Chapter Five

Interior Plains
Land of Open Skies

Inquiry Questions

- How did the physical geography of this region shape its history?
- How did settlers change the region?
Chapter Five: Interior Plains: Land of Open Skies

Contents

Lesson One  Introduction and Location  3
Lesson Two  Skill Power: Understanding Photographs  4
Lesson Three  Who First Lived on the Interior Plains?  5
Lesson Four  What Factors Shaped Ways of Life on the Interior Plains – Part I  6
Lesson Five  What Factors Shaped Ways of Life on the Interior Plains – Part II  7
Lesson Six  The Railway  8
Lesson Seven  Settlers  9
Lesson Eight  How Farming and Ranching Have Changed  10
Lesson Ten  How Do Natural Resources Shape Communities in the Interior Plains?  12
Lesson Eleven  Build your Skills! And ?Inquiring Minds  13
Lesson Twelve  Chapter Five Review  14
Lesson Thirteen  Chapter Five Test  15
Lesson One

Concept: Introduction and Location

Resources/Materials: Voices of Canada, pages 124 – 129
Wall Map of Canada
Photo Card: The Interior Plains Region
Photo Card: The Interior Plains Region (photocopies of the reverse)
Worksheets #5.5.1a and #5.5.1b (student copies)

Introduction: Ask students to look out the window and describe the landforms they see. Then ask them to tell about any bodies of water in the area. Explain that they live in a geographic region called the Interior Plains.
Point out the Interior Plains Region on the map of Canada. If necessary, explain that plains refers to an area of mainly flat land and that interior means inside.
If you are doing the geographic regions map, then tape the Interior Plains onto the map.
If you like, give students a sample of some food typical of the Interior Plains – bannock, wheat crackers, etc.

Procedure:

1. Hold up the photo card. Discuss the photos showing some ways in which the land is used. Discuss other uses of land on the Plains such as forestry and coal mining.

2. Read the information on the back of the photo card (top half). Then discuss landforms, bodies of water, climate, vegetation, natural resources, and traditional uses of the land.

3. Have students turn to textbook, page 124. Guide the reading of pages 124 and 125. Note any information regarding landforms, bodies of water, etc. Clarify the inquiry questions, if necessary.

4. Have students turn to textbook, pages 126 – 129. Guide the reading, if possible. As a group do the “Thinking It Through” activities.

5. Distribute copies of the reverse of the photo card and Worksheets #5.5.1a and #5.5.1b. Go over the directions, if necessary.

6. OPTIONAL. If you like, have students divide a large sheet of paper (11” X 17”) and divide it into four. In each of the four areas, have them illustrate different Interior Plains landscapes (e.g., wheat farm, oil derrick, city, forest).

Assignments:

1. Read Voices of Canada, pages 124 – 129.
2. Do Worksheets #5.5.1a and #5.5.1b.
3. OPTIONAL. On a large sheets of paper, illustrate four different Interior Plains landscapes.
The Interior Plains: Introduction

Directions: Use the information from Voices of Canada, pages 124 – 127 and the information from the reverse side the photo card: The Interior Plains Region to help you with the questions.

1. On the map below draw in the Interior Plains Region. Shade it lightly in a dark green shade. Label Edmonton, Regina, and Winnipeg.

![Map of Canada](image)

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

3. Which provinces and territories are part of the Interior Plains Region?


4. Give the absolute locations of these Interior Plains communities.

   Fort Good Hope ____________________ Medicine Hat ____________________
   Lloydminster ____________________ Brandon ____________________

Worksheet #5.5.1a
5. Use the information from pages 124 – 127 of your textbook, the information from the back of the photo card, and your own knowledge to complete the chart.

<table>
<thead>
<tr>
<th>THE INTERIOR PLAINS REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
</tr>
<tr>
<td><strong>Climate</strong></td>
</tr>
<tr>
<td><strong>Natural Vegetation</strong></td>
</tr>
<tr>
<td><strong>Wildlife</strong></td>
</tr>
<tr>
<td><strong>Natural Resources</strong></td>
</tr>
<tr>
<td><strong>How First Nations Used the Land</strong></td>
</tr>
<tr>
<td><strong>How the Land Is Used Today</strong></td>
</tr>
</tbody>
</table>
The Interior Plains: Introduction

Directions: Use the information from Voices of Canada, pages 124 – 127 and the information from the reverse side the photo card: The Interior Plains Region to help you with the questions.

1. On the map below draw in the Interior Plains Region. Shade it lightly in a dark green shade. Label Edmonton, Regina, and Winnipeg.

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

   West of Canadian Shield
   East of Cordillera

3. Which provinces and territories are part of the Interior Plains Region?

   Manitoba, Saskatchewan, Alberta, British Columbia
   Northwest Territories, Yukon

4. Give the absolute locations of these Interior Plains communities.

   Fort Good Hope 66°N 128°W
   Lloydminster 53°N 110°W
   Medicine Hat 50°N 111°W
   Brandon 50°N 100°W

Worksheet #5.5.1a
5. Use the information from pages 124 – 127 of your textbook, the information from the back of the photo card, and your own knowledge to complete the chart.

<table>
<thead>
<tr>
<th>THE INTERIOR PLAINS REGION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landforms</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Bodies of Water</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Climate</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Natural Vegetation</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Wildlife</strong></td>
</tr>
<tr>
<td><strong>Natural Resources</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>How First Nations</strong></td>
</tr>
<tr>
<td><strong>Used the Land</strong></td>
</tr>
<tr>
<td><strong>How the Land Is</strong></td>
</tr>
<tr>
<td><strong>Used Today</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Skill Power: Understanding Photographs

Resources/Materials: Voices of Canada, pages 130 and 131

Introduction: Have each student tell about a fact about Hutterites. Explain that we can learn about our roots by asking other people like parents, grandparents, and elders within the community. Learning about the past helps us to understand ourselves a little better. Our past is part of our identity.

Procedure:

1. Have students turn to textbook, page 130. Explain that Brianne’s ancestors came from the Ukraine. Their family still practises many Ukrainian traditions. Guide the reading of the page.

2. Have students turn to textbook, page 131. Guide the reading of the top part of the page.

3. Assign students to do the “Practise the Skill” activity at the bottom of page 131. You may have to give students some guidance as to how to set up their notebooks to record their responses to the questions.

4. OPTIONAL. Have students research their colony by asking questions similar to Brianne’s. You may want to consult with your German teacher first. Also it is a good idea to write a letter to prospective interviewees, explaining the activity.

Assignments:

1. Read Voices of Canada, pages 130 and 131.
2. Do “Practise the Skill” on page 131 in your notebooks.
3. OPTIONAL. Research more about the Hutterites in your area by asking people in the community for information.
Lesson Three

Concept: Who First Lived on the Interior Plains?

Resources/Materials: Voices of Canada, pages 132 – 136
Worksheets #5.5.3a and #5.5.3b (optional, student copies)

Introduction: Explain that Hutterites were relatively, newcomers to the Interior Plains Region. Ask students to speculate as to whom the first peoples to live on the Plains were.

Discuss that the first peoples to live on the Interior Plains were the First Nations, following by Francophones and Métis. People from Britain were not far behind.

Procedure:

1. Explain that in today’s lesson we want to find out more about the lifestyles of the First Nations, Francophones, and Métis, and how they used the resources of the land.


3. With students, make point-form notes, such as

Who First Lived on the Interior Plains?

A. First Nations

1. Plains Cree, Siksika, Piikani, Kainai
   • Lived on grasslands
   • Hunted bison for food, clothing, shelter
   • Moved with bison herds

2. Dene
   • Lived in northern forests
   • Hunted caribou for food, clothing, shelter
   • Moved with caribou herds

B. Francophones

C. Métis

4. Tell students to read the sections on the Francophones and the Métis and make point form notes.

5. ALTERNATELY. Have students complete Worksheets #5.5.3a and #5.5.3b.

Assignments:

3. ALTERNATELY. Do Worksheets #5.5.3a and #5.5.3b.
Social Studies Grade 5 Chapter 5 Worksheets

Who First Lived on the Interior Plains?

Directions: Use Voices of Canada, pages 132 – 136 to help you with the questions.

1. Complete the web below to show how First Nations in the Interior Plains Region lived.

   Plains Cree, Siksika, Piikani, Kainai
   __________________________
   The Plains First Nations
   __________________________
   Dene

2. Complete the web below to tell about some of the activities of the Francophones.

   Fur Traders
   __________________________
   Francophones
   __________________________
   Farmers
   __________________________
   Missionaries and Priests

Worksheet #5.3a
3. Provide information to complete the web about the Métis in the Interior Plains Region.

- Red River
- Batoche
- Activities in the Fur Trade

Settlements

MÉTIS

Ways of Life

- Pemmican
- Red River Cart
Who First Lived on the Interior Plains?

Directions: Use Voices of Canada, pages 132 – 136 to help you with the questions.

1. Complete the web below to show how First Nations in the Interior Plains Region lived.

- Plains Cree, Siksika, Piikani, Kainai
  - settled near sources of water and food
  - hunted bison for food, clothing, shelter

- Dene
  - hunting caribou for food and clothing

The Plains First Nations

2. Complete the web below to tell about some of the activities of the Francophones.

- Fur Traders
  - coureurs des bois, voyageurs, explorers
  - most spoke French
  - set up fur trading forts

- Farmers
  - most Francophones were farmers

- Missionaries and Priests
  - came to Interum Plains to minister to settlers
  - built churches, schools, hospitals
  - encouraged people from Quebec to move to Interior Plains

Francophones
3. Provide information to complete the web about the Métis in the Interior Plains Region.

Red River
- important meeting place
- often worked for fur trading companies

Batoche
- named after Métis trader and businessman
- now an important historic site for Métis

Activities in the Fur Trade
- trappers
- bison hunters
- supplied food for forts

Settlements

MÉTIS

Ways of Life

Pemmican
- made from pounded, dried bison meat and rendered fat; sometimes dried bones mixed in
- could be kept for months without spoiling
- nutritious, easy to carry

Red River Cart
- used to transport people and goods
- could float
- noisy
Lesson Four


Resources/Materials: Voices of Canada, pages 137 and 138  
Worksheets #5.5.4a and #5.5.4b (student copies)

Introduction: With students discuss how often someone from their colony goes to town. Ask them to speculate how this might change if they had to walk. Explain that new things, like technology, affect our way of life.

Explain that many factors shaped ways of life on the Interior Plains. The textbook has chosen to discuss four of these: the coming of the fur trade, the coming of the horse, the establishment of the first farming community, and the establishment of the North-West Mounted Police. Today’s lesson involves the first three.

Procedure:

1. Have students turn to textbook, page 137. Guide the reading. Discuss how the introduction of the horse would have affected the way First Nations travelled and hunted.

2. Then have students turn to textbook, page 138. Explain that before the establishment of the Red River colony there had been no farming on the Interior Plains. (Many Central Canadian First Nations like the Haudenosaunee farmed.) Guide the reading.

3. Distribute Worksheets #5.5.4a and #5.5.4b. Go over the directions, if necessary.

4. ALTERNATELY OR OPTIONAL. Have students write short narratives from the point of view of a person who might have been in a particular situation.
Examples: A Blackfoot hunter who used a horse to hunt buffalo for the first time.
A Scottish woman walking through the muskeg from Fort Churchill to York Factory.

Assignments:

1. Read Voices of Canada, pages 137 and 138.
2. Do Worksheets #5.5.4a and #5.5.4b.
3. ALTERNATELY OR OPTIONAL. Write a short narrative from the point of view of a person who might have been in a particular situation.
**Factors That Shaped Ways of Life on the Interior Plains**

**Directions:** Use *Voices of Canada*, pages 137 and 138 to help you with the questions.

1. Complete the chart to show how ways of life for people the Interior Plains were shaped.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How Ways of Life Were Shaped</th>
</tr>
</thead>
<tbody>
<tr>
<td>The establishment of fur trading posts</td>
<td>Travelling</td>
</tr>
<tr>
<td>The introduction of the horse</td>
<td>Hunting</td>
</tr>
<tr>
<td></td>
<td>Ranching</td>
</tr>
</tbody>
</table>
2. **The Red River Colony**

   a. Why were many farmers eager to leave Scotland?

   

   b. What was the Earl of Selkirk’s plan?

   

   c. Use the scale on the map of page 138 to estimate how far the settlers had to walk between Fort Churchill and York Factory.

   

   d. Estimate the distance, using the scale on the map, between York Factory and Fort Douglas.

   

   e. What role did the Mètis play in the establishment of Fort Douglas?

   

   f. How did the establishment of Fort Douglas shape ways of life on the Interior Plains?
**Factors That Shaped Ways of Life on the Interior Plains**

**Directions:** Use *Voices of Canada*, pages 137 and 138 to help you with the questions.

1. Complete the chart to show how ways of life for people the Interior Plains were shaped.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How Ways of Life Were Shaped</th>
</tr>
</thead>
<tbody>
<tr>
<td>The establishment of fur trading posts</td>
<td><em>many First Nations began to live in permanent homes near trading posts</em></td>
</tr>
</tbody>
</table>
| The introduction of the horse               | Travelling - quicker  
  - travis could be larger and carry more  
  - could travel farther  
  Hunting - bison hunting became easier  
  Ranching - cattle could more easily be managed |

Worksheet #5.5.4a
2. The Red River Colony

a. Why were many farmers eager to leave Scotland?
   *had been forced off their land*

b. What was the Earl of Selkirk’s plan?
   *establish a new farming community in Assiniboia*

c. Use the scale on the map of page 138 to estimate how far the settlers had to walk between Fort Churchill and York Factory.
   *225 km*

d. Estimate the distance, using the scale on the map, between York Factory and Fort Douglas.
   *800 km*

e. What role did the Métis play in the establishment of Fort Douglas?
   *provided settlers with pemmican so they would not starve*

f. How did the establishment of Fort Douglas shape ways of life on the Interior Plains?
   *first permanent farming settlement*
Lesson Five


Resources/Materials: Voices of Canada, pages 138 – 141  
Worksheet #5.5.5 (student copies)

Introduction: Briefly review factors that shaped ways of life on the Interior Plains (fur trade, introduction of the horse, establishment of the Red River Colony).

Explain that the establishment of a police force to bring law and order to the west was another factor that helped shape the ways of life on the Interior Plains.

Procedure:

1. First, explain that the Royal Canadian Mounted Police (RCMP) were once called the North-West Mounted Police (NWMP). The area where the Interior Plains lie was part of a region called the North-West Territories, and this is how the NWMP got its name. The word “mounted” comes from the fact that these police officers were mounted or on horseback.

2. Explain that the NWMP shaped the ways of life on the Interior Plains because they brought law and order to the area. *If you think it is necessary, discuss what life would be like if there was no law and order.*

3. Have students turn to textbook, page 139. Guide the reading of pages 139 – 141, if possible.

4. Distribute Worksheet #5.5.5. Go over the directions, if necessary.

5. ALTERNATELY. Have students use the encyclopedia and other reference materials to research or research and write a report on the North West Mounted Police. Most students will need some support getting their ideas organized. For example:

   Introduction – what was the NWMP, why it is important
   History – why it was formed, when was it formed, who could join, where did they train
   Activities of the NWMP

Assignments:

1. Read Voices of Canada, pages 139 – 141.
2. Do Worksheet #5.5.5.
3. ALTERNATELY. Research or research and write a report on the NWMP.
Directions: Use Voices of Canada, pages 139 – 141 to help you with the questions.

Unscramble the words to make sentences that answer each question about the North West Mounted Police.

1. **Why was the NWMP formed?**

   The NWMP to bring law and order was formed to the North-West Territories.

2. **What is a cavalry?**

   A cavalry is who use horses a group of soldiers or police.

3. **Where did the first NWMP train?**

   The NWMP trained at Fort Dufferin, first Manitoba.

4. **How far did the NWMP have to ride to reach Alberta?**

   had to ride to reach Alberta about 1500 km The NWMP.

5. **According to NWMP superintendent, Sam Steel, what was the journey from Manitoba to Alberta like?**

   The trail any of the men had encountered was the worst.

6. **How did the presence of the NWMP affect the ways of life of the people?**

   The presence meant of the NWMP that people felt safer.
Social Studies Grade 5 Chapter 5 Worksheets

The North-West Mounted Police

Directions: Use Voices of Canada, pages 139 – 141 to help you with the questions.

Unscramble the words to make sentences that answer each question about the North West Mounted Police.

1. Why was the NWMP formed?

The NWMP to bring law and order was formed to the North-West Territories.

The NWMP was formed to bring law and order to the North-West Territories.

2. What is a cavalry?

A cavalry is who use horses a group of soldiers or police.

A cavalry is a group of soldiers or police who use horses.

3. Where did the first NWMP train?

The NWMP trained at Fort Dufferin, first Manitoba.

The NWMP first trained at Fort Dufferin, Manitoba.

4. How far did the NWMP have to ride to reach Alberta?

had to ride to reach Alberta about 1500 km The NWMP.

The NWMP had to ride about 1500 km to reach Alberta.

5. According to NWMP superintendent, Sam Steel, what was the journey from Manitoba to Alberta like?

The trail any of the men had encountered was the worst.

The trail was the worst any of the men had encountered.

6. How did the presence of the NWMP affect the ways of life of the people?

The presence meant of the NWMP that people felt safer.

The presence of the NWMP meant that people felt safer.
Lesson Six

Concept: The Railway

Resources/Materials: Voices of Canada, pages 142 and 143
Worksheet #5.5.6 (student copies)

Introduction: Discuss with students the impact that a major transportation route such as a highway
would have on a colony if the route when right through the colony itself (safety, disruption of routines,
inconvenience, etc.). Discuss also how colony members would feel if the government did not give them a
say in the matter.

Explain that this is what happened to First Nations people. Canada’s government decided it would build a
railway to bring settlers to the Interior Plains. The settlers would settle on First Nations land.

Procedure:

1. Write these words on the board: settlers, First Nations, Métis, NWMP.

2. Tell students to think about the impact the building of the railway had on each of the groups
written on the board.

3. Have students turn to textbook, page 142. Guide the reading of pages 142 and 143, if possible.

4. Distribute Worksheet #5.5.6. Go over the directions.

5. ALTERNATELY OR OPTIONAL. You may feel your students are ready to write an essay about
the impact of the railway. The following outline may help.

   Introduction – when and why the railway was built

   Body – tell how the railway impacted each of the settlers, the NWMP, First Nations, Métis. Write
one paragraph for each

   Conclusion – explain that the railway impacted different groups differently. Give your opinion on
whether the railway was positive or negative

Assignments:

1. Read Voices of Canada, pages 142 and 143.
2. Do Worksheet #5.5.6.
3. ALTERNATELY OR OPTIONAL. Write an essay about the impact of the building of the
railway.
**How the Railway Affected Way of Life**

**Directions:** Use *Voices of Canada*, pages 142 and 143 to help you with the questions.

The building of the railway affected different groups in different ways. Tell how the railway affected each group. Then decide if each group was affected negatively or positively.

<table>
<thead>
<tr>
<th>Group</th>
<th>How The Railway Affected the Group’s Life</th>
<th>+ or –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North-West Mounted Police</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Métis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**How the Railway Affected Way of Life**

**Directions:** Use *Voices of Canada*, pages 142 and 142 to help you with the questions.

The building of the railway affected different groups in different ways. Tell how the railway affected each group. Then decide if each group was affected negatively or positively.

