. Name three places in the Western Hemisphere.

5. Name the places found at these locations.

   0° 0° Happyburg
   20°N 30°E 0° Took Place
   20°S 36°E Bow Town
   32°S 30°E Wild City
   30°N 20°W Pond Ways
   10°S 30°W Brant
   28°S 20°W Excited 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
   Tootalo 18°N 13°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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</tr>
<tr>
<td>Nunavut</td>
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</tr>
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</table>
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.

<table>
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<tr>
<th>Continents</th>
<th>Oceans</th>
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</thead>
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<tr>
<td>North America</td>
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<tr>
<td>Europe</td>
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<td>Australia</td>
<td></td>
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<tr>
<td>Antarctica</td>
<td></td>
</tr>
</tbody>
</table>

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

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<th>Countries</th>
<th>Bodies of Water</th>
</tr>
</thead>
<tbody>
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<td>Canada</td>
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8. Use the chart *Areas and Populations of the Provinces and Territories* to answer the following questions.

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
Canada’s Provinces and Territories
Review

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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.

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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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8. Use the chart *Areas and Populations of the Provinces and Territories* to answer the following questions.

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? **8,332,225**

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° Waldner
- 10°N 35°W Walters
- 10°S 20°E Wipf
- 14°S 10°W Gross

b. Give the latitude and longitude of these places.

- Kleinsasser 10°S 20°W
- Mandel 24°N 20°W
- Enns 25°S 17°W
- Hofer 13°N 25°E
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Total Area of Canada: 9 984 670 km²

Total Population of Canada: 32 501 147
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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3. On the map of Canada label the ten provinces and three territories.

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

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

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

- Victoria
- Edmonton
- Regina
- Winnipeg
- Toronto
- Quebec
- Fredericton
- Halifax
- Charlottetown
- St. John’s
- Whitehorse
- Yellowknife
- Iqaluit
6. On the map of the world label the continents and the oceans.

- North America
- South America
- Europe
- Africa
- Asia
- Australia
- Antarctica
- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Indian Ocean

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

- Canada
- United States
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- Gulf of Mexico
- Caribbean Sea
- Hudson Bay
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8. Use the chart *Areas and Populations of the Provinces and Territories* to answer the following:

a. Which province has the smallest area? _________________________

b. Which territory has the smallest area? _________________________

c. Which province has the largest area? _________________________

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.

a. What places are found at these locations?

   $0^\circ 0^\circ$ ___________________________ $40^\circ N 60^\circ E$

   $40^\circ S 0^\circ$ ___________________________ $31^\circ N 30^\circ E$

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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*Total Area of Canada: 9 984 670 km$^2$*

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

1. Name the capital of Canada. **Ottawa**

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

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<tr>
<td>Prince Edward Island</td>
<td>Charlottetown</td>
<td>PE</td>
</tr>
<tr>
<td>Newfoundland</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>Yellowknife</td>
<td>NT</td>
</tr>
<tr>
<td>Nunavut</td>
<td>Iqaluit</td>
<td>NU</td>
</tr>
</tbody>
</table>
3. On the map of Canada label the ten provinces and three territories.
   - British Columbia
   - Alberta
   - Saskatchewan
   - Manitoba
   - Ontario
   - Quebec
   - New Brunswick
   - Nova Scotia
   - Prince Edward Island
   - Newfoundland and Labrador
   - Yukon Territory
   - Northwest Territories
   - Nunavut

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

5. On the map of Canada label the capital cities of the ten provinces and three territories.
   - Victoria
   - Edmonton
   - Regina
   - Winnipeg
   - Toronto
   - Quebec
   - Fredericton
   - Halifax
   - Charlottetown
   - St. John’s
   - Whitehorse
   - Yellowknife
   - Iqaluit
6. On the map of the world label the continents and the oceans.

☐ North America
☐ South America
☐ Europe
☐ Africa
☐ Asia
☐ Australia
☐ Antarctica
☐ Atlantic Ocean
☐ Pacific Ocean
☐ Arctic Ocean
☐ Indian Ocean

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

☐ Canada
☐ United States
☐ Mexico
☐ Pacific Ocean
☐ Atlantic Ocean
☐ Arctic Ocean
☐ Gulf of Mexico
☐ Caribbean Sea
☐ Hudson Bay
☐ Gulf of St. Lawrence
☐ Bering Sea
☐ Beaufort Sea
8. Use the chart *Areas and Populations of the Provinces and Territories* to answer the following:

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

b. Which territory has the smallest area? **Yukon Territory**

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

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

e. Which province has an area smaller than Nova Scotia? **Prince Edward Island**

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

\[1960681 \text{ km}^2\]

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

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

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

**Québec**

i. Which province has the lowest population? **Prince Edward Island**

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

Cowboy Island

a. What places are found at these locations?

0° 0°  Oats  40°N 60°E  Mare

40°S 0°  Pony  31°N 30°E  Foal

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

Oats  0° 0°  Calf  20° S  40° W

Mane  10° N  40° E  Colt  40° N  30° W
<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 One

Living with the Land

Chapter 1: Exploring Canada
Chapter 2: Atlantic Region: Life by the Ocean
Chapter 3: Great Lakes – St. Lawrence Lowlands
Chapter 4: Canadian Shield: Muskeg, Moose, and Minerals
Chapter 5: Interior Plains: Land of Open Skies
Chapter 6: Cordillera: Life by the Mountains
Chapter 7: Arctic Region: Life in the North
Geographic Regions of Canada Map

Included with the Grade Five Social Studies Lesson Plans package is large map of Canada’s geographic regions. This map is intended for use with Unit 1: Living with the Land, which examines each of Canada’s six geographic regions. In order to use this map, teachers should have a place where they can display the map for the duration of Unit 1.

As each of the geographic regions is studied, tape the map pieces that go with that particular region to the large map.

To prepare the map for classroom use…

- Laminate the large map of the geographic regions.

- Cut out the individual geographic regions from the other large sheet. Then trace the map parts that go with each of the geographic regions on different colours of Bristol board or construction paper. It is suggested that you try to match the colours to the colours used in the textbook (pages 18 and 19). Trace the Interior Plains map pieces in green, the North in purple, the Atlantic in orange, and so on.

- Cut out and laminate the map pieces.

- Store the map pieces in a large envelope or folder.
Getting Started
Lesson One

Concept: Opener

Resources/Materials: Voices of Canada, pages 2 and 3
Photo Cards of the Physical Regions (6)
Worksheets #5.GS.1a and #5.GS.1b (student copies)

Introduction: Start off the lesson by having students answer some riddles. Explain that the first letters of the answers to the riddles will spell a key word. (As the correct answers are given, write them on the board in a list. Make sure the first letters line up.)

King
Antonym
N
Apple
Turkey
Alberta

He is the ruler of a country and sometimes wears a crown.
It is the opposite of a synonym.
It is the name of the continent where you will find Canada.
It is the name of a fruit that is crispy and has a core.
It is the name of a bird we eat and also the name of a country.
It is the name of our province.

Determine that the first letters spell Kanata. Explain that kanata is the Mohawk First Nation word for “village” or “settlement”, and that Canada got its name from that word.

Explain that this year’s social studies will be entirely devoted to studying more about Canada. Canada has been consistently rated as one of the best countries in the world to live.

Procedure:

1. Distribute the textbooks and allow students a three or four minutes to flip through it.

2. Ask students to turn to textbook, page v. Explain that the next three pages list the contents of the book; that is, they list what is in the book and what pages you will find them.

3. Next have students turn to textbook, page 2. Bring their attention to the map. Explain that this map of Canada shows a hiking path called the Trans Canada Trail. It is not yet completed, but when it is it will be over 18 000 km in length. **Note:** If a student asks why the actual textual material begins on page 2 and not page 1, explain that the left hand page of a book is always and even numbered page and the right hand page is always an odd numbered page. Because the contents pages end on a right hand page, the publishers of the text had to begin with page 2.

4. Guide the reading of pages 2 and 3. Discuss what it might be like to hike that trail and how long it would take.

5. Show students the photo cards to give them an idea of what they might see.

6. Distribute Worksheets #5.GS.1a and #5.GS.1b. Go over the directions, if necessary.

Lesson One – continued on next page
Lesson One (continued)

Assignments:

1. Read *Voices of Canada*, pages 2 and 3
2. Do Worksheets #5.GS.1a and #5.GS.1b.

Hike the Trans Canada Trail

Note: If you like, you can have students “hike” the Trans Canada Trail by doing one of the following:

- At recesses and at lunchtime, have students run or walk around the yard. Each lap represents hiking “____” km; how many depends on how many students are involved and how long you want the hike to last. Appoint one of the older students to keep track of who did how many laps.
- If you have weekly spelling tests, you can have each word spelled correctly be equivalent to a certain number of km hiked.
- Have each set of math facts memorized be equivalent to a certain number of km hiked.
- Et cetera.

Your students can “hike” the trail using a combination of activities; that is, running laps around the yard, memorizing math facts, etc. You might also give bonus kms, unexpectedly if someone got 100% on a test or if the class worked especially hard. In other words, use it as a positive reinforcement tool.

If you decide to do this type of activity, you might want to consider setting up intermediate goals, with some kind of reward upon their achievement. Example: When the class has hiked 5000 km, you’ll earn a treat or extra phys. ed., etc.
The Trans Canada Trail

Directions: On the map of Canada, do the following.

1. On the compass rose write in the cardinal and intermediate directions.

2. Finish legend by tracing the land route line in red and the water route line in blue.

3. Draw in the Trans Canada Trail. Then trace the trail in either red or blue, depending on the section.


5. Label the Arctic Ocean, the Pacific Ocean, and the Atlantic Ocean.

6. Which parts of the Trans Canada Trail have water routes?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Lesson Two

Concept: Canada’s Identity

Resources/Materials: Voices of Canada, pages 4 and 5
Worksheet #5.GS.2 (student copies)
Line Master GS-1 (student copies)

Introduction: Ask students “When you think of our colony, what do you think of?” (e.g., nice people, Hutterites, good food, farm, speak German, big machines, chickens, etc.)

Explain that how we think of ourselves is our identity. Most students don’t think much about identity, but it is an important part of our lives. Individuals, schools, communities, and countries all have identities.

Explain that this year we want to find out about Canada’s identity.

Procedure:


2. If they have not already done so, have students write the headings in their notebooks:

   Social Studies
   Grade Five

   Voices of Canada

   Getting Started

   Then have them copy the definition of identity into their notebooks.

3. Distribute Worksheet #5.GS.2. Go over the directions, if necessary.

4. To help familiarize students with the text features, have them turn to the inside front cover.

5. Distribute Line Master GS-1. Do the first one with the students. Warn students that they do not have to copy the whole explanation for each text feature, just the main idea.

Assignments:

1. Read Voices of Canada, pages 4 and 5.
2. Copy definition of identity into notebook.
3. Do Worksheet #5.GS.2.
Directions: To get to know more about your identity, fill in the concept chart. Use point-form.

- Where I Live
- Where My Parents and Grandparents Came From
- Languages I Speak, My Culture
- Traditions in My Home
- Things I Like to Do
# Learning About Canada's Identity

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>What It Is</th>
<th>Example</th>
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</table>
# Learning About Canada’s Identity

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>What It Is</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Inquiry Tip</td>
<td>provides ideas for using different parts of inquiry process</td>
<td>p.35</td>
</tr>
<tr>
<td>Inquiring Minds</td>
<td>inquiry questions</td>
<td>p.35</td>
</tr>
<tr>
<td>More About</td>
<td>noteworthy people, events, and things described in more detail</td>
<td>p.24</td>
</tr>
<tr>
<td>Then and Now</td>
<td>compare photos of places or things as they were and as they are now</td>
<td>p.262</td>
</tr>
<tr>
<td>Trans Canada Trail</td>
<td>tells about sights you would see along the trail</td>
<td>p.25</td>
</tr>
<tr>
<td>Viewpoints</td>
<td>presents information about a subject significant to people living in a region</td>
<td>p.26,27</td>
</tr>
<tr>
<td>Voices of Canada</td>
<td>personal accounts that relate to text topics</td>
<td>p.31</td>
</tr>
<tr>
<td>Words Matter!</td>
<td>definitions for words</td>
<td>p.20</td>
</tr>
<tr>
<td>Skill Power</td>
<td>practice with skills</td>
<td>p.21</td>
</tr>
<tr>
<td>Thinking It Through</td>
<td>ask you to think about key ideas presented</td>
<td>p.39</td>
</tr>
<tr>
<td>Skill Smart</td>
<td>short, skilled-based task</td>
<td>p.40</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: Inquiry

Resources/Materials: Voices of Canada, pages 6 and 7
Worksheet #5.GS.3a and #5.GS.3b (student copies)

Introduction: Discuss with students some things they already know about Canada.

Then ask students what they would like to know about Canada that they don’t already know.

Explain that if they want to find the answers to the questions, they must begin an inquiry or an investigation.

Procedure:

1. Have students turn to textbook, pages 6 and 7. Guide the reading.

2. Have students copy the definition of inquiry into their notebooks.

2. Distribute Worksheets #5.GS.3a and #5.GS.3b. Go over the directions, if necessary. Have students work individually or in pairs.

Assignments:

1. Read Voices of Canada, pages 6 and 7.
2. Copy the definition of inquiry into notebook.
3. Do Worksheets #5.GS.3a and #5.GS.3b.
Inquiry Questions

Directions: Use Voices of Canada, pages 6 and 7 to help you with the questions.

Think about Canada. Then think of two questions that begin with each of the words.

Who

What

When

Where

Why

How

If

Worksheet #5 GS.3
Lesson Four

Note: The amount of investigation you are able to do depends on the class you have and the resources available in your school. It is still valuable for students to know the process of inquiry nonetheless.

Concept: Critical Thinking in Inquiry.

Resources/Materials: Voices of Canada, pages 8 and 9
Worksheets #5.GS.4a and #5.GS.4b (student copies)
11” X 17” Unlined Paper

Introduction: Discuss an issue relevant to students and the process they go through to find out more. For example: “If you were in charge of finding out which store had the best price for dishwashing soap, what would you do to find out? How would you let everyone know?”

Explain that finding out about the best price for dishwashing soap and sharing your findings with others is exactly the same process you would go through when doing an inquiry in social studies.

Procedure:

1. Have students turn to textbook, pages 8 and 9. Guide the reading of the pages. Note that inquiry usually begins with the “planning” stage.

2. Distribute Worksheets #5.GS.4a and #5.GS.4b. Have students carefully cut out the pieces and reassemble them on the 11” X 17” unlined paper to look like the graphic organizer on textbook, pages 8 and 9.

3. Tell students to label each section. Note: The amount of detail you have your students put in their graphic organizer will depend on your students. For younger students, writing the headings in the main boxes and the questions in the outer band may be enough.

Assignments:

1. Read Voices of Canada, pages 8 and 9.
2. Cut out, reassemble, and label the pieces on Worksheets #5.GS.4a and #5.GS.4b.
Chapter One

Exploring Canada

Inquiry Questions

- What background information would Rick Hansen have to know in order to make his journey across Canada?

- Where would he look for information?
Chapter One: Exploring the Land

Contents

Lesson One  Introduction to the Geographic Regions  3
Lesson Two  The Textbook Characters and Using the Scale on a Map  4
Lesson Three  What Makes a Region?: Physical Features  5
Lesson Four  What Makes a Region?: Climate  6
Lesson Five  What Makes a Region?: Natural Resources  7
Lesson Six  People Feel Connected to Regions  8
Lesson Seven  What Affects Life in a Region?  9
Lesson Eight  Exploring Canada’s Peoples  10
Lesson Nine  “Build Your Skills!” And “Inquiring Minds”  11
Lesson Ten  Chapter One Review  12
Lesson Eleven  Chapter One Test  13
Lesson One

Concept: Introduction to the Geographic Regions

Resources/Materials: Voices of Canada, pages 14 – 17
Worksheet #5.1.1a and #5.1.1b (optional, transparency or enlargement)
Worksheet #5.1.1c (student copies)

Introduction: With students discuss the physical features (landforms and bodies of water), climate, and natural resources found in your area.

Explain that Canada is such a vast country, and the land, climate, and natural resources where other people live is quite different from our own.

Procedure:

1. Explain that Canada can be divided up into regions in several different ways; for example, by the territory that a provincial or territorial government controls. Another way is by geographic region; that is, by regions that have similar physical features, climate, and natural resources.

2. Have students turn to textbook, page 14. Guide the reading of pages 14 and 15. Be sure to clarify the inquiry questions, if necessary.

3. Then have students turn to textbook, pages 16. Explain that the map show Canada’s geographic regions. Guide the reading of pages 16 and 17.

4. With students make up notes listing the geographic regions, or alternately, put up the transparencies or enlargements of Worksheets #5.1.1a and #5.1.1b. Have students copy the notes into their notebooks. **Note: If you do not have access to an overhead projector, make the notes on chart paper. Then students can copy straight from the chart paper.**

5. Distribute Worksheet #5.1.1c. Instruct students to complete the legend by colouring the little rectangles. Then colour the regions appropriately. (If you like, tell students to outline each region heavily in the appropriate colour, then shade in the middle sections lightly. This type of map colouring is useful when you want students to label maps.)

Assignments:

2. Copy notes about the geographic regions into notebooks.
3. Do Worksheet #5.1.1c.
Canada’s Regions

Canada can be divided into six geographic regions.

- Atlantic Region
- Great Lakes – St. Lawrence Region
• Canadian Shield Region
• Interior Plains Region
• Cordillera Region
• Arctic Region
Lesson Two

Concept: The Textbook Characters and Using the Scale on a Map.

Resources/Materials: Voices of Canada, pages 18 – 21
Worksheet #5.1.2 (student copies)

Introduction: Recall that Rick Hansen was the Canadian who wheeled around the world in a wheelchair. He was able to see all kinds of different countries, including Canada.

Review the names of the geographic regions of Canada by having students turn to the map of textbook, pages 16 and 17.

Procedure:

1. Have students turn to textbook, page 18. Explain that the textbook authors have selected six children who live in each of Canada’s geographic regions to guide us through the regions.

2. Guide the reading of pages 18 and 19. As you are reading, have students try to speculate where each of the children lives.


4. Distribute Worksheet #5.1.2. Go over the directions.

Assignments:

1. Read Voices of Canada, pages 18 and 19.
2. Do Worksheet #5.1.2.
4. Do the “Practise the Skill” activity at the bottom of page 21.
What's My Region?

Directions: Use Voices of Canada, pages 16 – 19 to help you with the questions.

Read about each of the children and their descriptions of the places where they live. Then decide the geographic in which each of the children live. (Hint: Look back on the descriptions on pages 16 and 17.)

<table>
<thead>
<tr>
<th>Students</th>
<th>Region Where I Think He or She Lives</th>
<th>How I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alistair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunjeet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brianne</td>
<td></td>
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Worksheet #5.1.2
**What's My Region?**

**Directions:** Use *Voices of Canada*, pages 16 – 19 to help you with the questions.

Read about each of the children and their descriptions of the places where they live. Then decide the geographic in which each of the children live. (Hint: Look back on the descriptions on pages 16 and 17.)

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<tr>
<th>Students</th>
<th>Region Where I Think He or She Lives</th>
<th>How I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordie</td>
<td>Shield</td>
<td>many lakes, pink, grey rocks</td>
</tr>
<tr>
<td>Alistair</td>
<td>Atlantic</td>
<td>Atlantic Ocean, forests</td>
</tr>
<tr>
<td>Sunjeet</td>
<td>Cordillen</td>
<td>mountains, valleys</td>
</tr>
<tr>
<td>Claire</td>
<td>Great Lakes - St. Lawrence</td>
<td>Great Lakes</td>
</tr>
<tr>
<td>Katie</td>
<td>Arctic</td>
<td>ice-covered, northern lights</td>
</tr>
<tr>
<td>Brianne</td>
<td>Interior Plains</td>
<td>plains</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: What Makes a Region?: Physical Features

Resources/Materials: Voices of Canada, page 22
Worksheet #5.1.3a (optional, transparency or enlargement)
Worksheets #5.1.3b and #5.1.3c (student copies)

Introduction: Recall again the physical features, climate, and natural resources of the area where the colony lies. Review that Canada can be divided into six geographic regions, each with their own physical features, climate, and natural resources.

Procedure:

1. With the class, make notes about the three parts that describe geographic regions. Alternately, put up the transparency or enlargement of Worksheet #5.1.3a. Have students copy the notes into their notebooks.

2. Explain that today we will be examining physical features. Explain physical features include landforms and bodies of water.

3. With students come up with a list of landforms and another list of bodies of water and explain more about each as you feel is necessary.
   Examples: mountains, plains, valleys, coulees, plateaus, rocky areas, hills, hoodoos, ridges, etc. lakes, rivers, streams, muskeg, oceans, inlets, bays, ponds, marshes, etc.


5. Distribute Worksheets #5.1.3b and #5.1.3c. Go over the directions, if necessary.

6. OPTIONAL OR ALTERNATELY. Make a class display of physical features. Assign each student to illustrate one landform and one body of water on a large sheet of paper. If you’re really ambitious, have the class make a mural on roll paper. They should include as many landforms and bodies of water on the mural as they can.

Assignments:

1. Read Voices of Canada, page 22.
2. Make and copy notes on geographic regions or copy notes from Worksheet #5.1.3a.
3. Do Worksheets #5.1.3b and #5.1.3c.
4. OPTIONAL or ALTERNATELY. Make a class display showing physical features.
Geographic Regions

Each geographic region has its own unique

• physical features (landforms and bodies of water)
• climate
• natural resources
**Physical Features – Landforms**

**Directions:** In each of the boxes, write the name of a landform. Then draw and colour the landform. Some examples of landforms include: plains, hills, mountains, plateaus, cliffs, large rocky areas, hoodoos, valleys, and coulees.
Directions: In each of the boxes, write the name of a body of water. Then draw and colour the body of water. Some examples of bodies of water include rivers, oceans, lakes, ponds, bays, inlets, waterfalls, streams, muskeg, and marshes.
Lesson Four

Concept: What Makes a Region?: Climate

Resources/Materials: Voices of Canada, pages 23, 340, 341, and 347
Worksheets #5.1.4a and #5.1.4b (transparencies or enlargements)
Worksheet #5.1.4c (easier) Or Line Master A-9, 3 pages (harder) (student copies)

Introduction: Write the words weather, and climate on the board.

Explain that weather has to do with what the conditions of the atmosphere are like on a daily basis. For example, it is 24 degrees out, sunny, with a slight breeze out of the west.

Climate has to do with the weather patterns over a long period of time. For example, we get 350 mm of rain a year. The average summer temperature is 15 degrees and the average winter temperature is −10 degrees. It is sunny 250 days of the year.

Procedure:

1. Explain that the climate a region experiences depends on several factors.


3. Put up the transparency of Worksheet #5.1.4a. Have students copy the notes into their notebooks.

4. Put up the transparency or enlargement of Worksheet #5.1.4b. Have students copy the notes into their notebooks. If you like, have students use the notes as the headings for point-form notes.

Factors That Influence Climate
1. Latitude – the farther away from the equator, the colder it is
2. Landforms – some landforms can stop rain or snow from moving into or out of an area
3. Bodies of Water – large bodies of water can warm or cool an area
4. Elevation – the higher the elevation, the cooler it is

5. Have students turn to textbook, pages 340 and 341. Explain the legend for the elevation. Then show students how to use the legend to determine the elevation of a particular place.

6. Have students turn to textbook, page 347. Explain how the graphs are really two graphs in one. Show students how to determine the monthly temperature and precipitation for any particular city. (Note the cities that are graphed can all be found on the elevation map on pages 340 and 341.)

7. Distribute either Worksheet #5.1.4c (easier) OR Line Master A-9, 3 pages (harder). Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 23, 340, 341, and 347.
2. Copy and/or make notes from Worksheets #5.1.4a and #5.4.1b.
3. Do either Worksheet #5.1.4c (easier) OR Line Master A-9, 3 pages (harder).
Weather

• the daily conditions of the atmosphere

• includes temperature, precipitation, wind, sunshine

Climate

• the weather patterns for a long period of time
Factors That Influence Climate

1. Latitude
2. Landforms
3. Bodies of Water
4. Elevation
**Climate in the Regions**

**Directions:** Use the information on pages 340, 341, and 347 of *Voices of Canada* to determine some facts about climate. Halifax is done for you as an example.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Elevation</th>
<th>Large Bodies of Water</th>
<th>Annual Precipitation</th>
<th>Average Temperature (July)</th>
<th>Average Temperature (January)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>45°N</td>
<td>Sea level</td>
<td>Atlantic Ocean</td>
<td>1508 mm</td>
<td>19°C</td>
<td>-4°C</td>
</tr>
<tr>
<td>Montréal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thunder Bay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calgary</td>
<td></td>
<td></td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Climate in the Regions**

**Directions:** Use the information on pages 340, 341, and 347 of *Voices of Canada* to determine some facts about climate. Halifax is done for you as an example.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Elevation</th>
<th>Large Bodies of Water</th>
<th>Annual Precipitation</th>
<th>Average Temperature (July)</th>
<th>Average Temperature (January)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>45°N</td>
<td>Sea level</td>
<td>Atlantic Ocean</td>
<td>1508 mm</td>
<td>19°C</td>
<td>-4°C</td>
</tr>
<tr>
<td>Montréal</td>
<td>46°N</td>
<td>Sea Level</td>
<td>None, but Atlantic Ocean and Lake Ontario are close</td>
<td>1056 mm</td>
<td>19°C</td>
<td>-9°C</td>
</tr>
<tr>
<td>Thunder Bay</td>
<td>50°N</td>
<td>500 m</td>
<td>Lake Superior</td>
<td>712 mm</td>
<td>18°C</td>
<td>-15°C</td>
</tr>
<tr>
<td>Calgary</td>
<td>53°N</td>
<td>1000 m</td>
<td>None</td>
<td>413 mm</td>
<td>16°C</td>
<td>-9°C</td>
</tr>
<tr>
<td>Vancouver</td>
<td>50°N</td>
<td>Sea level</td>
<td>Pacific Ocean</td>
<td>1199 mm</td>
<td>18°C</td>
<td>4°C</td>
</tr>
<tr>
<td>Resolute</td>
<td>75°N</td>
<td>Sea level</td>
<td>Arctic Ocean</td>
<td>150 mm</td>
<td>2°C</td>
<td>-30°C</td>
</tr>
</tbody>
</table>
Climate in the Regions (page 1)

Climate across Canada is varied. Use the climographs on page 347. Find out which region each city is located using the physical features and regions of Canada map found on page 340/341.

How might the features of the region and/or the location of the cities affect their climate? Things to consider: latitude, elevation, bodies of water, mountains. Use the chart below to summarize your findings. Use the example to help get you started.