<table>
<thead>
<tr>
<th>Group</th>
<th>How The Railway Affected the Group’s Life</th>
<th>+ or –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td>helped bring them to the Prairies&lt;br&gt;could ship their produce by rail to both ends of the country</td>
<td>+</td>
</tr>
<tr>
<td>North-West Mounted Police</td>
<td>could move quickly in times of trouble</td>
<td>+</td>
</tr>
<tr>
<td>First Nations</td>
<td>railway was built on First Nations land&lt;br&gt;railway companies encouraged people to shoot bison so they would not go onto railway tracks. This caused hardship&lt;br&gt;eventually First Nations agreed to abandon the traditional lands and move onto tiny reserves</td>
<td>–</td>
</tr>
<tr>
<td>Métis</td>
<td>Canada took control of Métis lands&lt;br&gt;settlers took over lands where Métis hunted, farmed, and camped&lt;br&gt;were offered scrip, but many Métis were left with little</td>
<td>–</td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: Settlers

Resources/Materials: Voices of Canada, pages 144 – 146
Wall Map of the World
Worksheets #5.5.7a and #5.5.7b (student copies)

Introduction: Have students think about the people that live in nearby communities. Chances are there are a variety of different cultural groups represented. Some have been in the area for centuries like the First Nations while others may have moved to Canada only a little while ago.

Explain that the first settlers to the Interior Plains Region came mainly from Europe. At first, Canada’s government preferred settlers from the northern parts of Europe, but later they encouraged settlers from other parts of Europe to settle in the Interior Plains.

Procedure:

1. Display the wall map of the world. Point out Britain, France, the Scandinavian countries, and the United States. Explain that Canada’s government encouraged people from these areas to settle in the Plains region. Explain further that they really preferred people from English-speaking countries like Britain and the United States.

2. Next point out Ukraine, Russian, Germany, and Poland. Explain that later, settlers from these and many other countries became settlers in the Interior Plains Region. All of the settlers have made important contributions to the Canadian ways of life.

3. Have students turn to textbook, page 144. Guide the reading of the first part of the page (introduction and the section on Ukrainian settlers). Discuss the contributions made by Ukrainian settlers (farming techniques, churches, teachers) and the conditions they faced (light soil).

4. Direct students to read textbook, pages 144 – 146, thinking about the contributions each group made and the conditions they faced.

5. Distribute Worksheets #5.5.7a and #5.5.7b. Go over the directions, if necessary.

6. OPTIONAL. Have students write a section similar to those in the textbook on Hutterite Settlers. They should include information such as what they did for a living, where they settled, and conditions they faced.

Assignments:

1. Read Voices of Canada, pages 144-146.
2. Do Worksheets #5.5.7a and #5.5.7b.
3. OPTIONAL. Write a paragraph or two, similar to those in the textbook, about Hutterite Settlers.
Settlers in the Interior Plains Region

Directions: Use Voices of Canada, pages 144 – 146 to help you with the questions.

Fill the spaces with words that make sense.

Introduction

In the late 1800s, land and work were scarce for many people in ________________ ________________. Canada offered great opportunities for people from Russia, Ukraine, Germany, and Poland. Many settled in the Interior Plains, where the government gave each family its own ________________. They brought with them ________________ ________________, and ways of life. They cleared land, built ________________ and ________________, and created communities, many of which still exist today.

Ukrainian Settlers

The first Ukrainian settlers were mostly ________________. Education was very important, and the children of Ukrainian settlers often became ________________. After Ukrainian settlers built homes, they built ________________.

Russian Settlers

Many Russian settlers were ________________, a religious group that believed in ________________ and hard work. They settled vast tracks of land in the region. Some varieties of ________________ that are still grown in the region today were brought here by these farmers.

The Russian Doukhobors faced many hardships. They lived in canvas ________________ which provided poor shelter against the ________________, incessant rain.

German Settlers

The ________________ were the first group of German-speaking settlers to arrive in Canada. They were some of the most successful farmers in this ________________. In 1888, John Schultz, the child of German settlers, became the Lt. ________________ of ________________ and played an important role in the ________________ of the province.
German Settlers (continued)

The Boese family settled in Herbert, Saskatchewan. Elizabeth Boese writes that their family was taken to __________ right away, and given __________ and a __________ to live in.

Polish Settlers

Polish settlers farmed in the Interior Plains, and also worked in __________ and in the __________ industry. These settlers created __________ groups and associations that helped other Polish settlers when they came to __________. Today Polish associations offer __________ and support the community in many ways.

John Gilewich, a Polish settler writes “Knowing a bit of the __________ and having some __________, I decided to open a store. This was in 1903. As time went on my __________ was very extensive.”

British Settlers

People from Britain were also __________ to settle in the Interior Plains during the Great Migration. Many came because Britain was __________, and jobs were hard to find. Owning their own land was something many __________ wanted. Although some did not have farming __________, people like James Clinkskill would find other ways to make a living in Canada.

“My sojourn on the prairie __________ me that I was not cut out for farming operations. I decided it was no use to start learning. I __________ to try some other way of making a living. I [met] a young man from Ontario, and we agreed to __________ our money and start a __________.

In 1903, the Reverend Isaac Barr encouraged people from __________ to come and settle in a new colony in __________. About 2000 people agreed to come, but when they arrived they found that many of Barr’s __________ could not be kept.

Soon colonists voted on a new __________, a man named Reverend George Lloyd. With a new leader, the colony __________. The main community in the colony was named __________. It became a city in __________.
Directions: Use *Voices of Canada*, pages 144 – 146 to help you with the questions.

Fill the spaces with words that make sense.

**Introduction**

In the late 1800s, land and work were scarce for many people in **Eastern Europe**. Canada offered great opportunities for people from Russia, Ukraine, Germany, and Poland. Many settled in the Interior Plains, where the government gave each family its own **homestead**. They brought with them **farming techniques**, and ways of life. They cleared land, built **schools** and **churches**, and created communities, many of which still exist today.

**Ukrainian Settlers**

The first Ukrainian settlers were mostly **farmers**. Education was very important, and the children of Ukrainian settlers often became **teachers**. After Ukrainian settlers built homes, they built **churches**.

**Russian Settlers**

Many Russian settlers were **Doukhobors**, a religious group that believed in **peace** and hard work. They settled vast tracks of land in the region. Some varieties of **wheat** that are still grown in the region today were brought here by these farmers.

The Russian Doukhobors faced many hardships. They lived in canvas **tents** which provided poor shelter against the **cold**, incessant rain.

**German Settlers**

The **Mennonites** were the first group of German-speaking settlers to arrive in Canada. They were some of the most successful farmers in this **region**. In 1888, John Schultz, the child of German settlers, became the Lt. **Governor** of **Manitoba** and played an important role in the **development** of the province.
German Settlers (continued)

The Boese family settled in Herbert, Saskatchewan. Elizabeth Boese writes that their family was taken to church right away, and given _food_ and a _house_ to live in.

Polish Settlers

Polish settlers farmed in the Interior Plains, and also worked in _mines_ and in the _forestry_ industry. These settlers created _community_ groups and associations that helped other Polish settlers when they came to _Canada_. Today Polish associations offer _scholarships_ and support the community in many ways.

John Gilewich, a Polish settler writes "Knowing a bit of the _language_ and having some _money_, I decided to open a store. This was in 1903. As time went on my _business_ was very extensive."

British Settlers

People from Britain were also _encouraged_ to settle in the Interior Plains during the Great Migration. Many came because Britain was _crowded_, and jobs were hard to find. Owning their own land was something many _families_ wanted. Although some did not have farming _experience_, people like James Clinkskill would find other ways to make a living in Canada.

"My sojourn on the prairie _convinced_ me that I was not cut out for farming operations. I decided it was no use to start learning. I _determined_ to try some other way of making a living. I [met] a young man from Ontario, and we agreed to _combine_ our money and start a _store_."

In 1903, the Reverend Isaac Barr encouraged people from _England_ to come and settle in a new colony in _Saskatchewan_. About 2000 people agreed to come, but when they arrived they found that many of Barr's _promises_ could not be kept.

Soon colonists voted on a new _leader_, a man named Reverend George Lloyd. With a new leader, the colony _prospered_. The main community in the colony was named _Lloydminster_. It became a city in _1958_.

Worksheet #5.5.7b
Lesson Eight

Concept: How Farming and Ranching Have Changed

Resources/Materials: Voices of Canada, pages 147 – 149
Photo Card: Lloydminster, AB: Then and Now
Worksheet #5.5.8 (optional, student copies)

Introduction: Ask students to briefly describe the farming operations on their colony. Discuss how this might be different from the first Alberta colonies established in 1918.

Explain that farming and ranching have changed for all of the Interior Plains, just as it has for Hutterites.

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

Procedure:

1. Have students turn to textbook, page 147. Guide the introductory paragraphs. Discuss what farming and ranching were like when they first began in the Interior Plains Region.

2. Guide the reading of pages 147 – 149, if possible; otherwise, direct students to read the pages independently to find out how farming and ranching have changed.

3. Discuss how drought was a problem faced by farmers and ranchers long ago and remains as a problem today.

4. In their notebooks, have students make two T-charts. One telling about farming long ago and farming today; and one telling about ranching long ago and ranching today.

5. ALTERNATELY. Distribute Worksheet #5.5.8. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 147 – 149.
2. Compare farming long ago and farming to day and ranching long ago and ranching today using T-charts.
3. ALTERNATELY. Do Worksheet #5.5.8.
**Farming and Ranching Long Ago and Today**

**Directions:** Use the information on pages 147 – 149 of *Voices of Canada* to help you complete the charts.

<table>
<thead>
<tr>
<th>Farming Long Ago</th>
<th>Farming Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ranching Long Ago</th>
<th>Ranching Today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do droughts affect farmers, ranchers, and nearby communities?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Worksheet #5.5.8
### Farming and Ranching Long Ago and Today

**Directions:** Use the information on pages 147 – 149 of *Voices of Canada* to help you complete the charts.

<table>
<thead>
<tr>
<th>Farming Long Ago</th>
<th>Farming Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>first gardens were at trading posts</td>
<td>large farms</td>
</tr>
<tr>
<td>small farms</td>
<td>some areas irrigated</td>
</tr>
<tr>
<td>used horses and plows</td>
<td>equipment is large and high tech</td>
</tr>
<tr>
<td>work was slow and hard</td>
<td>chemical fertilizers</td>
</tr>
<tr>
<td>many farms remained small because more land meant more work than one family could do</td>
<td>insecticides used</td>
</tr>
<tr>
<td></td>
<td>some organic farming</td>
</tr>
<tr>
<td></td>
<td>drought is still a problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ranching Long Ago</th>
<th>Ranching Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals grazed on natural grassland and drank from streams</td>
<td>factory farming</td>
</tr>
<tr>
<td>sometimes disease and drought killed entire herds</td>
<td>use of vaccinations to prevent diseases</td>
</tr>
</tbody>
</table>

How do droughts affect farmers, ranchers, and nearby communities?

- Farmers lose crops and cattle have no grass to eat
- Some farmers sell farms; others find other ways to farm
- Business owners and farm workers affected
Lesson Nine

Concept: Viewpoints: How Should People Farm on the Interior Plains?

Resources/Materials: Voices of Canada, pages 150 and 151  
Worksheet #5.5.9 (optional, student copies)

Introduction: Tell students to think back to the last lesson dealing with farming and ranching today. Explain that not everyone agrees that the use of fertilizers and pesticides and factory farming are good. With students discuss some of the disadvantages of these farm practices.

Procedure:

1. Have students turn to textbook, pages 150 and 151. Guide the reading of the pages, discussing the advantages and disadvantages of each of the farm practices.

2. In their notebooks, have students make graphic organizers to show the advantages and disadvantages of each of these farm practices:
   - Factory farms
   - Chemical fertilizers
   - Pesticides
   - Organic farming
   - Irrigation

   You may want students to work in pairs. Encourage students to use their own knowledge of farming. Some students may want to tell about other farm practices such as minimum or no-till operation.

3. ALTERNATELY. Distribute Worksheet #5.5.9. Go over the directions.

Assignments:

1. Read Voices of Canada, pages 150 and 151.
2. In your notebook, make graphic organizers to show the advantages and disadvantages of farm practices today.
3. ALTERNATELY. Do Worksheet #5.5.9
### Viewpoints

**Directions:** Use *Voices of Canada*, pages 147 – 151 to help you with this activity.

**Issue:** How Should People Farm on the Interior Plains?

**Answers may vary**

<table>
<thead>
<tr>
<th>Farming Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrigation</td>
<td>* crops get water</td>
<td>* expensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* only so much water to go around</td>
</tr>
<tr>
<td>Large High Tech Machinery</td>
<td>* farming more efficient</td>
<td>* very expensive</td>
</tr>
<tr>
<td></td>
<td>* can get jobs done more quickly</td>
<td></td>
</tr>
<tr>
<td>Chemical Fertilizers</td>
<td>* easy to handle and apply</td>
<td>* can pollute</td>
</tr>
<tr>
<td></td>
<td>* crops grow faster and taller</td>
<td></td>
</tr>
<tr>
<td>Pesticides</td>
<td>* can control diseases</td>
<td>* can cause environmental damage</td>
</tr>
<tr>
<td>Organic Farming</td>
<td>* better for the land</td>
<td>* yield is lower</td>
</tr>
<tr>
<td></td>
<td>* produce is chemical/pesticide free</td>
<td>* more expensive</td>
</tr>
<tr>
<td>Factory Farming</td>
<td>* can raise large numbers of livestock very quickly</td>
<td>* unhealthy and cruel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* can cause pollution</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.5.9
### Viewpoints

**Directions:** Use "Voices of Canada", pages 147 – 151 to help you with this activity.

#### Issue: How Should People Farm on the Interior Plains?

<table>
<thead>
<tr>
<th>Farming Method</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large High Tech Machinery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Fertilizers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pesticides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic Farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factory Farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Ten

Concept: How Do Natural Resources Shape Communities in the Interior Plains?

Resources/Materials: Voices of Canada, pages 152 and 153 and 350

Introduction: Ask students about which natural resources farming operations are based on (most directly — soil, sunshine, water). Explain that most communities in the Interior Plains depend on natural resources for their existence.

Larger cities often exist because they are centres of banking and business that result from natural resource development.

Procedure:

1. Have students turn to textbook, page 152. Show students how to use the map to determine natural resources found on or buried in the ground.

2. Next show students how to “read” the maps on page 350 to determine natural resources used in agriculture and forestry development.


4. In their notebooks, have students make a list of all the major natural resources found in the Interior Plains Region, using the maps on pages 152 and 350.

5. Finally, have students make a list of the natural resources in their area and the industries that arise from them.

   Example: rich soil — farming
            abundant rainfall — farming
            coal — coal mining

Assignments:

1. Read Voices of Canada, pages 152, 153, and 350.
2. Make a list of the natural resources found in the Interior Plains Region.
3. Make a list of the natural resources found in your area and the industries that arise from them.
Lesson Eleven

Concept: Build Your Skills! And Inquiring Minds

Resources/Materials: Voices of Canada, pages 154 and 155
Worksheet #5.5.11 (optional, student copies)

Introduction: Explain that Chapter Five is almost at an end. It is time to make sure that students understand the skills and concepts covered.

Procedure:

1. Have students turn to textbook, pages 154 and 155. Depending on your schedule, available resources, and students choose appropriate activities from pages for students to do.

2. If you want students to find out more about their past, the K-W-L chart on Worksheet #5.5.11 might help.

Assignments:

Choose activities from Voices of Canada, pages 154 and 155.
<table>
<thead>
<tr>
<th>What I Think I <strong>Know</strong></th>
<th>What I <strong>Want</strong> to Know</th>
<th>What I <strong>Learned</strong></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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.5.11
Lesson Twelve

Concept: Chapter Five Review

Resources/Materials: Worksheets #5.5.12a, #5.5.12b, and #5.5.12c (optional, teacher copy, cut into Strips)
Chapter Five Review Sheets (student copies)

Introduction: Explain that Chapter Five has now come to an end and that it is now time to prepare for a test.

Procedure:

1. OPTIONAL, use the questions on Worksheets #5.5.12a, #5.5.12b, and #5.5.12c to do an oral review with students.

2. Cut the questions on the worksheets into strips. Fold the strips and place them in a container. In turn, have students draw a question and read it. They should then attempt to answer it. Give the class a point if the question is answered correctly. If the question is not answered correctly, it goes back into the container.

3. If you like, set a goal for the students. If the goal is reached, they can have a treat. (Example: There is a time limit of 20 minutes. If you get 15 points in that time period, the class gets a treat.)

4. Distribute the Chapter Five Review Sheets. Have students work on them independently or in pairs. Check them with the students, if possible.

Assignments:

1. OPTIONAL. Do the oral review of Chapter Five using Worksheets #5.5.12a, #5.5.12b, and #5.5.12c.
2. Do the Chapter Five Review Sheets.
Chapter Five: The Interior Plains
Review Questions

1. What provinces and territories are part of the Interior Plains?

2. What landforms are found in the Interior Plains?

3. What bodies of water are found in the Interior Plains?

4. What are three areas of natural vegetation in the Interior Plains?

5. What wildlife existed on the Interior Plains before farming began?

6. What are five natural resources found on the Interior Plains.

7. What is the relative location of the Interior Plains?

8. What is the climate of the Interior Plains?

9. Describe how First Nations people lived before the coming of the settlers.

10. Before settlers moved to the Interior Plains, what three types of work did Francophones do on the Interior Plains?

11. Describe the Métis way of life before the settlers came.
12. How did the fur trade shape the way of life of First Nations?

13. How did the introduction of the horse shape the way First Nations lived?

14. How did the establishment of the Red River Colony shape ways of life on the Interior Plains?

15. How did the establishment of the North-West Mounted Police shape ways of life on the Interior Plains?

16. How did the building of the railway affect settlers?

17. How did the building of the railways affect the NWMP?

18. How did the building of the railway affect the First Nations?

19. How did the building of the railway affect the Métis?

20. How did Ukrainian settlers shape ways of life in the Interior Plains?

21. How did Russian settlers shape ways of life in the Interior Plains?

22. How did German settlers shape ways of life in the Interior Plains?

23. How did Polish settlers shape ways of life in the Interior Plains?
24. How did British settlers shape ways of life in the Interior Plains?

25. Describe farming long ago.

26. Describe ranching long ago.

27. Name five ways that farming has changed.

28. How is factory farming different from ranching long ago?

29. What are four ways that drought affects farmers and those who live in farm communities?

30. How do natural resources shape communities in the Interior Plains?
31. What provinces and territories are part of the Interior Plains? Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, Northwest Territories

32. What landforms are found in the Interior Plains? Flat land, low rolling hills, wide river valley, coulees

33. What bodies of water are found in the Interior Plains? Rivers, lakes

34. What are three areas of natural vegetation in the Interior Plains? Grassland, parkland, northern forest

35. What wildlife existed on the Interior Plains before farming began? Bison, caribou, beaver, etc.

36. What are five natural resources found on the Interior Plains. Soil, trees, oil and gas, coal, potash, salt, gypsum

37. What is the relative location of the Interior Plains? west of Canadian Shield, east of Cordillera

38. What is the climate of the Interior Plains? Cold snowy winters, hot summers; in south low precipitation

39. Describe how First Nations people lived before the coming of the settlers. Lived with nature. In grassland region depended on bison; in forested areas depended on caribou.

40. Before settlers moved to the Interior Plains, what three types of work did Francophones do on the Interior Plains? Worked in fur trade, as farmers, as missionaries

41. Describe the Métis way of life before the settlers came. Worked for fur trading companies, worked as trappers and hunters
42. How did the fur trade shape the way of life of Dene First Nation? Began to live in permanent homes near trading posts.

43. How did the introduction of the horse shape the way First Nations lived? Made hunting easier, made travelling faster and could travel farther.


46. How did the building of the railway affect settlers? Could get to Interior Plains more easily; could get their produce more easily to both ends of the country.

47. How did the building of the railways affect the NWMP? Could move more quickly in times of trouble.

48. How did the building of the railway affect the First Nations? Railway was built on their traditional lands; railway owners encourage killing of bison because bison would go onto the tracks. First Nations relied on the bison, resulting in starvation. Eventually, First Nations agreed to abandon traditional lands to live on reserves. This marked the end to traditional life.

49. How did the building of the railway affect the Métis? Canada’s government took over traditional Métis lands. Settlers took over their lands. Bison became scarce. Métis offered scrip, but the end result was that many were left with little or nothing.


52. How did German settlers shape ways of life in the Interior Plains? Farmed; were religion-based.

54. How did British settlers shape ways of life in the Interior Plains? *Farmed and started businesses, set up new communities*

55. Describe farming long ago. *Farms were small; work was slow and hard;*

56. Describe ranching long ago. *Cattle and other livestock grazed on natural grasslands and drank from streams and lakes; diseases and drought killed livestock*

57. Name five ways that farming has changed. *Irrigation; use of chemical fertilizers; use of pesticides; large, high tech equipment; organic farming; low or minimum tillage practices*

58. How is factory farming different from ranching long ago? *More factory farming*

59. What are four ways that drought affects farmers and those who live in farm communities? *Farmers lose crops and cattle have no grass so they lose money; farmers look for new and better ways to farm; some farmers sell farms; some farmers look for extra work off farms; business owners and farm workers affected*

60. How do natural resources shape communities in the Interior Plains? *Create jobs*
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>bison</th>
<th>drought</th>
<th>caribou</th>
<th>ambassador</th>
</tr>
</thead>
<tbody>
<tr>
<td>cavalry</td>
<td>fertile</td>
<td>scrip</td>
<td>homestead</td>
</tr>
<tr>
<td>irrigation</td>
<td>organic farming</td>
<td>pesticide</td>
<td>potash</td>
</tr>
</tbody>
</table>

large grass-eating animal that roamed the Prairies
a group of soldiers or police who use horses
long period without rain or snow
soil rich with nutrients that plants need for good growth
land that is owned by a settler
water supplied to dry land using pipes, ditches, or streams
method in which no chemicals are used on plants or animals
a substance mainly used in fertilizer and rich in potassium; an important nutrient for plants
a coupon given to Métis by the Canadian government that could be exchanged for land or money
chemical used to kill insects or plant diseases
person chosen to represent or speak for a group

2. Describe the relative location of the Interior Plains.


3. Use the map on pages 126 and 127 to determine the absolute locations of

Saskatoon       Fort McMurray

1
4. What are four provinces and two territories in the Interior Plains?

5. Examine the photograph. Make two observations that give you a clue about the life of the people in the photograph.

In the early 1900s thousands of Polish immigrants boarded ships headed for Canada.
6. Answer true or false.

__________ Before the settlers, First Nations groups followed bison and caribou herds which provided them with food, clothing, and shelter.

__________ Early Francophones living on the Interior Plains Region worked in the fur trade, as farmers, and as missionaries.

__________ Métis played an important role in the fur trade.

7. Tell how each of the following shaped ways of life on the Interior Plains.

   a. the fur trade __________________________________________________________

   b. the horse _____________________________________________________________

   c. the establishment of the Red River Colony _________________________________

   d. the establishment of the NWMP __________________________________________

8. The coming of the railway affected different groups in different ways. Match the group with sentences that tell how the railway affected it.

   a. Settlers  
   b. NWMP  
   c. First Nations  
   d. Métis

   _____ Their lands were taken over by the railway and then by settlers. They agreed to give up their traditional lands and move to reserves.

   _____ The railway made it easier to get to their new homesteads. They could more easily ship their produce to other parts of the country.

   _____ The railway allowed them to move quickly in times of trouble.

   _____ The railway brought settlers who settled on their land. The government offered them scrip, but most ended up with little or nothing.
9. Explain each of the following settlers shaped ways of life in the Interior Plains.

a. Ukrainian Settlers


b. Russian Settlers


c. German Settlers


d. Polish Settlers


e. British Settlers


10. Underline all the sentences that tell how farming and ranching has changed in the Interior Plains compared to long ago.

- Today’s farms are larger.
- The food produced is safer to eat.
- Today’s farmers can control diseases and pests more easily.
- On some farms, drought is overcome by using irrigation.
- Factory farms have replaced many ranches where cattle grazed on natural grasslands.
- Drought is no longer a problem anywhere on the Interior Plains.
- Some farmers grow food without using chemicals on plants or animals.
11. For this issue shown in the chart, tell about three different viewpoints.

<table>
<thead>
<tr>
<th>Issue: How should people farm on the Interior Plains?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint 1:</td>
</tr>
<tr>
<td>Viewpoint 2:</td>
</tr>
<tr>
<td>Viewpoint 3:</td>
</tr>
</tbody>
</table>

12. How do natural resources shape communities in the Interior Plains?
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>bison</th>
<th>drought</th>
<th>caribou</th>
<th>ambassador</th>
</tr>
</thead>
<tbody>
<tr>
<td>cavalry</td>
<td>fertile</td>
<td>scrip</td>
<td>homestead</td>
</tr>
<tr>
<td>irrigation</td>
<td>organic farming</td>
<td>pesticide</td>
<td>potash</td>
</tr>
</tbody>
</table>

- bison: large grass-eating animal that roamed the Prairies
- cavalry: a group of soldiers or police who use horses
- drought: long period without rain or snow
- fertile: soil rich with nutrients that plants need for good growth
- homestead: land that is owned by a settler
- irrigation: water supplied to dry land using pipes, ditches, or streams
- organic farming: method in which no chemicals are used on plants or animals
- potash: a substance mainly used in fertilizer and rich in potassium; an important nutrient for plants
- scrip: a coupon given to Métis by the Canadian government that could be exchanged for land or money
- pesticide: chemical used to kill insects or plant diseases
- ambassador: person chosen to represent or speak for a group

2. Describe the relative location of the Interior Plains.

- west of Canadian Shield
- east of Cordillera

3. Use the map on pages 126 and 127 to determine the absolute locations of

Saskatoon 52°N 107°W  
Fort McMurray 57°N 111°W
4. What are four provinces and two territories in the Interior Plains?

Manitoba, Saskatchewan, Alberta, British Columbia
Northwest Territories, Yukon Territory

5. Examine the photograph. Make two observations that give you a clue about the life of the people in the photograph.

In the early 1900s thousands of Polish immigrants boarded ships headed for Canada. Examples:

- dressed in similarly styled suits/clothing
- mostly men
6. Answer true or false.

true Before the settlers, First Nations groups followed bison and caribou herds which provided them with food, clothing, and shelter.

true Early Francophones living on the Interior Plains Region worked in the fur trade, as farmers, and as missionaries.

true Métis played an important role in the fur trade.

7. Tell how each of the following shaped ways of life on the Interior Plains.

a. the fur trade **some First Nations began to live in permanent homes near trading posts**

b. the horse **travel was easier; could travel farther**

b. hunting bison was easier

c. the establishment of the Red River Colony **first farming settlement on Interior Plains**

d. the establishment of the NWMP **brought law and order to Interior Plains**

8. The coming of the railway affected different groups in different ways. Match the group with sentences that tell how the railway affected it.

<table>
<thead>
<tr>
<th>a. Settlers</th>
<th>b. NWMP</th>
<th>c. First Nations</th>
<th>d. Métis</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Their lands were taken over by the railway and then by settlers. They agreed to give up their traditional lands and move to reserves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The railway made it easier to get to their new homesteads. They could more easily ship their produce to other parts of the country.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The railway allowed them to move quickly in times of trouble.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The railway brought settlers who settled on their land. The government offered them scrip, but most ended up with little or nothing.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Explain each of the following settlers shaped ways of life in the Interior Plains.

a. Ukrainian Settlers
   - were farmers
   - many became teachers → valued education
b. Russian Settlers
   - religious group
   - introduced wheat varieties still used today
   - believed in peace and hard work
c. German Settlers
   - religious group
   - successful farmers
d. Polish Settlers
   - farmed, worked in mines, and in forestry
   - supported new settlers
e. British Settlers
   - farmed; set up stores and businesses

10. Underline all the sentences that tell how farming and ranching has changed in the Interior Plains compared to long ago.

- Today’s farms are larger.
- The food produced is safer to eat.
- Today’s farmers can control diseases and pests more easily.
- On some farms, drought is overcome by using irrigation.
- Factory farms have replaced many ranches where cattle grazed on natural grasslands.
- Drought is no longer a problem anywhere on the Interior Plains.
- Some farmers grow food without using chemicals on plants or animals.
11. For this issue shown in the chart, tell about three different viewpoints.

<table>
<thead>
<tr>
<th>Issue: How should people farm on the Interior Plains?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint 1:</td>
</tr>
<tr>
<td>need large scale operations to meet demand for farm goods</td>
</tr>
<tr>
<td>Viewpoint 2:</td>
</tr>
<tr>
<td>organic farming provides consumers with food free of chemicals</td>
</tr>
<tr>
<td>Viewpoint 3:</td>
</tr>
<tr>
<td>factory farms are inhumane and pollute the environment</td>
</tr>
</tbody>
</table>

12. How do natural resources shape communities in the Interior Plains?

- provide jobs
- help communities grow

Viewpoint 4:
Large high tech machinery makes farming more efficient
Lesson Thirteen

Concept: Chapter Five Test

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

| a. ambassador | b. bison | c. caribou | d. cavalry |
| e. drought    | f. homestead | g. irrigation | h. fertile |
| i. organic farming | j. pesticide | k. potash | l. scrip |

_____ large grass-eating animal that roamed the Prairies
_____ a group of soldiers or police who use horses
_____ animal hunted by the Dene in the northern parts of the Interior Plains
_____ long period without rain or snow
_____ soil rich with nutrients that plants need for good growth
_____ land that is owned by a settler
_____ water supplied to dry land using pipes, ditches, or streams
_____ method in which no chemicals are used on plants or animals
_____ a substance mainly used in fertilizer and rich in potassium; an important nutrient for plants
_____ a coupon given to Métis by the Canadian government that could be exchanged for land or money
_____ chemical used to kill insects or plant diseases
_____ person chosen to represent or speak for a group

2. What is the relative location of the Interior Plains?
3. Name four provinces and two territories that lie in the Interior Plains.

---

Use the map to answer question 4.

---

4. Absolute location of the city of Calgary is 51°N 114°W. Tell which cities on the map have the following absolute locations:

- 50°N 97°W
- 52°N 107°W
- 56°N 111°W
5. Explain how each of the following would affect quality of life.

a. cold snowy winters

b. a lake with lots of fish

c. the discovery of oil near your community

6. Examine the photograph. Then make an observation that might offer clues about the people in the photograph.

In the late 1800s immigrants came to Canada from the Ukraine.

7. Choose one of the following. Then tell about their life before the settlers came to the Interior Plains: First Nations, Francophones, Métis.
8. Tell how each of the following shaped ways of life on the Interior Plains.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Shaped Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>the fur trade</td>
<td></td>
</tr>
<tr>
<td>the horse</td>
<td></td>
</tr>
<tr>
<td>the establishment of the Red River Colony</td>
<td></td>
</tr>
<tr>
<td>the establishment of the NWMP</td>
<td></td>
</tr>
</tbody>
</table>

9. Tell one way the railway affected each of these groups of people.

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Railway Affected the Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td></td>
</tr>
<tr>
<td>NWMP</td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
</tr>
<tr>
<td>Métis</td>
<td></td>
</tr>
</tbody>
</table>
10. Select one group of settlers. Tell about the contributions that have made to life on the Interior Plains:

Ukrainian Settlers  Russian Settlers  German Settlers
Polish Settlers   British Settlers

I group is choose is _____________________________________________.

Here is how they have contributed to life on the Interior Plains.

________________________________________________________________

________________________________________________________________

________________________________________________________________

11. Examine the issue. Then give two viewpoints about the issue.

<table>
<thead>
<tr>
<th>Issue: How Should People Farm on the Interior Plains?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint 1:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

12. Explain how the presence of a natural resource affects the quality of life in a community.

________________________________________________________________

________________________________________________________________

________________________________________________________________
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th></th>
<th>a. ambassador</th>
<th>b. bison</th>
<th>c. caribou</th>
<th>d. cavalry</th>
<th>e. drought</th>
<th>f. homestead</th>
<th>g. irrigation</th>
<th>h. fertile</th>
<th>i. organic farming</th>
<th>j. pesticide</th>
<th>k. potash</th>
<th>l. scrip</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>large grass-eating animal that roamed the Prairies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>a group of soldiers or police who use horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>animal hunted by the Dene in the northern parts of the Interior Plains</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>long period without rain or snow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>soil rich with nutrients that plants need for good growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>land that is owned by a settler</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>water supplied to dry land using pipes, ditches, or streams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>method in which no chemicals are used on plants or animals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>a substance mainly used in fertilizer and rich in potassium; an important nutrient for plants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l</td>
<td>a coupon given to Métis by the Canadian government that could be exchanged for land or money</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>chemical used to kill insects or plant diseases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>person chosen to represent or speak for a group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What is the relative location of the Interior Plains?

- west of Canadian Shield
- east of Cordillera
3. Name four provinces and two territories that lie in the Interior Plains.

Manitoba, Saskatchewan, Alberta, British Columbia
Yukon Territory, Northwest Territories

Use the map to answer question 4.

4. Absolute location of the city of Calgary is 51°N 114°W. Tell which cities on the map have the following absolute locations:

50°N 97°W Winnipeg
52°N 107°W Saskatoon
56°N 111°W Fort McMurray
5. Explain how each of the following would affect quality of life.
   Answer may vary
   a. cold snowy winters  
      enjoy sports like ice hockey, string, snowshoeing  
      dress warmly, houses insulated
   b. a lake with lots of fish
      fish for sport or commercially
   c. the discovery of oil near your community  
      jobs

6. Examine the photograph. Then make an observation that might offer clues about the people in the photograph.

   In the late 1800s immigrants came to Canada from the Ukraine.
   Example
   men dressed formally for photograph

7. Choose one of the following. Then tell about their life before the settlers came to the Interior Plains: First Nations, Francophones, Métis.
   First Nations: lived off land, respected nature
   Francophones: worked in fur trade, farmed, missionaries
   Métis: hunted buffalo, worked in fur trade
8. Tell how each of the following shaped ways of life on the Interior Plains.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Shaped Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>the fur trade</td>
<td>Answers may vary</td>
</tr>
<tr>
<td>Some First Nations groups established permanent homes near trading posts</td>
<td></td>
</tr>
<tr>
<td>the horse</td>
<td>made travelling easier and quicker</td>
</tr>
<tr>
<td></td>
<td>made hunting easier</td>
</tr>
<tr>
<td>the establishment</td>
<td>first farming settlement on Interior Plains</td>
</tr>
<tr>
<td>of the Red River Colony</td>
<td></td>
</tr>
<tr>
<td>the establishment</td>
<td>brought law and order to Interior Plains</td>
</tr>
<tr>
<td>of the NWMP</td>
<td></td>
</tr>
</tbody>
</table>

9. Tell one way the railway affected each of these groups of people.

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Railway Affected the Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td>could get to homestead more easily</td>
</tr>
<tr>
<td></td>
<td>could transport their produce to other areas of the country</td>
</tr>
<tr>
<td>NWMP</td>
<td>could move quickly in times of trouble</td>
</tr>
<tr>
<td>First Nations</td>
<td>went through their traditional lands</td>
</tr>
<tr>
<td></td>
<td>railways encouraged killing of bison, which was staple food for First Nations</td>
</tr>
<tr>
<td></td>
<td>agreed to move to reserves so settlers could take their lands</td>
</tr>
<tr>
<td>Métis</td>
<td>railway brought settlers who took over their lands</td>
</tr>
</tbody>
</table>
10. Select one group of settlers. Tell about the contributions that have made to life on the Interior Plains:

Ukrainian Settlers
Polish Settlers
Russian Settlers
British Settlers
German Settlers

farm, education, religion, farming, hard work,
communities, organizations

I group is choose is ________________________________

Here is how they have contributed to life on the Interior Plains.

________________________________________________________________________

________________________________________________________________________

11. Examine the issue. Then give two viewpoints about the issue.

**Issue:** How Should People Farm on the Interior Plains?

<table>
<thead>
<tr>
<th>Viewpoint 1:</th>
<th>Viewpoint 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>need large-scale food production</td>
<td>should have more organic farming</td>
</tr>
<tr>
<td>factory farms are inhumane</td>
<td>should not use pesticide and vaccinations</td>
</tr>
<tr>
<td>must use large high tech machinery</td>
<td></td>
</tr>
</tbody>
</table>

12. Explain how the presence of a natural resource affects the quality of life in a community.

- provides jobs
- helps communities to grow
Chapter Six

Cordillera Region

Life by the Mountains

Inquiry Questions

- Identify ways that the landscape of this region affects ways of life.
- What is the balance between the use of natural resources and sustaining the environment in this region?
Chapter Six: Cordillera Region: Life by the Mountains

Contents

Lesson One    Introduction and Location   3
Lesson Two    The Cordillera Region       4
Lesson Three  Who First Lived in the Cordillera Region?  5
Lesson Four   Who Were the First Europeans to Come to this Region?  6
Lesson Five   The First Asians to Come to the Cordillera   7
Lesson Six    The Natural Resources in the Cordillera Region, Part I  8
Lesson Seven  The Natural Resources in the Cordillera Region, Part II  9
Lesson Eight  The Natural Resources in the Cordillera Region, Part III  10
Lesson Nine   Ways of Life in the Cordillera Region Today  11
Lesson Ten    Build Your Skills! And Inquiring Minds  12
Lesson Eleven Chapter Six Review   13
Lesson Twelve Chapter Six Test       14
Lesson One

Concept: Introduction and Location

Resources/Materials: Voices of Canada, pages 156 – 159
Wall Map of Canada
Photo Card: The Cordillera Region
Photo Card: The Cordillera Region (copies of the reverse side)
Worksheets #5.6.1a and #5.6.1b (student copies)

Introduction: Ask students to imagine a region where the mountains can be so high and the their tops so cold that no vegetation can grow on them; then imagine a region where, in some places, it rarely freezes. Imagine a region where communities get four or more metres of rain, while other communities only get traces of precipitation. This is the Cordillera Region.

Point out the Cordillera on the wall map of Canada and note its relative location. If you are doing the map activity, tape the Cordillera onto the map. If you like, offer students food produced in the region, like a slice of apple or a sample of seafood.

Procedure:

1. Hold up the photo card. Discuss the photographs. Read the text to the students.

2. Have students turn to textbook, page 156. Guide the reading. Discuss the ongoing tension between industry and environmentalists.

3. Distribute the copies of the reverse side of the photo card. Then tell students to read textbook, pages 157 – 159 and the information from the reverse of the photo card to find out more about the Cordillera’s physical features, climate, natural vegetation, wildlife, natural resources, and industries.

4. Distribute Worksheets #5.6.1a and #5.6.1b. Go over the directions if necessary.

Assignments:

1. Read Voices of Canada, pages 156 – 159.
2. Do Worksheets #5.6.1a and #5.6.1b.
Directions: Use Voices of Canada, page 156 - 159 to help you with the questions.