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Elevation</th>
<th>Bodies of water</th>
<th>My findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>About 44° N</td>
<td>Sea level</td>
<td>Atlantic ocean</td>
<td>Halifax is one of the southernmost cities, which is probably why its graph shows warmer temperatures. It is located in the Atlantic region and is at sea level and located near a large body of water. This could be why it experiences steady amounts of precipitation throughout the year.</td>
</tr>
<tr>
<td>Montréal</td>
<td>About 46° N</td>
<td>Sea level</td>
<td>None</td>
<td>• southern part of Canada&lt;br&gt;• sea level&lt;br&gt;• between Atlantic Ocean and Lake Ontario</td>
</tr>
<tr>
<td>City</td>
<td>Latitude</td>
<td>Elevation</td>
<td>Bodies of water</td>
<td>My findings</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Thunder Bay</td>
<td>About 50°N</td>
<td>500 m</td>
<td>Lake Superior</td>
<td>Southern part of Canada, close to Lake Superior</td>
</tr>
<tr>
<td>Calgary</td>
<td>About 59°N</td>
<td>1000 m</td>
<td>None</td>
<td>High elevation - cool in winter, far from any large body of water</td>
</tr>
</tbody>
</table>
### Climate in the Regions (page 3)

<table>
<thead>
<tr>
<th>City</th>
<th>Latitude</th>
<th>Elevation</th>
<th>Bodies of Water</th>
<th>My findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver</td>
<td>About 50°N</td>
<td>Sea Level</td>
<td>Pacific Ocean</td>
<td>Mild temperatures due to its southern part of Canada being close to Pacific Ocean at sea level.</td>
</tr>
<tr>
<td>Resolute</td>
<td>About 75°N</td>
<td>Sea Level</td>
<td>Arctic Ocean</td>
<td>High latitude accounts for cold temperatures.</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: What Makes a Region?: Natural Resources

Resources/Materials: Voices of Canada, pages 24, 349, and 350
Worksheets #5.1.5a and #5.1.5b (optional, transparencies or enlargements)
Workbook #5.1.5c (student copies)

Introduction: One at a time call out one of the words in the list below. After each is called out, write it on the board. (Put the ones in boldface type in one list and the others in another list.) After you have several words under each list, try to have students speculate about how the words are being grouped. Keep on going. In the end explain that the first group of words are things from nature that people use. The others are things we use, but not from nature.

<table>
<thead>
<tr>
<th>pencil</th>
<th>trees</th>
<th>soil</th>
<th>sunlight</th>
<th>tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock</td>
<td>telephone</td>
<td>fish</td>
<td>water</td>
<td>gold</td>
</tr>
<tr>
<td>petroleum</td>
<td>stove</td>
<td>car</td>
<td>natural gas</td>
<td>soil</td>
</tr>
<tr>
<td>wind</td>
<td>shoes</td>
<td>wild grasses</td>
<td>money</td>
<td>ocean</td>
</tr>
</tbody>
</table>

Things from nature that we used are referred to as natural resources. Things we use that people have made or developed are referred to as man-made resources.

Procedure:

1. Explain that each region of Canada has natural resources. There are some resources like water that all regions use. There are other resources that only one or two regions have and use.


3. Then have students turn to the maps on textbook, pages 349 and 350 to find out more about a few key natural resources.

4. If you like make notes with the class on natural and man-made resources and renewable and non-renewable resources. Have students copy them into their notebooks.

5. ALTERNATELY. Put up the transparencies or enlargement of Worksheets #5.1.5a and #5.1.5b for students to copy.

6. Distribute Worksheet #5.1.5c. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, page 24, 349, and 350.
2. Make and copy notes about natural and man-made resources and renewable and non-renewable resources. OR Copy notes from transparencies or enlargement of Worksheets #5.1.5a and #5.1.5b.
3. Do Worksheet #5.1.5c.
Resources

Natural Resources – things from nature that people use.

Man-made Resources – things that we use made or developed by people.
Natural Resources

Renewable Resources – natural resources that can be replaced.

Non-renewable Resources – natural resources that can never be replaced once they are used up.
**Natural Resources**

**Directions:** Use *Voices of Alberta*, page 24 to help you with the questions.

1. Write the words in the box in the correct places in the chart.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>scissors</td>
<td>dog</td>
<td>trees</td>
<td>soil</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td>sun</td>
<td>truck</td>
<td>fish</td>
<td></td>
</tr>
<tr>
<td>natural gas</td>
<td>petroleum</td>
<td>paper</td>
<td>waterfall</td>
<td></td>
</tr>
<tr>
<td>coal</td>
<td>glass</td>
<td>gravel</td>
<td>concrete</td>
<td></td>
</tr>
<tr>
<td>telephone</td>
<td>cow</td>
<td>beaver</td>
<td>wildflowers</td>
<td></td>
</tr>
</tbody>
</table>

**Natural Resources**

**Man-Made Resources**

2. Write the words from the box in the correct places in the chart.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
<td>fish</td>
<td>petroleum</td>
<td>gold</td>
<td></td>
</tr>
<tr>
<td>soil</td>
<td>trees</td>
<td>natural gas</td>
<td>sun</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td>wind</td>
<td>air</td>
<td>diamond</td>
<td></td>
</tr>
</tbody>
</table>

**Renewable Resources**

**Non-renewable Resources**

Worksheet #5.1.5c
Natural Resources

Directions: Use Voices of Alberta, page 24 to help you with the questions.

1. Write the words in the box in the correct places in the chart.

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>Man-Made Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>trees</td>
<td>scissors</td>
</tr>
<tr>
<td>soil</td>
<td>dog</td>
</tr>
<tr>
<td>water</td>
<td>petroleum</td>
</tr>
<tr>
<td>natural gas</td>
<td>truck</td>
</tr>
<tr>
<td>coal</td>
<td>paper</td>
</tr>
<tr>
<td>telephone</td>
<td>gravel</td>
</tr>
<tr>
<td></td>
<td>beaver</td>
</tr>
<tr>
<td></td>
<td>soil</td>
</tr>
<tr>
<td></td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td>waterfall</td>
</tr>
<tr>
<td></td>
<td>concrete</td>
</tr>
<tr>
<td></td>
<td>wildflowers</td>
</tr>
</tbody>
</table>

2. Write the words from the box in the correct places in the chart.

<table>
<thead>
<tr>
<th>Renewable Resources</th>
<th>Non-renewable Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>coal</td>
</tr>
<tr>
<td>water</td>
<td>diamond</td>
</tr>
<tr>
<td></td>
<td>petroleum</td>
</tr>
<tr>
<td>fish</td>
<td>gold</td>
</tr>
<tr>
<td>trees</td>
<td>natural gas</td>
</tr>
<tr>
<td></td>
<td>sun</td>
</tr>
<tr>
<td></td>
<td>diamond</td>
</tr>
<tr>
<td></td>
<td>natural gas</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: People Feel Connected to Regions

Resources/Materials: Voices of Canada, pages 25 – 27
Worksheet #5.1.6a and #5.1.6b (student copies)

Introduction: Review the idea that the presence of natural resources in a particular area leads to jobs for many. Discuss with students what they think would happen if a community was established because of the presence of non-renewable natural resource and that resource was used up. (People would lose their jobs and have to move somewhere else.)

Procedure:

1. Explain that part of our identity is often tied to the natural resources in our area. For example, part of the identity of Hutterites might be they are farmers. Farmers use soil, air, and water, among other things.


3. Then have students turn to textbook, pages 26 and 27. Read the title and then the opening paragraph. Discuss.

4. Have students read each of the scenarios on pages 26 and 27 to find out how natural resources affect the lives of each of the communities.

5. Distribute Worksheets #5.1.6a and #5.1.6b. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #5.1.6a and #5.1.6b.
Directions: Use *Voices of Canada*, page 25 to help you with the question.

Think about your community and the communities nearby to yours. Why was it established where it was and why do people continue to live there? Write the name of your community in the oval in the centre. Then add information about your community in the boxes.
Directions: Use Voices of Canada, pages 26 and 27 to complete the question.

Imagine that the boxes on pages 26 and numbered from 1 to 5, starting with the darker blue box on page 26 and ending with the lighter blue box on page 27. Write the number of the box to match each of the following.

a. ______

This person is trying to work with others to find a balance between using a renewable resource and protecting the environment.

b. ______

This person tells about a city that was established because of a non-renewable resource. This resource is almost gone. The city now uses its past to attract tourists.

c. ______

This person tells of a province that grew because of the presence of a renewable resource. However, for some reason, that resource is no longer very plentiful. The person has decided that people will now have to train for new jobs.

d. ______

This person wants to find new ways to use renewable resources. He or she presently works on a place that creates a product that is an alternative to a coal-fired electricity generator.

e. ______

This person relies heavily on renewable natural resources. However, some years weather causes hardships. He or she is doing things to adapt to the weather so that people can make a living.
Directions: Use *Voices of Canada*, pages 26 and 27 to complete the question.

Imagine that the boxes on pages 26 and numbered from 1 to 5, starting with the darker blue box on page 26 and ending with the lighter blue box on page 27. Write the number of the box to match each of the following.

a. 2

This person is trying to work with others to find a balance between using a renewable resource and protecting the environment.

b. 1

This person tells about a city that was established because of a non-renewable resource. This resource is almost gone. The city now uses its past to attract tourists.

c. 5

This person tells of a province that grew because of the presence of a renewable resource. However, for some reason, that resource is no longer very plentiful. The person has decided that people will now have to train for new jobs.

d. 3

This person wants to find new ways to use renewable resources. He or she presently works on a place that creates a product that is an alternative to a coal-fired electricity generator.

e. 4

This person relies heavily on renewable natural resources. However, some years weather causes hardships. He or she is doing things to adapt to the weather so that people can make a living.
Lesson Seven

Concept: What Affects Life in a Region?

Resources/Materials: Voices of Canada, pages 28 and 29
Worksheet #5.1.7 (student copies)

Introduction: Ask students what they do for fun when they have the time. Discuss reasons why they don’t go deep sea diving or mountain climbing.

Conclude that our lifestyles depend on the geographic region in which we live.

Procedure:

1. Have students turn to textbook, pages 28 and 29. Read the opening two paragraphs to the students. Then read about each of the aspects of lifestyle on pages 28 and 29. As each is read, discuss how that aspect relates to the students. For example: Part of Hutterite clothing is tradition, but still, Hutterite clothing would be unsuitable for tropical or far north areas of the world. Hutterite clothing is suitable for more temperate climates. Discuss how their clothing changes with the seasons.

2. Distribute Worksheet #5.1.7. Go over the directions, if necessary.

3. ALTERNATELY. Have students make a “big book” for the younger students in the school. Assign various class members to work on one aspect of lifestyle. Include a title page and then one or two pages for each aspect of lifestyle. For each aspect of lifestyle, include one or two simple sentences along with plenty of illustrations.

Assignments:

1. Read Voices of Canada, pages 28 and 29.
2. Do Worksheet #5.1.7.
3. ALTERNATELY. Make a big book about lifestyle for the younger students in the school.
Directions: Use Voice of Canada, pages 28 and 29 to help you with this page.

Tell about your life. Tell how it is influenced by the physical features, climate, and/or natural resources where you live.

Clothing

Transportation

Recreation

Housing

Jobs
Lesson Eight

Concept: Exploring Canada’s Peoples

Resources/Materials: Voices of Canada, pages 30 and 31.
Worksheet #5.1.8 (student copies)
Line Master 1-1 (optional, student copies)

Introduction: Have students look around the class at their classmates. Note that all the students in the class are (most likely) Hutterite. Discuss how different things might be if you went a classroom in one of the town schools.

Explain that Canada is a multcultural country, which means that it is home to people of many different cultures. It has a diverse population.

Procedure:

1. Explain that throughout the grade five social studies program, students will learn about the diversity of Canada’s people. Today’s lesson tells a little about some of them.


3. Distribute Worksheet #5.1.8. Go over the directions, if necessary.

4. OPTIONAL. If you like, have students take home Line Master 1-1. Students are to ask their parents or grandparent to help them complete the sheet, and then return it to school.

Assignments:

1. Read Voices of Canada, pages 30 and 31.
2. Do Worksheet #5.1.8.
3. OPTIONAL. Have students take home Line Master 1-1, and have parents help students provide the information.
Exploring Canada’s People

Directions: Use Voices of Canada, pages 30 and 31 to help you with the questions.

1. Write the words from your textbook that match each of the meanings.
   
a. __________________ being able to understand, speak and write two different languages

b. __________________ made up of people from a variety of cultures, backgrounds, beliefs

c. __________________ what has been passed down to your from the past

d. __________________ people in your family who came before you

2. Fill in the concept map below to show five things that affect how people live in the geographic regions of Canada.

Factors That Affect How People Live in Canada’s Regions

3. Use the names in the box to fill the spaces.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Immigrants</th>
<th>Métis</th>
<th>French</th>
<th>English</th>
<th>Inuit</th>
</tr>
</thead>
</table>

a. The __________________ and the __________________ have always lived in the land we call Canada.

b. The __________________ were descendants of Europeans and First Nations people.

c. After the Vikings, the first Europeans to arrive in Canada were the __________________ and __________________.

d. Today Canada is home to many __________________ from many different countries of the world.
Exploring Canada's People

Directions: Use Voices of Canada, pages 30 and 31 to help you with the questions.

1. Write the words from your textbook that match each of the meanings.
   
a. bilingual ______ being able to understand, speak and write two different languages
   
b. diverse ______ made up of people from a variety of cultures, backgrounds, beliefs
   
c. heritage ______ what has been passed down to your from the past
   
d. ancestors ______ people in your family who came before you

2. Fill in the concept map below to show five things that affect how people live in the geographic regions of Canada.

   ![Concept Map](image)

   **Factors That Affect How People Live in Canada's Regions**

3. Use the names in the box to fill the spaces.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Immigrants</th>
<th>Métis</th>
<th>French and English</th>
<th>Inuit</th>
</tr>
</thead>
</table>

   a. The **First Nations** and the **Inuit** have always lived in the land we call Canada.

   b. The **Métis** were descendants of Europeans and First Nations people.

   c. After the Vikings, the first Europeans to arrive in Canada were the **French** and **English**.

   d. Today Canada is home to many **immigrants** from many different countries of the world.
Lesson Nine

Concept: Build Your Skills! And “Inquiring Minds”

Resources/Materials: Voices of Canada, pages 32 and 33.

Introduction: Explain that Chapter One is almost at an end and it is time to review some skills learned in the chapter.

Procedure:

1. Have students turn to textbook, pages 32 and 33. Decide which activities outlined on the pages you think students need to do for practice or can do given the resources you have.

Assignments:

1. Read Voices of Alberta, pages 32 and 33.
2. Do one or two of the activities, if desired.
Lesson Ten

Concept: Chapter One Review

Resources/Materials: Worksheets #5.1.10a and #5.1.10b (optional, teacher copy)
Chapter One Review Sheets (student copies)

Introduction: Explain that Chapter One we have now come to the end of Chapter One and it is time to prepare for a test.

Procedure:

1. OPTIONAL. If you have the time, do an oral review with the students, using the questions from Worksheets #5.1.10a and #5.1.10b. Use the questions in any way you see fit.

   Examples:
   - Read out the questions. Students raise their hands if they want to respond.
   - Go up and down the rows, asking the questions.
   - Cut the page into strips. Fold the strips. Put them in a container. Draw (or have students draw) out a question; then have students answer it.
   - Divide the class into two groups. Conduct the game as you would a spelling bee. That is, if you get the question right, you remain standing; if not, you sit down.

   Regardless of the way you choose to do this oral review, make sure missed questions get asked several times during the activity.

2. Do the Chapter One Review Sheets.

Assignments:

1. OPTIONAL. Do an oral review of Chapter One, using Worksheets #5.1.10a and #5.1.10b.
2. Do the Chapter One Review Sheets.
Chapter One Review Questions

1. Which geographic region is next to the Atlantic Ocean? Atlantic

2. Which geographic region is farthest North? Arctic

3. Which geographic region is the smallest region? Great Lakes-St. Lawrence

4. Which geographic region is the land around Hudson Bay? Canadian Shield

5. In which geographic region do you live? Interior Plains

6. Which geographic region is covered with mountain and is the farthest west? Cordillera

7. What three things from nature are used to describe a geographic region? Physical features, climate, natural resources

8. What are two types of physical features? Landforms, bodies of water

9. What is the difference between weather and climate? Weather – conditions in atmosphere on any given day. Climate – weather patterns over a long period of time

10. Name four examples of landforms.

11. Name four examples of bodies of water.

12. What four things can influence climate? Latitude, landforms, bodies of water, elevation
13. How does latitude affect climate? Higher the latitude, the cooler it is.

14. How can landforms affect climate? Mountains can stop rain or snow from moving into or out of an area.

15. How can large bodies of water affect climate? Can make air more humid. Can make a region get more precipitation.

16. How can elevation affect climate? Higher the elevation, the cooler it is.

17. What are natural resources? Things from nature people use.

18. What is the difference between renewable and non-renewable natural resources? Renewable resources can be replaced, but once non-renewable resources are used up, there are no more.

19. What three factors affect where communities are built? Presence of natural resources, weather, and closeness to a transportation route.


22. Which two groups of people have always lived in Canada? First Nations, Inuit.

23. Which group of people are the descendants of Europeans and First Nations? Métis.


25. What do we call people who have moved to a country from another country? Immigrants.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>geographic region</th>
<th>diverse</th>
<th>physical features</th>
<th>climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>latitude</td>
<td>elevation</td>
<td>industries</td>
</tr>
<tr>
<td>non-renewable</td>
<td>heritage</td>
<td>ancestors</td>
<td>natural resource</td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ____________________________ the weather patterns over a long period of time
- ____________________________ the height of the land above sea level
- ____________________________ how far a place is from the equator
- ____________________________ landforms and bodies of water
- ____________________________ the conditions of the atmosphere on any particular day
- ____________________________ something from nature that people use
- ____________________________ businesses that produce goods or services
- ____________________________ what has been passed down to you from the past
- ____________________________ resources that cannot be replaced once they are used up
- ____________________________ made up of a variety of cultures, backgrounds, and beliefs
- ____________________________ the people in your family that came before you
- ____________________________ an area of land that has unique features such as, climate, landforms, and natural resources.

2. On the map of the geographic regions of Canada label the geographic regions.

<table>
<thead>
<tr>
<th>Atlantic</th>
<th>Arctic</th>
<th>Canadian Shield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cordillera</td>
<td>Great Lakes – St. Lawrence Lowlands</td>
<td>Interior Plains</td>
</tr>
</tbody>
</table>
3. Use the scale on the map to estimate the distances between these cities.
   a. Edmonton and Regina _________________.
   b. St. John's and Halifax _________________.
   c. Yellowknife and Winnipeg _________________.
   d. Iqualuit and Québec City _________________.

4. What is the approximate latitude of these cities?
   a. Whitehorse ________________
   b. Regina ________________
   c. Grise Ford ________________
   d. Toronto ________________
   e. Edmonton ________________

5. What are the names of five different landforms?
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________

6. What are the names of five different bodies of water?
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________

7. What is weather? ____________________________
8. What is climate?  


9. What are four factors that affect climate?  


10. Circle the natural resources.  

   fish    coal    water    petroleum  
   gravel  cattle  wind    natural gas  
   computer soil   forests  wild flowers  
   buildings  knife    sun    waterfall  

11. Write R beside the renewable resources and N beside the non-renewable resources.  
   
   _____ trees   _____ soil    _____ petroleum  
   _____ water   _____ iron ore  _____ natural gas  
   _____ coal    _____ sun     _____ fish  
   _____ wind    _____ potash  _____ birds  

12. What is the relationship between where a community is located and natural resources?  


13. What is the relationship between where a community is located and climate?  


14. What is the relationship between where a community is located and transportation?

15. For each aspect of lifestyle, tell about one way your life is affected because you live in the Interior Plains region.

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>How Living in the Interior Plains Affects It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
</tr>
</tbody>
</table>

16. What makes Canada a country with a diverse population?
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>geographic region</th>
<th>diverse</th>
<th>physical features</th>
<th>climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>weather</td>
<td>latitude</td>
<td>elevation</td>
<td>industries</td>
</tr>
<tr>
<td>non-renewable resources</td>
<td>heritage</td>
<td>ancestors</td>
<td>natural resource</td>
</tr>
</tbody>
</table>

- **climate**: the weather patterns over a long period of time
- **elevation**: the height of the land above sea level
- **latitude**: how far a place is from the equator
- **physical features**: landforms and bodies of water
- **weather**: the conditions of the atmosphere on any particular day
- **natural resource**: something from nature that people use
- **industries**: businesses that produce goods or services
- **heritage**: what has been passed down to you from the past
- **non-renewable resources**: resources that cannot be replaced once they are used up
- **diverse**: made up of a variety of cultures, backgrounds, and beliefs
- **ancestors**: the people in your family that came before you
- **geographic region**: an area of land that has unique features such as, climate, landforms, and natural resources.

2. On the map of the geographic regions of Canada label the geographic regions.

Atlantic | Arctic | Canadian Shield
---|---|---
Cordillera | Great Lakes – St. Lawrence Lowlands | Interior Plains
3. Use the scale on the map to estimate the distances between these cities.
   a. Edmonton and Regina \(650 \text{ km}\).
   b. St. John’s and Halifax \(850 \text{ km}\).
   c. Yellowknife and Winnipeg \(1700 \text{ km}\).
   d. Iqualuit and Québec City \(1850 \text{ km}\).

4. What is the approximate latitude of these cities?
   a. Whitehorse \(62^\circ N\).
   b. Regina \(51^\circ N\).
   c. Grise Ford \(77^\circ N\).
   d. Toronto \(43^\circ N\).
   e. Edmonton \(53^\circ N\).

5. What are the names of five different landforms? \textbf{Any 5}

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

6. What are the names of five different bodies of water? \textbf{Any 5}

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

7. What is weather? \textit{\textbf{\textcolor{white}{condition of the atmosphere on any given day or time}}}
8. What is climate? weather pattern over a long period of time

9. What are four factors that affect climate?
   - latitude
   - bodies of water
   - landforms
   - elevation

10. Circle the natural resources.
    - fish
    - coal
    - water
    - petroleum
    - gravel
    - cattle
    - wind
    - natural gas
    - computer
    - soil
    - forests
    - wild flowers
    - buildings
    - knife
    - sun
    - waterfall

11. Write R beside the renewable resources and N beside the non-renewable resources.
    - R trees
    - R soil
    - N petroleum
    - R water
    - N iron ore
    - N natural gas
    - N coal
    - R sun
    - R fish
    - R wind
    - N potash
    - R birds

12. What is the relationship between where a community is located and natural resources?
    Most communities were started or grew because of closeness to a natural resource.

13. What is the relationship between where a community is located and climate?
    Most communities are located where the climate makes it suitable for people to live.
14. What is the relationship between where a community is located and transportation?

Most communities are located along a transportation route like a major road/highway, railway, or waterway.

15. For each aspect of lifestyle, tell about one way your life is affected because you live in the Interior Plains region.

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>How Living in the Interior Plains Affects It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>Wear different clothing, depending on the season</td>
</tr>
<tr>
<td>Transportation</td>
<td>Almost everyone has a vehicle because there are long distances between communities</td>
</tr>
<tr>
<td>Recreation</td>
<td>Have winter and summer sports</td>
</tr>
<tr>
<td>Housing</td>
<td>Houses are insulated to keep heat in in winter and heat out in summer</td>
</tr>
<tr>
<td>Jobs</td>
<td>Farmers rely on soil, water (rain) and sun</td>
</tr>
</tbody>
</table>

16. What makes Canada a country with a diverse population?

Type of people includes Aboriginals and immigrants from all over the world.
Lesson Eleven

Concept: Chapter One Test

Resources/Materials: Chapter One Test (student copies)
1. Write the letters of the words and phrases in the box beside the correct meanings.

<table>
<thead>
<tr>
<th>a. ancestors</th>
<th>b. climate</th>
<th>c. diverse</th>
<th>d. elevation</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. geographic region</td>
<td>f. heritage</td>
<td>g. industries</td>
<td>h. latitude</td>
</tr>
<tr>
<td>i. natural resources</td>
<td>j. non-renewable resource</td>
<td>k. physical features</td>
<td>i. weather</td>
</tr>
</tbody>
</table>

_____ the people in your family that came before you
_____ the height of the land above sea level
_____ how far a place is from the equator
_____ the weather patterns over a long period of time
_____ landforms and bodies of water
_____ the conditions of the atmosphere on any particular day
_____ businesses that produce goods or services
_____ what has been passed down to you from the past
_____ something from nature that people use
_____ resources that cannot be replaced once they are used up
_____ made up of a variety of cultures, backgrounds, and beliefs
_____ an area of land that has unique features such as, climate, landforms, and natural resources.

2. On the map of the geographic regions of Canada, label the six geographic regions:

Arctic                        Cordillera                        Canadian Shield
Great Lakes – St. Lawrence Lowlands  Atlantic
Interior Plains
3. Use the map above to estimate the distances between these cities.
   __________ Calgary and Thunder Bay  __________ Iqaluit and Ottawa

4. Use the map above to estimate the latitude of these cities.
   ____ Churchill  ____ Hamilton  ____ Whitehorse

5. What is the relationship between the location of cities and major waterways?

   _______________________________________________________

What is one other reason why major cities are located where they are?

   _______________________________________________________
6. What are three things that are used to describe a geographic region?

7. Answer true or false.

_________ Latitude tells how far a place is from the equator.

_________ Landforms and bodies of water do not affect the climate.

_________ The greater the elevation, the greater the temperature.

_________ Natural gas, petroleum, and soil are all natural resources.

_________ Air, grasses, and coal are all non-renewable resources.

_________ Wind, sun, and forests are all renewable resources.

Use the following information to answer question 8

Our city was located next to a forest that covers hundreds of thousands of hectares. Several large companies have set up forestry operations next to the city. Lately, an insect called the pine beetle has been killing the forests. The forestry companies have fewer and fewer trees they can harvest. People in town are now trying to find ways to get rid of the pine beetles and save the forests.

8. Which of the following best tells the situation?

a. Forestry companies have become rich from harvesting a natural resource.

b. People are now out of jobs.

c. People are trying to find ways to maintain a renewable natural resource.

d. Pine beetles are one of nature's friends.
9. Choose three of the aspects of lifestyle from the box. Write them in the chart. Tell how the geographic region in which you live affects those aspects of lifestyle.

<table>
<thead>
<tr>
<th>Aspects of Lifestyle</th>
<th>How My Geographic Region Affects the Aspect of Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothing</td>
<td></td>
</tr>
<tr>
<td>transportation</td>
<td></td>
</tr>
<tr>
<td>recreation</td>
<td></td>
</tr>
<tr>
<td>housing</td>
<td></td>
</tr>
<tr>
<td>jobs</td>
<td></td>
</tr>
</tbody>
</table>

10. Explain why Canada is described as a country with a diverse population.
1. Write the letters of the words and phrases in the box beside the correct meanings.

| a. ancestors | b. climate | c. diverse | d. elevation |
| e. geographic region | f. heritage | g. industries | h. latitude |
| i. natural resource | j. non-renewable resource | k. physical features | i. weather |

- a. the people in your family that came before you
- d. the height of the land above sea level
- h. how far a place is from the equator
- b. the weather patterns over a long period of time
- k. landforms and bodies of water
- i. the conditions of the atmosphere on any particular day
- g. businesses that produce goods or services
- f. what has been passed down to you from the past
- i. something from nature that people use
- j. resources that cannot be replaced once they are used up
- c. made up of a variety of cultures, backgrounds, and beliefs
- e. an area of land that has unique features such as, climate, landforms, and natural resources.

2. On the map of the geographic regions of Canada, label the six geographic regions:

   - Arctic
   - Cordillera
   - Canadian Shield
   - Great Lakes – St. Lawrence Lowlands
   - Atlantic
   - Interior Plains
3. Use the map above to estimate the distances between these cities.

1800 km  Calgary and Thunder Bay  2000 km  Iqaluit and Ottawa

4. Use the map above to estimate the latitude of these cities.

58°N  Churchill  43°N  Hamilton  62°N  Whitehorse

5. What is the relationship between the location of cities and major waterways?

Cities usually located on major waterways

What is one other reason why major cities are located where they are?

Cities located close to natural resources

Cities usually located in climate suitable/comfortable for people
6. What are three things that are used to describe a geographic region?

- physical features
- climate
- natural resources

7. Answer true or false.

- true  Latitude tells how far a place is from the equator.
- false  Landforms and bodies of water do not affect the climate.
- false  The greater the elevation, the greater the temperature.
- true  Natural gas, petroleum, and soil are all natural resources.
- false  Air, grasses, and coal are all non-renewable resources.
- true  Wind, sun, and forests are all renewable resources.