1. On the map below draw in the Cordillera Region. Shade it lightly in brown. Label the cities of Whitehorse, Vancouver, Prince George, and Kelowna.

2. Name the provinces and territories that are part of the Cordillera.

________________________________________________________________________

________________________________________________________________________

3. Describe the relative location of the Cordillera.

________________________________________________________________________

4. Examine the legend on the map. The highest elevations in the Cordillera are mountain areas. At what elevations are most of the mountains?

________________________________________________________________________

The areas between the mountains are valleys. At what elevations are most valleys?

________________________________________________________________________

Which areas are at sea level? ____________________________________________
5. Use in the information from the textbook, as well as the information on the photo card to fill in information on the concept map below. You will be adding more information to the concept map as the chapter progresses, so leave room.
The Cordillera Region: Location and Geographic Features

Directions: Use Voices of Canada, page 156 - 159 to help you with the questions.

1. On the map below draw in the Cordillera Region. Shade it lightly in brown. Label the cities of Whitehorse, Vancouver, Prince George, and Kelowna.

2. Name the provinces and territories that are part of the Cordillera.
   
   British Columbia, Alberta
   
   Yukon Territory, Northwest Territories

3. Describe the relative location of the Cordillera.
   
   Western part of Canada

4. Examine the legend on the map. The highest elevations in the Cordillera are mountain areas. At what elevations are most of the mountains?
   
   2000 - 3000 m
   
   The areas between the mountains are valleys. At what elevations are most valleys?
   
   500 - 1000 m
   
   Which areas are at sea level? Coastal areas, some river valleys
5. Use in the information from the textbook, as well as the information on the photo card to fill in information on the concept map below. You will be adding more information to the concept map as the chapter progresses, so leave room.

**Landforms**
coast-rugged mountains
valleys
deltas
rolling hills
deserts

**Bodies of Water**
Pacific Ocean
rivers
lakes

**Climate**
mild winters - coast
lots of rain
warm summers
hot summers - interior
cold winters
dry summers
snowy winters

**Natural Vegetation**
trees

**Wildlife**
Kermode bear
birds
fish
whales

**Natural Resources**
trees, beaches
ocean, mountain
fish, mountain
whales, snow

**Industries**
forestry
mining
tourism
agriculture

tarland-soil
minerals - iron, lead, zinc, silver, copper, nickel, gold
Lesson Two

Concept: The Cordillera Region

Resources/Materials: Voices of Canada, pages 160 and 161
Wall Map of Canada
Worksheet #5.6.1b (students have this)

Introduction: Ask students to find Worksheet #5.6.1b from the last lesson. Briefly review the information the students wrote in the concept map. Allow those who missed information to add it.

Explain that today they will find out more about the region, and add this information to Worksheet #5.6.1b.

Procedure:

1. On the wall map of Canada, point out the Fraser River delta where the Fraser River drains into the Pacific Ocean. Explain that this delta is an important landform in the Cordillera. In fact, Vancouver’s airport is built on one of the islands of the Fraser River delta. If necessary, explain that deltas form when rivers carry sediment and then deposit the sediments forming little islands. These types of deposits typically occurs when the rivers slows down just before draining into the ocean.

2. Have students turn to textbook, page 160. If possible, guide the reading of pages 160 and 161. You may need to explain that quality of life refers to what a person’s life is like.

3. Following the reading, tell students to add any new information to the concept map on Worksheet #5.6.1b.

4. Optional. Discuss that the Cordillera Region is varied and has something for everyone. Have students write a paragraph or two telling where in the Cordillera they would like to visit. They should explain what they would do there. Have students make illustrations depicting themselves doing an activity. Advise them to show geographic features in their illustrations.

Assignments:

1. Read Voices of Canada, pages 160 and 161.
2. Add information to Worksheet #5.6.1b.
3. Optional. Write a paragraph or two about a place in the Cordillera you would like to visit. Tell what you would do when you got there. Illustrate.
Lesson Three

Concept: Who First Lived in the Cordillera Region?

Resources/Materials: Voices of Canada, pages 164 – 166
Wall Map of Canada
Worksheet #5.6.3 (optional, student copies)
Line Master G-2 (optional, student copies)

Introduction: Discuss that on the Interiors Plains the First Nations who lived on the Grasslands followed the bison herds. This is because the relied on the bison to meet their basic needs. Today, few people rely on bison to meet their basic needs. Instead most of the grasslands are used for agriculture.

Similarly, many of the uses of the land in the Cordillera have changed. Some have remained the same. For example, First Nations traditionally caught fish from the sea, and fish are still caught today.

Procedure:

1. On the wall map of Canada, point out that the coastal areas of the Cordillera have mild climate with lots of rain, while the interior has a more extreme climate (hot dry summers, cold snowy winters). For this reason, the First Nations on the coastal areas developed different lifestyles than those in the interior.

2. Have students turn to textbook, pages 164 – 166. Guide the reading. The section on the Potlatch may difficult for some students to understand without guidance.

3. Have students make point-form notes on the information on textbook, pages 164 – 166.

4. ALTERNATELY. Have students complete Worksheet #5.6.3. Go over the directions, if necessary.

5. OPTIONAL. Have students compare how First Nations traditionally used the land in the Cordillera with how the land is used today on Line Master G-2.

Assignments:

1. Read Voices of Canada, pages 164 – 166.
2. Make notes on what you read.
3. ALTERNATELY. Do Worksheet #5.6.3.
4. OPTIONAL. Compare how First Nations traditionally used the land in the Cordillera with how the land is used today on Line Master G-2.
First Nations in the Cordillera Region

Directions: Use *Voices of Canada*, pages 164 – 166 to help you with the questions.

1. First Nations on the Coast. Explain how the First Nations of the coast are closely connected to:
   
a. the forests ____________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
b. the sea ________________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________

2. First Nations of the Inland Areas. What did you find out about
   
a. the homes of the Secwepemc people? _______________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
b. how deer were used? ________________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
c. petroglyphs? __________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________

3. The Potlatch. Potlatches were common with coastal First Nations.
   
a. What is a potlatch? ______________________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________
   
b. What was its purpose? _________________________________
   
__________________________________________________________
   
__________________________________________________________
   
__________________________________________________________
First Nations in the Cordillera Region

Directions: Use Voices of Canada, pages 164 – 166 to help you with the questions.

1. First Nations on the Coast. Explain how the First Nations of the coast are closely connected to:
   a. the forests called the cedar the "tree of life".
      used trees for clothing, food, make baskets, canoes and boats
   b. the sea "source of food"
      "way to travel"

2. First Nations of the Inland Areas. What did you find out about
   a. the homes of the Secwepemc people? "built pit houses in winter"
      "in summer made houses of bulrushes and animal hide"
   b. how deer were used? "shinbones used to make awls for basket-making"
      "brows used to tan hides"
      "antlers used as digging tool"
   c. petroglyphs?

3. The Potlatch. Potlatches were common with coastal First Nations.
   a. What is a potlatch? ceremony or feast
   b. What was its purpose? ensure that wealth of the community was shared
Venn Diagram

How the Land Was Used

First Nations
- concerned with environment
- felt forests were sacred areas
- used trees to make some clothing

Same
- fishing for food
- trees used to build homes
- used oceans for transportation

Today
- many people place profits before the environment
- tourism
- mining
Lesson Four

Concept: Who Were the First Europeans to Come to This Region?

Resources/Materials: 
- Voices of Canada, pages 167 – 169
- Wall Map of Canada
- Worksheet #5.6.4 (student copies)
- String (about 15 cm for each student)

Introduction: Recall that the coming of the fur trade and settlers in the Interior Plains changed the lives of the First Nations people. Similarly, when European explorers and fur traders came to the Cordillera, the lives of First Nations people changed forever.

Procedure:

1. Explain that European countries explored and claimed lands all over the world because they wanted the resource that these lands could provide. They came to the Cordillera in hopes of finding resources their home countries would find useful.

2. Explain that the Russians had already explored much of the coastal region. The English and French were also interested in the Cordillera.


4. Distribute Worksheet #5.6.4. Go over the directions, if necessary. **Provide each student with a piece of string.**

Assignments:

2. Do Worksheet #5.6.4.
Directions: Use Voices of Canada, pages 167 – 169 to help you with the questions.

1. **British Explorers.** Complete the chart about these British explorers to the Cordillera.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Why He Came</th>
<th>His Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexander Mackenzie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon Fraser</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Thompson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Using a piece of string and the map on page 167, estimate the distances that Fraser and Mackenzie travelled going from Fort Chipewyan to the Pacific Ocean.

Fraser ________________  Mackenzie ________________

3. **Francophones.** Write a paragraph about the first Francophones in the Cordillera. You must use these words: voyageurs, fur trade, settlers, schools, missionaries.

(Continue your paragraph on the back of the sheet.)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Worksheet #5.6.4
**The First Europeans in the Cordillera Region**

**Directions:** Use *Voices of Canada*, pages 167 – 169 to help you with the questions.

1. **British Explorers.** Complete the chart about these British explorers to the Cordillera.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Why He Came</th>
<th>His Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Cook</td>
<td><em>looking for route between Atlantic and Pacific Oceans</em></td>
<td><em>sailed north along coast, met Monachunt/Munaskaat First Nation</em></td>
</tr>
<tr>
<td>Alexander</td>
<td><em>looking for new sources of furs for North West Company</em></td>
<td><em>travelled over mountains and canoed on rivers, first European to reach Pacific Ocean by traveling across Canada</em></td>
</tr>
<tr>
<td>Mackenzie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon Fraser</td>
<td><em>looking for new sources of furs for Northwest Company</em></td>
<td><em>built forts, travelled down Fraser River to Pacific Ocean</em></td>
</tr>
<tr>
<td>David Thompson</td>
<td><em>mapmaker for North West Company</em></td>
<td><em>explored Cordillera Region</em></td>
</tr>
</tbody>
</table>

2. Using a piece of string and the map on page 167, estimate the distances that Fraser and Mackenzie travelled going from Fort Chipewyan to the Pacific Ocean.

   Fraser 2100 km, Mackenzie 1800 km

3. **Francophones.** Write a paragraph about the first Francophones in the Cordillera. You must use these words: *voyageurs, fur trade, settlers, schools, missionaries.*

   (Continue your paragraph on the back of the sheet.) **Answers will vary**

   - voyageurs, first Francophones, were part of fur trade
   - Francophone settlers established Maillardville on Fraser River
   - set up schools → Campbell River, Ketchikan, Prince George
   - Roman Catholic missionaries came in mid-1800s

---

Worksheet #5.6.4
Lesson Five

Concept: The First Asians to Come to the Cordillera

Resources/Materials: Voices of Canada, pages 170 – 173
Wall Map of Canada
Worksheet #5.6.5 (student copies)

Introduction: Explain that by the late 1700s, the British had already laid claim to the Cordillera. In 1871, part of the Cordillera became a province of Canada. The province was called British Columbia. One of the reasons that British Columbia agreed to join Canada was if Canada agreed to build a railway joining it with the other four provinces. (On the map of Canada, point out the distance between British Columbia and the four original Canadian provinces.)

Explain that the building of the railway through the mountains was a difficult and dangerous undertaking. The railway builders needed lots of inexpensive labour. The answer was men from China. At that time many Chinese were very poor and looking for opportunities in other countries. The Chinese railway workers were some of the first Asians to live in Canada.

Procedure:

1. Explain that the people of British Columbia and much of the rest of Canada wanted Canada to keep its British traditions alive. They wanted the Chinese for their labour, but did not want feel they should influence the culture.

2. Have students turn to textbook, page 170. Explain that pages 170 – 173 are about three different Asian groups: the Chinese, the Japanese, and the Sikhs from India. At that time, Canada discriminated against them because their ways were not “European enough”.

3. Explain that today, discrimination against groups like the Chinese is no longer allowed, by law.


5. Distribute Worksheet #5.6.5. Go over the directions, if necessary.

6. OPTIONAL. Many discriminate against Hutterites. You might want students to write about or discuss the situation – the causes and how discrimination take place. Part of the discussion might include what Hutterites themselves can do to help the situation. As this might prove to be a sensitive topic, discuss the assignment with the German teacher before proceeding.

Assignments:

2. Do Worksheet #5.6.5.
3. OPTIONAL. Write a paragraph or story about discrimination against Hutterites.
Directions: Use *Voices of Canada*, pages 170 – 173 to help you with the questions.

1. Read about the Chinese, Japanese, and Sikhs. Then fill in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Contribution They Made to Canada</th>
<th>How They Were Discriminated Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sikhs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Even though it is against the law in Canada, many groups are still discriminated against. For example, many do not treat First Nations people as the same way they treat others. Is this fair? Tell why.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use Voices of Canada, pages 170 – 173 to help you with the questions.

1. Read about the Chinese, Japanese, and Sikhs. Then fill in the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Contribution They Made to Canada</th>
<th>How They Were Discriminated Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>• helped build railway</td>
<td>• Canadian government required Chinese entering Canada to pay a head tax.</td>
</tr>
<tr>
<td></td>
<td>• after railway worked in forestry, fish canning, coal mining</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• today many are entrepreneurs</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>• worked in canneries, had businesses, had fishing boats</td>
<td>• during WWII, Canadian government interned them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• property taken by government</td>
</tr>
<tr>
<td>Sikhs</td>
<td>• worked in railway construction, forestry, lumber mills</td>
<td>• passed law stating Indians could not immigrate to Canada only if they came directly by ship. The law was intended to ensure no more Indian people could come to Canada</td>
</tr>
<tr>
<td></td>
<td>• built temples</td>
<td></td>
</tr>
</tbody>
</table>

2. Even though it is against the law in Canada, many groups are still discriminated against. For example, many do not treat First Nations people as the same way they treat others. Is this fair? Tell why.
Lesson Six

Concept: The Natural Resources in the Cordillera Region, Part I

Resources/Materials: Voices of Canada, pages 174, 175 and 178
Worksheets #5.6.6 (student copies)

Introduction: Explain that like other regions of Canada, the Cordillera depends heavily on its natural resources. The presence of natural resources means that industries will develop around them. This means jobs and community growth.

Procedure:

1. Explain that one of the Cordillera’s largest industries is tourism. The Cordillera is home to some of the world’s most spectacular scenery. Its coastal areas and inland lakes and rivers bring sport fishermen and boaters. Mountain areas bring skiers, snowboarders, and hikers. However, the tourism industry has its challenges. Some years there is little snow in some areas. In some years governments have to limit the amount of fish people can catch because of low stocks.

2. Distribute Worksheet #5.6.6. With students complete the first section on the tourism industry:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resource It Depends On</th>
<th>How It Helps People</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>tourism</td>
<td>Coastal waters</td>
<td>Provides jobs</td>
<td>Limited fish stocks</td>
</tr>
<tr>
<td></td>
<td>Inland lakes and rivers</td>
<td>People come to enjoy the scenery</td>
<td>Not enough snow</td>
</tr>
<tr>
<td></td>
<td>mountains</td>
<td>People come for recreation</td>
<td></td>
</tr>
</tbody>
</table>

3. Have students read textbook, pages 174, 175, and 178 independently or in pairs.

4. Have them do the next three sections of Worksheet #5.6.6.

Assignments:

1. Read Voices of Canada, pages 174, 175, and 178.
2. Do Worksheet #5.6.6, the first four sections.
directions: use voices of canada, pages 174, 175, and 178 – 182 to help you with the questions.

fill in the chart to tell about some of the industries in the cordillera region.

<table>
<thead>
<tr>
<th>industry</th>
<th>natural resource it depends on</th>
<th>how it helps people</th>
<th>challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>tourism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hydroelectricity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>forestry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mining</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### The Natural Resources of the Cordillera Region

**Directions:** Use *Voices of Canada*, pages 174, 175, and 178 – 182 to help you with the questions.

Fill in the chart to tell about some of the industries in the Cordillera Region.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resource It Depends On</th>
<th>How It Helps People</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism</td>
<td>coastal waters, inland lakes/invers, mountains</td>
<td>provide jobs, people come to enjoy scenery, people come for recreation</td>
<td>limited fish stocks, not enough snow</td>
</tr>
<tr>
<td>Fishing</td>
<td>ocean, fish</td>
<td>source of food, provides jobs</td>
<td>numbers of some types of fish are declining</td>
</tr>
<tr>
<td>Hydroelectricity</td>
<td>rivers</td>
<td>generate electricity, provides jobs</td>
<td>hydroelectric dams can block salmon from spawning</td>
</tr>
<tr>
<td>Forestry</td>
<td>trees</td>
<td>lumber and paper products for homes, schools, businesses, provides jobs</td>
<td>wildfires, how to harvest trees while being environmentally responsible</td>
</tr>
<tr>
<td>Mining</td>
<td>minerals such as gold, silver, copper, coal</td>
<td>used to make metal products</td>
<td>deposits can be mined out</td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: The Natural Resources of the Cordillera Region, Part II

Resources/Materials: Voices of Canada, pages 176 and 177
Worksheet #5.6.7a (student copies)
Worksheet #5.6.7b (optional, student copies)

Introduction: Explain that clear-cutting is a method of harvesting trees where all the trees in an area are removed. The larger trees are used to make lumber and the smaller ones used to make other products such as wood chips and paper.

Have students discuss some of the advantages and disadvantages they can think of about allowing forestry companies to use clear-cutting.

Ensure that students understand the difference between fact and opinion. Point out that many people base their opinions on fact; but others do not.

Procedure:

1. Have students turn to textbook, pages 176 and 177. Guide the reading, if possible.

2. Distribute Worksheet #5.6.7a. Go over the directions, if necessary.

3. OPTIONAL. If you feel your students could use more practice distinguishing fact from opinion, distribute Worksheet #5.6.7b. Check the work with students when finished.

Assignments:

1. Read Voices of Canada, pages 176 and 177.
2. Do Worksheet #5.6.7a.
3. OPTIONAL. Do Worksheet #5.6.7b.
Viewpoints: Should the Government Allow Clear-Cutting in Rainforests?

Directions: Use Voices of Canada, pages 176 and 177 to help you with the activity.

1. Define clear-cutting (See page 175).

2. There are many different viewpoints about the issue of allowing clear-cutting as a method of harvesting trees. Tell about the different viewpoints by filling in the chart.

<table>
<thead>
<tr>
<th>Issue: Should the government allow clear-cutting in rainforests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint: Yes, clear-cutting should be allowed.</td>
</tr>
</tbody>
</table>

3. Do you feel clear-cutting should be allowed? Write a paragraph about how you feel.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Worksheet #5.6.7a
A **fact** is something that can be proven to be true.
An **opinion** tells what someone thinks or feels about a certain situation.

**Directions:** Read each statement. Write **fact** or **opinion** in the space.

1. __________ There are 24 students at Trident Colony School.
2. __________ Having a beautiful forest to enjoy is more important than making money cutting down trees.
3. __________ If you catch a fish for sport, you should always release it so that someone else can catch it some time in the future.
4. __________ Clear-cutting is the best way to harvest trees.
5. __________ Some of the trees in old growth forests can be more than 250 years old.
6. __________ Clear-cutting forested areas means that some birds and animals will have to find new homes.
7. __________ First Nations had a better way of life traditionally than we have today.
8. __________ Forests should never be cut down to make roads wider.
9. __________ When cities grow larger, it can mean less land for farms.
10. __________ It is better to live in a large house than in an apartment.
11. __________ In Alberta students must start grade one when they are six years old.
12. __________ People should not be allowed to drive cars until they are eighteen.
13. __________ It really doesn’t matter if the Kermode bear is saved or not. It really doesn’t do people any good.
14. __________ Fishing and forestry are the biggest industries in the Cordillera.
15. __________ Every year people are seriously injured or even killed while working in the forestry industry.
16. __________ Canada became a country on July 1, 1867.
17. __________ Most of the Cordillera Region is covered with forests.
Fact and Opinion

A fact is something that can be proven to be true. An opinion tells what someone thinks or feels about a certain situation.

Directions: Read each statement. Write fact or opinion in the space.

1. fact There are 24 students at Trident Colony School.

2. opinion Having a beautiful forest to enjoy is more important than making money cutting down trees.

3. opinion If you catch a fish for sport, you should always release it so that someone else can catch it some time in the future.

4. opinion Clear-cutting is the best way to harvest trees.

5. fact Some of the trees in old growth forests can be more than 250 years old.

6. fact Clear-cutting forested areas means that some birds and animals will have to find new homes.

7. opinion First Nations had a better way of life traditionally than we have today.

8. opinion Forests should never be cut down to make roads wider.

9. fact When cities grow larger, it can mean less land for farms.

10. opinion It is better to live in a large house than in an apartment.

11. fact In Alberta students must start grade one when they are six years old.

12. opinion People should not be allowed to drive cars until they are eighteen.

13. opinion It really doesn’t matter if the Kermode bear is saved or not. It really doesn’t do people any good.

14. fact Fishing and forestry are the biggest industries in the Cordillera.

15. fact Every year people are seriously injured or even killed while working in the forestry industry.

16. fact Canada became a country on July 1, 1867.

17. fact Most of the Cordillera Region is covered with forests.
Viewpoints: Should the Government Allow Clear-Cutting in Rainforests?

Directions: Use Voices of Canada, pages 176 and 177 to help you with the activity.

1. Define clear-cutting (See page 175.). __________ method of harvesting trees where all trees in an area are removed

2. There are many different viewpoints about the issue of allowing clear-cutting as a method of harvesting trees. Tell about the different viewpoints by filling in the chart.

<table>
<thead>
<tr>
<th>Issue: Should the government allow clear-cutting in rainforests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint: Yes, clear-cutting should be allowed.</td>
</tr>
<tr>
<td>- Stopping logging would mean loss of jobs</td>
</tr>
<tr>
<td>- Re-growing trees is not a problem. Most saplings regenerate naturally</td>
</tr>
<tr>
<td>Viewpoint: No, clear-cutting should not be allowed.</td>
</tr>
<tr>
<td>- We need to protect nature and value it over employment and wealth</td>
</tr>
<tr>
<td>- We must take only what we need. Some logged areas have gone dead</td>
</tr>
<tr>
<td>- Animals and birds cannot survive if their forest homes are destroyed</td>
</tr>
</tbody>
</table>

3. Do you feel clear-cutting should be allowed? Write a paragraph about how you feel.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Worksheet #5 6 7
Lesson Eight

Concept: The Natural Resources of the Cordillera Region, Part III

Resources/Materials: Voices of Canada, pages 179 – 183
Worksheet #5.6.6 (students have this)
Worksheet #5.6.8 (optional, student copies)

Introduction: Have students take out Worksheet #5.6.6. Review the industries and the corresponding natural resources covered so far. Explain that there are many other industries in the Cordillera such as mining and agriculture.

Today’s lesson involves mining and a particular event called a gold rush.

Procedure:

1. Have students turn to textbook, page 179. Guide the reading. Pay special attention to the photo at the bottom of the page. Explain that one of the main issues in the mining industry is the pollution produced by smelters.

2. Tell students to use the information on page 179 to complete the “mining” section on Worksheet #5.6.6.

3. Explain that gold is one of the most expensive metals people use. If gold is discovered anywhere in the world, it draws large numbers of people who are anxious to get rich from finding gold. The reality is that few find gold.


5. Have students use the information on these pages to write a paragraph about the Yukon Gold Rush. If you like, have students do Worksheet #5.6.8 to help them in writing and organizing their paragraphs.

Assignments:

2. Finish Worksheet #5.6.6.
3. Complete Worksheet #5.6.8 (optional).
4. Write a paragraph on the Yukon Gold Rush.
**The Yukon Gold Rush**

**Directions:** Use the information on pages 180 – 183 of *Voices of Canada* to answer the questions. Be sure to answer the questions in complete sentences. Then put the sentences together to make a paragraph about the Yukon Gold Rush.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the Yukon Gold Rush?</td>
<td></td>
</tr>
<tr>
<td>When did it start?</td>
<td></td>
</tr>
<tr>
<td>How did it start?</td>
<td></td>
</tr>
<tr>
<td>What happened next?</td>
<td></td>
</tr>
<tr>
<td>Why were the North-West Mounted Police sent to the Yukon?</td>
<td></td>
</tr>
<tr>
<td>Did many people become wealthy?</td>
<td></td>
</tr>
<tr>
<td>What happened after the gold rush?</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.6.8
### The Yukon Gold Rush

**Directions:** Use the information on pages 180 – 183 of *Voices of Canada* to answer the questions. Be sure to answer the questions in complete sentences. Then put the sentences together to make a paragraph about the Yukon Gold Rush.

**What was the Yukon Gold Rush?**

The Yukon Gold Rush was an event that saw more than 100,000 people rush to the Yukon, hoping to find gold and become rich.

**When did it start?**

It started in 1896

**How did it start?**

Prospectors George and Kate Carmack and Kate’s brother, Jim Mason, discovered gold in a creek that ran into the Klondike River in the Yukon.

**What happened next?**

News of the discovery spread quickly, and within weeks people from all parts of North America travelled to the area.

**Why were the North-West Mounted Police sent to the Yukon?**

The North-West Mounted Police were sent to the Yukon to bring law and order.

**Did many people become wealthy?**

Some people did become wealthy, but most lost everything and ended up being poor.

**What happened after the gold rush?**

After the gold rush, the population of Dawson City dropped from 40,000 to less than 5,000. Some people stayed, but most left the area for good.
Lesson Nine

Concept: Ways of Life in the Cordillera Region Today

Resources/Materials: Voices of Canada, pages 184 – 187
Photo Card: Squamish, BC: Then and Now
Worksheets #5.6.9a and #5.6.9b (student copies)
Line Master G-2 (optional, student copies)

Introduction: Discuss with students that the traditional ways of life of First Nations depended on the natural resources and climate of the places where they lived. (Example: Those living on the coast fished and built totem poles out of the tall cedar trees that grew in the area.)

Explain that the situation is similar today. Lifestyle depends on where people live in the Cordillera.

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

Procedure:

1. Distribute Worksheets #5.6.9a and #5.6.9b. With students read the information on the “Life on the Coast”. Then with students fill in appropriate section on the chart.

2. Have students turn to textbook, pages 184 – 187. Guide the reading, if you have the time; otherwise, direct students to read the pages independently.

3. Have students complete Worksheet #5.6.9b.

4. OPTIONAL. If you like, have students compare farming in the interior valleys of the Cordillera with their own farming operation using the Venn diagram on Line Master G-2 or some other type of graphic organizer.

5. OPTIONAL. Consider having students make a Cordillera Region booklet. You can have them make it as sophisticated or simple as you think would be appropriate for your students and the time you have. You could have them devote a page to each of the major industries – write facts and make illustrations. You could have them devote a page to each of areas (Coastal, Inland, Port Cities, Islands). You could have them make a tourist brochure. There are many options.

Assignments:

2. Do Worksheets #5.6.9a and #5.6.9b.
3. OPTIONAL. Compare farming in the Inland area of the Cordillera with the colony farm, using the Venn diagram on Line Master G-2.
4. OPTIONAL. Make a Cordillera Region booklet.
Ways of Life in the Cordillera Region Today

Directions: Use pages 184 – 187 of Voices of Canada to help you with the questions.

1. Read the information below on “Life on the Coast”. Then fill in the chart.

**Life on the Coast**

The coastal area of the Cordillera has mild climate with plenty of precipitation. Summers are warm and winters are mild. Many areas of the coast get as much as four metres of rain each year. Other coastal areas get much rain in the winter, but it is much drier in summer.

Large amounts of rain are one of the reasons that trees in the coastal areas grow to be so large. Some are as wide as a house. One of the major industries in the coastal region is forestry. This area is home to many old growth forests. Some of the trees are 250 years old or more.

The abundance of fish in the Pacific Ocean provides work for many fishermen. They catch several varieties of salmon, herring, groundfish, and shellfish like crab and shrimp. Many people work in fish processing plants where fish are cleaned, cut, and then either frozen or canned. Some people work in fish markets where fresh fish are sold.

The natural beauty of the coastal mountain range and the seacoast itself attract tourists from all over the world. They come to go on whale watching tours, fish for wild salmon, canoe and kayak, or simply walk on the beaches.

<table>
<thead>
<tr>
<th>Area</th>
<th>Industries</th>
<th>Natural Resources Used</th>
<th>Details About the Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Use the information from pages 184 – 187 to fill in the charts.

<table>
<thead>
<tr>
<th>Area</th>
<th>Industries</th>
<th>Natural Resources Used</th>
<th>Details About the Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inland</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>How Ways of Life Are Influenced by Climate and Physical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Cities</td>
<td></td>
</tr>
<tr>
<td>Islands</td>
<td></td>
</tr>
</tbody>
</table>
Ways of Life in the Cordillera Region Today

Directions: Use pages 184 – 187 of Voices of Canada to help you with the questions.

1. Read the information below on “Life on the Coast”. Then fill in the chart.

Life on the Coast

The coastal area of the Cordillera has a mild climate with plenty of precipitation. Summers are warm and winters are mild. Many areas of the coast get as much as four metres of rain each year. Other coastal areas get much rain in the winter, but it is much drier in summer.

Large amounts of rain are one of the reasons trees in the coastal areas grow to be so large. Some are as wide as a house. One of the major industries in the coastal region is forestry. This area is home to many old growth forests. Some of the trees are 250 years old or more.

The abundance of fish in the Pacific Ocean provides work for many fishermen. They catch several varieties of salmon, herring, groundfish, and shellfish like crab and shrimp. Many people work in fish processing plants where fish are cleaned, cut, and then either frozen or canned. Some people work in fish markets where fresh fish are sold.

The natural beauty of the coastal mountain range and the seacoast itself attract tourists from all over the world. They come to go on whale watching tours, fish for wild salmon, canoe and kayak, or simply walk on the beaches.

<table>
<thead>
<tr>
<th>Area</th>
<th>Industries</th>
<th>Natural Resources Used</th>
<th>Details About the Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>Forestry</td>
<td>Trees</td>
<td>large amounts of rain make trees grow large</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td>Fish</td>
<td></td>
<td>fishers catch salmon, herring, groundfish, and shellfish</td>
</tr>
<tr>
<td>Tourism</td>
<td>Mountain</td>
<td></td>
<td>people come to see natural beauty</td>
</tr>
<tr>
<td></td>
<td>Seacoast</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Use the information from pages 184 – 187 to fill in the charts.

<table>
<thead>
<tr>
<th>Area</th>
<th>Industries</th>
<th>Natural Resources Used</th>
<th>Details About the Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inland</td>
<td>Farming</td>
<td>soil</td>
<td>fruit orchards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sunshine</td>
<td>berries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rainfall</td>
<td>corn</td>
</tr>
<tr>
<td></td>
<td>Ranching</td>
<td>rolling hills</td>
<td>mostly in central valleys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>forestedland</td>
<td>use horses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>How Ways of Life Are Influenced by Climate and Physical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port Cities</td>
<td>warm climate means ports are ice-free</td>
</tr>
<tr>
<td></td>
<td>ships come from all over world</td>
</tr>
<tr>
<td></td>
<td>harbour good place to swim, boat, fish</td>
</tr>
<tr>
<td></td>
<td>bridges connect different parts of Vancouver</td>
</tr>
<tr>
<td></td>
<td>mild climate allows people to enjoy beautiful gardens year round</td>
</tr>
<tr>
<td>Islands</td>
<td>tourists come to enjoy natural beauty and wildlife</td>
</tr>
<tr>
<td></td>
<td>mild weather</td>
</tr>
<tr>
<td></td>
<td>small farms</td>
</tr>
</tbody>
</table>
Venn Diagram

Farming

Cordillera
- grow trees fruits
- grow cranberries
- grow grapes (vineyards)
- smaller farms
- in valleys

Same
- use soil, sunshine, water
- grow vegetables like corn,
  grow fruits like strawberries

My Colony
- grow wheat, canola,
  barley,
- raise hogs
- larger farms
- on plains

Answers will vary
Lesson Ten

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 188 and 189

Introduction: Explain that Chapter Six is almost at an end, and that it is time to make sure students understand the main ideas of the chapter.

Procedure:

1. Have students turn to textbook, pages 188 and 189. Guide the reading.
2. Depending on the resources available to you, select one or more activities to do.

Assignments:

1. Read Voices of Democracy, pages 188 and 189.
2. Do one or more of the activities.
Lesson Eleven

Concept: Chapter Six Review

Resources/Materials: Worksheet #5.6.11 (optional, student copies)
Chapter Six Review Sheets (student copies)

Introduction: Explain that Chapter Six is now at an end, and it is time to prepare for the chapter test.

Procedure:

1. OPTIONAL. If you like, assign each student a section of the chapter. Have each student make up questions on his or her assigned section along with the answers. These questions can then be turned into the teacher, who can use them as an oral review. These can be done on Worksheet #5.6.11, if you like.

2. Distribute the Chapter Six Review Sheets. Have students work on them independently or in pairs, if appropriate. If at all possible, check the sheets in class.

3. Give students time to study for the test.

Assignments:

1. OPTIONAL. Make up questions on the section of Chapter Six that the teacher assigns to you. Be sure to include the answers to the questions. Turn your questions and answers in to your teacher.

2. Do the Chapter Six Review Sheets.
**Chapter Six Questions**

**Directions:** Make up questions about Chapter Six. Your teacher will tell you which section. Be sure to include the answers.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<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 in the box with their meanings.

<table>
<thead>
<tr>
<th>cordillera</th>
<th>delta</th>
<th>potlatch</th>
<th>head tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>internment</td>
<td>hydroelectricity</td>
<td>clear-cutting</td>
<td>wildfires</td>
</tr>
<tr>
<td>prospectors</td>
<td>smelter</td>
<td>Alexander Mackenzie</td>
<td></td>
</tr>
</tbody>
</table>

- Method of harvesting trees where all trees are removed
- Grass or tree fires that are not set on purpose
- Ceremony or feast held by First Nations peoples of North America's west coast
- The first European to reach the Pacific Ocean by travelling across Canada
- A chain of mountains
- Electricity generated used rushing water
- Money Chinese people had to pay to come to Canada
- People who search for valuable metals
- A plant where minerals are turned into metals people can use
- The forcing of people to move to a certain place during war
- A broad, flat area of land formed where a river drains into a large body of water

2. Describe the relative location of the Cordillera Region.

3. Name the provinces and territories that are part of the Cordillera.
4. What contributions did each of the following groups make to the Cordillera?

<table>
<thead>
<tr>
<th>Group</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td></td>
</tr>
<tr>
<td>Francophones</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
</tr>
</tbody>
</table>

5. Tell what natural resources each industry from the Cordillera Region uses. Then tell about two jobs that go with each industry.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resource(s) Used</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture (Farming and Ranching)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Use the map below to answer the question.

One of your classmates wanted to learn about the first European explorers to explore the Cordillera region in present-day Canada. Using a map from Collections Canada, she recorded information about explorer Simon Fraser in the following chart.

**Underline the observations that are supported by the map.**

<table>
<thead>
<tr>
<th>Things I can see and prove from this map:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser’s journey from Fort Chipewyan to the coast of British Columbia was about 600 km.</td>
</tr>
<tr>
<td>Fraser’s journey began at the Pacific Ocean.</td>
</tr>
<tr>
<td>Vancouver Island is southwest of the Queen Charlotte Islands.</td>
</tr>
<tr>
<td>The N. Saskatchewan is northeast of the Columbia River.</td>
</tr>
<tr>
<td>Lake Athabasca is about 300 km long and about 50 km wide at its widest point.</td>
</tr>
<tr>
<td>Many important fur trading forts and many communities were built on the Fraser river.</td>
</tr>
</tbody>
</table>
7. For each area tell how climate affects ways of life, using the chart.

<table>
<thead>
<tr>
<th>Area</th>
<th>What the Climate Is Like</th>
<th>How the Life Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>cordillera</th>
<th>delta</th>
<th>potlatch</th>
<th>head tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>internment</td>
<td>hydroelectricity</td>
<td>clear-cutting</td>
<td>wildfires</td>
</tr>
<tr>
<td>prospectors</td>
<td></td>
<td>Alexander Mackenzie</td>
<td></td>
</tr>
</tbody>
</table>

- clear-cutting: method of harvesting trees where all trees are removed
- wildfires: grass or tree fires that are not set on purpose
- potlatch: ceremony or feast held by First Nations peoples of North America’s west coast
- Alexander Mackenzie: the first European to reach the Pacific Ocean by travelling across Canada
- cordillera: a chain of mountains
- hydroelectricity: electricity generated used rushing water
- head tax: money Chinese people had to pay to come to Canada
- prospectors: people who search for valuable metals
- smelter: a plant where minerals are turned into metals people can use
- internment: the forcing of people to move to a certain place during war
- delta: a broad, flat area of land formed where a river drains into a large body of water

2. Describe the relative location of the Cordillera Region.

west part of Canada

3. Name the provinces and territories that are part of the Cordillera.

British Columbia, Alberta

Yukon Territory, Northwest Territories
4. What contributions did each of the following groups make to the Cordillera?

<table>
<thead>
<tr>
<th>Group</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>• First Europeans to explore the region</td>
</tr>
<tr>
<td></td>
<td>• set up colonies</td>
</tr>
<tr>
<td>Francophones</td>
<td>• established newspaper</td>
</tr>
<tr>
<td></td>
<td>• established settlements</td>
</tr>
<tr>
<td></td>
<td>• sent missionaries</td>
</tr>
<tr>
<td>Chinese</td>
<td>• helped build railway</td>
</tr>
<tr>
<td></td>
<td>• worked in mines, forestry</td>
</tr>
<tr>
<td></td>
<td>• established businesses</td>
</tr>
<tr>
<td>First Nations</td>
<td>• lived in harmony with nature</td>
</tr>
<tr>
<td></td>
<td>• showed people how to be environmentally aware</td>
</tr>
</tbody>
</table>

5. Tell what natural resources each industry from the Cordillera Region uses. Then tell about two jobs that go with each industry.  

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resource(s) Used</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry</td>
<td>• trees</td>
<td>• lumbermen&lt;br&gt;• sawmill, pulp mill worker&lt;br&gt;• trucker</td>
</tr>
<tr>
<td>Fishing</td>
<td>• fish</td>
<td>• fishermen&lt;br&gt;• fish market worker&lt;br&gt;• fish plant worker</td>
</tr>
<tr>
<td>Mining</td>
<td>• minerals</td>
<td>• prospector&lt;br&gt;• miner&lt;br&gt;• smelter worker</td>
</tr>
<tr>
<td>Tourism</td>
<td>• oceans, snow, coasts, wildlife, mountains</td>
<td>• tour guide&lt;br&gt;• bus driver&lt;br&gt;• restaurant worker</td>
</tr>
<tr>
<td>Agriculture (Farming and Ranching)</td>
<td>• soil, grass</td>
<td>• farmer&lt;br&gt;• rancher&lt;br&gt;• trucker</td>
</tr>
</tbody>
</table>
6. Use the map below to answer the question.