Use the following information to answer question 8

Our city was located next to a forest that covers hundreds of thousands of hectares. Several large companies have set up forestry operations next to the city. Lately, an insect called the pine beetle has been killing the forests. The forestry companies have fewer and fewer trees they can harvest. People in town are now trying to find ways to get rid of the pine beetles and save the forests.

8. Which of the following best tells the situation?

a. Forestry companies have become rich from harvesting a natural resource.
b. People are now out of jobs.
   
c. People are trying to find ways to maintain a renewable natural resource.
   
d. Pine beetles are one of nature’s friends.
9. Choose three of the aspects of lifestyle from the box. Write them in the chart. Tell how the geographic region in which you live affects those aspects of lifestyle.

<table>
<thead>
<tr>
<th>Aspects of Lifestyle</th>
<th>How My Geographic Region Affects the Aspect of Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>clothing</td>
<td></td>
</tr>
<tr>
<td>transportation</td>
<td></td>
</tr>
<tr>
<td>recreation</td>
<td></td>
</tr>
<tr>
<td>housing</td>
<td></td>
</tr>
<tr>
<td>jobs</td>
<td></td>
</tr>
</tbody>
</table>

Answers will vary

10. Explain why Canada is described as a country with a diverse population.

'Canada is composed of Aboriginal peoples as well as immigrants from all over the world.'
Chapter Two

Atlantic Region

Life by the Ocean

Inquiry Questions

- How does the ocean affect ways of life and identity in the Atlantic region?

- Even though they faced physical hardships, why was this region attractive to the Acadians and Loyalists?
# Social Studies
## Grade Five

## Chapter Two: Atlantic Region: Life by the Ocean

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<td>Lesson Eight</td>
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</tr>
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<td>14</td>
</tr>
</tbody>
</table>
Lesson One

NOTE: If you like, part of your introduction to the Atlantic Region could involve a little snack that more or less represents the area. You could try some tuna salad on a cracker or go to an Asian food store and pick up some toasted, seasoned seaweed, or anything else you like. Of course, if you can’t stand seafood yourself, just forget the whole idea.

Concept: Introduction and Location

Resources/Materials: Voices of Canada, pages 34 – 37
Wall Map of Canada
Worksheets #5.2.1a and #5.2.1b (student copies)

Introduction: Discuss the amount of snow we in Alberta get each winter. Ask students to imagine what it would be like getting two, three, or four times that amount. Then discuss how much rain we get and then ask students to imagine what it would be like to get four or five times the rain.

Explain that the first geographic region we will be studying is the Atlantic Region.

Procedure:

1. Write the word maritime on the board. Explain that maritime means “by the sea”.

2. Display the map of Canada. Point out the location of the Atlantic Region, and then discuss why we say they are maritime provinces. (Note: Strictly speaking, what we refer to as the Maritime Provinces include Nova Scotia, New Brunswick, and Prince Edward Island.)

3. Note that the provinces that are part of the Atlantic Region are Nova Scotia, New Brunswick, Prince Edward Island, part of Québec, and Newfoundland. Note that the Labrador section of Newfoundland and Labrador is part of the Canadian Shield Region. Discuss the relative location of the Atlantic Region. (far eastern part of Canada, on the Atlantic Ocean coast, east and south of Québec)

4. Have students turn to textbook, page 34. Guide the reading of pages 34 and 35. Be sure the students understand the Inquiry Questions at the bottom of page 35.

5. Have students turn to textbook, pages 36 and 37. Note some of the physical features.

6. Help students review the absolute location of some of the cities in the region. Remind students that the absolute location tells where a place is in terms of latitude and longitude.

7. Distribute Worksheets #5.2.1a and #5.2.1b. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #5.2.1a and #5.2.1b.
The Atlantic Region: Location

Directions: Voices of Canada, pages 34 – 37 can help you with some of the questions.

1. On the map below, draw in Atlantic Region. Colour the region red.

2. What provinces are part of the Atlantic Region?

3. Describe the relative location of the Atlantic Region.
4. What is the absolute location of these cities?

<table>
<thead>
<tr>
<th>City</th>
<th>Absolute Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. John's</td>
<td></td>
</tr>
<tr>
<td>Saint John</td>
<td></td>
</tr>
<tr>
<td>Halifax</td>
<td></td>
</tr>
<tr>
<td>Charlottetown</td>
<td></td>
</tr>
<tr>
<td>Fredericton</td>
<td></td>
</tr>
</tbody>
</table>

5. Estimate the distance between these cities.

   Halifax and Yarmouth _____________
   Corner Brook and Gander ___________
   Moncton and Caraquet _____________
Directions: Voices of Canada, pages 34 – 37 can help you with some of the questions.

1. On the map below, draw in Atlantic Region. Colour the region red.

2. What provinces are part of the Atlantic Region?

   Nova Scotia, New Brunswick, Prince Edward Island,  
   Newfoundland and Labrador (part), Québec (part)  

3. Describe the relative location of the Atlantic Region.

   far eastern part of Canada  
   next to Atlantic Ocean  
   southeast of Québec  

Worksheet #5.2.1 a
4. What is the absolute location of these cities?

<table>
<thead>
<tr>
<th>City</th>
<th>Absolute Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. John’s</td>
<td>47°N 53°W</td>
</tr>
<tr>
<td>Saint John</td>
<td>45°N 66°W</td>
</tr>
<tr>
<td>Halifax</td>
<td>45°N 64°W</td>
</tr>
<tr>
<td>Charlottetown</td>
<td>46°N 62°W</td>
</tr>
<tr>
<td>Fredericton</td>
<td>46°N 67°W</td>
</tr>
</tbody>
</table>

5. Estimate the distance between these cities.

   Halifax and Yarmouth 200 km

   Corner Brook and Gander 225 km

   Moncton and Caraquet 200 km
Lesson Two

Concept: Life in the Atlantic Region

   Wall Map of Canada
   Photo Card: The Atlantic Region
   Worksheets #5.2.2a and #5.2.2b (student copies)

Introduction: Display the wall map of Canada. Have a student point out the Atlantic Region on the map. Review the relative location and the absolute location (determine a range: between 43°N and 52°N and 53°W and 73°W).

Have students recall what they know so far about the physical features and climate of the Atlantic Region.

Hold up the photo card. Discuss with students. Then read the text on top part of the reverse of the card.

Explain that today they will find out more about the people that live there, the physical features, and natural resources.

Procedure:

1. Have students turn to textbook, pages 38 – 40. If your students are stronger readers, they may be able to read the pages independently; otherwise, guide the reading.

2. Distribute Worksheets #5.2.2a and #5.2.2b. Go over the directions, if necessary.

3. OPTIONAL. Have students write a letter to Alistair MacInnis (the student whose photo appears on page 38) describing what they have learned so far about the region in which he lives.

Assignment:

2. Do Worksheets #5.2.2a and #5.2.2b.
3. OPTIONAL. Write a letter to Alistair MacInnis, telling him what you have learned so far about the Atlantic region.
Directions: Use *Voices of Canada*, pages 38 and 39 to help you with the questions.

1. Complete concept map to describe the characteristics of the Atlantic Region.

   - **ATLANTIC REGION**
     - Physical Features
     - Natural Resources
     - Climate

2. Complete the concept map to tell about the people of the Atlantic Region.

   - **PEOPLE**
     - First Nations
     - Early European Explorers and Settlers
     - Immigrants Today
3. Complete the chart to show how natural resources, physical features, and climate affect the quality of life in the Atlantic Region.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects the Quality of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil</td>
<td></td>
</tr>
<tr>
<td>Strong, high tides</td>
<td></td>
</tr>
<tr>
<td>Strong winds</td>
<td></td>
</tr>
<tr>
<td>Forests</td>
<td></td>
</tr>
<tr>
<td>Stormy seas</td>
<td></td>
</tr>
</tbody>
</table>
Life in the Atlantic Region

Directions: Use Voices of Canada, pages 38 and 39 to help you with the questions.

1. Complete concept map to describe the characteristics of the Atlantic Region

   ATLANTIC REGION
   - Physical Features
     - low mountains
     - cliffs
     - bays
     - beaches
     - harbours
     - islands
     - valleys
     - lakes
     - rivers
   - Natural Resources
     - forests
     - soil (farm land)
     - fish
     - tides
     - fur-bearing animals
     - ocean
     - oil
     - natural gas
   - Climate
     - strong winds

2. Complete the concept map to tell about the people of the Atlantic Region.

   PEOPLE
   - First Nations
     - Mi'kmaw
     - Maliseet
     - Beothuk (now extinct)
   - Early European Explorers and Settlers
     - Vikings were first
     - French, English, Spanish, Portuguese
     - French, English, Scottish, Irish settled
   - Immigrants Today
     - from all over the world
3. Complete the chart to show how natural resources, physical features, and climate affect the quality of life in the Atlantic Region.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects the Quality of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil</td>
<td>provides jobs</td>
</tr>
<tr>
<td>Strong, high tides</td>
<td>generates electricity</td>
</tr>
<tr>
<td>Strong winds</td>
<td>houses built to withstand winds</td>
</tr>
<tr>
<td>Forests</td>
<td>provides lumber, adds beauty</td>
</tr>
<tr>
<td>Stormy seas</td>
<td>danger of shipwrecks and lost lives</td>
</tr>
</tbody>
</table>
Lesson Three

NOTE: If you feel your students have a good grasp of determining absolute location, you may want skip this lesson.

Concept: Absolute Location (Latitude and Longitude)

Resources/Materials: Voices of Alberta, page 41
Wall Map of the World
Line Master A-6, 2 pages (student copies)

Introduction: Review the term relative location and its meaning: the location of a particular place “relative” to another place.

Explain that relative location describes a general location. Sometimes we want to know more exactly where a place is. Absolute location helps us to do it.

Procedure:

1. Have students turn to textbook, page 41. Guide the reading.

2. Have students copy definitions of absolute location, lines of latitude, and lines of longitude into their notebooks.

3. Use the wall map of the world to point out key points of orientation for latitude and longitude; i.e., the equator and the prime meridian.

4. Discuss some conventions when detailing absolute location:
   
   - The latitude is always given first, followed by the longitude.
   - Latitude and longitude are measured in degrees, not to be confused with degrees used to measure temperature or measuring angles, although they are related to the degrees used in measuring angles.
   - Latitude measurements must state the direction from the equator, north or south.
   - Longitude measurements must include the direction from the prime meridian, east or west.

5. Using the wall map of the world, determine the absolute locations of a few cities around the world.

6. Distribute Line Master A-6, 2 pages. Go over the directions, if necessary. Depending on your students, have them work individually or in pairs.

Assignments:

1. Read Voices of Canada, page 41.
2. Do Line Master A-6, 2 pages.
Latitude and Longitude (page 1)

The earth is divided into lines of longitude and latitude. These lines are imaginary. Longitude runs from the North Pole to the South Pole. The Prime Meridian has a value of 0 degrees. This separates the earth into eastern and western hemispheres, so lines of longitude are measured in degrees east or west.

Apply your knowledge:

1. Using the map of the world on pages 342–343, use the lines of longitude to locate each country. Then circle the best answer for each of the following:

<table>
<thead>
<tr>
<th>Country</th>
<th>75°W</th>
<th>75°S</th>
<th>75°E</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>75°W</td>
<td>75°S</td>
<td>75°E</td>
</tr>
<tr>
<td>Tunisia</td>
<td>10°S</td>
<td>10°W</td>
<td>10°E</td>
</tr>
<tr>
<td>Peru</td>
<td>75°W</td>
<td>75°E</td>
<td>75°S</td>
</tr>
<tr>
<td>Canada</td>
<td>75°E</td>
<td>105°W</td>
<td>60°N</td>
</tr>
</tbody>
</table>

2. Lines of latitude divide the earth into the northern and southern hemispheres. The equator has a value of 0 degrees. Latitude lines above the equator are measured in degrees north and lines below the equator are measured in degrees south. That means that the North Pole is 90 degrees north and the South Pole is 90 degrees south of the equator.

Use the lines of latitude to locate each country. Then circle the best answer for each of the following:

<table>
<thead>
<tr>
<th>Country</th>
<th>30°N</th>
<th>30°S</th>
<th>30°E</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>30°N</td>
<td>30°S</td>
<td>30°E</td>
</tr>
<tr>
<td>Tunisia</td>
<td>35°S</td>
<td>35°N</td>
<td>35°E</td>
</tr>
<tr>
<td>Peru</td>
<td>75°S</td>
<td>15°N</td>
<td>15°S</td>
</tr>
<tr>
<td>Canada</td>
<td>30°N</td>
<td>75°N</td>
<td>60°N</td>
</tr>
</tbody>
</table>

Voices of Canada, Teacher Resource. The right to reproduce or modify this page is restricted to purchasing schools. This page may have been modified from its original. © 2007 Pearson Education Canada Inc.
Latitude and Longitude (page 2)

3. Using the world map and the intersecting lines of longitude and latitude to locate each country.

<table>
<thead>
<tr>
<th>Longitude</th>
<th>Latitude</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>105°W</td>
<td>45°N</td>
<td>United States</td>
</tr>
<tr>
<td>45°W</td>
<td>15°S</td>
<td>Brazil</td>
</tr>
<tr>
<td>105°E</td>
<td>45°N</td>
<td>Mongolia</td>
</tr>
<tr>
<td>45°W</td>
<td>75°N</td>
<td>Greenland</td>
</tr>
<tr>
<td>15°E</td>
<td>30°N</td>
<td>Libya</td>
</tr>
<tr>
<td>60°W</td>
<td>30°S</td>
<td>Argentina</td>
</tr>
<tr>
<td>15°E</td>
<td>60°N</td>
<td>Sweden</td>
</tr>
<tr>
<td>105°E</td>
<td>30°N</td>
<td>China</td>
</tr>
<tr>
<td>15°E</td>
<td>15°S</td>
<td>Angola</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Why People Settled in the Atlantic Region

Resources/Materials: Voices of Canada, pages 42 – 45
Worksheets #5.2.4a and #5.2.4b (student copies)
Line Master G-3 (student copies)

Introduction: Review that the Atlantic Region is home to diverse population. The First Nations groups played an important role in the development of Canada and play an important role today.

Procedure:

1. Explain that today’s lesson examines the lifestyle of First Nations groups before European explorers and settlers came to the area, and also some of the consequences for First Nations when Europeans did arrive.

2. Distribute Worksheets #5.2.4a and #5.2.4b **Tell students they are to read for certain kinds of information in order to complete the page.** Have them turn to textbook, page 42. Tell students to read pages 42 – 45 and fill in the chart as they go along.

3. Distribute Line Master G-3. This is a diagram of a fish organizer. As this may be the first time some of the students will have use this type of organizer, you may have to give them quite a bit of guidance.

4. Have students turn to textbook, page 44 and direct their attention to the graphic organizer at the bottom of the page. In the left oval have them write “First Nations Food”. In the boxes write the headings “Food from Oceans and Rivers”, “Meat from the Land”, “Vegetables from the Land”, and “Fruit from the Land”. On the lines write the names of the foods. They can then write a conclusion like “The First Nations got their food by hunting, fishing, or gathering from the land and the ocean.

5. OPTIONAL. If you like, have students make a replica of a wigwam. Use short wooden skewers for wigwam poles. Cut 5 cm squares of grey or white construction paper for the birchbark. (If you feel ambitious, dip each square in water, shake the excess off, and place the squares on newspaper or paper towelling. Let dry overnight. This gives the square a more authentic look.) A glue gun works best for sticking the squares together, although I have used white glue. If you use white glue, warn students not to overdo the amount they use. This is one of those activities that while it’s going on, you swear you’ll never do it again; but then the results can be pretty nice – this helps the pain go away.

Assignments:

1. Read Voices of Alberta, pages 32 – 45.
2. Do Worksheets#5.2.4a and #5.2.4b.
3. Do Line Master G-3 about the food of the First Nations.
4. OPTIONAL. Make a replica of a wigwam out of bamboo skewers and squares of construction paper.
Directions: Use *Voices of Canada*, pages 42 – 45 to answer the questions.

1. Read page 42; then fill in the chart.

<table>
<thead>
<tr>
<th>Lifestyle</th>
<th>Mi’kmaq</th>
<th>Maliseet</th>
<th>Beothuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where They Lived</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Using point form, tell how Todd Labrador answered each of the interview questions.

a. What interests you about canoes? How did you come to build them

___________________________________________

___________________________________________

b. How is canoe-making important to your identity as a Mi’kmaq person?

___________________________________________

c. How do you share your knowledge and traditions with others?

___________________________________________

Worksheet #5.2.4a
3. Use page 44 to explain how a wigwam was made.

4. Use page 45 to answer the questions.
   a. What are two ways we can learn about the past?

   b. Why is it that the Beothuk of Newfoundland no longer exist?

   c. Why are the drawings made by Shawnadithit important?
The First Nations in the Atlantic Region

Directions: Use Voices of Canada, pages 42 – 45 to answer the questions.

1. Read page 42; then fill in the chart.

<table>
<thead>
<tr>
<th>Lifestyle</th>
<th>Mi’kmaq</th>
<th>Maliseet</th>
<th>Beothuk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where They Lived</td>
<td>New Brunswick Nova Scotia parts of Quebec Newfoundland (later)</td>
<td>Saint John River Bay of Fundy in NB</td>
<td>Newfoundland</td>
</tr>
<tr>
<td>Food</td>
<td>fishing hunting gathering</td>
<td>fishing hunting gathering</td>
<td>fishing hunting gathering canoe</td>
</tr>
<tr>
<td>Movements</td>
<td>moved from place to place, depending on season</td>
<td>moved from place to place, depending on season</td>
<td>lived on coast in summer, moved inland in winter</td>
</tr>
<tr>
<td>Transportation</td>
<td>canoes</td>
<td>canoes</td>
<td></td>
</tr>
</tbody>
</table>

2. Using point form, tell how Todd Labrador answered each of the interview questions.

a. What interests you about canoes? How did you come to build them

- Fascinated by stories told by father about Mi’kmaq traditions
- Learned from father

b. How is canoe-making important to your identity as a Mi’kmaq person?

- Brings pride

c. How do you share your knowledge and traditions with others?

- Talk to school children
3. Use page 44 to explain how a wigwam was made.

- Frame made from spruce poles tied together with roots
- Covered with birch bark

4. Use page 45 to answer the questions.

a. What are two ways we can learn about the past?

- Archeologists
- Reading about past

b. Why is it that the Beothuk of Newfoundland no longer exist?

- Died from European diseases
- Killed by Europeans

c. Why are the drawings made by Shawnadithit important?

- Help us to learn about Beothuk life
Main Idea/Question

What was the food of the First Nations of the Atlantic Region like?

Meat from the Land

- bear
- beaver
duck
- rabbit
- moose
- strawberry
- blueberries
- plants
- juniper berries

Food from Oceans and Rivers

- cod
- clams
- eels
- herring

- salmon
- mackerel

Vegetables from the Land

- potatoes
- onions
- sunflowers

Conclusions
First Nations lived off the land.
Lesson Five

Concept: The Europeans Come to the Atlantic Region

Resources/Materials: Voices of Canada, pages 46 and 47
Map of the World
Worksheet #5.2.5 (optional, student copies)

Introduction: Recall that the Beothuk were First Nations who lived in Newfoundland. The Beothuk became extinct as a result of their interaction with Europeans.

Explain that today’s lesson has to do with why the Europeans came to the Atlantic Region in the first place.

Procedure:

1. Display the map of the world. Explain that the English and French were actually looking for a way to get to Asia by sailing west, instead of their usual way of sailing east. Use the map to illustrate the point.

2. Explain that they accidentally landed in the northern part of North America and found things they needed. Two of them were cod fish and beaver furs.

3. Have students turn to textbook, pages 46 and 47. Guide the reading.

4. Explain to students that they will be writing a three-paragraph report about why Europeans came to the Atlantic Region:
   - Paragraph 1: Introduction
   - Paragraph 2: Cod
   - Paragraph 3: Furs
   **Depending on your students, you can have them include a fourth paragraph with a conclusion.**

5. You may want to compose the introductory paragraph with the class. They can then copy it into their notebooks. Explain that the purpose of the introduction is to “introduce” the topic by setting a context and making the reader want to know more. For example:
   
   The Europeans came to the Atlantic Region because the area had things they wanted. They spent months at a time on the rough seas in order to get cod fish and furs. They could not simply go and get it, they relied on the First Nations groups.

6. Tell students to use the information on textbook, pages 46 and 47 to write a paragraph each about cod and furs. Warn them not to copy straight from the text.

7. **If your students need more guidance**, distribute Worksheet #5.2.5. They are to make each phrase into a sentence to make their paragraphs.

Assignments:
1. Read Voices of Canada, pages 46 and 47.
2. Write a report on why the Europeans came to the Atlantic Region.
**Why the Europeans Came to the Atlantic Region**

**Directions:** Write a three-paragraph report explaining why the Europeans came to the Atlantic Region. To do this, make each of the phrases below into a sentence. Put the sentences from each section together to make a paragraph.

**Why the Europeans Came to the Atlantic Region**

**Introduction:**
- wanted many things from Atlantic Region
- two most important were cod fish and beaver furs
- relied on First Nations to get them

**Cod:**
- found off coast of Newfoundland
- easy to catch because there were so many
- needed to be salted or dried so they would not spoil on trip back to Europe
- Mi'kmaq taught Europeans how to build and use drying racks

**Furs:**
- beaver furs in demand in Europe
- used as trim on robes of kings and queens
- used to make hats
- relied on First Nations to trap furs
- set up colonies to make fur trade with First Nations easier.
Lesson Six

Concept: The First French Settlements

Resources/Materials: Voices of Canada, pages 48 – 50  
Worksheet #5.2.6a (student copies)  
Worksheet #5.2.6b (optional, student copies)

Introduction: Review the reasons why Europeans came to the Atlantic Region.

Explain that the countries in Europe were all small and of them were exploring all over the world to get more resources. They had the idea of going to other places in the world, claiming them, and then taking the resources from those places. At that time, they did not seem to have the idea that it was somehow improper for them to take over lands occupied by First Nations people.

Procedure:

1. Explain that Vikings from Scandinavia were thought to be the first Europeans to settle in Canada. The settlements did not last. The English sent explorers, but no settlers. The French, however, did send settlers to the Atlantic Region. To this day, there is a big French influence in the area.

2. Have students turn to textbook, page 48. Explain that pages 48 – 50 tell about the first settlements and the difficulties faced by the settlers. **Guide the reading of the pages, if at all possible.**

3. Explain that the establishment of Port Royal was the first of many settlements in Acadia. More settlers came from France to farm.

4. Distribute Worksheet #5.2.6a. Go over the directions.

5. OPTIONAL. If you like, have students make a replica of Port Royal out of cardboard. They can use the photos on Worksheet #5.2.6b. These photos are taken from the present-day site of Port-Royal which has been restored. They can make the palisade by gluing Popsicle sticks to pieces of cardboard. They can use markers to draw on the clapboards on the walls of the buildings and the shingles on the roofs.

Assignments:

2. Do Worksheet #5.2.6a.
3. OPTIONAL. Make a replica of Port Royal.
Directions: Use Voices of Canada, pages 48 – 50 to help you with the questions.

Unscramble the words to make sentences about the first French settlements in the Atlantic Region.

The first settlement Île Sainte-Croix was called.

_____________________________________________________

Port Royal

made at Port Royal a new settlement Champlain.

_____________________________________________________

access to the ocean The site had, rich soil, and fish and wildlife abundant.

_____________________________________________________

The Mi'kmaq survive helped the settlers.

_____________________________________________________

Life in Acadie

was called Acadie The area around Port Royal.

_____________________________________________________

The British controlled Acadie with France after a war in 1713.

_____________________________________________________

The Acadians an oath of allegiance to Britain refused to sign.

_____________________________________________________

forced the Acadians The British to leave.
Port Royal

Port Royal has been restored. Today it is one of the Atlantic Region’s most popular tourist attractions.
Directions: Use *Voices of Canada*, pages 48 – 50 to help you with the questions.

Unscramble the words to make sentences about the first French settlements in the Atlantic Region.

The first settlement Île Sainte-Croix was called.

The first settlement was called Île Sainte-Croix.

Port Royal

made at Port Royal a new settlement Champlain.

Champlain made a new settlement at Port Royal.

access to the ocean The site had, rich soil, and fish and wildlife abundant.

The site had access to the ocean, rich soil, and abundant fish and wildlife.

The Mi'kmaq survive helped the settlers.

The Mi'kmaq helped the settlers survive.

Life in Acadie

was called Acadie The area around Port Royal.

The area around Port Royal was called Acadie.

The British controlled Acadie with France after a war in 1713.

The British controlled Acadie after a war with France in 1713.

The Acadians an oath of allegiance to Britain refused to sign.

The Acadians refused to sign an oath of allegiance to Britain.

forced the Acadians The British to leave.

The British forced the Acadians to leave.
Lesson Seven

Concept: The Loyalists

Resources/Materials: Voices of Canada, pages 51 – 53
Wall Map of the World or North America
Worksheet #5.2.7 (student copies)

Introduction: Recall that the area we now know as the Maritime Provinces was called Acadia. When the British won a war with France, it took over Acadia. Britain forced the Acadians to leave when the refused to sign an oath of allegiance to British.

Explain that the land, farms, and houses left by the Acadians were soon taken over by British settlers. This was now a British colony.

Display the map of the world or North America. Explain that just as France had Acadia as a colony, Britain had several colonies in what is today the eastern United States. They were called the Thirteen Colonies and they were doing very well. In fact, they were upset because they seemed to be paying a lot of taxes to Britain and getting little in return. They decided they no longer wanted to be under Britain’s control. They wanted to become their own country so that they could control their own affairs.

Procedure:

1. Explain that the Thirteen Colonies were successful in breaking away from Britain – it took a war to do it. The Thirteen Colonies renamed themselves The United States of America.

2. Have students turn to textbook, pages 51. **Guide the first section.** Then have students read the rest of page 51 and all of pages 52 and 53 to find out more about the Loyalists.

3. Distribute Worksheet #5.2.7. Go over the directions.

Assignments:

1. Read Voices of Canada, pages 51 – 53.
2. Do Worksheet #5.2.7.
The United Empire Loyalists

Directions: Use Voices of Canada, pages 51 – 53 to help you with the questions. Match the causes with the effects. Write correct letters in the spaces.

Causes

a. it wanted them to stay loyal to Britain.
b. they wanted to stay loyal to the British king.
c. they wanted to form their own country, free of British rule.
d. this area was British territory.
e. they would then received the free land they were promised.
f. they had little money and few supplies.
g. the land they were given was rocky and bad for farming.
h. thousands of Loyalists of all nationalities, religions, and backgrounds had moved into the area.
i. there was a prison, a dump, and a slaughterhouse in the area.

Effects

1. The Thirteen Colonies declared independence from Britain because _____.
2. Some people living in the Colonies wanted to remain part of the British Empire because _____.
3. Many Loyalists left the Thirteen Colonies during the American War of Independence and moved to British North America because _____.
4. Britain promised free land to the Loyalists because _____.
5. At first, life was difficult for the Loyalists because _____.
6. They built home and started farms right away because _____.
7. The population of the region was now much greater and diverse because _____.
8. Many Black Loyalists ended up moving to Sierra Leone in Africa because _____.
9. Many Black Loyalists who settled in Africville found their new home undesirable because _____.
The United Empire Loyalists

Directions: Use Voices of Canada, pages 51 – 53 to help you with the questions. Match the causes with the effects. Write correct letters in the spaces.

Causes

a. it wanted them to stay loyal to Britain.
b. they wanted to stay loyal to the British king.
c. they wanted to form their own country, free of British rule.
d. this area was British territory.
e. they would then received the free land they were promised.
f. they had little money and few supplies.
g. the land they were given was rocky and bad for farming.
h. thousands of Loyalists of all nationalities, religions, and backgrounds had moved into the area.
i. there was a prison, a dump, and a slaughterhouse in the area.