One of your classmates wanted to learn about the first European explorers to explore the Cordillera region in present-day Canada. Using a map from Collections Canada, she recorded information about explorer Simon Fraser in the following chart.

**Underline** the observations that are **supported** by the map.

<table>
<thead>
<tr>
<th>Things I can see and prove from this map:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraser's journey from Fort Chipewyan to the coast of British</td>
</tr>
<tr>
<td>Columbia was about 600 km.</td>
</tr>
<tr>
<td>Fraser's journey began at the Pacific Ocean.</td>
</tr>
<tr>
<td>Vancouver Island is southwest of the Queen Charlotte Islands.</td>
</tr>
<tr>
<td>The N. Saskatchewan is northeast of the Columbia River.</td>
</tr>
<tr>
<td>Lake Athabasca is about 300 km long and about 50 km wide at</td>
</tr>
<tr>
<td>its widest point.</td>
</tr>
<tr>
<td>Many important fur trading forts and many communities were</td>
</tr>
<tr>
<td>built on the Fraser river.</td>
</tr>
</tbody>
</table>
7. For each area tell how climate affects ways of life, using the chart.

<table>
<thead>
<tr>
<th>Area</th>
<th>What the Climate Is Like</th>
<th>How the Life Affects Ways of Life</th>
</tr>
</thead>
</table>
| Coast  | warm summers
        mild winters
          lots of precipitation | . trees grow large making them desirable for lumbering
          . people enjoy beaches year round
          . people need umbrellas                                             |
| Interior | hot summers - dry
         cold winters - snowy                        | . skiing popular in winter
          . irrigation needed
          . cattle graze on land because it is too dry to farm               |
Lesson Twelve

Concept: Chapter Six Test

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

<table>
<thead>
<tr>
<th>a. clear-cutting</th>
<th>b. cordillera</th>
<th>c. delta</th>
<th>d. head tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. hydroelectricity</td>
<td>f. internment</td>
<td>g. Alexander Mackenzie</td>
<td></td>
</tr>
<tr>
<td>h. potlatch</td>
<td>i. prospectors</td>
<td>j. smelter</td>
<td>k. wildfires</td>
</tr>
</tbody>
</table>

___ money Chinese people had to pay to come to Canada
___ grass or tree fires that are not set on purpose
___ ceremony or feast held by First Nations peoples of North America’s west coast
___ method of harvesting trees where all trees are removed
___ the first European to reach the Pacific Ocean by travelling across Canada
___ a chain of mountains
___ a plant where minerals are turned into metals people can use
___ electricity generated used rushing water
___ a broad, flat area of land formed where a river drains into a large body of water
___ people who search for valuable metals
___ the forcing of people to move to a certain place during war

2. Describe the relative location of the Cordillera Region.

____________________________________________________________________________________

3. Name the provinces and territories that are part of the Cordillera.

____________________________________________________________________________________

____________________________________________________________________________________

1
4. Complete the chart by telling about two details about the Cordillera Region for each heading.

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

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

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

<table>
<thead>
<tr>
<th>Natural Vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wildlife</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

5. Tell about the contributions that each of the groups made.

<table>
<thead>
<tr>
<th>The British</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
6. Tell about four important industries in the Cordillera Region and the natural resources they use.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resources Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. There are many issues about how natural resources should be used in the Cordillera. In the chart, place check mark (√) in the appropriate column to show which statements are fact and which are opinion.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm worried that the air and water in my community will be ruined if we allow more mining and logging nearby.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The fishing, mining, and logging industries provide thousands of jobs and millions of dollars for people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts of the Fraser River have been dammed to provide hydroelectricity for mines, but fewer salmon have been able to spawn and lay eggs because of this change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think pollution from modern logging and mining methods has a very small effect on the environment. It's a small price to pay for high-paying jobs and a strong economy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People from all over the world want to see the rainforests in the Cordillera Region. These trees are worth much more standing than lying on the back of a truck.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. clear-cutting</th>
<th>b. cordillera</th>
<th>c. delta</th>
<th>d. head tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. hydroelectricity</td>
<td>f. internment</td>
<td>g. Alexander Mackenzie</td>
<td></td>
</tr>
<tr>
<td>h. potlatch</td>
<td>i. prospectors</td>
<td>j. smelter</td>
<td>k. wildfires</td>
</tr>
</tbody>
</table>

_**d**_ money Chinese people had to pay to come to Canada
_**k**_ grass or tree fires that are not set on purpose
_**h**_ ceremony or feast held by First Nations peoples of North America's west coast
_**a**_ method of harvesting trees where all trees are removed
_**g**_ the first European to reach the Pacific Ocean by travelling across Canada
_**b**_ a chain of mountains
_**j**_ a plant where minerals are turned into metals people can use
_**e**_ electricity generated used rushing water
_**c**_ a broad, flat area of land formed where a river drains into a large body of water
_**i**_ people who search for valuable metals
_**f**_ the forcing of people to move to a certain place during war

2. Describe the relative location of the Cordillera Region.

west coast of Canada

3. Name the provinces and territories that are part of the Cordillera.

British Columbia, Alberta

Yukon Territory, Northwest Territories
4. Complete the chart by telling about two details about the Cordillera Region for each heading.

<table>
<thead>
<tr>
<th>Landforms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mountains</td>
<td>coast</td>
<td>plateau</td>
</tr>
<tr>
<td>valley</td>
<td>rolling hills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodies of Water</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ocean</td>
<td>lakes</td>
</tr>
<tr>
<td>rivers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hot dry summers and cold snowy winters inland</td>
<td></td>
</tr>
<tr>
<td>warm summers and rainy winters on much of coast</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Vegetation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>forests</td>
<td></td>
</tr>
<tr>
<td>grasslands</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wildlife</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>beans</td>
<td>fish</td>
</tr>
<tr>
<td>caribou</td>
<td></td>
</tr>
</tbody>
</table>

5. Tell about the contributions that each of the groups made.

<table>
<thead>
<tr>
<th>The British</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>first Europeans to explore area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Francophones</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>set up newspaper</td>
<td>established communities</td>
</tr>
<tr>
<td>missionaries</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Chinese</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>helped build railway</td>
<td>worked in mines/forestry</td>
</tr>
<tr>
<td>set up businesses</td>
<td></td>
</tr>
</tbody>
</table>
6. Tell about four important industries in the Cordillera Region and the natural resources they use.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Natural Resources Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mining</td>
<td>minerals</td>
</tr>
<tr>
<td>Forestry</td>
<td>trees</td>
</tr>
<tr>
<td>Fishing</td>
<td>fish</td>
</tr>
<tr>
<td>Tourism</td>
<td>ocean, mountains, beaches, snow</td>
</tr>
<tr>
<td>Agriculture</td>
<td>soil, grassland, water</td>
</tr>
</tbody>
</table>

7. There are many issues about how natural resources should be used in the Cordillera. In the chart, place check mark (✓) in the appropriate column to show which statements are fact and which are opinion.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm worried that the air and water in my community will be ruined if we allow more mining and logging nearby.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>The fishing, mining, and logging industries provide thousands of jobs and millions of dollars for people.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Parts of the Fraser River have been dammed to provide hydroelectricity for mines, but fewer salmon have been able to spawn and lay eggs because of this change.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I think pollution from modern logging and mining methods has a very small effect on the environment. It's a small price to pay for high-paying jobs and a strong economy.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>People from all over the world want to see the rainforests in the Cordillera Region. These trees are worth much more standing than lying on the back of a truck.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Chapter Seven

Arctic Region
Life in the North

Inquiry Questions

- Explain how different communities have adapted to the climate and geography of the region.

- Has change always been good for people in the Arctic? Explain.
Chapter Seven: Arctic Region: Life in the North

Contents

Lesson One Introduction and Location 3
Lesson Two What Affects Quality of Life in the Arctic Region? 4
Lesson Three Sharing Information with Others 5
Lesson Four Where People Live 6
Lesson Five Explorers to the Arctic 7
Lesson Six Living in Canada’s North Today 8
Lesson Seven What Makes Canada’s Arctic Unique? And Viewpoints 9
Lesson Eight Putting it All Together 10
Lesson Nine Chapter Seven Review 11
Lesson Ten Chapter Seven Test 12

Unit One Wrap-P Unit One Culmination 13
Lesson One

Concept: Introduction and Location

Resources/Materials: Voices of Canada, pages 190 – 193
Wall Map of Canada
Photo Card: The Arctic Region
Photo Card: The Arctic Region (copies of the reverse side for students)
Worksheets #5.7.1a and #5.7.1b (student copies)

Introduction: Ask students to imagine living in a place where the sun set at 1:00 a.m. and rose at 3:00 in the summer. And in winter there were only three or four hours of daylight.

Explain that this is how it is for people who live in the Arctic Region of Canada.

On the wall map of Canada, point out the Arctic Region. If you are doing the map activity, tape the Arctic Region pieces onto the map.

Procedure:

1. Hold up the photo card and read the information on the reverse. Discuss the physical features, climate, and natural resources mentioned in the text. **Note that the plant with the bright red flowers in the top photo is called fireweed.**

2. Have students turn to textbook, page 190. Guide the reading of pages 190 and 191. **Note that snowdrifts and ice floes are so common and affect life, they can be viewed as landforms.** Clarify the meanings of the Inquiry Questions, if necessary.

3. Then have students turn to textbook, pages 192 and 193. Examine the map. **Note that the tree line marks the place where trees no longer grow.** Note also that permanent communities are almost all on the sea coast or on the shores of lakes and rivers.

4. Distribute copies of the reverse of the photo card and Worksheets #5.7.1a and #5.7.1b. Go over the directions, if necessary.

5. OPTIONAL. As an on going or an art project, have students made a model of a scene from the Arctic Region. Allow students to flip through the chapter for ideas.

Assignments:

1. Read Voices of Canada, pages 190 – 193.
2. Read the information on the reverse of the photo card.
3. Do Worksheets #5.7.1a and #5.7.1b.
4. OPTIONAL. Make a model a scene depicting the Arctic Region.
Directions: Use *Voices of Canada*, pages 190 – 193 to help you answer the questions.

1. On the map below, draw in the Arctic Region. Shade the area in lightly in purple. Label Iqaluit, Baker Lake, and Inuvik.

2. What territories lie in the Arctic Region?

3. What is the relative location of the Arctic Region?

4. Estimate the distance between Iglulik and Alert.

5. What is the absolute location of Baker Lake?
6. Use the information from the textbook, as well as the information on the photo card to fill in information on the concept map below. You will be adding more information to the concept map as the chapter progresses, so leave room.
Directions: Use Voices of Canada, pages 190 – 193 to help you answer the questions.

1. On the map below, draw in the Arctic Region. Shade the area in lightly in purple. Label Iqaluit, Baker Lake, and Inuvik.

2. What territories lie in the Arctic Region?
   
   **Nunavut, Northwest Territories, Yukon Territory**

3. What is the relative location of the Arctic Region?

   North part of Canada.

4. Estimate the distance between Iglulik and Alert. **2600 km**

5. What is the absolute location of Baker Lake? **64°N 96°W**
6. Use in the information from the textbook, as well as the information on the photo card to fill in information on the concept map below. **You will be adding more information to the concept map as the chapter progresses, so leave room.**

**Landforms**
- rocky valleys
- high, steep cliffs
- islands
- huge snowdrifts
- ice floes
- deltas
- mountains

**Bodies of Water**
- Arctic Ocean
- lakes
- rivers

**Climate**
- cold winters
- cool summers
- high winds
- little precipitation

**Physical Features**

**Natural Vegetation**
- tundra
- lichen
- moss
- grasses
- fireweed

**Wildlife**
- beluga whales
- seals
- muskox
- wolves
- caribou
- polar bears
- fox
- Arctic fox

**Natural Resources**
- water
- wildlife
- diamonds
- gold
- nickel
- lead
- zinc
- coal
- oil
- gas

**Industries**
- tourism
- mining
- oil and gas
Lesson Two

Concept: What Affects Quality of Life in the Arctic Region?

Resources/Materials: Voices of Canada, pages 194 and 195
Worksheet #5.7.1b (students have this)
Worksheet #5.7.2 (optional, student copies)

Introduction: Explain that the population of the Arctic is very small, even though it is large in area. Have students speculate the reason for this. (The climate is so harsh that the land can not support large numbers of people.)

Explain that the Inuit make up more than 85% of the population. This lesson tells more about their life.

Procedure:

1. Have students turn to textbook, pages 194 and 195. Guide the reading, if possible.
2. Tell students to put any new information in the appropriate boxes on Worksheet #5.7.1b.
3. Have students make point-form notes about what they read on textbook, pages 194 and 195.
4. ALTERNATELY. Distribute Worksheet #5.7.2. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 194 and 195.
2. Add to Worksheet #5.7.1b.
3. Make point-form notes on the information on pages 194 and 195.
4. ALTERNATELY. Do Worksheet #5.7.2.
Directions: Use Voices of Alberta, pages 194 and 195 to help you with the questions.

Roots of the Region

1. Where did the Inuit live traditionally?

2. Why did Europeans come to this region?

Why People Live Here Today

3. What types of work do people do?

4. Why do people visit the region?

What Affects Quality of Life in the Arctic Region?

5. What are two things tourists do who visit the region?

6. How does the fact that communities are far apart affect ways of life?
Social Studies Grade 5 Chapter 7 Worksheets

Life in the Arctic Region

Directions: Use Voices of Alberta, pages 194 and 195 to help you with the questions.

Roots of the Region

1. Where did the Inuit live traditionally?
   - have always lived in Arctic

2. Why did Europeans come to this region?
   - looking for sea route to Pacific Ocean
   - whaling
   - prospect of finding copper, gold

Why People Live Here Today

3. What types of work do people do?
   - mining, government
   - service industry

4. Why do people visit the region?
   - natural beauty, outdoor activities

What Affects Quality of Life in the Arctic Region?

5. What are two things tourists do who visit the region?
   - buy Inuit art
   - see wildlife

6. How does the fact that communities are far apart affect ways of life?
   - travel by helicopter, airplane
   - use GPS if travelling overland
Lesson Three

Concept: Sharing Information with Others

Resources/Materials: Voices of Canada, page 196.  
Worksheets #5.7.3a, #5.7.3b, and #5.7.3c (student copies)  
Worksheet #5.7.3d (optional)

Introduction: Explain that the Arctic Region is a home to many small and isolated communities. Because of the harsh nature of the environment, some are no longer inhabited by people. For different reasons, they have been abandoned. The territorial government has made some of these sites into historic parks. One of them is the Qaummaarviit Territorial Historic Park near Iqaluit (pronounced cow-mar-veet).

Procedure:

1. Have students turn to textbook, page 196. Guide the reading of the page.

2. Distribute Worksheets #5.7.3a, #5.7.3b, and #5.7.3c. Tell students they are to do research on Qaummaarviit Territorial Historic Park, using the information from the worksheets.

3. Tell them to make point-form notes.

4. OPTIONS. There are several different follow-ups you may want to consider:
   - Have students write a report.
   - Have students design a travel brochure.
   - Have students make a display.
   - Have students give an oral report.
   - Any other ideas you might have

5. If you decide to have students share what they found, guide them through textbook, page 197.

   1. OPTIONAL. Make models of a Thule sod house and/or an iglu. (You can use a salt and flour dough to make the sod or snow blocks. See recipe on Worksheet #5.7.3d. The whalebone frame can be made from heavy gauge wire, like coat hanger pieces. Cut and bend the wire pieces and secure the ends into a ring of modelling clay before you cover them with the sod blocks.)

Assignments:

2. Read Voices of Canada, page 196.
3. Do research on Qaummaarviit Territorial Historic Park using Worksheets #5.7.3a, #5.7.3b, and #5.7.3c.
4. OPTIONAL. Share what you learned (see above and textbook, page 197).
5. OPTIONAL. Students might want to try constructing a model of a Thule sod house and/or an iglu.
Introduction

Qaummaarviit (pronounced cow-mar-veet) is one of three territorial parks near Iqaluit, the capital city of Nunavut. It is dedicated to preserving a cultural site of historic importance. The name Qaummaarvit means “places that have rays of light”.

The historic park was created in 1985. It has long been of interest to local residents and visitors alike. The site had been inhabited by the Thule people, off and on, for more than 750 years.

The People, their Culture, and History

Qaummaarviit sits on an island and occupies approximately one-quarter square kilometre. The island is part of a small group of islands at the north end of Frobisher Bay. Experts (called archaeologists) generally agree that no more than 25 people resided at the site at any one time.

The site preserves a record of the Thule people, who came from Alaska some 1000 years ago and slowly spread across the Arctic to Greenland. Experts are not sure why the Thule people moved east from Alaska, but many feel they wanted to expand their hunting grounds and explore new regions.

The Thule had a unique culture. That is, it was different from any other. The Thule people were inventive, creative, and could adapt to new situations and surroundings. They travelled by dogsled and kayak. They invented the umiak, which is a large skin boat, is capable of holding entire families and their belongings. The umiak was generally paddled by women, while men travelled in the faster and more mobile kayak. The Thule were skilled at hunting all forms of land and sea mammals, including the large bowhead whale.

Kayaks usually hold only one person while umiaks held several.
Upon their arrival here, the Thule discovered they were not alone. The Tuniit had been living in this area for about 1500 years. However, soon after the Thule arrived, the Tuniit disappeared. Experts feel that the Tuniit were not able to cope with changes in wildlife and climate. The Thule, on the other hand were able to cope with these types of changes.

The Thule preferred to live close to water. They could then hunt and fish for animals and fish that lived in or near the sea. They depended on sea life for clothing and for food.

The Thule people lived at Qaummaarviit until the end of the 1700s, when they abandoned the site as a permanent home. Many guess that they moved away because of a change in climate in the area. It simply became too cold.

Qaummaarviit contains many features. In the summer, lush patches of vegetation grow throughout the park. Thousands of tools have been discovered, as well as the remains of many animals such as seals, caribou, walruses, whales, foxes, wolves, dogs, and birds.

Eleven semi-buried sod houses dot the site. These houses used whalebone, sod, and stone as their building materials. They are like the traditional iglu (snowhouses) in some ways. The entrance to a sod house was made lower than the main living area in order to trap cold air and prevent it from entering the house. Houses also used a “sleeping platform”, from which daily activities were directed. Care was taken to face the houses in a southeasterly direction. This helps them to get maximum light and heat from the sun. Several tent rings also indicate that the site was used in the summer months.

The Thule constructed houses by first making a frame from whale bones. The ends of the bones were partly buried in the ground. Stones were used to make sure they held in place. Sod was then placed around the frame.

An Inuit Snowhouse
Planning a Trip

You can get to Qaummaarviit by ski, dogsled, or snowmobile in the winter, and by boat during the open water season in the summer. However, as the park is located approximately 12 kilometres from Iqaluit, it is recommended that visitors take advantage of local outfitting services, many of which provide on-site interpretation and a snack.

One of the most enjoyable ways to get to the park in the spring is by dog-team. As days lengthen and the snow melts away from the land, the sea ice remains firm and safe well into the latter parts of June. Skiing to the park takes a good day, depending on your experience and ability.

Whether in winter or summer, visitors should dress warmly. Many local residents wear heavy parkas when on the bay as temperatures on the bay are generally cooler than on land. Because the land is quite flat and there are no trees, the slightest breeze feels cold.

Good quality sunglasses are needed to prevent snow blindness in the spring, or to reduce the reflection of sunlight off the water in the summer. A general rule used by residents is “dress for the worst, enjoy the best.”