Effects

1. The Thirteen Colonies declared independence from Britain because ____________
2. Some people living in the Colonies wanted to remain part of the British Empire because ____________
3. Many Loyalists left the Thirteen Colonies during the American War of Independence and moved to British North America because ____________
4. Britain promised free land to the Loyalists because ____________
5. At first, life was difficult for the Loyalists because ____________
6. They built home and started farms right away because ____________
7. The population of the region was now much greater and diverse because ____________
8. Many Black Loyalists ended up moving to Sierra Leone in Africa because ____________
9. Many Black Loyalists who settled in Africville found their new home undesirable because ____________
Lesson Eight

Concept: Changes in Quality of Life

Resources/Materials: Voices of Canada, pages 54 – 57
Photo Card: St. John’s, NL: Then and Now
Worksheet #5.2.8 (optional, student copies)

Introduction: Discuss with students if they think change is good or not. (In reality, it depends on the change. Some is good and some is not.)

Discuss a change that has recently happened on the colony and whether the change was good, bad, or both.

Explain that change is inevitable. Over the years, the Atlantic Region has undergone many changes; some with positive consequences and others with negative consequences.

Display the photo card. Read the text on the reverse of the card.

Procedure:

1. Have students turn to textbook, page 54. Explain that pages 54 – 57 are about changes that have taken place over five hundred years in the Atlantic Region.

2. Explain that quality of life simply means how good or bad your life is.

3. Guide the reading of pages 54 – 57, if possible, discussing the changes that happened and their effect on quality of life.

4. Assign students to make notes on what they on pages 54 – 57, keeping in mind they are to include information on the types of changes and their effect on quality of life. You might want to give them a choice of making point-form notes, or creating a graphic organizer.

5. ALTERNATELY. Distribute Worksheet #5.2.8. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, pages 54 – 57.
2. Make notes on the changes and their effect on quality of life.
3. ALTERNATELY. Do Worksheet #5.2.8.
Directions: Use *Voices of Alberta*, pages 54 – 57 to help you with the questions.

Many changes have happened in the Atlantic Region in the past 500 years. Tell the changes were or are, the consequences of the change, and whether you think the changes were/are positive or negative.

<table>
<thead>
<tr>
<th>The Change</th>
<th>Consequences of the Change</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ship Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Railways and Harbours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cod Fishery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Change in the Atlantic Region

**Directions:** Use *Voices of Alberta*, pages 54 – 57 to help you with the questions.

Many changes have happened in the Atlantic Region in the past 500 years. Tell the changes were or are, the consequences of the change, and whether you think the changes were/are positive or negative.

<table>
<thead>
<tr>
<th>The Change</th>
<th>Consequences of the Change</th>
<th>Positive or Negative?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Nations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>newcomers from Europe settled in the area</td>
<td>took land away, trees destroyed, game destroyed</td>
<td>Negative</td>
</tr>
<tr>
<td><strong>Industries</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ship Building</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>change from building ships from wood to steel</td>
<td>workers who built wooden ships had to find new work</td>
<td>Negative</td>
</tr>
<tr>
<td><strong>Railways and Harbours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>railways could transport goods to harbours</td>
<td>ships came from all over the world, communities grew</td>
<td>Positive</td>
</tr>
<tr>
<td><strong>Mining</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coal mining era came to an end</td>
<td>many out of work</td>
<td>Negative (Positive - coal mining was dangerous work)</td>
</tr>
<tr>
<td><strong>Cod Fishery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian government stopped the cod fishery</td>
<td>many people out of work</td>
<td>Negative</td>
</tr>
</tbody>
</table>
Lesson Nine

Concept: Jobs in the Atlantic Region Today

Resources/Materials: Voices of Alberta, pages 58 and 59
Worksheets #5.2.9a (student copies)
Line Master 2-5 (optional, student copies)
Worksheet #5.2.9b (optional, student copies)

Introduction: Review that many of the changes that have happened in the Atlantic Region have resulted in people losing their jobs. That means that people have to find new ways to make a living.

Explain that mining, fishing, and shipping are still important industries, but employ far fewer people than they used to.

Procedure:

1. Explain that today’s lesson is about some of the ways that people make their living in the Atlantic Region today.

2. Have students turn to textbook, pages 58 and 59. Guide the reading. Discuss which types of work rely on natural resources and which do not.

3. Distribute Worksheet #5.2.9a. Go over the directions, if necessary.

4. OPTIONAL. Ask students to pretend they are in the Amphion and on a rescue mission. Distribute Line Master 2-5. Go over the directions.

5. Then explain that there is a great deal of controversy regarding the cod fishery. It has affected many people. The question is “Should the cod fishery be re-opened?” Guide the reading of textbook, pages 60 and 61.

6. Have students do the “Over to You” questions at the bottom of textbook, page 61 OR distribute Worksheet #5.2.9b. Go over the directions.

Assignments:

2. Do Worksheet #5.2.9a.
3. OPTIONAL. Do Line Master 2-5, pretending you are on a rescue mission on the Amphion.
4. Do the “Over to You” questions at the bottom of textbook, page 61 OR Worksheet #5.2.9b.
Jobs in the Atlantic Region Today

Directions: Use Voices of Alberta, pages 58 and 59 to help you with the questions.

1. People that live in Atlantic Canada do many different types of jobs today. Tell which jobs use a natural resource. (page 58)

<table>
<thead>
<tr>
<th>Job</th>
<th>Natural Resource Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What are some of the other jobs people do in the Atlantic Region? (pages 58 and 59)

<table>
<thead>
<tr>
<th>Other Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
The Cod Fishery

Directions: Use Voices of Canada, pages 60 and 61 to help you with the questions.

1. Think about the issue of whether or not to re-open the cod fishery. In your own words, tell about the three viewpoints expressed.

   Issue:
   
   Viewpoint 1:
   
   Viewpoint 2:
   
   Viewpoint 3:


   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________
   
   ___________________________________________________________

Worksheet #5.2.9b
Social Studies Grade 5 Chapter 2 Worksheets

Jobs in the Atlantic Region Today

Directions: Use Voices of Alberta, pages 58 and 59 to help you with the questions.

1. People that live in Atlantic Canada do many different types of jobs today. Tell which jobs use a natural resource. (page 58)

<table>
<thead>
<tr>
<th>Job</th>
<th>Natural Resource Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>oil and gas workers</td>
<td>oil and gas</td>
</tr>
<tr>
<td>farmers</td>
<td>soil / sun / water</td>
</tr>
<tr>
<td>forestry / lumbermill</td>
<td>trees</td>
</tr>
<tr>
<td>workers</td>
<td></td>
</tr>
</tbody>
</table>

2. What are some of the other jobs people do in the Atlantic Region? (pages 58 and 59)

<table>
<thead>
<tr>
<th>Other Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>manufacturing</td>
</tr>
<tr>
<td>oil refinery workers</td>
</tr>
<tr>
<td>universities</td>
</tr>
<tr>
<td>call centres</td>
</tr>
<tr>
<td>ocean research centres</td>
</tr>
<tr>
<td>tourism workers</td>
</tr>
<tr>
<td>rescue workers</td>
</tr>
</tbody>
</table>
The Cod Fishery

Directions: Use Voices of Canada, pages 60 and 61 to help you with the questions.

1. Think about the issue of whether or not to re-open the cod fishery. In your own words, tell about the three viewpoints expressed.

**Issue:** If the numbers of cod increased, should the cod fishery re-open?

**Viewpoint 1:** No
- numbers of cod are not increasing
- need to work government to ensure we do not repeat mistakes of past

**Viewpoint 2:** Yes
- have been fisherman all my life
- too old to do something new

**Viewpoint 3:** Yes/No
- should reopen, but should not allow fishing methods where such large numbers of fish can be caught

Lesson Ten

Concept: “Build Your Skills!” and “Inquiring Minds”

Resources/Materials: Voices of Alberta, pages 62 and 63

Introduction: Explain that Chapter Two is almost at an end, and it is time to review some of the ideas covered in the chapter.

Procedure:

1. Have students turn to textbook, pages 62 and 63. Guide the reading.

2. Choose one or two activities that you think students could do, given the resources you have, and their needs.

Assignments:

1. Read Voices of Alberta, pages 62 and 63.
2. Do one or two of the activities on pages 62 and 63.
Lesson Eleven

Concept:  Chapter Two Review

Resources/Materials:  Chapter Two Review Sheets (student copies)

Introduction:  Explain that Chapter Two is now at an end and it is time to prepare for a chapter test.

Procedure:

1.  Distribute the Chapter Two Review Sheets.  Have students complete them.

2.  If at all possible, mark them together in class.

Assignment:

Do the Chapter Two Review Sheets.
1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>relative location</th>
<th>absolute location</th>
<th>latitude</th>
<th>longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>wigwam</td>
<td>archeologist</td>
<td>colony</td>
<td>allegiance</td>
</tr>
<tr>
<td>scurvy</td>
<td>treaty</td>
<td>Shawnadithit</td>
<td>tides</td>
</tr>
</tbody>
</table>

- __________________________: a disease that is caused by a lack of vitamin C
- __________________________: the daily changes in the level of the ocean
- __________________________: the location of a place compared to another place
- __________________________: the distance east or west of the prime meridian
- __________________________: person who studies the way people once lived by looking at their homes, tools, and clothing
- __________________________: cone-shaped shelter made from spruce poles and birchbark
- __________________________: the distance north or south of the equator
- __________________________: a settlement that is under the control of another country
- __________________________: the exact location of a place in terms of latitude and longitude
- __________________________: an agreement between nations
- __________________________: loyalty to a nation or country
- __________________________: the last surviving Beothuk

2. Describe the relative location of the Atlantic Region.
3. Use the map on pages 36 and 37 of *Voices of Canada* to find the absolute location of
   Fredericton __________________  Sydney __________________
   Old Perlican __________________ Corner Brook ________________

4. Use the map on pages 36 and 37 of *Voices of Canada* to estimate the distance between
   Saint John and Halifax ___________  Gander and St. John's ___________

5. What five provinces are part of the Atlantic Region?

6. Examine these drawings of artifacts of the Beothuk people of Newfoundland. Then fill in the chart to tell what you can infer about their lives.

![Drawings of food types](image1)
 ![Beothuk house](image2)
 ![Ocean-going canoe](image3)
 ![Seal hunting spear with stone tip](image4)

<table>
<thead>
<tr>
<th>Food</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The way they hunted</td>
<td></td>
</tr>
<tr>
<td>Homes</td>
<td></td>
</tr>
</tbody>
</table>

2
7. Europeans first came to Atlantic Canada mainly to get two natural resources. What were they?

8. Use the words and phrases in the box to complete these sentences about the first French settlements.

<table>
<thead>
<tr>
<th>Acadie</th>
<th>Île Sainte-Croix</th>
<th>Port Royal</th>
<th>Mi’kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>scurvy</td>
<td>Samuel de Champlain</td>
<td>France</td>
<td>treaties</td>
</tr>
<tr>
<td>allegiance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of the first French explorers to establish a settlement in the Atlantic Region was __________________________. He and one hundred male colonists first settled on what they called __________________________. That first winter was extremely difficult and some died. They decided to leave and built a settlement at __________________________ in what is today Nova Scotia. This was a much better location because it had access to the ocean, rich soil, and abundant fish and wildlife.

Relations with the __________________________ were very friendly. In fact, the colonists would most likely not have survived if it weren’t for their help in providing food and medicine and sharing their knowledge of the land.

The area around Port Royal was called __________________________. As the years went by, many families arrive from __________________________ to settle the area. After a war in 1713, __________________________ were made between France and England. Now the area called Acadie was under the control of England. The king of England insisted that the people of Acadie sign an oath of __________________________ to England. The Acadians would not. The British then forced the Acadians to leave.
9. Read the following information about the United Empire Loyalists.

The United Empire Loyalists came to British North America from the United States. They did not want to stay loyal to Britain unlike the others in the Thirteen Colonies. Most of the loyalists who moved to British North America settled in the Atlantic Region. The Loyalists included
- many nationalities: African, English, Irish, Scottish, Germans, and Dutch
- many religions: Presbyterian, Anglican, Roman Catholic, Methodist, Mennonite, and Quaker
- many backgrounds: farmers, carpenters, domestic workers, lawyers, and ministers.

The arrival of the Loyalists changed the region in many ways.

From the information above, how would the arrival of the Loyalists change the region?

________________________________________________________________________

________________________________________________________________________

10. Below are some jobs of people in the Atlantic Region. Tell which natural resource each job relies on.

Fisher

Farmer

Forestry worker

Sailor

Oil rig worker

Tour guide

11. Atlantic Canada experiences some terrible storms. Gale-force winds create huge waves and hurricanes bring strong winds and driving rain. This region receives some of the highest amounts of rain and snow each year.

What are two ways that weather and climate would affect the lives of people living in this region?

a. __________________________________________

b. __________________________________________
12. Tell how each of these changes affected the people of the region.

<table>
<thead>
<tr>
<th>Change</th>
<th>Effects of the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europeans settled onto First Nations lands</td>
<td></td>
</tr>
<tr>
<td>The region was a centre for building wooden ships. Wooden ships were replaced by steel ships.</td>
<td></td>
</tr>
<tr>
<td>The harbours of Atlantic Canada became more important for shipping goods around the world.</td>
<td></td>
</tr>
<tr>
<td>Coal mining came to an end.</td>
<td></td>
</tr>
<tr>
<td>The Canadian government shut down the cod fishery because the number of cod became very low.</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 5 Chapter 2 Review Sheets

Social Studies
Grade Five
Chapter Two: Atlantic Region: Life by the Ocean

Review Sheets

1. Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>relative location</th>
<th>absolute location</th>
<th>latitude</th>
<th>longitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>wigwam</td>
<td>archeologist</td>
<td>colony</td>
<td>allegiance</td>
</tr>
<tr>
<td>scurvy</td>
<td>treaty</td>
<td>tides</td>
<td></td>
</tr>
</tbody>
</table>

scurvy ___________________________ a disease that is caused by a lack of vitamin C

tides ___________________________ the daily changes in the level of the ocean

relative location ___________________________ the location of a place compared to another place

longitude ___________________________ the distance east or west of the prime meridian

archeologist ___________________________ person who studies the way people once lived by looking at their homes, tools, and clothing

wigwam ___________________________ cone-shaped shelter made from spruce poles and birchbark

latitude ___________________________ the distance north or south of the equator

colony ___________________________ a settlement that is under the control of another country

absolute location ___________________________ the exact location of a place in terms of latitude and longitude

treaty ___________________________ an agreement between nations

allegiance ___________________________ loyalty to a nation or country

Shawnadithit ___________________________ the last surviving Beothuk

2. Describe the relative location of the Atlantic Region. any one of

- far eastern part of Canada
- southeast of Quebec
- next to Atlantic Ocean
3. Use the map on pages 36 and 37 of Voices of Canada to find the absolute location of

Fredericton \(46^\circ N\) \(67^\circ W\)  
Old Perlican \(48^\circ N\) \(53^\circ W\)  
Sydney \(60^\circ W\)  
Corner Brook \(49^\circ N\) \(58^\circ W\)  

4. Use the map on pages 36 and 37 of Voices of Canada to estimate the distance between

Saint John and Halifax \(200\) km  
Gander and St. John’s \(200\) km  

5. What five provinces are part of the Atlantic Region?

Newfoundland and Labrador  
Prince Edward Island  
Quebec  
Nova Scotia  
New Brunswick  

6. Examine these drawings of artifacts of the Beothuk people of Newfoundland. Then fill in the chart to tell what you can infer about their lives.

<table>
<thead>
<tr>
<th>Drawings of food types</th>
<th>Beothuk house</th>
<th>Ocean-going canoe</th>
<th>seal hunting spear with stone tip</th>
</tr>
</thead>
</table>

**Answers may vary**

<table>
<thead>
<tr>
<th>Food</th>
<th>Seals</th>
<th>Seafood</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way they hunted</td>
<td>Spears</td>
<td>Canoes</td>
</tr>
<tr>
<td>Homes</td>
<td>Poles</td>
<td>Cone-shaped</td>
</tr>
</tbody>
</table>


7. Europeans first came to Atlantic Canada mainly to get two natural resources. What were they?

fish (cod) furs

8. Use the words and phrases in the box to complete these sentences about the first French settlements.

<table>
<thead>
<tr>
<th>Acadie</th>
<th>Île Sainte-Croix</th>
<th>Port Royal</th>
<th>Mi’kmaq</th>
</tr>
</thead>
<tbody>
<tr>
<td>scurvy</td>
<td>Samuel de Champlain</td>
<td>France</td>
<td>treaties</td>
</tr>
<tr>
<td>allegiance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One of the first French explorers to establish a settlement in the Atlantic Region was Samuel de Champlain. He and one hundred male colonists first settled on what they called Île Sainte-Croix. That first winter was extremely difficult and some died. They decided to leave and built a settlement at Port Royal in what is today Nova Scotia. This was a much better location because it had access to the ocean, rich soil, and abundant fish and wildlife.

Relations with the Mi’kmaq were very friendly. In fact, the colonists would most likely not have survived if it weren’t for their help in providing food and medicine and sharing their knowledge of the land.

The area around Port Royal was called Acadie. As the years went by, many families arrive from France to settle the area. After a war in 1713, treaties were made between France and England. Now the area called Acadie was under the control of England. The king of England insisted that the people of Acadie sign an oath of allegiance to England. The Acadians would not. The British then forced the Acadians to leave.
9. Read the following information about the United Empire Loyalists.

The United Empire Loyalists came to British North America from the United States. They did not want to stay loyal to Britain unlike the others in the Thirteen Colonies. Most of the loyalists who moved to British North America settled in the Atlantic Region. The Loyalists included:
- many nationalities: African, English, Irish, Scottish, Germans, and Dutch
- many religions: Presbyterian, Anglican, Roman Catholic, Methodist, Mennonite, and Quaker
- many backgrounds: farmers, carpenters, domestic workers, lawyers, and ministers.

The arrival of the Loyalists changed the region in many ways.

From the information above, how would the arrival of the Loyalists change the region?

- increase population
- make population more diverse

10. Below are some jobs of people in the Atlantic Region. Tell which natural resource each job relies on.

Fisher

Farmer soil, sun, water

Forestry worker trees

Sailor ocean

Oil rig worker oil and gas

Tour guide trees, coast, ocean

11. Atlantic Canada experiences some terrible storms. Gale-force winds create huge waves and hurricanes bring strong winds and driving rain. This region receives some of the highest amounts of rain and snow each year.

What are two ways that weather and climate would affect the lives of people living in this region? Answers may vary

a. homes need to be built to withstand weather conditions; e.g. steep roofs so snow will not accumulate on roofs

b. people employed in rescue missions

c. fishing on open sea dangerous
12. Tell how each of these changes affected the people of the region.

<table>
<thead>
<tr>
<th>Change</th>
<th>Effects of the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europeans settled onto First Nations lands</td>
<td>Europeans took over First Nations lands, destroyed forests, overhunted game</td>
</tr>
<tr>
<td>The region was a centre for building wooden ships. Wooden ships were replaced by steel ships.</td>
<td>people employed in building wooden ships out of work</td>
</tr>
<tr>
<td>The harbours of Atlantic Canada became more important for shipping goods around the world.</td>
<td>more people employed in shipping industry</td>
</tr>
<tr>
<td>Coal mining came to an end</td>
<td>unemployment for workers</td>
</tr>
<tr>
<td>The Canadian government shut down the cod fishery because the number of cod became very low.</td>
<td>vast numbers of people unemployed. → need to relocate or retrain</td>
</tr>
</tbody>
</table>
Lesson Twelve

Concept: Chapter Two Test

Resources/Materials: Chapter Two Test (student copies)
1. Match the words and phrases from the box with their meanings.

<table>
<thead>
<tr>
<th>a. allegiance</th>
<th>b. absolute location</th>
<th>c. archeologist</th>
<th>d. colony</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. latitude</td>
<td>f. longitude</td>
<td>g. relative location</td>
<td>h. scurvy</td>
</tr>
<tr>
<td>i. Shawnadithit</td>
<td>j. tides</td>
<td>k. treaty</td>
<td>l. wigwam</td>
</tr>
</tbody>
</table>

_____ a disease that is caused by a lack of vitamin C
_____ the daily changes in the level of the ocean
_____ the location of a place compared to another place
_____ the distance east or west of the prime meridian
_____ person who studies the way people once lived by looking at their homes, tools, and clothing
_____ cone-shaped shelter made from spruce poles and birchbark
_____ the distance north or south of the equator
_____ a settlement that is under the control of another country
_____ the exact location of a place in terms of latitude and longitude
_____ an agreement between nations
_____ loyalty to a nation or country
_____ the last surviving Beothuk

2. Put a check mark (√) beside the words that tell about the physical features of the Atlantic Region.

_____ low mountains  _____ cliffs  _____ beaches  _____ rugged mountains
 _____ valleys  _____ islands  _____ lakes  _____ rivers
3. Give the name of a job or industry that goes with each of these natural resources found in the Atlantic Region.

- trees
- lobster
- soil
- ocean
- oil and natural gas
- natural scenery

4. Describe the relative location of the Atlantic Region.

Use the map below to answer questions 5 and 6.

5. What is the absolute location of Yarmouth?  

6. Estimate the distance between Corner Brook and Gander.  

7. Examine the drawings showing aspects of Mi'kmaq life before the coming of the Europeans. Then fill in the chart.

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>Name of Item(s)</th>
<th>Natural Resource Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wigwam made from spruce poles and birch bark

Man hunting and fishing

Canoe made from a light frame and covered with birch bark

Man and woman in clothing and moccasins (shoes) made from skins.
8. Write T for true and F for false.

_____ One of the first natural resources European explorers to the Atlantic Region found cod fish.

_____ Cod had to be dried or salted to make it look nicer.

_____ Europeans wanted to trade with First Nations people for furs which were used to make boots.

_____ Samuel de Champlain was a French explorer who made a settlement at Île Sainte-Croix on the Bay of Fundy.

_____ The area around Port Royal was called Acadie.

_____ The Mi'kmaq people taught Champlain and the other settlers how to survive by providing them with food and medicine and by sharing knowledge of the land.

_____ The Acadians were English settlers who farmed the land.

_____ A treaty between France and England gave control over Acadia to the English.

_____ England forced the Acadians to leave Acadia because they would not sign an oath of allegiance to the king of England.

Use the following information to answer question 9.

The Loyalists were British subjects living in the Thirteen Colonies. Most of them were from Great Britain (English, Irish, and Scottish). Some were descendants of German, Dutch, and other European settlers. They spoke many languages. More than 3000 of the Loyalists who came to the region were Blacks.

There were many different religions among the Loyalists: Anglicans, Presbyterians, Roman Catholics, Methodists, and Mennonites.

There were people with many different occupations: carpenters, farmers, merchants, lawyers, doctors, and ministers.

In all over 30 000 Loyalists moved to British North America. More than half moved to the Atlantic region. They played an important role in the development of education, religion, government, and culture of Canada.

9. What are two ways that the coming of the Loyalists affected the population of the Atlantic Region?

a. ________________________________________

b. ________________________________________
10. Tell how each of these changes affected the people of the Atlantic Region.

<table>
<thead>
<tr>
<th>Change</th>
<th>Effects of the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europeans settled onto First Nations lands</td>
<td></td>
</tr>
<tr>
<td>The region was a centre for building wooden ships. Wooden ships were replaced by steel ships.</td>
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<td></td>
</tr>
<tr>
<td>The Canadian government shut down the cod fishery because the number of cod became very low.</td>
<td></td>
</tr>
</tbody>
</table>

10. Pick any two of the following aspects of lifestyle. Then tell how weather and climate affect them in the Atlantic Region.

<table>
<thead>
<tr>
<th>jobs</th>
<th>clothing</th>
<th>houses</th>
<th>transportation</th>
<th>recreation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>How Weather and Climate Affects It</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases from the box with their meanings.

| a. allegiance | b. absolute location | c. archeologist | d. colony |
| e. latitude   | f. longitude          | g. relative location | h. scurvy |
| i. Shawnadithit | j. tides              | k. treaty          | l. wigwam |

h. a disease that is caused by a lack of vitamin C
j. the daily changes in the level of the ocean
g. the location of a place compared to another place
f. the distance east or west of the prime meridian
c. person who studies the way people once lived by looking at their homes, tools, and clothing
l. cone-shaped shelter made from spruce poles and birchbark
e. the distance north or south of the equator
d. a settlement that is under the control of another country
b. the exact location of a place in terms of latitude and longitude
k. an agreement between nations
q. loyalty to a nation or country
i. the last surviving Beothuk

2. Put a check mark (√) beside the words that tell about the physical features of the Atlantic Region.

√ low mountains  √ cliffs  √ beaches  ___ rugged mountains
√ valleys  √ islands  √ lakes  √ rivers
3. Give the name of a job or industry that goes with each of these natural resources found in the Atlantic Region. **Answers may vary**

- trees lumber mill worker
- lobster fisher
- soil farmer
- ocean sailor
- oil and natural gas oil rig worker
- natural scenery tour guide

4. Describe the relative location of the Atlantic Region.

Use the map below to answer questions 5 and 6.

5. What is the absolute location of Yarmouth? **44°N 66°W**

6. Estimate the distance between Corner Brook and Gander. **225 km**
7. Examine the drawings showing aspects of Mi’kmaq life before the coming of the Europeans. Then fill in the chart.

- Wigwam made from spruce poles and birch bark
- Man hunting and fishing
- Canoe made from a light frame and covered with birch bark
- Man and woman in clothing and moccasins (shoes) made from skins.

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>Name of Item(s)</th>
<th>Natural Resource Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>fish</td>
<td>water / fish</td>
</tr>
<tr>
<td>Shelter</td>
<td>wigwam</td>
<td>trees</td>
</tr>
<tr>
<td>Clothing</td>
<td>coat, dress, moccasins</td>
<td>wild animals</td>
</tr>
<tr>
<td>Transportation</td>
<td>canoe</td>
<td>trees</td>
</tr>
</tbody>
</table>
8. Write T for true and F for false.

T  One of the first natural resources European explorers to the Atlantic Region found cod fish.

F  Cod had to be dried or salted to make it look nicer.

F  Europeans wanted to trade with First Nations people for furs which were used to make boots.

T  Samuel de Champlain was a French explorer who made a settlement at Île Sainte-Croix on the Bay of Fundy.

T  The area around Port Royal was called Acadie.

T  The Mi'kmaq people taught Champlain and the other settlers how to survive by providing them with food and medicine and by sharing knowledge of the land.

F  The Acadians were English settlers who farmed the land.

T  A treaty between France and England gave control over Acadia to the English.

T  England forced the Acadians to leave Acadia because they would not sign an oath of allegiance to the king of England.

Use the following information to answer question 9.

The Loyalists were British subjects living in the Thirteen Colonies. Most of them were from Great Britain (English, Irish, and Scottish). Some were descendants of German, Dutch, and other European settlers. They spoke many languages. More than 3000 of the Loyalists who came to the region were Blacks.

There were many different religions among the Loyalists: Anglicans, Presbyterians, Roman Catholics, Methodists, and Mennonites.

There were people with many different occupations: carpenters, farmers, merchants, lawyers, doctors, and ministers.

In all over 30 000 Loyalists moved to British North America. More than half moved to the Atlantic region. They played an important role in the development of education, religion, government, and culture of Canada.

9. What are two ways that the coming of the Loyalists affected the population of the Atlantic Region?

a. Population grew larger

b. Population became more diverse
10. Tell how each of these changes affected the people of the Atlantic Region.

<table>
<thead>
<tr>
<th>Change</th>
<th>Effects of the Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europeans settled onto First Nations lands</td>
<td>Europeans took over much of the land, resulting in First Nations not being able to practice traditional lifestyle</td>
</tr>
<tr>
<td>The region was a centre for building wooden ships. Wooden ships were replaced by steel ships.</td>
<td>loss of jobs</td>
</tr>
<tr>
<td>The harbours of Atlantic Canada became more important for shipping goods around the world.</td>
<td>more people worked in shipping-related jobs</td>
</tr>
<tr>
<td>Coal mining came to an end.</td>
<td>loss of jobs</td>
</tr>
<tr>
<td>The Canadian government shut down the cod fishery because the number of cod became very low.</td>
<td>loss of jobs</td>
</tr>
</tbody>
</table>

10. Pick any two of the following aspects of lifestyle. Then tell how weather and climate affect them in the Atlantic Region.

jobs  clothing  houses  transportation  recreation

<table>
<thead>
<tr>
<th>Aspect of Lifestyle</th>
<th>How Weather and Climate Affects It</th>
</tr>
</thead>
<tbody>
<tr>
<td>jobs</td>
<td>Some people work in jobs related to predicting severe weather</td>
</tr>
<tr>
<td>clothing</td>
<td>Change with seasons, have rain gear</td>
</tr>
<tr>
<td>houses</td>
<td>Steep roofs, so snow will not accumulate, brightly coloured</td>
</tr>
<tr>
<td>transportation</td>
<td>Many work in shipping industry</td>
</tr>
<tr>
<td>recreation</td>
<td>Much centres around proximity to water</td>
</tr>
</tbody>
</table>

Answers may vary
Chapter Three

Great Lakes –
St. Lawrence Lowlands

Inquiry Questions

- How does the St. Lawrence River affect ways of life in this region?

- Why are First Nations and Francophones so important to the identity of this region?
Chapter Three: Great Lakes – St. Lawrence Lowlands

Contents

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Lesson One

Note: If you like, treat the students with some maple sugar candies or cookies, as a food from this region.

Concept: Introduction, Location

Resources/Materials: Voices of Canada, pages 64 – 67
Wall Map of Canada
Worksheets #5.3.1a and #5.3.1b (student copies)

Introduction: Review how the lifestyle of people in the Atlantic Region was influenced by natural resources, physical features, climate, and the traditions and culture of the people.

Explain that our next stop on our cross-country tour is the Great Lakes-St. Lawrence Lowlands region.

If you appropriate, tape up the Great Lakes – St. Lawrence Lowlands map pieces on the map of the geographic regions of Canada.

Procedure:

1. On the wall map of Canada, point out the region. Point out the Great Lakes and the St. Lawrence River.

2. If necessary, explain that a lowland is a relatively flat piece of land, usually right next to a large body of water like an ocean, lake, or major river.

3. Discuss the relative location of the region and the provinces in which the region lies.

4. Have students turn to textbook, pages 64 and 65. Read the pages to the students.

5. Have students compare the pictures from pages 64 and 65 to those on pages 66 and 67.

6. Have students examine the photos and read their captions on pages 66 and 67. If you feel it is necessary, have students practice determining the absolute location of two or three of the cities.

7. Distribute Worksheets #5.3.1a and #5.3.1b.

Assignments:

2. Do Worksheets #5.3.1a and #5.3.1b.
Directions: Use Voices of Canada, pages 64 – 67 to help you with the questions.

1. The pictures on pages 64 and 65 show life in this region long ago. The photos on pages 66 and 67 were taken recently. Use the chart below to compare the two sets of pictures.

<table>
<thead>
<tr>
<th></th>
<th>Long Ago</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Explain how the land affected the lives of the Loyalists who moved to the region.

   __________________________________________

   __________________________________________

3. Explain how the waterways affected the lives of the people.

   __________________________________________

   __________________________________________

4. In which provinces does this region lie?

   __________________________________________
5. On the map below draw in the Great Lakes – St. Lawrence Lowlands Region. Colour it red.

6. Describe the relative location of the Great Lakes – St. Lawrence Lowlands Region.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Use the map on pages 66 and 67 to determine the absolute location of these cities.
   
   Montréal _____________ Québec City _____________
   Ottawa _______________ Toronto _______________
   Owen Sound __________ Windsor _______________

8. Use the map on pages 66 and 67 to estimate the distance from Montréal to
   
   Drummondville _____________ London _______________
   Québec City _______________ Niagara Falls __________
   Toronto __________________ Barrie __________________
Great Lakes – St. Lawrence Lowlands

Directions: Use Voices of Canada, pages 64 – 67 to help you with the questions.

1. The pictures on pages 64 and 65 show life in this region long ago. The photos on pages 66 and 67 were taken recently. Use the chart below to compare the two sets of pictures.

<table>
<thead>
<tr>
<th>Physical Features</th>
<th>Long Ago</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>river</td>
<td>lake</td>
</tr>
<tr>
<td></td>
<td>river-bank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stream</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lowland</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Buildings</th>
<th>log home</th>
<th>refinery office building</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Transportation</th>
<th>canoe</th>
<th>sailboat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>horse-drawn cart</td>
<td>ships</td>
</tr>
<tr>
<td></td>
<td>horse</td>
<td>bridge</td>
</tr>
<tr>
<td></td>
<td>boat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>raft</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work</th>
<th>raise cows</th>
<th>agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>shipyards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>steel plant worker</td>
</tr>
</tbody>
</table>

2. Explain how the land affected the lives of the Loyalists who moved to the region.
   - had to clear the land to farm
   - could raise cows

3. Explain how the waterways affected the lives of the people.
   - used as transportation
   - communities were established and grew along them

4. In which provinces does this region lie?
   - Ontario and Quebec.
5. On the map below draw in the Great Lakes – St. Lawrence Lowlands Region. Colour it red.

![Map of Canada with Great Lakes highlighted]

6. Describe the relative location of the Great Lakes – St. Lawrence Lowlands Region.

- southern Ontario and Quebec
- land bordered by Lake Ontario, Lake Erie, and Lake Huron
- plus land along shores of St. Lawrence River

7. Use the map on pages 66 and 67 to determine the absolute location of these cities.

- Montréal 45°N 74°W
- Ottawa 45°N 76°W
- Quebec City 47°N 71°W
- Toronpo 44°N 79°W
- Owen Sound 45°N 81°W
- Windsor 42°N 83°W

8. Use the map on pages 66 and 67 to estimate the distance from Montréal to

- Drummondville 100 km
- Québec City 240 km
- Toronto 480 km
- London 650 km
- Niagara Falls 480 km
- Barrie 460 km
Lesson Two

Concept: Lifestyle

Resources/Materials: Voices of Canada, pages 68 and 69
Photo Card: Great Lakes – St. Lawrence Lowlands
Worksheets #5.3.2a and #5.3.2b (student copies)

Introduction: Review that physical features, climate, and natural resources influence people’s lifestyles. Explain that today students will learn a little about the lifestyle of the people in the region.

Hold up the photo card. Read the information on the back (top part). Discuss.

Procedure:

1. Have students turn to textbook, pages 68 and 69. Guide the reading if at all possible, noting that throughout the text, the authors of the book give you ideas about physical features, climate, and natural resources and how they affect people’s lifestyles.

2. Distribute Worksheets #5.3.2a and #5.3.2b. Go over the directions, if necessary.

3. OPTIONAL. Write a paragraph about how natural resources and climate affect the quality of life for the people living in this region.

Assignments:

1. Read Voices of Canada, pages 68 and 69.
2. Do Worksheets #5.3.2a and #5.3.2b.
3. OPTIONAL. Write a paragraph about how natural resources and climate affect the quality of life in the Great Lakes – St. Lawrence Lowlands Region.
Directions: Use *Voices of Canada*, pages 68 and 69 to help you with the questions.

1. Fill in the boxes to tell about physical features of the Great Lakes – St. Lawrence Lowlands.

2. Complete the concept maps to give information about some of the people that lived in the region long ago.
3. Complete the chart to show how physical features, climate, and natural resources affect the quality of life in this region.

<table>
<thead>
<tr>
<th>Facts About Land/Water/Climate</th>
<th>How Quality of Life is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>The soil in the area is fertile.</td>
<td></td>
</tr>
<tr>
<td>The St. Lawrence River flows through much of the area.</td>
<td></td>
</tr>
<tr>
<td>The area borders on three of the five Great Lakes.</td>
<td></td>
</tr>
<tr>
<td>Summers are hot.</td>
<td></td>
</tr>
<tr>
<td>Winters are snowy and cold.</td>
<td></td>
</tr>
<tr>
<td>Most of the area is flat.</td>
<td></td>
</tr>
<tr>
<td>The summers are long.</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Voices of Canada, pages 68 and 69 to help you with the questions.

1. Fill in the boxes to tell about physical features of the Great Lakes – St. Lawrence Lowlands.

   - Landforms
     - low flat lands
     - gently rolling hills

   - Physical Features

   - Bodies of Water
     - St. Lawrence River
     - Lake Ontario
     - Lake Erie
     - Lake Huron

2. Complete the concept maps to give information about some of the people that lived in the region long ago.

   - People
     - First Nations
       - Haudenosaunee
       - Ouerdat
     - Canadiens
       - farmed land along St. Lawrence River
       - French explored and settled the area
     - Loyalists
       - came in late 1700s
3. Complete the chart to show how physical features, climate, and natural resources affect the quality of life in this region.

<table>
<thead>
<tr>
<th>Facts About Land/Water/Climate</th>
<th>How Quality of Life is Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>The soil in the area is fertile.</td>
<td>provides jobs in agriculture</td>
</tr>
<tr>
<td>The St. Lawrence River flows through much of the area.</td>
<td>shipping is major activity</td>
</tr>
<tr>
<td>The area borders on three of the five Great Lakes.</td>
<td>all areas close to large body of water — good for transportation</td>
</tr>
<tr>
<td>Summers are hot.</td>
<td>good for farming, tourism</td>
</tr>
<tr>
<td>Winters are snowy and cold.</td>
<td>winter sports like skiing, skate, snowshoeing, hockey</td>
</tr>
<tr>
<td>Many indoor recreation/shopping facilities</td>
<td></td>
</tr>
<tr>
<td>Most of the area is flat.</td>
<td>easy to erect buildings</td>
</tr>
<tr>
<td></td>
<td>good for farming</td>
</tr>
<tr>
<td>The summers are long.</td>
<td>good growing season</td>
</tr>
</tbody>
</table>
Lesson Three

Concept: The People of the Great Lakes – St. Lawrence Lowlands: First Nations

Resources/Materials: Voices of Canada, pages 72 – 75
Line Master 3-1 (student copies)
Worksheet #5.3.3 (student copies)
Line Master 3-2 (student copies)

Introduction: Explain that First Nations people had a special relationship with the land. They seemed to know how to use the land, keeping the impact on the environment to a minimum.

Today’s lesson focuses on how the First Nations of the Great Lakes – St. Lawrence Lowlands lived before the Europeans came.

Procedure:

1. Distribute Line Master 3-1. Explain to students that they are to read textbook, pages 72 – 75 to find out how the First Nations of the area used the natural resources in the region.

2. Explain that the Owendat and Haudenosaunee are famous for their legends. Their legends usually involved characters and events that couldn’t happen in real life. They did serve the purpose of explaining natural events or teaching lessons, however.

3. Distribute Worksheet #5.3.3. Have them read the legend. Then do Line Master 3-2.

4. OPTIONAL. As a class or individually, try writing a legend about how something from nature came to be. Students might find it useful to Use the outline from Line Master 3-2 to help them plan their legends.

Assignments:

1. Read Voices of Canada, pages 72 – 75
2. Do Line Master 3-1.
3. Read the legend on Worksheet #5.3.3. Then do Line Master 3-2.
4. OPTIONAL. Create a “creation” legend.
The Ouendat (Huron) Legend of Kitchikewana

If you ever get to watch a sunset from Beausoliel Island on Georgian Bay, it is a calm and tranquil experience. You would never guess that the Bay was once protected by a huge, violent giant with a temper just as big! Legend has it, that if it wasn’t for the Huron God Kitchikewana, Georgian Bay would not be what it is today.

Kitchikewana was a god that was big enough to protect all of Georgian Bay. He was taller than the tallest tree and wore a headdress made of thousands of bird feathers. His robe was made of six hundred beaver pelts and he also wore a tree-stump necklace.

One day, the other Huron gods noticed how angry Kitchikewana was all the time. They thought that if he had a girlfriend, she may be able to settle him down, so they all gathered all of the most interesting and beautiful girls of the tribes. There was one specific girl Kitchikewana really liked a lot, and her name was Wanakita. Kitchikewana asked Wanakita if she wanted to be with him, but Wanakita did not, much to his surprise. What Kitchikewana didn’t know was that she already had a boyfriend! Wanakita was in love with one of the warriors from her own tribe. This made Kitchikewana really angry. He was so upset that he dug his fingers deep into the ground and threw dirt in a fit of rage. The handfuls of dirt were scattered and the 30 000 Islands were created, and the five finger marks in the ground became the five bays: Midland Bay, Penetang Bay, Hog Bay, Sturgeon Bay, and Matchedash Bay. Kitchikewana, heartbroken and tired, lay down at the base of the islands and fell asleep forever.

To this day, Kitchikewana still lays asleep, and you can see his gigantic form make up what people know as Giant’s Tomb. During Kitchikewana’s temper tantrum he also accidentally killed Wahsoona, the daughter of a Ouendat chief. In her memory, silver birch was made to grow forever on Beausoliel Island. So if you ever visit Beausoliel Island, think twice when you come across silver birch trees. Also look to the west, and you will see the once loud and angry Giant Kitchikewana sleep silently at Giant’s Tomb.
## Connecting to the Land

<table>
<thead>
<tr>
<th>Natural Resources</th>
<th>Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers</td>
<td>- access to food and water</td>
</tr>
<tr>
<td></td>
<td>- used canoes for transporting food and goods</td>
</tr>
<tr>
<td>Forests</td>
<td>- birch, cedar, and elm trees used to make canoes</td>
</tr>
<tr>
<td></td>
<td>- home for birds and animals</td>
</tr>
<tr>
<td></td>
<td>- maple syrup</td>
</tr>
<tr>
<td></td>
<td>- medicines</td>
</tr>
<tr>
<td>Animals</td>
<td>- food</td>
</tr>
<tr>
<td></td>
<td>- clothing</td>
</tr>
<tr>
<td></td>
<td>- shelter</td>
</tr>
<tr>
<td></td>
<td>- tools</td>
</tr>
<tr>
<td>Fertile Soil</td>
<td>- farmed</td>
</tr>
<tr>
<td></td>
<td>- grew the Three Sisters</td>
</tr>
</tbody>
</table>

*Line Master 3-1  Connecting to the Land (to accompany How Did the First Nations Live on the Land?)*

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Looking at Legends

Name of the Legend: Legend of Kitchikewan

Natural Location or Setting: Area around Georgian Bay

Characters: Kitchikewan

Problem: Kitchikewan was always angry so the other gods wanted to settle him down by finding him a wife

Events: Other gods assembled eligible girls
Kitchikewan liked Wanakita
Wanakita was not interested
Kitchikewan was angry, throwing dirt and leaving marks (indentations) in the soil which became islands and bays

Conclusion: Kitchikewan accidentally killed a Ojibwa chief's daughter in his tantrum. Silver birch trees planted on Beausoleil Island in her honour.

What does this legend help explain?
How the bays and island around Georgian Bay were formed and how silver birch trees came to be on Beausoleil Island.

Line Master 3-2 Looking at Legends (to accompany How Did the First Nations Live on the Land?)
Lesson Four

Concept: People of the Great Lakes – St. Lawrence Lowlands: The First Europeans

Resources/Materials: Voices of Canada, pages 76 – 80
Wall Map of Canada
Worksheets #5.3.4a, #5.3.4b, and #5.3.4c (student copies)

Introduction: Review that First Nations groups of long ago had developed a lifestyle where they used the natural resources of the area, but were careful to respect nature.

Explain that European settlers first came to the area about 500 years ago. They had quite an impact on the lives of the First Nations because they felt it was quite all right just to take over.

Today’s lesson is about the French and English settlers to the Great Lakes – St. Lawrence Lowlands region.

Procedure:

1. Explain that when the French and English settlers came to the region, they brought their way of life with them. This is only natural.

2. Have students turn to textbook, pages 76 – 80. Have students note the headings and take a quick look at the pictures.

3. Display the wall map of Canada. Explain that the first European settlers to the area were the French. The French called their colony in North America, New France. New France included Acadia, the land along the St. Lawrence River, and around the Great Lakes.

4. Explain that Britain (England) also had colonies – Newfoundland plus thirteen colonies along the Atlantic coast of what is today the United States.

5. Guide the reading of pages 76 – 80, if at all possible. The section on the Québec Act is quite difficult and most likely will need clarification.

6. Distribute Worksheets #5.3.4a, #5.3.4b, and #5.3.4c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #5.3.4a, #5.3.4b and #5.3.4c
The First Europeans in the Great Lakes – St. Lawrence Region

Directions: Use Voices of Canada, pages 76 – 80 to help you with the questions.

1. **New France**

   On the map below, draw in New France. Lightly shade New France in purple.

   ![Map of New France](image)

   Who was the governor of New France?

   On the map of New France, label Québec.

2. **New France’s First Wheat Farmer**

   Who were the first wheat farmers in Canada?

   How did they use the natural resources of the area to suit their needs?
3. The Seigneurial System

Read the following:

The land in New France was divided based on the **seigneurial system** which had been used for hundreds of years in France. Under this system, much of New France was divided into a number of large lots along the St. Lawrence River, called **seigneuries**. The King of France gave these lots to landowners, or **seigneurs**. In exchange the seigneurs promised to be loyal to the king, to bring people from France to settle on the seigneur, and to be responsible for these settlers. The seigneurs divided their land to rent out to farmers, or **habitants**. The habitants were allowed to raise livestock and grow crops. As rent, they gave part of their harvest to the seigneur. There was a strip of land along the shore that everyone of the seigneury could use to reach the river. From there a row of long strips of land ran back away from the river. Others bordered on a common road.

What were the responsibilities of the seigneur?

What were the responsibilities of the habitants?
What were the responsibilities of the filles du roi?

4. **Missionaries**

A missionary is a person sent by a church to teach others about religious beliefs. What contributions did the missionaries make in New France?

5. **The Québec Act of 1774**

When Britain took over control of New France, it renamed part of it the "Province of Québec". Which area was this?

In the Québec Act, Britain guaranteed the Canadiens four things. What were they?

Britain passed the Québec Act so that the settlers in New France would not rebel. Did it work? How do you know?
Directions: Use Voices of Canada, pages 76 – 80 to help you with the questions.

1. New France

On the map below, draw in New France. Lightly shade New France in purple.

Who was the governor of New France? Champlain

On the map of New France, label Québec.

2. New France’s First Wheat Farmer

Who were the first wheat farmers in Canada? Louis and Marie Hébert

How did they use the natural resources of the area to suit their needs?

- cleared land to grow grain and vegetables, plant an orchard,
- and raise chickens and pigs.
3. The Seigneurial System

*Read the following:*

The land in New France was divided based on the **seigneurial system** which had been used for hundreds of years in France. Under this system, much of New France was divided into a number of large lots along the St. Lawrence River, called **seigneuries**. The King of France gave these lots to landowners, or **seigneurs**. In exchange the seigneurs promised to be loyal to the king, to bring people from France to settle on the seigneury, and to be responsible for these settlers. The seigneurs divided their land to rent out to farmers, or **habitants**. The habitants were allowed to raise livestock and grow crops. As rent, they gave part of their harvest to the seigneur. There was a strip of land along the shore that everyone of the seigneury could use to reach the river. From there a row of long strips of land ran back away from the river. Others bordered on a common road.

What were the responsibilities of the seigneur?

- Be loyal to King of France
- Bring people from France to settle on the seigneury
- Take responsibility for the settlers

What were the responsibilities of the habitants?

- Raise livestock and grow crops
- Give seigneur part of harvest as rent
What were the responsibilities of the filles du roi?

- marry male settlers
- build families to work on farms

4. Missionaries

A missionary is a person sent by a church to teach others about religious beliefs. What contributions did the missionaries make in New France?

- provided religious services for settlers
- ran schools
- provided food, clothing, medical help
- built missions
- built hospitals

5. The Québec Act of 1774

When Britain took over control of New France, it renamed part of it the “Province of Québec”. Which area was this?

- land along St. Lawrence River

In the Québec Act, Britain guaranteed the Canadiens four things. What were they?

- keep land and seigneurial system
- practice their religion
- speak French
- keep civil laws

Britain passed the Québec Act so that the settlers in New France would not rebel. Did it work? How do you know?

Yes. Majority of Canadians remained neutral during the American Revolution.
Lesson Five

Concept: The People of the Great Lakes – St. Lawrence Lowlands: The Loyalists

Resources/Materials: Voices of Canada, pages 81 – 83
Worksheet #5.3.5a and #5.3.5b (student copies)

Introduction: Recall that the United Empire Loyalists were colonists living in the Thirteen Colonies who did not want to be independent of Britain. They wanted to stay loyal to Britain and were called the United Empire Loyalists. When the Thirteen Colonies united to try to form their own country, the Loyalists had to leave. By this time New France was under the control of Britain. Many Loyalists chose to move there. Most chose to live in Acadia, but many chose to live in the Great Lakes – St. Lawrence region.

The Loyalists had a big impact on the region.

Procedure:

1. Explain that the area around the St. Lawrence River had been renamed the Province of Québec, and that most residents of the Province of Québec were French settlers.

2. The area around the Great Lakes was not as settled by Europeans. Although a good number of Loyalists moved to the Province of Québec, most moved to the Great Lakes area.

3. Have students turn to textbook, page 81. Guide the reading. Discuss the reasons for Britain decided to divide the colony into Upper Canada and Lower Canada

4. Remind students that the Loyalists were a diverse group. Have students read textbook, pages 82 and 83 to find out what life was like for the Loyalists.

5. Distribute Worksheets #5.3.5a and #5.3.5b. Go over the directions, if necessary.

6. ALTERNATELY. Have students use the information from textbook, pages 76 – 83 to make two lists or write two paragraphs. The first should tell about the position of the Canadiens. The second should tell about position of the Loyalists.

Assignments:

1. Read Voices of Canada, pages 81 – 83.
2. Do Worksheets #5.3.5a and #5.3.5b.
3. ALTERNATELY. Make two lists or write two paragraphs, outlining the respective positions of the Canadiens and the Loyalists.
Directions: Use *Voices of Canada*, pages 81 – 83 to help you with the questions.

1. On the map below, draw in and label Upper Canada and Lower Canada. Shade Upper Canada in yellow and Upper Canada in green.

2. Use point form notes to fill the boxes about the United Empire Loyalists.

**Why the Loyalists Moved to Canada**

**Why the British Government Divided Canada into Upper Canada and Lower Canada**
How Both the Canadiens and the Loyalists Benefited

3. In the first box write a sentence that tells about the difficulty the Loyalists had. In the second box write a sentence about Thayendanegea. Illustrate both sentences.
Directions: Use Voices of Canada, pages 81 – 83 to help you with the questions.

1. On the map below, draw in and label Upper Canada and Lower Canada. Shade Upper Canada in yellow and Upper Canada in green.

2. Use point form notes to fill the boxes about the United Empire Loyalists.

Why the Loyalists Moved to Canada
- wanted to live under British rule
- Canada was close by

Why the British Government Divided Canada into Upper Canada and Lower Canada
- wanted to please both Canadiens and Loyalists
How Both the Canadiens and the Loyalists Benefited

- Canadiens could keep their way of life
- Loyalists could live under a more British lifestyle

3. In the first box write a sentence that tells about the difficulty the Loyalists had. In the second box write a sentence about Thayendanegea. Illustrate both sentences.

Answers will vary
Lesson Six

Concept: The Underground Railroad and the Great Migration

Resources/Materials: Voices of Canada, pages 84 – 87
Wall Map of the World
Worksheet #5.3.6 (optional, student copies)

Introduction: Review that the First Nations were Canada’s original inhabitants. They were followed by the French and the English. All three groups have had a big influence on the identity of Canadians today.

Explain that after the Loyalists immigrated to Canada from the Thirteen Colonies, others came as well.

Procedure:

1. Recall that some of the Loyalists were Black and most settled in Nova Scotia. Explain that a system called the Underground Railroad brought more Black people to Canada. Have students turn to textbook, pages 84. Guide the reading.

2. Explain that Britain wanted more people to settle in Canada. It preferred English-speaking settlers.

3. Display the wall map. Point out England, Scotland, Wales, and Ireland.

4. Explain that in the 1800s times were very difficult for many British people. Thousands were homeless; a great many had no jobs; crops had failed. People were looking for a better life. Canada needed more people.

5. Have students turn to textbook, page 85. If possible, guide the reading of pages 85 – 87.

6. Have students make point form notes about what they read on textbook, pages 84 – 87. You might want to suggest an outline:

   The Underground Railroad

   The Great Migration
   a. Who Came
   b. Why They Came
   c. The Voyage
   d. Grosse-Île
   e. Contributions of the People

7. ALTERNATELY. Have students do Worksheet #5.3.6. Note: Worksheet #5.3.7 will take approximately one-fourth the amount of time as making the notes.

Assignments:

1. Read Voices of Canada, pages 84 – 87.
2. Make notes on the pages read.
3. ALTERNATLEY. Do Worksheet #5.3.6.
The Underground Railroad and the Great Migration

Directions: Use Voices of Canada, pages 84 – 87 to help you with the questions.

1. Underline all the sentences that are true about the Underground Railroad.
   - The Underground Railroad had big engines and shiny steel tracks.
   - People used the Underground Railroad to escape slavery in the United States.
   - People helped runaways move from one safe place to another.
   - Surprisingly, the journey was a safe one, without much danger.
   - It could take as long as a year for runaway slaves to make their journey to the Lowlands.
   - Many Blacks in Owen Sound are the descendants of users of the Underground Railroad.

2. Underline all the sentences that are true about the Great Migration.
   - The Great Migration lasted from 1815 to 1850.
   - The Great Migration involved people from Britain, Scotland, and Ireland.
   - The journey by ship was extremely difficult, and many did not survive.
   - Immigrating to Canada was an opportunity to start a new life.
   - Most people were unhappy to be in Canada.

3. Underline all the sentences that are true about Grosse-Île.
   - All ships had to stop at Grosse-Île.
   - At Grosse-Île doctors tried to cure ship passengers of sicknesses they might have.
   - The government was afraid the passengers would spread diseases throughout the Lowland communities.
   - Many people died on Grosse-Île.

4. Underline all the sentences that are true of the contributions made by people and descendants of the Great Migration.
   - Immigrants from the Great Migration had a variety of skills and talents.
   - In 2001 more than 12 million people were descendants of these immigrants.
   - Descendants of the Great Migration immigrants have contributed nothing to Canadian culture.
Directions: Use **Voices of Canada**, pages 84 – 87 to help you with the questions.

1. Underline all the sentences that are true about the Underground Railroad.
   - The Underground Railroad had big engines and shiny steel tracks.
   - People used the Underground Railroad to escape slavery in the United States.
   - People helped runaways move from one safe place to another.
   - Surprisingly, the journey was a safe one, without much danger.
   - It could take as long as a year for runaway slaves to make their journey to the **Lowlands**.
   - Many Blacks in Owen Sound are the descendants of users of the Underground **Railroad**.

2. Underline all the sentences that are true about the Great Migration.
   - The Great Migration lasted from 1815 to 1850.
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   - The journey by ship was extremely difficult, and many did not survive.
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   - Most people were unhappy to be in Canada.