Camping is not permitted at Qaummaarviit.

Site of Qaummaarviit Territorial Historic Park
**Salt and Flour Dough**

**Ingredients**

1 c. fine salt  
1 c. flour  
½ c. water (may add more)

**Method**

In a large bowl, combine the flour and salt.  
Make a well in the salt/flour mixture and add the water.  
Knead until smooth and shape into a ball.  
When not in use, wrap in plastic or place in an airtight container.

**Hint:** To get a softer dough, you can add more flour.  
Adding more salt will lend a more granular effect.  
Use wallpaper paste and the dough will be more cohesive.  
To add colour to your dough, use different types of flour or add food colouring or paint. Knead to get an even colouration.  
You may paint your ornaments or sculptures after they are thoroughly dry.
Lesson Four

Concept: Where People Live

Resources/Materials: Voices of Canada, pages 198 – 204, 344 and 345
Worksheets #5.7.4a and #5.7.4b (student copies)

Introduction: Have students turn to the population distribution map on textbook, pages 344 and 345. Note that most of Canada’s population is concentrated in the southern parts of the country. Note that few people live in the Arctic Region. This map shows only communities with 200 people or more. There are many more communities in the Arctic, but they are smaller (like a colony) and scattered.

Procedure:

1. Discuss that just like other Aboriginal cultures, the Inuit traditionally lived off the land and learned to respect nature. They felt they were part of nature.

2. Ask students to speculate about Inuit lifestyle today and how interaction with others has affected their ways of life.

3. Have students turn to textbook, pages 198 – 204. Allow them to flip through the pages to get an idea of the content.

4. If you have the time, guide the reading of as many of the pages as you can.

5. Distribute Worksheets #5.7.4a and #5.7.4b. Go over the directions, if necessary.

6. ALTERNATELY. Have students divide a large sheet of paper in half. On one half, they should illustrate and write a caption for “Life Long Ago”, and on the other side “Life Today”.

Assignments:

1. Read Voices of Canada, pages 198 – 204.
2. Do Worksheets #5.7.4a and #5.7.4b.
3. ALTERNATELY. On a large sheet of paper make illustrations of life in the Arctic long ago and today. Write captions.
Social Studies Grade 5 Chapter 7 Worksheets

Where Do People Live in the Arctic Region?

Directions: Use Voices of Canada, pages 198 – 204 to help you with the questions.

Read the pages to find facts about the people living in the Arctic Region.

Page 198
   a. the number of people living in the Arctic __________________________
   b. the percentage of people in Nunavut that is Inuit _______________________
   c. where most settlements in the Arctic are located ________________________

Page 199 (Inuit Communities)
   a. what the Inuit obtained from the environment __________________________
   b. what the Inuit got from seals, walrus, fish, and caribou __________________________

   c. Inuit shelter in summer __________________________
   d. Inuit shelter in winter __________________________
   e. activities done with extended families __________________________

Page 200 (Inuit Communities in the Past)
   a. how young children learned the ways of the land, animals, and how to survive __________________________
   b. ways parents and grandparents taught children __________________________

   c. what happened in 1958 that began changes for Inuit __________________________
   d. how the arrival of Europeans in the 1800s changed life for the Inuit __________________________
Social Studies Grade 5 Chapter 7 Worksheets

Page 201 (Tracking Wildlife in Nunavut)

a. what the NWMB does

b. the role of the Elders

c. how the NWMB helps schools

Page 202 (Inuit  Communities Today)

a. how Inuit people live a contemporary (modern day) lifestyle

b. the time of year when Inuit lead traditional lifestyle

c. changes the Inuit have seen

Pages 203 and 204 (Iqaluit: A Government Town)

a. why Nunavut is unique

b. population of Iqaluit

c. three official languages of Nunavut

d. name for the type of model the Nunavut government uses to reach agreements

e. where Francophones live and work

f. how people hear about their communities

g. who Susan Agukark is

h. the “old” name for Iqaluit

i. what the name Iqaluit means

j. what the Toonik Tyme festival celebrates
Social Studies Grade 5 Chapter 7 Worksheets

Where Do People Live in the Arctic Region?

Directions: Use Voices of Canada, pages 198 – 204 to help you with the questions.

Read the pages to find facts about the people living in the Arctic Region.

Page 198

a. the number of people living in the Arctic _______ less than 22,000____

b. the percentage of people in Nunavut that is Inuit _______ 85% ______

c. where most settlements in the Arctic are located _______ along coast ______

Page 199 (Inuit Communities)

a. what the Inuit obtained from the environment _______ everything they needed to live ______

b. what the Inuit got from seals, walrus, fish, and caribou _______ food, clothing, ______

________ cooking oil, and other items ______

c. Inuit shelter in summer _______ tents ______

d. Inuit shelter in winter _______ iglu, igluss ______

e. activities done with extended families _______ stories, singing, drumming, ______

________ eating, playing, chatting ______

Page 200 (Inuit Communities in the Past)

a. how young children learned the ways of the land, animals, and how to survive _______ from elders, other adults ______

b. ways parents and grandparents taught children _______ games, songs, dances ______

________ art, storytelling ______

c. what happened in 1958 that began changes for Inuit _______ first school opened ______

________ in Baker Lake ______

d. how the arrival of Europeans in the 1800s changed life for the Inuit _______ brought ______

________ things like guns, pots, and cloth which made life easier ______

Worksheet #5.7.4a
Social Studies Grade 5 Chapter 7 Worksheets

Page 201 (Tracking Wildlife in Nunavut)

a. what the NWMB does works to keep track of wildlife in Nunavut

b. the role of the Elders ensure protection and wise use of wildlife

c. how the NWMB helps schools provides materials to schools
    
    
    
    
    und operates website

Page 202 (Inuit Communities Today)

a. how Inuit people live a contemporary (modern day) lifestyle modern homes, snowmobiles and vehicles, Internet, satellite TV, cellphones

b. the time of year when Inuit lead traditional lifestyle spring and summer

c. changes the Inuit have seen new roads, buildings, schools, skateboard park

Pages 203 and 204 (Iqaluit: A Government Town)

a. why Nunavut is unique only territory where government follows Inuit traditions

b. population of Iqaluit 4000

c. three official languages of Nunavut Inuktitut, English, French

d. name for the type of model the Nunavut government uses to reach agreements consensus

 e. where Francophones live and work government

f. how people hear about their communities radio, television, newspapers

g. who Susan Agukark is Inuit musician/singer

h. the “old” name for Iqaluit Frobisher Bay

i. what the name Iqaluit means place of fish

j. what the Toonik Tyme festival celebrates coming of spring

Worksheet #5.7.4b
Lesson Five

Concept: Explorers to the Arctic

Resources/Materials: Voices of Canada, pages 205 and 206
Wall Map of Canada or the World or Globe
Worksheet #5.7.5 (student copies)

Introduction: Display the map of the Canada, the World, or a globe. Explain that Europeans had been going overland to Asia to get goods they wanted. However, this meant going through the lands of other people. Eventually, those people decided they did not want the Europeans to travel over their lands to get to Asia. That made things difficult for the Europeans.

The Europeans decided to look for a different way to get to Asia. They thought of sailing west. The route they were looking for was referred to as the Northwest Passage.

Procedure:

1. Explain that the British were the first to look for the Northwest Passage. This would mean trying to find a route around the islands of the Arctic.

2. Discuss possible hazards. (unknown lands, unknown people, waters freeze in winter)

3. Have students turn to textbook, page 205. Guide the reading.

4. Then explain that people who hunt whales, called whalers, were also interested in the region because they wanted whales. Direct students to read about how whalers influenced the lives of the Inuit.

5. Distribute Worksheet #5.7.5. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 205 and 206.
2. Do Worksheet #5.7.5.
The Influence of European Explorers and Whalers

Directions: Use Voices of Canada, pages 205 and 206 to help you with the questions.

1. What evidence is there for each of the following?
   
a. It was becoming very difficult for Europeans to reach Asia using their traditional overland route.

   ____________________________________________________________
   ____________________________________________________________

b. Martin Frobisher was determined to find the Northwest Passage.

   ____________________________________________________________
   ____________________________________________________________

c. Alexander Mackenzie did not make all his travels by ship.

   ____________________________________________________________
   ____________________________________________________________

d. Travel in the Arctic was extremely dangerous.

   ____________________________________________________________
   ____________________________________________________________

e. In some ways interaction with European whalers benefited the Inuit.

   ____________________________________________________________
   ____________________________________________________________

f. The European whalers had come to stay.

   ____________________________________________________________
   ____________________________________________________________

g. Interaction with the Europeans was not always good for the Inuit.

   ____________________________________________________________
Directions: Use Voices of Canada, pages 205 and 206 to help you with the questions.

1. What evidence is there for each of the following?

   a. It was becoming very difficult for Europeans to reach Asia using their traditional overland route.
      
      were looking for way to sail west from Atlantic to Pacific

   b. Martin Frobisher was determined to find the Northwest Passage.
      
      made three voyages

   c. Alexander Mackenzie did not make all his travels by ship.
      
      became first European to cross the continent by land, from east to west

   d. Travel in the Arctic was extremely dangerous.
      
      voyage(s) head by Franklin ended in death of Franklin and his crew

   e. In some ways interaction with European whalers benefited the Inuit.
      
      traded for tools, cloth, metal goods, food

   f. The European whalers had come to stay.
      
      established permanent whaling stations; lived year-round

   g. Interaction with the Europeans was not always good for the Inuit.
      
      European disease killed many
Lesson Six

Concept: Living in Canada’s North Today

Resources/Materials: Voices of Canada, pages 207 – 212
Photo Card: Tuktoyaktuk, NT: Then and Now
Line Masters 7-7 and 7-8 (student copies)
Worksheets #5.7.6a and #5.7.6b (optional, student copies)

Introduction: Discuss with students that although there are many similarities between living in the Arctic and living on the Interior Plains, there are some important differences. Just like our lives, there are positives and negatives about living in the Arctic.

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

Procedure:

1. Have students turn to textbook, pages 207 – 212.

2. Allow students a minute or two to look over the photos and headings of the pages.

3. Distribute Line Master 7-7. Explain that they are to complete the first three sections. (If you have the time, guide the reading.) Then they are to read the pages and then fill in the fourth section.

4. Distribute Line Master 7-8. Go over the directions, if necessary.

5. ALTERNATELY. If you feel the activities on Line Masters 7-7 and 7-8 might be too challenging for your students, consider having them do Worksheets #5.7.6a and #5.7.6b instead.

Assignments:

1. Read Voices of Canada, pages 207 – 212.
2. Do Line Masters 7-7 and 7-8.
3. ALTERNATELY. Do Worksheets #5.7.6a and #5.7.6b.
Directions: Use *Voices of Canada*, pages 207 – 211 to help you with the questions.

Many factors influence ways of life in the Arctic region. Tell how each of the following affects ways of life.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>The climate is dry and cold.</td>
<td>Housing</td>
</tr>
<tr>
<td></td>
<td>Clothing</td>
</tr>
<tr>
<td></td>
<td>Farming</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td>The ground has permafrost.</td>
<td></td>
</tr>
<tr>
<td>Pollution is a concern.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.7.6a
<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>The days are long and the nights are short</td>
<td></td>
</tr>
<tr>
<td>in summer.</td>
<td></td>
</tr>
<tr>
<td>The days are short and the nights are long</td>
<td></td>
</tr>
<tr>
<td>in the winter.</td>
<td></td>
</tr>
<tr>
<td>The climate is changing. It is getting</td>
<td></td>
</tr>
<tr>
<td>warmer.</td>
<td></td>
</tr>
<tr>
<td>Diamonds have been discovered.</td>
<td></td>
</tr>
</tbody>
</table>
Positive/Negative—It’s a Matter of Perspective

In the first column, write a challenge from nature in the North. In the next two columns, write a way that the challenge can be viewed as positive and as negative. An example has been done for you.

<table>
<thead>
<tr>
<th>Challenge from Nature</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average temperature is 10 degrees.</td>
<td>Mittens are not always necessary.</td>
<td>It is as cold as –50 degrees.</td>
</tr>
<tr>
<td>Air is so cold that snow falls and stays</td>
<td>Can build igloo</td>
<td>Snow is cold and can be blinding</td>
</tr>
<tr>
<td>Permafrost</td>
<td>Soil under first few centimeters is stable</td>
<td>Road construction difficult as is disposal of waste as pits cannot be dug</td>
</tr>
<tr>
<td>Cannot bury waste</td>
<td>People are more careful about how much waste they produce</td>
<td>Waste is sometimes thrown into water, causing water pollution</td>
</tr>
<tr>
<td>Nights are long in winter</td>
<td>People can partake in indoor activities</td>
<td>Too dark and cold for outdoor activities</td>
</tr>
<tr>
<td>The area is gradually becoming warmer</td>
<td>Life is a little easier with warmer climate</td>
<td>People/animals are unamused with new types of snow hic conditions</td>
</tr>
</tbody>
</table>
Directions: Use *Voices of Canada*, pages 207 – 211 to help you with the questions.

Many factors influence ways of life in the Arctic region. Tell how each of the following affects ways of life.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>The climate is dry and cold.</td>
<td>Housing</td>
</tr>
<tr>
<td></td>
<td>Clothing</td>
</tr>
<tr>
<td></td>
<td>Farming</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td>The ground has permafrost.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pollution is a concern.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.7.6a
<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>The days are long and the nights are short in summer.</td>
<td>people enjoy daytime activities long into the night</td>
</tr>
<tr>
<td>The days are short and the nights are long in the winter.</td>
<td>people spend a lot of time indoors</td>
</tr>
</tbody>
</table>
| The climate is changing. It is getting warmer. | different animals, birds, insects  
  - hunters have difficulty with new ice conditions  
  - permafrost is melting under some homes, making them unstable  
  - animal such as polar bears having difficulty with hunting |
| Diamonds have been discovered.             | provide work                 |
Lesson Seven

Concept: What Makes Canada’s Arctic Unique? And Viewpoints

Resources/Materials: Voices of Canada, pages 213 – 215
Line Master 7-9 (student copies)

Introduction: Discuss that Hutterite culture is really a mixture of the old and the new. Elicit from students ways in which Hutterite culture is old (traditions, dress) and ways it is new (technology). Explain that Inuit culture is similarly a mixture of old and new.

Procedure:


2. OPTIONAL. Have students write a paragraph about the similarities between Arctic culture and Hutterite culture.

3. Then explain that just like all regions, the Arctic faces issues to which there is no clear right or wrong solution. One of them has to do with drilling for oil and gas. The Arctic environment is very fragile, meaning that if it changes even slightly, it will affect how well plants, animals, and people survive.


Assignments:

2. OPTIONAL. Write a paragraph about the similarities between Hutterite and Arctic cultures.
Looking at an Issue

Drilling for Oil and Gas

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>will provide jobs</td>
<td>oil and gas activity will</td>
</tr>
<tr>
<td>oil and gas are necessary in Canadians’ lives</td>
<td>disrupt wildlife</td>
</tr>
<tr>
<td>oil companies/governments can take steps to ensure</td>
<td></td>
</tr>
<tr>
<td>wildlife is protected</td>
<td></td>
</tr>
</tbody>
</table>

My opinion

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Lesson Eight

Concept:  Putting It All Together

Resources/Materials:  Voices of Canada, page 217

Introduction:  Explain that our study of the Arctic Region is almost at an end.  It is time to make sure students know the important ideas.

Procedure:


2.  Discuss the answers to the inquiry questions with the class.  You may want them to write their answers.

Assignments:

2.  Discuss and, if you like, write answers to the Inquiry Questions.
Lesson Nine

Concept: Chapter Seven Review

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

Introduction: Explain that as Chapter Seven is now at an end, it is time to prepare for a test.

Procedure:

1. Distribute the Chapter Seven Review Sheets. Have students complete them independently or in pairs.

2. If at all possible, check the review sheets in class, allowing students to fix their answers, where necessary.

Assignments:

Do the Chapter Seven Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>muskox</th>
<th>Inuktitut</th>
<th>Inuit</th>
<th>tundra</th>
</tr>
</thead>
<tbody>
<tr>
<td>permafrost</td>
<td>Martin Frobisher</td>
<td>Frobisher Bay</td>
<td>Susan Aglukark</td>
</tr>
<tr>
<td>NWMB</td>
<td>kayak</td>
<td>Northwest Passage</td>
<td>Iqaluit</td>
</tr>
</tbody>
</table>

- _____________________________________________ Nunavut Wildlife Management Board
- _____________________________________________ an Inuit musician and singer
- _____________________________________________ a mammal that lives in the Arctic Region
- _____________________________________________ the name of the Aboriginal people who live in the Arctic
- _____________________________________________ an English explorer
- _____________________________________________ the old name for Iqaluit
- _____________________________________________ the capital city of Nunavut
- _____________________________________________ an official language of Nunavut
- _____________________________________________ a type of boat used by Inuit men
- _____________________________________________ treeless area where only grasses and small plants grow
- _____________________________________________ soil that stays frozen all year
- _____________________________________________ the name given to the sea route between the Atlantic and Pacific Oceans

2. What is the relative location of the Arctic Region?

- _____________________________________________

3. What territories are part of the Arctic Region?

- _____________________________________________
Use the map below to answer questions 4 and 5.

4. What is the absolute location of Iqaluit? __________________________

5. Estimate the distance between Baker Lake and Tuktoyaktuk. __________________________

6. Explain how each of the following affects ways of life in the Arctic Region.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caribou live in many parts of the region.</td>
<td></td>
</tr>
<tr>
<td>Permafrost exists.</td>
<td></td>
</tr>
<tr>
<td>In winter there can be more than 20 hours of darkness.</td>
<td></td>
</tr>
<tr>
<td>There has been a gradual rise in temperatures.</td>
<td></td>
</tr>
</tbody>
</table>
7. Answer true or false for these statements about the Arctic Region.

________ There are about 22,000 people living in the Arctic Region.

________ Most parts of the region are covered with forests.

________ The region has many natural resources.

________ Tourism is a major industry.

________ Most people live in coastal areas.

________ One of the official languages is Aglukark.

________ Europeans first came to the area looking for gold and silver.

________ The region is unique because the people use a combination of old and new ways of life.

8. Write facts for each.

<p>| Landforms | • |
| Bodies of Water | • |
| Climate | • |
| Wildlife | • |
| Natural Vegetation | • |</p>
<table>
<thead>
<tr>
<th>Natural Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Industries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Seven: Arctic Region

Review Sheets

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Muskox</th>
<th>Inuktitut</th>
<th>Inuit</th>
<th>Tundra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permafrost</td>
<td>Martin Frobisher</td>
<td>Frobisher Bay</td>
<td>Susan Aglukark</td>
</tr>
<tr>
<td>NWMB</td>
<td>kayak</td>
<td>Northwest Passage</td>
<td>Iqaluit</td>
</tr>
</tbody>
</table>

NWMB
Susan Aglukark
muskox
Inuit
Martin Frobisher
Frobisher Bay
Iqaluit
Inuktitut
kayak
tundra
permafrost
Northwest Passage

Nunavut Wildlife Management Board
an Inuit musician and singer
a mammal that lives in the Arctic Region
the name of the Aboriginal people who live in the Arctic
an English explorer
the old name for Iqaluit
the capital city of Nunavut
an official language of Nunavut
a type of boat used by Inuit men
treeless area where only grasses and small plants grow
soil that stays frozen all year
the name given to the sea route between the Atlantic and Pacific Oceans

2. What is the relative location of the Arctic Region?

Northern part of Canada

3. What territories are part of the Arctic Region?

Nunavut, Northwest Territories, Yukon Territory
Social Studies Grade 5 Chapter 7

Use the map below to answer questions 4 and 5.