3. Underline all the sentences that are true about Grosse-Île.
   - All ships had to stop at Grosse-Île.
   - At Grosse-Île doctors tried to cure ship passengers of sicknesses they might have.
   - The government was afraid the passengers would spread diseases throughout the **Lowland communities**.
   - Many people died on Grosse-Île.

4. Underline all the sentences that are true of the contributions made by people and descendants of the Great Migration.
   - Immigrants from the Great Migration had a variety of skills and talents.
   - In 2001 more than 12 million people were descendants of these immigrants.
   - Descendants of the Great Migration immigrants have contributed nothing to Canadian culture.
Lesson Seven

Concept: How the Region Has Changed

Resources/Materials: Voices of Canada, pages 88 – 91, 344 and 345  
Photo Card: The Great Lakes – St. Lawrence Lowlands  
Photo Card: Niagara Falls, ON: Then and Now  
Wall Map of Canada  
Worksheets #5.3.7a and #5.3.7b (student copies)  
Information the St. Lawrence Seaway, 5 pages (optional, student copies)

Introduction: Explain that if you went to the Lowlands today, it would look nothing like it did a hundred fifty years ago. Display the photo cards and discuss the photos. Read the text on the reverse.

Explain that although the Lowlands is the smallest of Canada’s geographic regions, it is also the most highly populated. Have students turn to the population density map on textbook, pages 344 and 345. Help them locate the Lowlands region; then note the population density.

Procedure:

1. Explain that one of the reasons the Lowlands is such a highly populated region is because most of it is very close to large lakes and rivers. In 1959 the St. Lawrence Seaway opened. This enabled large ships to travel all the way from the Atlantic Ocean to Thunder Bay and also many lake ports in the United States. Today it is one of the most important shipping routes in North America.

2. Explain that the St. Lawrence Seaway is important to Albertans today because many of the goods we produced are trucked or railed to Thunder Bay where they are loaded onto ships that carry the goods through the Seaway and to other countries.

3. The Seaway created many jobs. There are numerous manufacturing plants and warehouses. Canada’s two largest cities are located in the Lowlands.

4. Have students turn to textbook, pages 88 and 89. Tell students to read the pages to find the benefits and some of the drawbacks of the building of the Seaway.

5. Then have students turn to textbook, pages 90 and 91. Explain that sprawling cities are a big issue in the Lowlands because they take so much land away from natural areas and agricultural production. Have them read about different viewpoints.

6. Distribute Worksheets #5.3.7a and #5.3.7b. Go over the directions, if necessary.

7. OPTIONAL or ALTERNATELY. Have students make a giant time line showing the history of the Seaway. Use the information on the St. Lawrence Seaway. Provide roll paper (approximately 3 m).

Assignments:

1. Read Voices of Canada, pages 88 – 91
2. Do Worksheets #5.3.7a and #5.3.7b.
3. OPTIONAL or ALTERNATELY. Make a giant time line showing the history of the Seaway using the information about the Seaway and a large piece of roll paper.
The St. Lawrence Seaway

**Directions:** Use *Voices of Canada*, pages 88 – 91 to help you with the questions.

The completion of the St. Lawrence Seaway in 1959 was thought to be a wonderful occasion. There were many positive and some negatives aspects, however. Fill in the chart to show these aspects.

<table>
<thead>
<tr>
<th>Positive Aspects of the Building of the Seaway</th>
<th>Negative Things About the Building of the Seaway</th>
</tr>
</thead>
</table>
Directions: Use Voices of Canada, pages 90 and 91 to help you with the questions.

There are many different viewpoints centred around the issue of urban sprawl. Use what you read on pages 90 and 91 and your own knowledge and opinions to tell about the different viewpoints.

Should We Control How Big Our Cities Get?

Jobs

Farmland

Green Area

Wildlife

Homes

How do you feel about the issue? 

__________________________________________

__________________________________________

__________________________________________
**The St. Lawrence Seaway**

**Directions:** Use *Voices of Canada*, pages 88 – 91 to help you with the questions.

The completion of the St. Lawrence Seaway in 1959 was thought to be a wonderful occasion. There were many positive and some negatives aspects, however. Fill in the chart to show these aspects.

<table>
<thead>
<tr>
<th>Positive Aspects of the Building of the Seaway</th>
<th>Negative Things About the Building of the Seaway</th>
</tr>
</thead>
<tbody>
<tr>
<td>ships can travel from Atlantic Ocean to Lake Superior</td>
<td>6,500 people from 10 villages lost their homes</td>
</tr>
<tr>
<td>provide thousands of jobs</td>
<td>pollution cause partly by ship traffic has threatened beluga whales</td>
</tr>
<tr>
<td>cities prosper</td>
<td></td>
</tr>
</tbody>
</table>
Viewpoints

Directions: Use Voices of Canada, pages 90 and 91 to help you with the questions.

There are many different viewpoints centred around the issue of urban sprawl. Use what you read on pages 90 and 91 and your own knowledge and opinions to tell about the different viewpoints.

- Farmland
  - Use up valuable farmland

- Jobs
  - Cities provide jobs
  - Expansion good for construction workers

- Green Areas
  - When expanding cities must not forget to include green areas

- Should We Control How Big Our Cities Get?

- Wildlife
  - Wildlife habitat destroyed

- Homes
  - Workers have new places to live

How do you feel about the issue? ________________________________

______________________________

______________________________

Worksheet #5.3.7b
THE SEAWAY

Seaway History

The St. Lawrence Seaway opened to navigation in 1959. Construction of the 189-mile (306-kilometer) stretch of the Seaway between Montreal and Lake Ontario is recognized as one of the most challenging engineering feats in history. Seven locks were built in the Montreal-Lake Ontario section of the Seaway, five Canadian and two U.S., in order to lift vessels to 246 feet (75 meters) above sea level.

The 28-mile (44 kilometer) Welland Canal is the fourth version of a waterway link between Lake Ontario and Lake Erie, first built in 1829. The present canal was competed in 1932, deepened in the 1950s as part of the Seaway project, and further straightened in 1973. Today its eight locks, all Canadian, lift ships 326 feet (100 meters) over the Niagara Escarpment.

Read the book (PDF copy):

The St. Lawrence Seaway

Fifty Years and Counting

D'Arcy Jenish

Order a copy of the book from Penumbra Press

View our online video of the Seaway’s history (5 minutes)

Milestones

1680
Dollier de Casson, Superior of the Sulpician Seminary in Montreal, begins trying to build a 1.5 m. (5 feet) deep canal to bypass the Lachine Rapids between Lake St.Louis and Montreal; the canal was finally completed in 1824.

1779
The Royal Army Engineers start work on four small canals on the north shore of the St. Lawrence at Montreal to connect Lake St. Louis to Lake St. Francis.

1783
The four small canals on the north shore of the St. Lawrence are completed by the Royal Army Engineers. Only 0.76 m (2.5 feet) deep, they have a total of five locks, each 1.83 m (6 feet) wide — the first ever built on the St. Lawrence, and possibly in North America.

1824
The Casson Canal (now known as the Lachine Canal) links Montreal with Lake St. Louis. At the time it was 1.52 m (5 feet) deep and had seven locks.

1829
On November 30, 1829, the schooner "Ann and Jane" completes the first transit of the partially completed Welland Canal.

1833
The first Welland Canal is completed. Built by the Welland Canal Company, it is 43.5 km (27 miles) long, with 40 wooden locks.

1843
Canal opens at Cornwall.

1845
Canal opens at Beauharnois.

1895
The first joint U.S.-Canadian Deep Waterways Commission is formed to study the feasibility of a Seaway. It is followed by an International Joint Commission in 1909, but the Seaway remains a dream.

1932
Fourth Welland Canal completed: 43.5 km (27 miles) long, 7.62 m (25 feet) minimum depth. Eight locks raise ships a total of 99.36 m (326 feet). This was the first step in the completion of the modern Seaway.

Canada and the U.S. sign the Great Lakes - St. Lawrence Deep Waterway Treaty, but no action is taken.

1949
Public interest in a deeper waterway on the St. Lawrence River and increased trade pressures lead to a

joint Canadian-U.S. Deep Waterways Commission to again study the feasibility of what will eventually become the St. Lawrence Seaway. (Two world wars and the opposition of influential rail and other private industrial sectors in the U.S. had prevented the start of any joint projects. Negotiations continued, an International Joint Commission was established in 1909, followed by the signing of the 1932 Great Lakes - St. Lawrence Deep Waterway Treaty and the Great Lakes - St. Lawrence Basin Agreement in 1941. Still, work did not begin).

1951
The *St. Lawrence Seaway Authority Act* and the *International Rapids Power Development Act* allow Canadians to begin navigation works on the Canadian side of the river from Montreal to Lake Ontario, as well as in the Welland Canal. At the same time, a joint U.S. Canadian project begins power works in the International Rapids section of the St. Lawrence. The U.S. also begins work on the Wiley-Dondero Canal that will bypass the International Rapids. Co-operation and consultation on the elements of the modern Seaway commences.

1954
The St. Lawrence Seaway Authority is established by an Act of Parliament, with the mandate to acquire lands for, construct, operate and maintain a deep draft waterway between the port of Montreal and Lake Erie, along with the international bridges that cross it and other lands and structures.

The United States joins Canada on the development of the St. Lawrence Seaway with the passage of the *Wiley-Dondero Act* (or Seaway Act) on May 13. The U.S. Saint Lawrence Seaway Development Corporation (SLSDC) was also created by the law.

Agreement reached between the U.S. and Canada concerning construction of the Seaway. The cost of the navigation project was $470.3 million, of which Canada paid $336.5 million and the U.S. $133.8 million.

Work on the Seaway begins in September. Four Montreal-area bridges are modified without disrupting traffic, new channels are dug and existing ones dredged. Excavators uncover rock formations so tough that new methods and stronger machinery are needed. The related power development will flood 259 square km (100 square miles); land is expropriated and entire communities resettled. Some 6,500 people are moved to new homes and some 550 dwellings are transported to waiting foundations in the new Ontario towns of Long Sault, Ingleside and Iroquois.

1958
The new Iroquois Lock is in regular use by May. On July 4, the Snell and Eisenhower Locks built by the U.S. at Massena, N.Y., are opened and the power is switched on at the international Moses-Saunders generating station. The four-year construction deadline has been met almost to the day.

1959
Completion of the joint U.S.-Canadian St. Lawrence Seaway navigation project links the Great Lakes region to global markets.

On April 25, the icebreaker "D'Iberville" begins the first through transit of the St. Lawrence Seaway, officially opened by Queen Elizabeth and President Eisenhower on June 26. Dedication ceremonies were also held June 27 in Massena, New York, and involved the Queen and Vice-President Richard M. Nixon.

Gross ship registered tons for this navigation season amount to 25.1 million.
1966
The first Welland Canal traffic control center comes into service. The U. S. Department of Transportation is created, making SLSDC subject to the policy direction and supervision of the Secretary of Transportation.

1973
The Welland Canal realignment to bypass the City of Welland opens to navigation.

1977
The total annual cargo on the Montreal-Lake Ontario section reaches 57.7 million tonnes.

1978
Canadian Seaway operations become self-sufficient, depending on revenue from tolls and investments. The federal government still contributes to major capital works.

1979
The gross tonnage of ships passing through the Seaway reaches 80.3 million tonnes.

20th anniversary of the opening of the Seaway to deep-draft navigation, and 150th anniversary of opening of original Welland Canal.

1983
The Seaway carries its billionth tonne of cargo.

1984
The Seaway celebrates its 25th anniversary. U.S. President Ronald Reagan declares 1984 as "The Year of the Seaway" and June 27, 1984 as "Seaway Day".

1986
The St. Lawrence Seaway Authority begins a seven-year program to rehabilitate the Welland Canal, at a cost to the federal government of $175 million.

The U.S. Congress passes the Water Resources Development Act converting SLSDC from a self-financing to an appropriated agency and eliminating the U.S. portion of Seaway tolls.

1989
In 30 years of operation, the Seaway has handled more than 160,000 ship transits by ships from more than 50 nations.

1993
The Seaway’s draft is increased from 26 feet to 26 feet, 3 inches, enabling ships to carry more cargo per voyage, and wide-beam ships, exceeding the 76 foot limit by up to 2 feet, are first admitted through the locks.

1995
The Montreal/Lake Ontario section of the Seaway establishes a new record, remaining open from March 24 to December 28, a total of 280 days.

1996
May 10 marks the passage through the Seaway system of two billion tonnes of cargo, valued at more
than $300 billion.

In June 1996, the Canada Marine Act that will commercialize the Seaway is first introduced in the House of Commons. Parliament is dissolved for a federal election before the Act passes, it is reintroduced in August 1997, and receives royal assent in June 1998.

1998
On October 1, operational control of the Canadian portion of the Seaway is officially transferred from The St. Lawrence Seaway Authority to The St. Lawrence Seaway Management Corporation, a new not-for-profit corporation. The Government of Canada continues to own the infrastructure and acts as regulator.

1999
40th anniversary of the opening of the St. Lawrence Seaway.

2003
Automatic Identification System (AIS) mandatory on the St. Lawrence Seaway. This milestone marks the first use of AIS on an inland waterway in the world.

2004
175th anniversary of the first Welland Canal.

50th anniversary of the beginning of construction of the St. Lawrence Seaway.

The Seaway’s draft is increased from 26 feet, 3 inches, to 26 feet, 6 inches, enabling ships to carry up to 300 tonnes of additional cargo per voyage.

The Great Lakes St. Lawrence Seaway is now branded as HwyH₂O.

2006
The Montreal/Lake Ontario section of the Seaway establishes a new record, remaining open from March 23 to December 30, a total of 283 days.

2007
75th anniversary of the fourth Welland Canal.

2009
50th anniversary of the St. Lawrence Seaway.
Lesson Eight

Concept: Chapter Three Review

Resources/Materials:  Worksheets #5.3.8a and #5.3.8b (optional, student and teacher copies)
Worksheet #5.3.8c (optional, student copies)
Chapter Three Review Sheets (student copies)
Little treats (like Smarties)

Introduction: Explain that Chapter Three is now at an end and it is time to prepare for the chapter test.

Procedure:

1. OPTIONAL. If you have the time, play a type of BINGO game with the students, using questions about the Lowlands. In order for the game to successful, your students must be able to play by the honour system.

   Object of the Game – Try to get five in a row, either horizontally, vertically, or diagonally.

   Preparation
   a. Give each student a copy of Worksheets #5.3.8a and #5.3.8b. Allow them a few minutes (about 10 to examine the questions and look up any answers they are unsure of.
   b. Distribute Worksheet #5.3.8c. Have students randomly write the numbers from 1 – 24 in the boxes.

   The Game
   a. Have the first person select a question they would like you to ask.
   b. Ask the question, and have the student tell you what he/she thinks is the answer.
   c. Once the student gives his/her guess, ask the others to raise their hands if they think the answer is correct.
   d. If the answer is correct, the students and those who agreed with the answer can draw an X on the number on their cards. If the answer was incorrect, only those who disagreed can draw an X on the number on their cards.
   e. Then do the same with the second person and so on.
   f. A student cannot select a number that has already been asked until all the other questions have been asked.
   g. Keep going until a student has five in a row.
   h. You can keep playing until all students have won a prize.

   The Reward – the first person to get five in a row wins a little prize.

2. Distribute the Chapter Three Review Sheets. Have students complete them. Mark as a class, if possible.

Assignments:

1. OPTIONAL. Play the BINGO-like game using Worksheets #5.3.9a, #5.3.9b, and #5.3.9c.
2. Do the Chapter Three Review Sheets.
Chapter Three Review Questions

1. What is the relative location of the Great Lakes – St. Lawrence Lowlands Region?

2. What two provinces are in the Great Lakes – St. Lawrence Lowlands Region?

3. Name the three Great Lakes in the Great Lakes – St. Lawrence Lowlands Region.

4. What are two different kinds of landforms you would see in the region.

5. What are two First Nations groups that lived in the area before the Europeans arrived?

6. Tell one way in which the land affects the quality of life in the region.

7. Tell one way in which the climate affects the quality of life in the region.

8. Tell one way in which bodies of water affect the quality of life in the region.

9. What did the lakes and rivers provide to the First Nations?

10. What did the forests provide to the First Nations?

11. What did the animals provide to the First Nations?

12. To the First Nations, what were the Three Sisters?

13. What was the name for the homes that First Nations lived in?

14. Who were the first Europeans to come to the Lowlands?

15. Who was the governor of New France?

16. What was a seigneur?
16. Who were the habitants?

17. How did the missionaries contribute to the ways of life of the people in the Lowlands?

18. Why did the British government pass the Québec Act in 1774?

19. Why did the Loyalists come to the Lowlands?

20. Why did the British government divide New France into Upper Canada and Lower Canada?

21. Who was Joseph Brant?

22. What was the Underground Railroad?

23. What was the Great Migration?

24. What is the St. Lawrence Seaway?
Chapter Three Review Questions

1. What is the relative location of the Great Lakes – St. Lawrence Lowlands Region? *Southern part of Québec and the area between Lakes Ontario, Erie, & Huron OR South central part of Canada*

2. What two provinces are in the Great Lakes – St. Lawrence Lowlands Region? *Ontario and Québec*

3. Name the three Great Lakes in the Great Lakes – St. Lawrence Lowlands Region. *Ontario, Erie, Huron*

4. What are two different kinds of landforms you would see in the region? *Flat lands, gently rolling hills*

5. What are two First Nations groups that lived in the area before the Europeans arrived? *Haudenosaunee (or Iroquois), Ouendat (or Huron)*

6. Tell one way in which the land affects the quality of life in the region. *Land is fertile so can grow fruits/vegetables; flat – so good for building*

7. Tell one way in which the climate affects the quality of life in the region. *Snowy cold winters – ice and snow sports; indoor malls and recreation facilities. Long hot summers – good for farming; tourism*

8. Tell one way in which bodies of water affect the quality of life in the region. *Can support needs of many communities; shipping; recreational boating*

9. What did the lakes and rivers provide to the First Nations? *Access to food and water; transportation*

10. What did the forests provide to the First Nations? *Shelter; maple syrup; canoes*

11. What did the animals provide to the First Nations? *Food, clothing, shelter, tools*

11. To the First Nations, what were the Three Sisters? *Beans, squash, corn*

12. What was the name for the homes that First Nations lived in? *Longhouse*

13. Who were the first Europeans to come to the Lowlands? *French*

14. Who was the governor of New France? *Samuel de Champlain*

15. What was a seigneur? *Large landowner along St. Lawrence River*
16. Who were the habitants? **French-Canadian farmers who rented land**

17. How did the missionaries contribute to the ways of life of the people in the Lowlands? **Provided religious services, built missions, hospitals and schools, helped out people in need**

18. Why did the British government pass the Québec Act in 1774? **Did not want Canadiens to rebel against them as the Thirteen Colonies were.**

19. Why did the Loyalists come to the Lowlands? **Wanted to remain loyal to Britain and live in land under British control**

20. Why did the British government divide New France into Upper Canada and Lower Canada? **Wanted both the Canadiens and Loyalists to be happy by allowing each to keep the lifestyle they liked.**

21. Who was Joseph Brant? **Haudenosaunee (Mohawk) leader who came to Canada as a Loyalist.**

22. What was the Underground Railroad? **Name for a group of people who helped Blacks escape slavery in the United States**

23. What was the Great Migration? **Influx of immigrants from Britain, Scotland and Ireland (1815 – 1850)**

24. What is the St. Lawrence Seaway? **Series of canals, lakes, rivers that allow ships to sail to Lake Superior from the Atlantic Ocean.**
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Canadien</th>
<th>longhouse</th>
<th>seigneur</th>
<th>habitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>missionary</td>
<td>Loyalist</td>
<td>slave</td>
<td>Great Migration</td>
</tr>
<tr>
<td>urban sprawl</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________________ person is owned by another person and not paid for work done
_________________________ land owner is New France
_________________________ person who lived in New France
_________________________ the spreading out of cities into the countryside
_________________________ name for the type of shelter used by the Haudenosaunee
_________________________ person who came to Canada because he or she wanted to stay loyal to Britain
_________________________ name for a large movement of people from Britain, Ireland, and Scotland to Canada between 1815 and 1850
_________________________ person who goes to a place with the idea of telling people about his or her religion
_________________________ person who farms land in return for part of the harvest

2. Describe the relative location of the Great Lakes – St. Lawrence Lowlands.

____________________________________________________________________________________________________________________________________________________________________________________________________________________________

3. Which provinces are part of the Great Lakes – St. Lawrence Lowlands?

________________________________________________________________________
4. On the map draw in and label the Great Lakes – St. Lawrence Lowlands. Label Montréal and Québec (the city).

5. Which of the following best describes the landforms of the Great Lakes – St. Lawrence Lowlands region?
   a. rolling hills and flat land
   b. flat land and rugged mountains
   c. ocean coastline and rolling hills
   d. steep cliffs and muskeg

6. Which of the following best describes the bodies of water of the Great Lakes – St. Lawrence Lowlands region?
   a. large lakes, oceans
   b. many rivers, small lakes
   c. large and small rivers, large lakes
   d. marshes

7. Which of the following best describes the climate of the Great Lakes – St. Lawrence Lowlands region?
   a. cool summers, cold winters
   b. hot summers, warm winters
   c. warm summers, warm winters
   d. hot summers, cold winters
8. Which of the following best describes the natural resources of the Great Lakes – St. Lawrence Lowlands region?
   a. trees, fertile land, minerals
   b. fertile land, lakes and rivers, trees
   c. minerals, wild animals, automobile plants
   d. rolling hills, lakes, coal

9. Think about how First Nations people used to use the resources of the area. Match the resources with how they were used. Draw lines.

   rivers and lakes  making canoes, maple syrup, making houses
   forests           access to food and water, transportation
   wild animals     clothing, food, shelter, tools
   soil             Three Sisters

10. Fill in the chart to show how the first settlers used the natural resources of the Lowlands.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How Settlers Used It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td></td>
</tr>
<tr>
<td>Lakes and rivers</td>
<td></td>
</tr>
<tr>
<td>Trees</td>
<td></td>
</tr>
</tbody>
</table>

11. Tell how the missionaries contributed to the quality of life in the Lowlands.

__________________________________________________________________________

__________________________________________________________________________

3
12. Write **C** if the phrase tells about the Canadiens and **L** if it tells about the Loyalists.

_____ spoke English

_____ immigrated from the United States

_____ liked the seigneurial system

_____ lived mostly in Lower Canada

_____ wanted to have French laws

_____ spoke French

_____ wanted to practise Protestant religions

_____ wanted to practise Roman Catholic religion

_____ wanted to have British laws

_____ immigrated from France

13. What was the Underground Railroad?

14. How did the Great Migration change the Lowlands?

15. The opening of the St. Lawrence Seaway had positive and negative effects. Complete the chart to show them.

<table>
<thead>
<tr>
<th>Positive Effects</th>
<th>Negative Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Canadien</th>
<th>longhouse</th>
<th>seigneur</th>
<th>habitant</th>
</tr>
</thead>
<tbody>
<tr>
<td>missionary</td>
<td>Loyalist</td>
<td>slave</td>
<td>Great Migration</td>
</tr>
<tr>
<td>urban sprawl</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Slave**: person is owned by another person and not paid for work done
- **Seigneur**: land owner is New France
- **Canadien**: person who lived in New France
- **Urban sprawl**: the spreading out of cities into the countryside
- **Longhouse**: name for the type of shelter used by the Haudenosaunee
- **Loyalist**: person who came to Canada because he or she wanted to stay loyal to Britain
- **Great Migration**: name for a large movement of people from Britain, Ireland, and Scotland to Canada between 1815 and 1850
- **Missionary**: person who goes to a place with the idea of telling people about his or her religion
- **Habitant**: person who farms land in return for part of the harvest

2. Describe the relative location of the Great Lakes – St. Lawrence Lowlands.

- Southern Ontario and Québec

- or land along shores of St. Lawrence River and between Lake Ontario, Lake Erie, and Lake Huron

3. Which provinces are part of the Great Lakes – St. Lawrence Lowlands?

- Ontario, Québec
4. On the map draw in and label the Great Lakes – St. Lawrence Lowlands. Label Montréal and Québec (the city).

5. Which of the following best describes the landforms of the Great Lakes – St. Lawrence Lowlands region?
   a. rolling hills and flat land
   b. flat land and rugged mountains
   c. ocean coastline and rolling hills
   d. steep cliffs and muskeg

6. Which of the following best describes the bodies of water of the Great Lakes – St. Lawrence Lowlands region?
   a. large lakes, oceans
   b. many rivers, small lakes
   c. large and small rivers, large lakes
   d. marshes

7. Which of the following best describes the climate of the Great Lakes – St. Lawrence Lowlands region?
   a. cool summers, cold winters
   b. hot summers, warm winters
   c. warm summers, warm winters
   d. hot summers, cold winters
8. Which of the following best describes the natural resources of the Great Lakes – St. Lawrence Lowlands region?

a. trees, fertile land, minerals
b. fertile land, lakes and rivers, trees
   minerals, wild animals, automobile plants
d. rolling hills, lakes, coal

9. Think about how First Nations people used to use the resources of the area. Match the resources with how they were used. Draw lines.

   rivers and lakes    making canoes, maple syrup, making houses
   forests            access to food and water, transportation
   wild animals       clothing, food, shelter, tools
   soil               Three Sisters

10. Fill in the chart to show how the first settlers used the natural resources of the Lowlands.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How Settlers Used It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>farming</td>
</tr>
<tr>
<td>Lakes and rivers</td>
<td>source of water, transportation</td>
</tr>
<tr>
<td>Trees</td>
<td>homes</td>
</tr>
</tbody>
</table>

11. Tell how the missionaries contributed to the quality of life in the Lowlands.

   provided church services, built missions, schools, and hospitals
   helped those in need
12. Write C if the phrase tells about the Canadiens and L if it tells about the Loyalists.

L spoke English
L immigrated from the United States
C liked the seigneurial system
C lived mostly in Lower Canada
C wanted to have French laws
C wanted to have British laws
C wanted to practise Roman Catholic religion
L wanted to practise Protestant religions

13. What was the Underground Railroad?

- group of people who worked secretly to help slaves reach
  Upper Canada from the United States

14. How did the Great Migration change the Lowlands?

- increased population
- brought them celebrations, traditions, ways of life
- brought skills/talents

15. The opening of the St. Lawrence Seaway had positive and negative effects. Complete the chart to show them.

<table>
<thead>
<tr>
<th>Positive Effects</th>
<th>Negative Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>enabled ships to travel from Atlantic Ocean to Lake Superior</td>
<td>people lost homes</td>
</tr>
<tr>
<td>provided many jobs</td>
<td>beluga whales threatened</td>
</tr>
<tr>
<td>goods from Western Canada can more easily get to Atlantic Ocean for export to other countries</td>
<td>urban sprawl meant losing valuable farmland and pollution</td>
</tr>
</tbody>
</table>
Lesson Nine

Concept: Chapter Three Test

Resources/Materials: Chapter Three Test (student copies)
1. Match the words and phrases in the box with their meanings.

| a. Canadien | b. Great Migration | c. habitant | d. longhouse |
| e. Loyalist | f. missionary      | g. seigneur | h. slave     |
| i. urban sprawl |

- _____ person is owned by another person and not paid for work done
- _____ land owner is New France
- _____ person who lived in New France
- _____ the spreading out of cities into the countryside
- _____ name for the type of shelter used by the Haudenosaunee
- _____ person who came to Canada because he or she wanted to stay loyal to Britain
- _____ name for a large movement of people from Britain, Ireland, and Scotland to Canada between 1815 and 1850
- _____ person who goes to a place with the idea of telling people about his or her religion
- _____ person who farms land in return for part of the harvest

2. Describe the relative location of the Great Lakes – St. Lawrence Lowlands.

__________________________________________________________________________

__________________________________________________________________________

3. Which provinces are part of the Great Lakes – St. Lawrence Lowlands?

__________________________________________________________________________
4. The landforms, bodies of water, climate, and natural resources influence the quality of life for people who live in the Great Lakes – St. Lawrence Lowlands region. Beside each statement provide an example of a landform, body of water, climate, or natural resource that makes this quality of life possible in the Great Lakes – St. Lawrence Lowlands.

<table>
<thead>
<tr>
<th>Quality of Life</th>
<th>Landform, body of water, climate, or natural resource that makes this possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My life is good because...</td>
<td></td>
</tr>
<tr>
<td>There are many recreational activities available in my region.</td>
<td></td>
</tr>
<tr>
<td>There is an abundance and variety of foods where I live.</td>
<td></td>
</tr>
<tr>
<td>There is a wide variety of goods that can be purchased.</td>
<td></td>
</tr>
<tr>
<td>There are many job opportunities in my region.</td>
<td></td>
</tr>
</tbody>
</table>
5. Which of the following best tells how the First Nations used the rivers and lakes?
   a. growing crops like squash, beans, and corn
   b. having swimming races
   c. access food and water and for transportation
   d. making poems about rivers and lakes

6. Which of the following best tells how the First Nations used forests?
   a. make canoes, houses, collect maple syrup
   b. make snowshoes, houses, clothing
   c. make canoes, barns, books
   d. make houses, clothing, light bulbs

7. Which of the following best tells how the First Nations used the soil?
   a. plant tomatoes, peppers, corn
   b. plant potatoes, beans, squash
   c. plant squash, corn, beans
   d. plant carrots, tomatoes, peas

8. Complete the chart to show **one way** the settlers to the Lowlands use the natural resources.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How the Settlers Used It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
<td></td>
</tr>
<tr>
<td>Lakes and rivers</td>
<td></td>
</tr>
<tr>
<td>Soil</td>
<td></td>
</tr>
</tbody>
</table>
9. Write L if the phrase tells about the Loyalists and C if it tells about the Canadiens.

- spoke English
- immigrated from the United States
- liked the seigneurial system
- lived mostly in Lower Canada
- wanted to have French laws
- wanted to own their own land

- spoke French
- wanted to practise Protestant religions
- wanted to practise Roman Catholic religion
- wanted to have British laws
- immigrated from France

10. What was the Underground Railroad?

________________________________________________________________________

________________________________________________________________________

11. How did the people of the Great Migration contribute to the Lowlands?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

12. The opening of the St. Lawrence Seaway had positive and negative effects. Complete the chart to show one positive effect and one negative effect.

<table>
<thead>
<tr>
<th>Positive Effects</th>
<th>Negative Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th></th>
<th>a. Canadien</th>
<th>b. Great Migration</th>
<th>c. habitant</th>
<th>d. longhouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Loyalist</td>
<td>f. missionary</td>
<td>g. seigneur</td>
<td>h. slave</td>
<td></td>
</tr>
<tr>
<td>i. urban sprawl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **h** person is owned by another person and not paid for work done
- **g** land owner is New France
- **q** person who lived in New France
- **i** the spreading out of cities into the countryside
- **d** name for the type of shelter used by the Haudenosaunee
- **e** person who came to Canada because he or she wanted to stay loyal to Britain
- **b** name for a large movement of people from Britain, Ireland, and Scotland to Canada between 1815 and 1850
- **f** person who goes to a place with the idea of telling people about his or her religion
- **c** person who farms land in return for part of the harvest

2. Describe the relative location of the Great Lakes – St. Lawrence Lowlands.

- Southern part of Ontario and Quebec
- Land on both sides of St. Lawrence River and land bordered by Lakes Ontario, Erie, and Huron

3. Which provinces are part of the Great Lakes – St. Lawrence Lowlands?

- Ontario, Québec
4. The landforms, bodies of water, climate, and natural resources influence the quality of life for people who live in the Great Lakes – St. Lawrence Lowlands region. Beside each statement provide an example of a landform, body of water, climate, or natural resource that makes this quality of life possible in the Great Lakes – St. Lawrence Lowlands.

<table>
<thead>
<tr>
<th>Quality of Life</th>
<th>Landform, body of water, climate, or natural resource that makes this possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My life is good because...</strong></td>
<td><strong>Answers may vary</strong></td>
</tr>
<tr>
<td>There are many recreational activities available in my region.</td>
<td>- wintersports → snowshoeing, skiing, skating</td>
</tr>
<tr>
<td></td>
<td>- boating → <strong>lakes</strong> cold, snowy winters</td>
</tr>
<tr>
<td>There is an abundance and variety of foods where I live.</td>
<td>- <strong>fruits, vegetables</strong> → soil</td>
</tr>
<tr>
<td>There is a wide variety of goods that can be purchased.</td>
<td>- <strong>lakes, rivers</strong> allow easy transport of foods</td>
</tr>
<tr>
<td></td>
<td>- <strong>flat land</strong> → many different manufacturing plants</td>
</tr>
<tr>
<td>There are many job opportunities in my region.</td>
<td>- <strong>flat land</strong> → easy to erect buildings</td>
</tr>
<tr>
<td></td>
<td>- <strong>fertile soil</strong> → can work in agriculture</td>
</tr>
</tbody>
</table>
5. Which of the following best tells how the First Nations used the rivers and lakes?
   a. growing crops like squash, beans, and corn
   b. having swimming races
   c. access food and water and for transportation
   d. making poems about rivers and lakes

6. Which of the following best tells how the First Nations used forests?
   a. make canoes, houses, collect maple syrup
   b. make snowshoes, houses, clothing
   c. make canoes, barns, books
   d. make houses, clothing, light bulbs

7. Which of the following best tells how the First Nations used the soil?
   a. plant tomatoes, peppers, corn
   b. plant potatoes, beans, squash
   c. plant squash, corn, beans
   d. plant carrots, tomatoes, peas

8. Complete the chart to show one way the settlers to the Lowlands use the natural resources.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How the Settlers Used It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees</td>
<td>log homes</td>
</tr>
<tr>
<td>Lakes and rivers</td>
<td>source of water, transportation</td>
</tr>
<tr>
<td>Soil</td>
<td>build settlements, farm</td>
</tr>
</tbody>
</table>

*Answers may vary*
9. Write L if the phrase tells about the Loyalists and C if it tells about the Canadiens.

L spoke English          C spoke French

L immigrated from the United States   L wanted to practise Protestant religions

C liked the seigneurial system        C wanted to practise Roman Catholic religion

C lived mostly in Lower Canada       L wanted to have British laws

C wanted to have French laws          C immigrated from France

L wanted to own their own land

10. What was the Underground Railroad?

A group of people who helped slaves escape from United States to Upper Canada

11. How did the people of the Great Migration contribute to the Lowlands? Any one

- increased population
- brought celebrations, traditions, customs
- skills, talents

12. The opening of the St. Lawrence Seaway had positive and negative effects. Complete the chart to show one positive effect and one negative effect.

Positive Effects          Answers may vary          Negative Effects

- ships could go from Atlantic Ocean to Lake Superior
- jobs

- led to urban sprawl → loss of farm land and green space
- some people displaced
- beluga whales became threatened
Chapter Four

Canadian Shield
Muskeg, Moose, and Minerals

Inquiry Questions

- What would Drew and Clare have to know about the geography and climate of this region in order to have a successful journey?
- List the factors that drew Europeans to explore this region.
Chapter Four: Canadian Shield: Muskeg, Moose, and Minerals

Contents

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Lesson Two  Using Information on a Chart  4
Lesson Three  First Nations and the Fur Trade  5
Lesson Four  The Hudson’s Bay Company  6
Lesson Five  The First Nations, The Métis and the Fur Trade  7
Lesson Six  How the Fur Trade Helped Canada Develop  8
Lesson Seven  Life in the Canadian Shield Today  9
Lesson Eight  Viewpoints: Is It Good to Discover Natural Resources Near Your Home?  10
Lesson Nine  Build Your Skills! And ?Inquiring Minds  11
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Lesson One

Concept: Introduction and Location

Resources/Materials: Voices of Canada, pages 94 – 99
Photo Card: The Canadian Shield Region
Photo Card: The Canadian Shield Region (copies of the reverse of the card for Wall Map of Canada students)
Worksheets #5.4.1a and #5.4.1b (student copies)

Introduction: With students discuss a shield is made of metal or hard leather to protect a soldier from harm. The next geographic region – the Canadian Shield – gets its name because much of the area is covered with rock. The landscape is “hard”, much like a shield. Hold up the photo card so that students can see the rock.

On the wall map of Canada, point out the general location of the Canadian Shield.
If you are doing the map activity, tape the Canadian Shield Region onto the map of Canada.

You may also want to prepare some wild rice for students to sample.

Procedure:

1. Have students turn to textbook, page 94. Guide the reading of pages 94 and 95. Note: The text states that the Canadian Shield Region covers two territories; however, most agree that only the Northwest Territories is part of the region. Some geographers include parts of Nunavut in the Canadian Shield, however.

2. Then have students turn to textbook, pages 96 and 97. Guide the reading. With students describe the relative location of the region and the absolute location of some of the communities of the region.

3. Distribute the photocopies of the reverse of the photo card. If you can, guide the reading.
   Note: Most students will not know the meaning of “tundra”. Explain that it is an area of flat, treeless plain covered with mosses and lichens. In summer the surface is marshy, but there is a permanently frozen subsoil.

4. Have students read textbook, pages 98 and 99 independently.

5. Distribute Worksheets #5.4.1a and #5.4.1b. Go over the directions, if necessary. Warn students that the information in the text and photo card are not necessarily found in the same order as the worksheet questions that pertain to that information.

6. OPTIONAL. Have students illustrate Drew and Clare as they paddle through the Canadian Shield. In their illustrations students must remember to show the landscape, including physical features, plant and animal life.

Assignments:

2. Do Worksheets #5.4.1a and #5.4.1b.
3. OPTIONAL. Illustrate Drew and Clare as they paddle through the Canadian Shield Region.
The Canadian Shield Region: Introduction

Directions: Use Voices of Canada, pages 94 – 99 as well as the information of the reverse of the Canadian Shield Region photo card to help you with the questions.

1. On the map below draw in the Canadian Shield Region. Shade the region lightly in a lighter shade of green. Label Ottawa.

![Map of Canada with Canadian Shield Region indicated]

2. Name the provinces and territories that are part of the Canadian Shield Region.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Describe the relative and absolute locations of the following communities:

<table>
<thead>
<tr>
<th>Community</th>
<th>Relative Location</th>
<th>Absolute Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>York Factory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yellowknife</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Fill in the chart about the Canadian Shield Region. Remember to use your textbook as well as the information from the photo card.

<table>
<thead>
<tr>
<th>Landforms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodies of Water</td>
</tr>
<tr>
<td>Natural Plant Life</td>
</tr>
<tr>
<td>Natural Animal Life</td>
</tr>
<tr>
<td>Natural Resources</td>
</tr>
<tr>
<td>Major Industries</td>
</tr>
<tr>
<td>How the Land is Used Today</td>
</tr>
<tr>
<td>First Nations Groups</td>
</tr>
<tr>
<td>Why the French and English came to the region.</td>
</tr>
</tbody>
</table>
The Canadian Shield Region: Introduction

Directions: Use Voices of Canada, pages 94 – 99 as well as the information of the reverse of the Canadian Shield Region photo card to help you with the questions.

1. On the map below draw in the Canadian Shield Region. Shade the region lightly in a lighter shade of green. Label Ottawa.

2. Name the provinces and territories that are part of the Canadian Shield Region.

Newfoundland and Labrador, Québec, Ontario, Manitoba,
Saskatchewan, Alberta
Northwest Territories (Nunavut)

3. Describe the relative and absolute locations of the following communities:

<table>
<thead>
<tr>
<th>Community</th>
<th>Relative Location</th>
<th>Absolute Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ottawa</td>
<td>north of Lake Ontario</td>
<td>45°N 76°W</td>
</tr>
<tr>
<td>York Factory</td>
<td>eastern shore of Hudson Bay</td>
<td>57°N 93°W</td>
</tr>
<tr>
<td>Yellowknife</td>
<td>north shore of Great Slave Lake</td>
<td>62°N 114°W</td>
</tr>
</tbody>
</table>
4. Fill in the chart about the Canadian Shield Region. Remember to use your textbook as well as the information from the photo card.

<table>
<thead>
<tr>
<th>Landforms</th>
<th>large rocky areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodies of Water</td>
<td>rivers, lakes, musket, bogs, marshes</td>
</tr>
<tr>
<td>Natural Plant Life</td>
<td>forests, tundra</td>
</tr>
<tr>
<td>Natural Animal Life</td>
<td>abundance of wildlife such as moose and beaver</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>lakes and rivers, trees, wild animals, copper, nickel, silver, gold, diamonds</td>
</tr>
<tr>
<td>Major Industries</td>
<td>forestry, mining, tourism</td>
</tr>
<tr>
<td>How the Land is Used Today</td>
<td>forestry, mining, cities, highways, recreation</td>
</tr>
<tr>
<td>First Nations Groups</td>
<td>Woodland Cree, Anishinabe, Innu</td>
</tr>
<tr>
<td>Why the French and English came to the region.</td>
<td>fur trade</td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Using Information on a Chart

Resources/Materials: Voices of Canada, page 101
Worksheets #5.4.2a and #5.4.2b (optional, student copies)

Introduction: Explain that research often involves interpreting information from charts and tables.

Procedure:


2. With students go over the information in the table. Note how the creators of the table decided to use colours to help distinguish the Great Lakes-St. Lawrence communities from those of the Canadian Shield.

3. Have students to the “Practise the Skill” activities in their notebooks.

4. OPTIONAL. Have students turn to textbook, page 100. Guide the reading. Distribute Worksheets #5.4.2a and #5.4.2b. Have students use the information to
   a. answer the questions listed in Gordie’s email message to Matt.
   b. OR research and write a report about Rouyn-Noranda.

Assignment:

2. Do the “Practise the Skill” questions.
3. Use the information from Worksheets #5.4.2a and #5.4.2b to either answer the questions in Gordie’s email message OR research and write a report on Rouyn-Noranda.
Introduction

The city of Rouyn-Noranda has a population of 39,924 (2006) and is located on Osisko Lake in western Québec. It was formed by combining two cities, Rouyn and Noranda in 1986. Noranda was a town created by the Noranda Mines company in 1922. The name Noranda is a combination of the words “North” and “Canada”. Rouyn is located just south of Noranda on the shore of Lake Osisko. It became a town in 1927 and a city in 1948. Rouyn is named after Jean-Baptiste de Rouyn, a captain in the French army.

History

The Algonquin First Nations were the original inhabitants of this region. In the 1600s, French and English fur traders came the region. The Algonquins trapped beavers and traded the furs for such things as kettles, mirrors, eating utensils, and guns. This activity lasted until the early 1800s. Both Rouyn and Noranda were established after the discovery of rich copper and gold deposits in the mid-1920s. Today mining and smelting are the main industries of Rouyn-Noranda.
Rouyn-Noranda Today

Since 1966, Rouyn-Noranda has been the capital of the Abitibi-Témiscamingue region. It is also the location of a public university which was established in 1983.

Rouyn-Noranda is mainly a Francophone community, which is typical of most Québec municipalities. This is because most of the people who came to work in the mines when the region was first established came from French-speaking communities in southern Québec. French language and culture is still very strong in the region today.

The main religion of Rouyn-Noranda is Roman Catholic.

Mining is still the main industry of Rouyn-Noranda. The copper smelting plant is one of the largest in Québec and eight mines are still in operation today. The area is home today of some of Canada’s richest gold deposits.

Forestry is another important industry. Lumber and pulp and paper mills in the region provide Canada and the world with wood and paper products.

Sports play an important part in the lives of people living in Rouyn-Noranda. Hockey is the most popular winter sport. Many NHL hockey stars hail from this region.

Conclusion

Rouyn-Noranda is a community built around the natural resources of copper, gold, and forests. Like most resource communities, its well-being and population go up and down with the demand for these resources.
Lesson Three

Concept: First Nations and the Fur Trade

Resources/Materials: Voices of Canada, pages 102 – 105
Worksheets #5.4.3a and #5.4.3b (student copies)

Introduction: Recall that First Nations groups in the Atlantic and Great Lakes-St. Lawrence regions lived off the land. They learned to respect nature and live in harmony with nature.

   The First Nations groups of the Canadian Shield were no different.

   Have students turn to textbook, pages 336 and 337 to determine which First Nations groups lived on the Canadian Shield.

   Explain that today’s lesson has to do with the traditional ways of life of the First Nations and how this changed when French and English people came in search of furs.

Procedure:


2. Then have students turn to textbook, pages 103 – 105. Explain that fur trade existed because there was a high demand for beaver pelts in Europe. Beavers furs were used to make men’s hats.

3. Explain that men called coureurs des bois were essential to the fur trade. They took goods from First Nations people wanted and went by canoe to where the First Nations lived. They then traded the goods for furs that First Nations people trapped.

4. Explain also that before the fur trade, First Nations people trapped furs for things used in their daily lives. With the coming of the fur trade this changed. They were now trapping furs to trade for other things.

5. Have students read pages 103 – 105. If possible read the pages with the students.

6. Distribute Worksheets #5.4.3a and #5.4.3b. Go over the directions, if necessary.

7. OPTIONAL. Have students write a paragraph about how the fur trade changed the lives of First Nations.

8. OPTIONAL. Some students may want to write a journal entry, paragraph, or poem about the life of a coureur des bois.

Assignments:

2. Do Worksheets #5.4.3a and #5.4.3b.
3. OPTIONAL. Write a paragraph about life before and after the fur trade for First Nations.
4. OPTIONAL. Write a journal entry, paragraph, or poem about the life of a coureur des bois.
**Directions:** Use *Voices of Canada*, pages 102 – 105 to help you with the questions.

1. Read about three of the First Nations groups that live on the Canadian Shield. Describe where each lived and how they were traditionally connected to the land.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Where They Lived</th>
<th>Traditional Connection to the Land</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read page 103. Then fill the chart to tell about the French and English explorers, merchants, and fur traders.

<table>
<thead>
<tr>
<th>Why They Came</th>
<th>Difficulties They Faced</th>
<th>How They Survived</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.4.3a
3. What role did each of the following play in the fur trade?

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Coureurs des Bois</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Tell about four reasons why the fur trade flourished in the Canadian Shield.
   
   a. __________________________________________________________

   b. __________________________________________________________

   c. __________________________________________________________

   d. __________________________________________________________

5. What is the connection between the lakes and rivers and the routes that coureurs des bois used?

   ____________________________________________________________

   ____________________________________________________________

6. Would you have liked the life a coureur des bois? Give reasons for your answer.

   ____________________________________________________________
**The Coming of the Fur Trade**

**Directions:** Use *Voices of Canada*, pages 102 – 105 to help you with the questions.

1. Read about three of the First Nations groups that live on the Canadian Shield. Describe where each lived and how they were traditionally connected to the land.

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Where They Lived</th>
<th>Traditional Connection to the Land</th>
</tr>
</thead>
</table>
| Woodland Cree | northern areas close to Hudson Bay | Spring, Summer:  
- fished  
- hunted ducks and geese  
- gathered berries and other plants |
| Anishinaabe   | Southern part of the Shield, around Lake Superior | Fall:  
- harvested wild rice  
- hunted animals such as deer, moose, caribou, rabbits using snares, traps, and pens |
| Innu          | territory including Québec and Labrador | Traveled throughout their lands  
- hunted caribou  
- used birch bark canoes in summer  
- used toboggans and sled in winter |

2. Read page 103. Then fill the chart to tell about the French and English explorers, merchants, and fur traders.

<table>
<thead>
<tr>
<th>Why They Came</th>
<th>Difficulties They Faced</th>
<th>How They Survived</th>
</tr>
</thead>
<tbody>
<tr>
<td>expand fur trade</td>
<td>unknown wilderness, muskeg, dense forests, dangerous rapids, waterfalls, perilous insects, cold and snow</td>
<td>with help of First Nations</td>
</tr>
</tbody>
</table>

Worksheet #5.4.3a
3. What role did each of the following play in the fur trade?

<table>
<thead>
<tr>
<th>First Nations</th>
<th>Coureurs des Bois</th>
</tr>
</thead>
<tbody>
<tr>
<td>· trapped the furs</td>
<td></td>
</tr>
<tr>
<td>· prepared the pelts</td>
<td></td>
</tr>
<tr>
<td>· went to First Nations</td>
<td></td>
</tr>
<tr>
<td>· traded goods for furs</td>
<td></td>
</tr>
</tbody>
</table>

4. Tell about four reasons why the fur trade flourished in the Canadian Shield.

a. Forests, rivers, and lakes were home to many fur-bearing animals

b. Cold winters meant that animals grew thick coats

c. Beavers built dams and lived in one place, making them easy to catch

d. Waterways provided ways for trappers and traders to travel

5. What is the connection between the lakes and rivers and the routes that coureurs des bois used?

Coureurs des bois used lakes and rivers for travel

6. Would you have liked the life a coureur des bois? Give reasons for your answer.
Lesson Four

Concept: The Hudson’s Bay Company

Resources/Materials: Voices of Canada, pages 106 – 109
Worksheets #5.4.4a and #5.4.4b (student copies)

Introduction: Ask students if they have ever gone shopping at a large store called The Bay.
Explain that The Bay was originally called the Hudson’s Bay Company. It was formed in 1670 and
started out as a fur trading company.

Explain that today’s lesson is about the fur trading companies.

Procedure:

1. Explain that in the early days of the fur trade, there were several small fur trading companies.
   Each coureur des bois dealt with one of the companies. Each was independent and free to deal
   with whichever company he chose. Things changed, however, because fur trading companies
   wanted more control over the fur trade.

2. Have students turn to textbook, page 106. Guide the reading of page 106 and, if possible, page
   107. Explain that voyageurs did essentially the jobs that coureurs des bois did, but voyageurs
   were employed by fur trading companies.

3. Direct students to read textbook, pages 108 and 109 independently to find out more about life in
   and outside the fur trading forts.

4. Distribute Worksheets #5.4.4a and #5.4.4b. Go over the directions.

5. OPTIONAL. Have students make a drawing, a plan, or a model of a fur trading fort, using the
   illustration on textbook, page 108 as a guide.

Assignments:

2. Do Worksheets #5.4.4a and #5.4.4b.
3. OPTIONAL. Make a drawing, a plan, or a model of a fur trading fort.
Directions: Use *Voices of Canada*, pages 106 – 109 to help you with the questions.

1. Use the words in boldface type in sentences that tell about the fur trade.
   a. Radisson and Grosseilliers, Hudson Bay

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

   b. Radisson and Grosseilliers, British ships, Hudson Bay, Montréal

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

   c. Rupert’s Land, Hudson’s Bay Company

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________

   d. voyageurs, First Nations

   __________________________________________________
   __________________________________________________
   __________________________________________________
   __________________________________________________
2. On the map below, draw in Rupert’s Land. Colour it in lightly.

3. Complete the Venn Diagram to compare the coureurs des bois with the voyageurs.

4. Use the chart to tell about activities inside and outside the fur trading forts.

<table>
<thead>
<tr>
<th>Inside the Forts</th>
<th>Outside the Forts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Voices of Canada, pages 106 – 109 to help you with the questions.

1. Use the words in boldface type in sentences that tell about the fur trade.
   
   a. Radisson and Grosseilliers, Hudson Bay

   Radisson and Grosseilliers approached the governor of New France with their idea to explore the lands close to Hudson Bay.

   b. Radisson and Grosseilliers, British ships, Hudson Bay, Montréal

   Radisson and Grosseilliers proposed that British ships could carry fur traders into Hudson Bay, avoiding Montréal.

   c. Rupert’s Land, Hudson’s Bay Company

   The British government claimed a large territory and called it Rupert’s Land for use by the Hudson’s Bay Company.

   d. voyageurs, First Nations

   The voyageurs were Canadiens or Métis who traded furs with First Nations.
2. On the map below, draw in Rupert’s Land. Colour it in lightly.

3. Complete the Venn Diagram to compare the coureurs des bois with the voyageurs.

- **Coureurs des Bois**
  - Worked independently
  - For small fur trading merchants

- **Voyageurs**
  - Worked in groups
  - Employed by North West Company

- Used canoes to transport goods
- Traded furs for other goods with First Nations
- Had difficult but adventurous life

4. Use the chart to tell about activities inside and outside the fur trading forts.

<table>
<thead>
<tr>
<th>Inside the Forts</th>
<th>Outside the Forts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter built forts/boats</td>
<td>Cree camped</td>
</tr>
<tr>
<td>Administrators, chief traders, and factors lived and worked</td>
<td>Voyageurs camped</td>
</tr>
</tbody>
</table>

Worksheet #5.4.4b
Lesson Five

Concept: The First Nations, The Métis and the Fur Trade

Resources/Materials: Voices of Canada, pages 110 – 112
Worksheet #5.4.5 (student copies)

Introduction: Briefly discuss life of First Nations before the fur trade. (Lived off land; respected nature; took only what they needed; etc.)

Explain that the fur trade affected the lives of First Nations. Some ways were positive; others were negative.

Procedure:

1. Explain that the fur traders had things that First Nations did not have and wanted. Many of these were metal goods. Acquiring these goods from the French and English became a major reason for trapping furs for the First Nations peoples.

2. Have students turn to textbook, page 110 and 111. Guide the reading, if possible.

3. Then have students turn to textbook, page 112. Ask them to read to find out who the Métis were and the roles they played in the fur trade.

4. Distribute Worksheet #5.4.5. Go over the directions, if necessary.

5. ALTERNATELY OR OPTIONAL. Give students a large sheet of paper. Have them divide it is half with a vertical line. On one side, have them draw First Nations life before the fur trade; on the other First Nations life after the fur trade.

6. OPTIONAL. The class might enjoy making a model of a fur trading fort. Be sure to include life in and outside the fort.

Assignments:

1. Read Voices of Canada, pages 110 – 112.
2. Do Worksheet #5.4.5.
3. ALTERNATELY OR OPTIONAL. On a large sheet of paper illustrate First Nations life before and after the fur trade.
4. OPTIONAL. As a class project, make a model of a fur trading fort, illustrating life in and outside the fort walls.
### How the Fur Trade Affected First Nations

#### Directions: Use Voices of Canada, pages 110 – 112 to answer the questions.

1. For each statement, tell how you think First Nations lives were affected. Tell whether you think each change was positive or negative or both and why.

<table>
<thead>
<tr>
<th>How It Most Likely Affected First Nations’ Lives</th>
<th>Positive or Negative?</th>
<th>Reasons for Your Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations traded fur for copper kettles, knives, wool blankets, flour, and salted meat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Nations people took their furs to different trading posts to see who would give them the most in return.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Cree and Anishinabé traded furs for guns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hunters started spending most of their time getting furs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Briefly tell about the roles the Métis played in the fur trade.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #5 4.5
# Social Studies Grade 5 Chapter 4 Worksheets

## How the Fur Trade Affected First Nations

**Directions:** Use *Voices of Canada*, pages 110 – 112 to answer the questions.

1. For each statement, tell how you think First Nations lives were affected. Tell whether you think each change was positive or negative or both and why.

   **Answers will vary**

<table>
<thead>
<tr>
<th>How It Most Likely Affected First Nations’ Lives</th>
<th>Positive or Negative?</th>
<th>Reasons for Your Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations traded fur for copper kettles, knives, wool blankets, flour, and salted meat.</td>
<td>changed way First Nations prepared and cooked foods</td>
<td>Positive</td>
</tr>
<tr>
<td>First Nations people took their furs to different trading posts to see who would give them the most in return.</td>
<td>got more goods for their furs</td>
<td>Positive</td>
</tr>
<tr>
<td>The Cree and Anishinabé traded furs for guns.</td>
<td>hunting became easier, forced hunters to rely on trading posts for bullets</td>
<td>Positive</td>
</tr>
<tr>
<td>Hunters started spending most of their time getting furs.</td>
<td>spent most of their time getting furs</td>
<td>Negative</td>
</tr>
</tbody>
</table>

2. Briefly tell about the roles the Métis played in the fur trade.

   - administrators, translators, guides, voyageurs, prepared furs, provided food

---

Worksheet #5.4.5
Lesson Six

Concept: How the Fur Trade Helped Canada Develop

Resources/Materials: Voices of Canada, pages 113 and 114
Worksheet #5.4.6 (optional, student copies)
Encyclopedia articles on David Thompson and/or Pierre de La Vérendrye

Introduction: Explain that the fur trade is responsible for the establishment of many communities in the Canadian Shield region. Many communities began as fur trading forts.

Procedure:

1. Have students turn to textbook, pages 113 and 114. Guide the reading.

2. Have students do research on either David Thompson or Pierre de La Vérendrye, using the encyclopedia articles or other reference materials. You can have students take their notes using the outline on Worksheet #5.4.6 or make notes in their notebooks.

3. OPTIONAL. If you like, have students use their research to write a report.

Assignments:

1. Read Voices of Canada, pages 113 and 114.
2. Do research on either David Thompson or Pierre de La Vérendrye.
3. OPTIONAL. Use your research to write a report.
**How The Fur Trade Helped Develop Canada**

**Directions:** Use *Voices of Canada*, pages 113 and 114 to help you with the questions.

Use the information from pages 113 and 114 and from other sources to do research on either David Thompson or Pierre de La Vérendrye.

---

**Explorer:**

<table>
<thead>
<tr>
<th>His Background (Where He Came From, When He Was Born, His Family, and so on)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why He Came to Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where He Explored</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| What He Found |
|               |
|               |

<table>
<thead>
<tr>
<th>His Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Interesting Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: Life in the Canadian Shield Today

Resources/Materials: Voices of Canada, pages 115 – 119
                      Photo Card: Churchill, MB: Then and Now
                      Worksheets #5.4.7a and #5.4.7b (student copies)

Introduction: Discuss that First Nations used natural resources of the Canadian Shield for food,
clothing, and shelter. When the fur traders came First Nations and fur trading companies used the furs
and waterways. Explain that today, people still use the natural resources of the Canadian Shield, for some
of the same reasons and for different reasons.

Display the photo card. Read the text on the reverse of the card.

Procedure:

1. Have students turn to textbook, page 115. Explain that pages 115 – 119 tell about some of the
   natural resources of the region that are used today.

2. Explain also that many communities of the Canadian Shield are like Rouyn-Noranda in that their
   well-being depends largely on the demand for the natural resources in their areas.

3. Have students read textbook, pages 115 – 119 independently.

4. Distribute Worksheets #5.4.7a and #5.4.7b. Go over the directions, if necessary.

5. ALTERNATELY. Have students summarize and/or illustrate the natural resources of the
   Canadian Shield on chart paper. For each natural resource, have them write phrases about their
   impact on life in the region.

Assignments:

1. Read Voices of Canada, pages 115 – 119.
2. Do Worksheets #5.4.7a and #5.4.7b.
3. ALTERNATELY. On chart paper tell about the natural resources of the Canadian Shield and how
   each impacts life in the region.
**Life in the Canadian Shield Today**

**Directions:** Use *Voices of Canada*, pages 115 – 119 to help you with the questions.

1. Tell how the presence of each natural resource affects the lives of people living in the Canadian Shield.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How It Affects the Lives of the People</th>
</tr>
</thead>
<tbody>
<tr>
<td>An abundance of minerals such as copper, gold, nickel, and uranium.</td>
<td></td>
</tr>
<tr>
<td>Large forested areas</td>
<td></td>
</tr>
<tr>
<td>An abundance of lakes and rivers</td>
<td></td>
</tr>
<tr>
<td>An abundance of wildlife</td>
<td></td>
</tr>
</tbody>
</table>
2. The communities in the Canadian Shield were established for several different reasons. Fill in the chart to tell about four of these communities.

<table>
<thead>
<tr>
<th>Community</th>
<th>Why It Was Established</th>
<th>Life in the Community Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chisasibi, Québec</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sault Ste. Marie, Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudbury, Ontario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elliot Lake, Ontario</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5 4.7b
Directions: Use *Voices of Canada*, pages 115 – 119 to help you with the questions.

1. Tell how the presence of each natural resource affects the lives of people living in the Canadian Shield.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How It Affects the Lives of the People</th>
</tr>
</thead>
</table>
| An abundance of minerals such as copper, gold, nickel, and uranium. | · provides people with jobs in mining  
· can be negative for the environment                                                                 |
| Large forested areas                         | · provides people with jobs in forestry industry  
· can be used recreationally  
· can negatively impact environment                                                                  |
| An abundance of lakes and rivers             | · used to generate electricity  
· good for recreation / tourism                                                                        |
| An abundance of wildlife                     | · First Nations still depend on wildlife for many necessities  
· tourism                                                                                           |
2. The communities in the Canadian Shield were established for several different reasons. Fill in the chart to tell about four of these communities.

<table>
<thead>
<tr>
<th>Community</th>
<th>Why It Was Established</th>
<th>Life in the Community Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chisasibi, Québec</td>
<td>trading post</td>
<td>now a permanent Creo settlement, some fish and hunt, some work for HydroQuébec on James Bay Hydroelectric Project</td>
</tr>
<tr>
<td>Sault Ste. Marie, Ontario</td>
<td>settled by Francophone, originally named by French explorer Etienne Brule</td>
<td>has large Francophone community</td>
</tr>
<tr>
<td>Sudbury, Ontario</td>
<td>discovery of nickel deposits nearby</td>
<td>city still has nickel mines</td>
</tr>
<tr>
<td>Elliot Lake, Ontario</td>
<td>was gathering place for Anishinabe</td>
<td>was large town when uranium was being mined, fluctuating population, tourist destination</td>
</tr>
</tbody>
</table>
Lesson Eight

Concept: Viewpoints: Is It Good to Discover Natural Resources Near Your Home?

Resources/Materials: Voices of Canada, pages 120 and 121
Worksheet #5.4.8 (student copies)

Introduction: Explain that many people are uncertain about the benefits of discovering natural resources. For example, First Nations people have found that when a mine or forestry operation is set up in or near their homes, it changes the environment and consequently, changes their way of life.

Procedure:

1. Have students turn to textbook, pages 120 and 121. Explain that an issue is an important question or situation for which there is no one clearly right solution.

2. Guide the reading of pages 120 and 121. For each viewpoint, discuss whether the writer would answer yes or no to the question (issue).

3. Distribute Worksheet #5.4.8. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 120 and 121.
2. Do Worksheet #5.4.8.
**Viewpoints**

**Directions:** Use *Voices of Canada*, pages 120 and 121 to help you with the question.

1. Read pages 120 and 121. Then fill in the chart about the issue.

<table>
<thead>
<tr>
<th>Issue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint: Yes, it is good to discover natural resources near your home.</td>
</tr>
<tr>
<td>Reasons:</td>
</tr>
</tbody>
</table>

2. What is your point of view? Tell why you think so.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices of Canada, pages 120 and 121 to help you with the question.

1. Read pages 120 and 121. Then fill in the chart about the issue.

<table>
<thead>
<tr>
<th>Issue:</th>
<th>Is it good to discover natural resources near your home?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint: Yes, it is good to discover natural resources near your home.</td>
<td>Viewpoint: No, it is not good to discover natural resources near your home.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• provides lots of jobs</td>
</tr>
<tr>
<td>• the resource can fill needs of people all over the world</td>
</tr>
<tr>
<td>• Canada is a large country, so even if there is some environmental damage associated with mining (using the natural resource), there are still plenty of unspoiled areas.</td>
</tr>
<tr>
<td>Reasons:</td>
</tr>
<tr>
<td>• jobs disappear once the demand for the resource decreases or the resource is used up</td>
</tr>
<tr>
<td>• the waste can harm the environment and people’s health</td>
</tr>
</tbody>
</table>

2. What is your point of view? Tell why you think so.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Lesson Nine

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 122 and 123

Introduction: Explain to students that Chapter Four is almost at an end. It is time to review some of the skills and concepts learned.

Procedure:

1. Have students turn to textbook, pages 122 and 123.

2. Have students do the “Use Information from a Chart” activity on page 122 in their notebooks.

3. With students, read page 123. Have students answer the inquiry questions in the box in the middle of the page in their notebooks.

Assignments:

1. Read Voices of Canada, pages 122 and 123.
2. Do “Use Information from a Chart” and answer the inquiry questions in your notebook.
Lesson Ten

Concept: Chapter Four Review

Resources/Materials: Chapter Four Review Sheets (student copies)

Introduction: Explain that Chapter Four is now completed and it is time to prepare for the chapter test.

Procedure:

1. Distribute the Chapter Four Review Sheets.

2. Have students work on them independently or in pairs.

3. If at all possible, mark the review sheets as a class. Give students time to correct any errors and study for the test.

Assignment:

Do the Chapter Four Review Sheets.
Lesson Eleven

Concept: Chapter Four Test

Resources/Materials: Chapter Four Test (student copies)
1. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>muskeg</th>
<th>tundra</th>
<th>waterways</th>
<th>Creator</th>
</tr>
</thead>
<tbody>
<tr>
<td>coureur des bois</td>
<td>voyageur</td>
<td>Métis</td>
<td>factor</td>
</tr>
<tr>
<td>pemmican</td>
<td>uranium</td>
<td>Rupert’s Land</td>
<td>Étienne Brûlé</td>
</tr>
</tbody>
</table>

- French explorer who lived with the Ouendat. He learned their language and began trading independently with First Nations.
- a mineral used to create nuclear energy and X-rays
- a swamp or bog formed from the buildup of moss, leaves, and other plants
- dried meat pounded to a paste and mixed with melted fat and berries
- area given to the Hudson’s Bay Company for fur trading
- a word used by First Nations to refer to Great Spirit
- man who worked independently for a fur trading company
- rivers and lakes that can be used for travel
- man who was hired by the North West Company. He worked with others in a group
- level rocky area covered with moss and lichens
- the Hudson’s Bay Company employee in charge of a trading post

2. Describe the relative location of the Canadian Shield Region.
3. Tell about the Canadian Shield Region by filling in the chart.

<table>
<thead>
<tr>
<th>Landforms</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodies of Water</td>
<td></td>
</tr>
<tr>
<td>Wildlife</td>
<td></td>
</tr>
<tr>
<td>Plant Life</td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td></td>
</tr>
</tbody>
</table>

4. Describe how the First Nations people in the Canadian Shield Region were connected with the land before the coming of the French and English fur traders.

5. Use the information in the table to answer the questions on the next page.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>The Pas</td>
<td>6000</td>
<td>-</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Rouyn-Noranda</td>
<td>27 000</td>
<td>-</td>
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<td>12</td>
</tr>
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<td>1</td>
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</tr>
<tr>
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□ Shield communities
□ Lowlands communities
a. In general, are the cities and towns in the Canadian Shield increasing or decreasing?

b. Compared to the Great Lakes-St. Lawrence Region, are people in the Canadian Shield more or less dependent on natural resources for jobs?

6. Answer true or false.

_________ French and English people moved to the Canadian Shield Region because they wanted furs.

_________ The fur-bearing animals in the Canadian Shield Region grew thick coats because of the hot summers.

_________ *Coureurs des bois* means “runners of the woods”.

_________ The Hudson’s Bay Company was formed when Radisson and Grosseilliers approached the British and suggested they set up fur trading posts of Hudson Bay.

_________ The North West Company was formed to compete with the Hudson’s Bay Company.

_________ Many First Nations people liked doing business with the Canadiens because they were willing to learn First Nations languages and respected First Nations ways of life.

_________ Fur traders and First Nations always camped inside fur trading forts.

_________ With the fur trade, First Nations people became more dependent on things they could get from the French and English by trading furs.

_________ The fur trade did not affect the ways of life of First Nations.

_________ In the fur trade, the Métis served as translators, guides, and providers of food.

_________ David Thompson and Pierre de La Vérendrye were explorers who helped develop the fur trade.

_________ The communities of the Canadian Shield Region were established for several different reasons.
7. What are three ways that the fur trade changed the ways of life of First Nations people?
   a. 
   
   
   
   b. 
   
   
   
   c. 
   
   
   
   8. Tell how each natural resource affects the quality of life in the Canadian Shield.

<table>
<thead>
<tr>
<th>Natural Resource</th>
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<tbody>
<tr>
<td>Forests</td>
<td></td>
</tr>
<tr>
<td>Rivers and lakes</td>
<td></td>
</tr>
<tr>
<td>Abundant Wildlife</td>
<td></td>
</tr>
<tr>
<td>Minerals</td>
<td></td>
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Social Studies Grade 5 Chapter 4 Review

Social Studies
Grade Five
Chapter Four: Canadian Shield: Muskeg, Moose, and Minerals

Review Sheets

1. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>muskeg</th>
<th>tundra</th>
<th>waterways</th>
<th>Creator</th>
</tr>
</thead>
<tbody>
<tr>
<td>courieur des bois</td>
<td>voyageur</td>
<td>Métis</td>
<td>factor</td>
</tr>
<tr>
<td>pemmican</td>
<td>uranium</td>
<td>Rupert’s Land</td>
<td>Étienne Brûlé</td>
</tr>
</tbody>
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Étienne Brûlé — French explorer who lived with the Ouendat. He learned their language and began trading independently with First Nations.

uranium — a mineral used to create nuclear energy and X-rays

muskeg — a swamp or bog formed from the buildup of moss, leaves, and other plants

pemmican — dried meat pounded to a paste and mixed with melted fat and berries

Rupert’s Land — area given to the Hudson’s Bay Company for fur trading

Creator — a word used by First Nations to refer to Great Spirit

courieur des bois — man who worked independently for a fur trading company

waterways — rivers and lakes that can be used for travel

voyageur — man who was hired by the North West Company. He worked with others in a group

tundra — level rocky area covered with moss and lichens

factor — the Hudson’s Bay Company employee in charge of a trading post

2. Describe the relative location of the Canadian Shield Region.

area around Hudson Bay
3. Tell about the Canadian Shield Region by filling in the chart.

<table>
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<tr>
<th>Landforms</th>
<th>large areas of rocky with little soil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodies of Water</td>
<td>lakes, rivers, muskogey</td>
</tr>
<tr>
<td>Wildlife</td>
<td>moose, polar bear, caribou, deer, rabbits</td>
</tr>
<tr>
<td>Plant Life</td>
<td>forests, tundra (lichen, moss)</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>trees, wildlife, minerals, lakes/rivers</td>
</tr>
</tbody>
</table>

4. Describe how the First Nations people in the Canadian Shield Region were connected with the land before the coming of the French and English fur traders.

"used all the resources of the land and followed the cycle of the seasons to meet their basic needs"

5. Use the information in the table to answer the questions on the next page.

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- Shield communities
- Lowlands communities
a. In general, are the cities and towns in the Canadian Shield increasing or decreasing?  

____decreasing____

b. Compared to the Great Lakes-St. Lawrence Region, are people in the Canadian Shield more or less dependent on natural resources for jobs?  

____more dependent____

6. Answer true or false.

true_________ French and English people moved to the Canadian Shield Region because they wanted furs.

false_________ The fur-bearing animals in the Canadian Shield Region grew thick coats because of the hot summers.

true_________ Coureurs des bois means “runners of the woods”.

true_________ The Hudson’s Bay Company was formed when Radisson and Grosseilliers approached the British and suggested they set up fur trading posts of Hudson Bay.

true_________ The North West Company was formed to compete with the Hudson’s Bay Company.

true_________ Many First Nations people liked doing business with the Canadiens because they were willing to learn First Nations languages and respected First Nations ways of life.

false_________ Fur traders and First Nations always camped inside fur trading forts.

true_________ With the fur trade, First Nations people became more dependent on things they could get from the French and English by trading furs.

false_________ The fur trade did not affect the ways of life of First Nations.

true_________ In the fur trade, the Métis served as translators, guides, and providers of food

true_________ David Thompson and Pierre de La Vérendrye were explorers who helped develop the fur trade.

true_________ The communities of the Canadian Shield Region were established for several different reasons.
7. What are three ways that the fur trade changed the ways of life of First Nations people?
   a. became more dependent on items they traded for furs
   b. traded furs for guns which made hunting easier
   c. spend more time getting furs and less time looking for food

8. Tell how each natural resource affects the quality of life in the Canadian Shield.

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<tr>
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<tbody>
<tr>
<td>Forests</td>
<td>. forestry provides jobs</td>
</tr>
<tr>
<td></td>
<td>. forests home to wildlife</td>
</tr>
<tr>
<td>Rivers and lakes</td>
<td>. provide water supply for communities</td>
</tr>
<tr>
<td></td>
<td>. used to make electricity</td>
</tr>
<tr>
<td></td>
<td>. enhances tourism</td>
</tr>
<tr>
<td>Abundant Wildlife</td>
<td>. people come to watch polar bears</td>
</tr>
<tr>
<td></td>
<td>. First Nations rely on them for many of their needs</td>
</tr>
<tr>
<td>Minerals</td>
<td>. many communities depend on mining for jobs</td>
</tr>
</tbody>
</table>
Social Studies Grade 5 Chapter 4 Test

Social Studies
Grade Five
Chapter Four: Canadian Shield: Muskeg, Moose, and Minerals

Test

1. Match the words and phrases in the box to their meanings.

<table>
<thead>
<tr>
<th>a. coueur des bois</th>
<th>b. Creator</th>
<th>c. Étienne Brûlé</th>
<th>d. factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Métis</td>
<td>f. muskeg</td>
<td>g. pemmican</td>
<td>h. Rupert’s Land</td>
</tr>
<tr>
<td>i. tundra</td>
<td>j. uranium</td>
<td>k. voyageur</td>
<td>l. waterways</td>
</tr>
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</table>

___ a mineral used to create nuclear energy and X-rays
___ a swamp or bog formed from the buildup of moss, leaves, and other plants
___ French explorer who lived with the Ouentat. He learned their language and began trading independently with First Nations.
___ dried meat pounded to a paste and mixed with melted fat and berries
___ area given to the Hudson’s Bay Company for fur trading
___ a word used by First Nations to refer to Great Spirit
___ level rocky area covered with moss and lichens
___ man who worked independently for a fur trading company
___ rivers and lakes that can be used for travel
___ the Hudson’s Bay Company employee in charge of a trading post
___ man who was hired by the North West Company. He worked with others in a group

2. What is the relative location of the Canadian Shield Region?

____________________________________________________________________________________

____________________________________________________________________________________

3. Gordie gave the absolute location of Sudbury, Ontario as 46° 81°. His teacher said that he must put in the directions as well as the numbers. Fill in the directions.

46° ___ 81° ___
4. Fill the chart to tell how the natural resources of the Canadian Shield were used in the past by First Nations and fur traders, and how they are used today.

<table>
<thead>
<tr>
<th>Natural Resource</th>
<th>How It Was Used in the Past</th>
<th>How It Is Used Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minerals like iron ore, nickel, copper, gold, and uranium</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Large forested areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast-flowing rivers and streams and lakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abundance of wildlife</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Answer T for true and F for false.

_____ The fur trade flourished in the Canadian Shield because abundant forests, rivers, and lakes were home to many fur-bearing animals.

_____ Coureurs des bois were important in the fur trade because they made canoes and built forts.

_____ Coureurs des bois and voyageurs did the same type of work.

_____ Scottish and Montréal businessmen created the North West Company before the British created the Hudson's Bay Company.

_____ First Nations and voyageurs always camped inside trading forts.

_____ The Hudson's Bay Company operates today under the name "The Bay".
6. What are three ways that the fur trade affected the ways of life of First Nations?
   a. 
   b. 
   c. 

For questions 7 – 15 underline the best answer.

7. Which of the following is **not** true of the Métis role in the fur trade?
   a. They acted as translators.
   b. They acted as guides.
   c. They provided food.
   d. They piloted ships to and from France and England.

8. David Thompson helped develop the fur trade by
   a. making a map of western Canada.
   b. trapping furs to trade with fur traders.
   c. making the first birch bark canoe.
   d. discovering how to make fur into felt.

9. Pierre de La Vérendrye helped develop the fur trade by
   a. setting up fur trading posts on the Canadian Shield region.
   b. reaching the Rocky Mountains.
   c. discovering the area we now called Nova Scotia.
   d. inventing gun powder.

10. The development of the fur trade was like a game of leapfrog because
   a. the Canadian Shield Region has an abundance of frogs.
   b. the voyageurs played leapfrog to pass the time in the evenings.
   c. the NWC would build their forts past the forts of the HBC, and the HBC would build their new forts past the forts of the NWC.
   d. First Nations traders would often have to jump over creeks to get to the forts.
The four people below are discussing life in the fur trading forts in the Canadian Shield. After reading their stories, answer questions 11 – 13.

<table>
<thead>
<tr>
<th>Englishman #1:</th>
<th>Anishinabé person #1:</th>
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<tbody>
<tr>
<td>&quot;The building of the forts is essential to our survival. We depend on its high walls and towers for protection from attack. Life inside the fort is very strict. We all have a certain role to play and there is always someone in charge. Our survival depends on everyone doing their duty and our leaders knowing what to do.&quot;</td>
<td>&quot;Our society is very different from that of the English. We often make decisions as a group and work together to solve our problems. Most people have a role in decision making and we depend on each other for survival. Living so close to the English and trading with them has changed our way of life. We are now doing more things in the English way than ever before.&quot;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Englishman #2:</th>
<th>Cree person #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The First Nations people trade valuable furs to us for tools and food that they need. They do not seem to know the value of the furs that they trade to us in exchange for pots and pans. Some of our people have learned their language, and they have learned ours.&quot;</td>
<td>&quot;We live in camps outside the fort and help the English meet their needs. In exchange for meat and furs we get tools and other kinds of food that we cannot make ourselves that make our lives easier. The English are willing to give us many valuable tools for furs that we get so easily.&quot;</td>
</tr>
</tbody>
</table>

11. Which of the following does not tell about a way that British fur trading forts influenced the lives of the First Nations people the British traders dealt with?

a. First Nations got tools from trading furs.
b. First Nations believed that they must respect nature and take only what they need from the land.
c. First Nations people were not allowed inside fur trading forts.
d. First Nations people got food and meat they could not get for themselves.

12. According to the information, which of the following tells how the British most benefited from trading with First Nations?

a. They learned to respect nature.
b. The British learned better ways to hunt and fish.
c. The British were able to get a good and steady supply of furs.
d. Most British people learned to speak First Nations languages.

13. According to the information, what is a negative consequence of the fur trade for First Nations?

a. They were forgetting some of their traditional ways of life and becoming more like the English.
b. They were getting tools to make preparing and cooking foods easier.
c. They no longer knew how to live in the forests.
d. They were often guests inside the fur trading forts.
14. Which of the following is true about many communities in the Canadian Shield Region that depend on a natural resource for jobs.

a. The citizens are wealthier than citizens in most other communities.
b. The citizens are happier than citizens in most other communities.
c. Their populations tend to fluctuate depending on the demand for the natural resource.
d. They do not have good hospitals and schools.

Use the following information to answer question 15.

Following are some viewpoints about living in a community that depends on mining for jobs.

**Citizen 1:** Mining provided jobs for thousands of people like me. The town grew a lot. Many businesses came. This provided even more jobs. When the mine closed, I could not find work. I have remained unemployed ever since.

**Citizen 2:** The world wanted uranium as a fuel, for X-rays, and to make nuclear weapons. Canadian mines helped supply the world with this important resource. I am proud to be a leader in this area.

**Citizen 3:** Canada has so many forests, rivers, and lakes that it can spare some of these areas for developing mines. I think it is important to maintain the mining industry here.

**Citizen 4:** The waste at the mine sites will be poisonous for thousands of years. It has caused many health problems for people in the area. The mine has destroyed our community.

15. The people who support the mining industry most are

a. Citizens 1 and 2.
b. Citizens 2 and 3.
d. Citizens 2 and 4.
1. Match the words and phrases in the box to their meanings.

<p>| | | | | | |</p>
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<td>c.</td>
<td>d.</td>
<td>e.</td>
<td>f.</td>
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<td>factor</td>
<td>Métis</td>
<td>muskeg</td>
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<td>waterways</td>
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- **j** a mineral used to create nuclear energy and X-rays
- **f** a swamp or bog formed from the buildup of moss, leaves, and other plants
- **c** French explorer who lived with the Ouendat. He learned their language and began trading independently with First Nations.
- **g** dried meat pounded to a paste and mixed with melted fat and berries
- **h** area given to the Hudson’s Bay Company for fur trading
- **b** a word used by First Nations to refer to Great Spirit
- **i** level rocky area covered with moss and lichens
- **a** man who worked independently for a fur trading company
- **l** rivers and lakes that can be used for travel
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2. What is the relative location of the Canadian Shield Region?

   area around Hudson Bay

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   46° **N** 81° **W**
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<tr>
<td></td>
<td>make canoes</td>
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<td>Large forested areas</td>
<td>used for fishing</td>
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<td></td>
<td>transportation</td>
<td>tourism</td>
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<tr>
<td>Fast-flowing rivers and streams and</td>
<td>food, clothing, shelter, furs</td>
<td>water supply</td>
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<td>lakes</td>
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F  First Nations and voyageurs always camped inside trading forts.

T  The Hudson’s Bay Company operates today under the name “The Bay”.

2
6. What are three ways that the fur trade affected the ways of life of First Nations?
   a. able to get goods like kettles and knives to make lives easier
   b. guns made hunting easier, but they also made them dependent on fur traders for bullets
   c. spent more time getting fur and less time looking for food

For questions 7 – 15 underline the best answer.

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11. Which of the following does not tell about a way that British fur trading forts influenced the lives of the First Nations people the British traders dealt with?

a. First Nations got tools from trading furs.
b. First Nations believed that they must respect nature and take only what they need from the land.
c. First Nations people were not allowed inside fur trading forts.
d. First Nations people got food and meat they could not get for themselves.

12. According to the information, which of the following tells how the British most benefited from trading with First Nations?

a. They learned to respect nature.
b. The British learned better ways to hunt and fish.
c. The British were able to get a good and steady supply of furs.
d. Most British people learned to speak First Nations languages.

13. According to the information, what is a negative consequence of the fur trade for First Nations?

a. They were forgetting some of their traditional ways of life and becoming more like the English.
b. They were getting tools to make preparing and cooking foods easier.
c. They no longer knew how to live in the forests.
d. They were often guests inside the fur trading forts.
14. Which of the following is true about many communities in the Canadian Shield Region that depend on a natural resource for jobs.

a. The citizens are wealthier than citizens in most other communities.
b. The citizens are happier than citizens in most other communities.
c. Their populations tend to fluctuate depending on the demand for the natural resource.
d. They do not have good hospitals and schools.

Use the following information to answer question 15.

Following are some viewpoints about living in a community that depends on mining for jobs.

**Citizen 1:** Mining provided jobs for thousands of people like me. The town grew a lot. Many businesses came. This provided even more jobs. When the mine closed, I could not find work. I have remained unemployed ever since.

**Citizen 2:** The world wanted uranium as a fuel, for X-rays, and to make nuclear weapons. Canadian mines helped supply the world with this important resource. I am proud to be a leader in this area.

**Citizen 3:** Canada has so many forests, rivers, and lakes that it can spare some of these areas for developing mines. I think it is important to maintain the mining industry here.

**Citizen 4:** The waste at the mine sites will be poisonous for thousands of years. It has caused many health problems for people in the area. The mine has destroyed our community.

15. The people who support the mining industry most are

a. Citizens 1 and 2.
b. Citizens 2 and 3.
d. Citizens 2 and 4.