![Map of the Arctic Region with cities Tuktoyaktuk and Iqaluit highlighted]

4. What is the absolute location of Iqaluit? \( 63^\circ N \ 68^\circ W \)

5. Estimate the distance between Baker Lake and Tuktoyaktuk. \( 2300 \text{ km} \)

6. Explain how each of the following affects ways of life in the Arctic Region.

<table>
<thead>
<tr>
<th>Factor</th>
<th>How It Affects Ways of Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caribou live in many parts of the region.</td>
<td>- used for clothing, food</td>
</tr>
<tr>
<td>Permafrost exists.</td>
<td>- building, road construction difficult</td>
</tr>
<tr>
<td>In winter there can be more than 20 hours</td>
<td>- people spend much time indoors</td>
</tr>
<tr>
<td>of darkness.</td>
<td>- more accidents because Inuit not able to read ice conditions</td>
</tr>
<tr>
<td>There has been a gradual rise in</td>
<td>- hunters and animal having difficulty</td>
</tr>
<tr>
<td>temperatures.</td>
<td></td>
</tr>
</tbody>
</table>
7. Answer true or false for these statements about the Arctic Region.

- **T** There are about 22,000 people living in the Arctic Region.
- **F** Most parts of the region are covered with forests.
- **T** The region has many natural resources.
- **T** Tourism is a major industry.
- **T** Most people live in coastal areas.
- **F** One of the official languages is Aglukark.
- **F** Europeans first came to the area looking for gold and silver.
- **T** The region is unique because the people use a combination of old and new ways of life.

8. Write facts for each.

<table>
<thead>
<tr>
<th>Landforms</th>
<th>Rocky valleys</th>
<th>Deltas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High-sea cliffs</td>
<td>Mountains</td>
</tr>
<tr>
<td></td>
<td>Islands</td>
<td>Snowdrifts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ice floes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodies of Water</th>
<th>Rivers</th>
<th>Arctic Ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lakes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate</th>
<th>Dry</th>
<th>Snow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cool summers, very cold winters</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wildlife</th>
<th>Polar bears</th>
<th>Whales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fish</td>
<td>Seals</td>
</tr>
<tr>
<td></td>
<td>Caribou</td>
<td>Muskoxen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fox</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Vegetation</th>
<th>Lichen</th>
<th>Grasses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mosses</td>
<td>Fireweed</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>oil and gas</td>
<td>nickel</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>Industries</td>
<td>tourism</td>
<td>mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Ten

Concept: Chapter Seven Test

Resources/Materials: Chapter Seven Test (student copies)
Chapter Seven: Arctic Region

Test

1. Match the words and phrases in the box with their meanings.

| a. Frobisher Bay | b. kayak | c. Inuktitut | d. Inuit |
| e. Iqaluit       | f. Martin Frobisher | g. muskox | h. Northwest Passage |
| i. NWMB          | j. permafrost       | k. Susan Aglukark | l. tundra |

_____ Nunavut Wildlife Management Board
_____ an Inuit musician and singer
_____ a mammal that lives in the Arctic Region
_____ the name of the Aboriginal people who live in the Arctic
_____ an English explorer
_____ the old name for Iqaluit
_____ the capital city of Nunavut
_____ an official language of Nunavut
_____ a type of boat used by Inuit men
_____ treeless area where only grasses and small plants grow
_____ soil that stays frozen all year
_____ the name given to the sea route between the Atlantic and Pacific Oceans

2. What is the relative location of the Arctic Region?

________________________________________________________________________

3. What territories are part of the Arctic Region?

________________________________________________________________________
Use the map and graphs below to answer questions 4 – 7.
4. What can you tell about the temperatures in Iqaluit compared to those in Vancouver with regard to
   a. the time of year when it is warmest
   ________________________________________________________________
   ________________________________________________________________
   b. temperatures overall
   ________________________________________________________________
   ________________________________________________________________

5. The latitude of Iqaluit is 64°N, while the latitude of Vancouver is 49°N. What is the connection between latitude and overall temperature?
   ________________________________________________________________
   ________________________________________________________________

6. What is the absolute location of Iqaluit?
   ________________________________________________________________

7. Estimate the distance between Yellowknife and Iqaluit.
   ________________________________________________________________

8. Compare the ways of life in the Arctic Region in the past compared to the present.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
</tr>
</tbody>
</table>
Use the map below to answer question 9.

- Taken from *Voices of Canada, Teacher Resource*, page 574.

9. Underline the observations that can be supported by the map.

- Iqaluit and Inuvik are about 1000 kilometres apart.
- The majority of mining exploration takes place in the northeast part of Nunavut.
- Iqaluit is southeast of Inuvik.
- Many parts of Nunavut are separated by bodies of water.
- Mining is an economic activity in the North.
- Many parts of Nunavut are separated by ocean.
1. Match the words and phrases in the box with their meanings.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>b.</td>
<td>c.</td>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>Frobisher Bay</td>
<td>kayak</td>
<td>Inuktitut</td>
<td>Inuit</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>f.</td>
<td>g.</td>
<td>h.</td>
<td></td>
</tr>
<tr>
<td>Iqaluit</td>
<td>Martin Frobisher</td>
<td>muskox</td>
<td>Northwest Passage</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>j.</td>
<td>k.</td>
<td>l.</td>
<td></td>
</tr>
<tr>
<td>NWMB</td>
<td>permafrost</td>
<td>Susan Aglukark</td>
<td>tundra</td>
<td></td>
</tr>
</tbody>
</table>

- j. Nunavut Wildlife Management Board
- k. an Inuit musician and singer
- g. a mammal that lives in the Arctic Region
- d. the name of the Aboriginal people who live in the Arctic
- f. an English explorer
- u. the old name for Iqaluit
- e. the capital city of Nunavut
- c. an official language of Nunavut
- b. a type of boat used by Inuit men
- l. treeless area where only grasses and small plants grow
- j. soil that stays frozen all year
- h. the name given to the sea route between the Atlantic and Pacific Oceans

2. What is the relative location of the Arctic Region?
   northern part of Canada

3. What territories are part of the Arctic Region?
   Nunavut, Northwest Territories, Yukon Territory
Use the map and graphs below to answer questions 4 – 7.
4. What can you tell about the temperatures in Iqaluit compared to those in Vancouver with regard to
   a. the time of year when it is warmest: **summer months are warmest** and **winter months are coldest in both**
   b. temperatures overall: **Iqaluit is cooler than Vancouver**

5. The latitude of Iqaluit is 64°N, while the latitude of Vancouver is 49°N. What is the connection between latitude and overall temperature?
   - the greater the latitude, the lower the temperature

6. What is the absolute location of Iqaluit? **63°N 68°W**

7. Estimate the distance between Yellowknife and Iqaluit. **2200 km**

8. Compare the ways of life in the Arctic Region in the past compared to the present.

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>from nature - hunting, fishing</td>
<td>combination of traditional foods and foods flown in from other parts of Canada</td>
</tr>
<tr>
<td>Clothing</td>
<td>from animal hides</td>
<td>some store-bought, some traditional</td>
</tr>
<tr>
<td>Travel</td>
<td>dogsled, kayak</td>
<td>snowmobile, airplane as well as kayak</td>
</tr>
<tr>
<td>Shelter</td>
<td>made from animal hides, some from whalebone and sod</td>
<td>wooden homes</td>
</tr>
</tbody>
</table>
Use the map below to answer question 9.

9. Underline the observations that can be supported by the map.

- Iqaluit and Inuvik are about 1000 kilometres apart.
- The majority of mining exploration takes place in the northeast part of Nunavut.
- Iqaluit is southeast of Inuvik.
- Many parts of Nunavut are separated by bodies of water.
- Mining is an economic activity in the North.
- Many parts of Nunavut are separated by ocean.
Unit One Wrap-Up

Concept: Unit One Culmination

Resources/Materials: Voices of Canada, pages 218 and 219
Worksheet #5.7.C (optional, 3 copies per student)
Line Master 7-10 (optional, 1 copy per group)
Line Master G-5 (optional, student copies)

Introduction: Explain that students have studied about all six geographic regions, and it is now time to wrap up that study.

Procedure:

Make the unit culmination as simple or complex as you like.

Option 1

Have students turn to textbook, page 218. Guide the reading. Distribute three copies each of Worksheet #5.7.C for students to complete.

Option 2

Have students turn to textbook, page 219. Guide the reading. Use Line Master 7-10 as a game board.

Option 3

Have individuals prepare a short presentation about one of the regions.

Option 4

Assign individual students to make a place mat that represents the uniqueness of a particular region. Depending on the student, the areas of the place mat can be illustrations or a combination of illustrations and text.
**Unit One Wrap-Up**

**Directions:** Write the name of one of the geographic regions in the oval. Then decide on four factors that make the geographic region unique. Write the names of the factors on the arm coming out from the oval. Write the details on the lines.

---

Worksheet #5.7.C
Unit Two

Canada, Our Country

Chapter 8: Building Canada
Chapter 9: Changing Ways of Life
Chapter 10: Through Bad Times and Good
Chapter 11: We Are a Country
Chapter 12: Care for Canada
Chapter Eight

Building Canada

Inquiry Questions

- If you were creating a country from a diverse group of colonies, how would you overcome the challenges?

- Why does Canada have two official languages?
Chapter Eight: Building Canada

Contents

Lesson One    Introduction       3
Lesson Two    How Did Confederation Happen?  4
Lesson Three  Convincing Québec    5
Lesson Four    Viewpoints: Should We Join Confederation?  6
Lesson Five    Choosing to Unite       7
Lesson Six     Who Was Left Out of Confederation?    8
Lesson Seven   What Were the Challenges to Building a Railway?  9
Lesson Eight   How Did the Railway Affect People?  10
Lesson Nine    Build Your Skills! And ?Inquiring Minds  11
Lesson Ten     Chapter Eight Review   12
Lesson Eleven  Chapter Eight Test     13
Lesson One

NOTE: This lesson serves as both the unit and chapter introduction. If possible, devote at least 30 minutes of direct instruction time to it.

Concept: Introduction

Resources/Materials: Voices of Canada, pages 338, 339, and 222 – 225
   Wall Map of the World
   Wall Map of Canada
   Worksheets #5.8.1a and #5.8.1b

Introduction: Explain that Canada, as we know it today, was not always a country. First Nations and Inuit peoples were the first to live here. Experts feel they arrived from Asia about 40 000 years ago. The countries of Britain and France established colonies in the eastern part of North America in the 1500s – 1800s. Britain and France had been engaged in a long series of wars with each other. After one of these wars, which Britain won, Britain got control of France’s colonies in North America.

Have students turn to the historical maps on textbook. pages 338 and 339. With students trace the changes in Canada from 1608 – 1866.

Explain that the rest of the grade five has to do with how Canada became a country and how it has developed into the multicultural nation it is today.

Procedure:

1. Explain that Canada did become a country in the year 1867. The first Canada was relatively small and almost immediately, Canada took steps to try and expand.

2. Have students turn to textbook, page 222. Guide the reading of pages 222 and 223. Ensure that students understand the inquiry questions.

3. Explain that one of the ways that Canada hoped to expand the country was to build a railway across the entire continent; that is, a transcontinental railway.


5. Have students do the “Practise the Skill” activity.

6. ALTERNATELY. Distribute Worksheets #5.8.1a and #5.8.1b. Have students do this independently or in pairs, depending on abilities of your students.

Assignments:

2. Do the “Practise the Skill” activity on page 225.
3. ALTERNATELY. Do Worksheets #5.8.1a and #5.8.1b.
Building a Railway

Directions: Read the information below. Then examine the difficulties the railway builders had laying tracks in each of the geographic regions. Tell how you think they could be overcome.

One of the most important events in the history of Canada was the completion of a railway that went from the Atlantic Ocean to the Pacific Ocean. It was a transcontinental railway, which meant that it went across the entire North American continent. The railway was built for several different reasons, but one of the most important was that it served to bring the different parts of the country together.

The railway went through five of Canada’s six geographic regions. As you learned in Unit One, the physical features of each of the geographic regions make them unique. The builders of the railway had to overcome many difficult challenges. Many of these had to do with laying railway tracks over swamps, mountains, and other difficult landforms and bodies of water.

At that time, train engines were not powerful, like they are today. The engines were powered by steam. Trains were short, with only few cars.

First Transcontinental Train arrives in Port Arthur on June 30, 1886

<table>
<thead>
<tr>
<th>Geographic Region</th>
<th>Difficulties</th>
<th>How I Think the Difficulties Could Be Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic</td>
<td>The area was forested. The land was uneven with low mountains and wide valleys.</td>
<td></td>
</tr>
<tr>
<td>Geographic Region</td>
<td>Difficulties</td>
<td>How I Think the Difficulties Could Be Overcome</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Great Lakes – St. Lawrence Lowlands</td>
<td>The railway had to cross the St. Lawrence River, which was deep and wide.</td>
<td></td>
</tr>
<tr>
<td>Canadian Shield</td>
<td>There were large areas of rock. Other areas were muskeg.</td>
<td></td>
</tr>
<tr>
<td>Interior Plains</td>
<td>Herds of hundreds of bison roamed in the grasslands. They could easily destroy the railway bed and tracks.</td>
<td></td>
</tr>
<tr>
<td>Cordillera</td>
<td>The entire region had steep rugged mountains and deep river valleys.</td>
<td></td>
</tr>
</tbody>
</table>
**Building a Railway**

**Directions:** Read the information below. Then examine the difficulties the railway builders had laying tracks in each of the geographic regions. Tell how you think they could be overcome.

One of the most important events in the history of Canada was the completion of a railway that went from the Atlantic Ocean to the Pacific Ocean. It was a transcontinental railway, which meant that it went across the entire North American continent. The railway was built for several different reasons, but one of the most important was that it served to bring the different parts of the country together.

The railway went through five of Canada’s six geographic regions. As you learned in Unit One, the physical features of each of the geographic regions make them unique. The builders of the railway had to overcome many difficult challenges. Many of these had to do with laying railway tracks over swamps, mountains, and other difficult landforms and bodies of water.

At that time, train engines were not powerful, like they are today. The engines were powered by steam. Trains were short, with only few cars.

![First Transcontinental Train arrives in Port Arthur on June 30, 1886](image)

**Answers may vary**

<table>
<thead>
<tr>
<th>Geographic Region</th>
<th>Difficulties</th>
<th>How I Think the Difficulties Could Be Overcome</th>
</tr>
</thead>
</table>
| Atlantic          | The area was forested. The land was uneven with low mountains and wide valleys. | • cut down trees  
• level the land  
• build bridges  
• carve away part of mountain |
<table>
<thead>
<tr>
<th>Geographic Region</th>
<th>Difficulties</th>
<th>How I Think the Difficulties Could Be Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Lakes – St.</td>
<td>The railway had to cross the St. Lawrence River, which was deep and wide.</td>
<td>build bridge over St. Lawrence River</td>
</tr>
<tr>
<td>Lawrence Lowlands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian Shield</td>
<td>There were large areas of rock. Other areas were muskeg.</td>
<td>blast rocks to level the land</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go around muskeg; fill in muskeg areas</td>
</tr>
<tr>
<td>Interior Plains</td>
<td>Herds of hundreds of bison roamed in the grasslands. They could easily destroy the railway bed and tracks.</td>
<td>build fence along tracks</td>
</tr>
<tr>
<td>Cordillera</td>
<td>The entire region had steep rugged mountains and deep river valleys.</td>
<td>tunnels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>bridges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>switchbacks</td>
</tr>
</tbody>
</table>
Lesson Two

Concept: How Did Confederation Happen?

Resources/Materials: Voices of Canada, pages 226 and 227
Worksheet #5.8.2a (student copies)
Worksheet #5.8.2b (optional, student copies)

Introduction: Discuss that when a Hutterite colony splits from its mother colony, the daughter colony is expected to operate independently of the mother colony. That is, the people of the new colony get to make their own decisions and run the colony the way they see fit.

The British colonies were run differently. The colonies were under the control of Britain. Britain saw the colonies as possessions, which she could use as she saw fit. She was not necessarily thinking of doing things for the benefit of the colonists. The colonists wanted to have more control over what happened in their colonies. Several of the colonies decided that they should get together and make a country of their own.

Procedure:

1. Explain that the people in the colonies were facing many challenges.


3. Then guide the reading of the second half of textbook, page 227.

4. Distribute Worksheet #5.8.2a. Go over the directions, if necessary.

5. OPTIONAL. If you like, have students use the map on page 339 of the textbook to complete the map on Worksheet #5.8.2b, to show British colonies in “Canada”, just prior to Confederation.

Assignments:

1. Read Voices of Canada, pages 226 and 227.
2. Do Worksheet #5.8.2a.
3. OPTIONAL. Complete Worksheet #5.8.2b to show map of British colonies just prior to Confederation.
Directions: Use Voices of Canada, pages 226 and 227 to help you the questions.

1. Write four facts about Canada’s first prime minister, John A. Macdonald.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. The textbook tells about four different challenges that faced the colonies in British North America. What were these challenges?

Challenge 1:

Challenge 2:

Challenge 3:

Challenge 4:

3. Macdonald and other leaders decided that the solution to addressing these challenges was to join together to form a country. What benefits did they see to forming a country?

Benefit 1:

Benefit 2:

Benefit 3:
Directions: Use the 1866 map on page 339 of Voices of Canada to show the British colonies in Canada before Confederation. Be sure to draw in and label the colonies and the territories.
Directions: Use Voices of Canada, pages 226 and 227 to help you the questions.

1. Write four facts about Canada’s first prime minister, John A. Macdonald.
   - born in Scotland
   - was a “Father of Confederation”
   - immigrated to Canada with family at age 5
   - lived in Kingston
   - became a lawyer
   - father was shopkeeper and miller

2. The textbook tells about four different challenges that faced the colonies in British North America. What were these challenges?

   **Challenge 1:**
   Schools, roads, and canals needed to be built and paid for.

   **Challenge 2:**
   People in the colonies had different language, beliefs, values.

   **Challenge 3:**
   Difficult for colonies to trade with each other.

   **Challenge 4:**
   Worried that United States might try to take them over.

3. Macdonald and other leaders decided that the solution to addressing these challenges was to join together to form a country. What benefits did they see to forming a country?

   **Benefit 1:**
   Would make them stronger and richer.

   **Benefit 2:**
   Would be able to defend themselves.

   **Benefit 3:**
   Might be able to afford to build a railway joining them together.
Directions: Use the 1866 map on page 339 of Voices of Canada to show the British colonies in Canada before Confederation. Be sure to draw in and label the colonies and the territories.
Lesson Three

Concept: Convincing Québec

Resources/Materials: Voices of Canada, pages 333, 228 and 229
Wall Map of Canada
Line Master 8-1 (student copies)

Introduction: Review that Britain’s colonies in northern North America were thinking about uniting to form a country that was independent of Britain.

On the wall map of Canada or on the “Colonies of British North America before 1867” map on textbook, page 333 point out the locations of Canada East and Canada West. Explain that Canada East was mostly Francophones who followed the Roman Catholic faith, whereas Canada West was mostly English-speaking people who followed Protestant religions. The other colonies were mostly English-speaking.

Explain that for this reason, the leaders of Canada East were reluctant to join with the other colonies to form a country. The people of Canada East feared losing their language, religion, and culture. Explain also that Canada East is today called Québec.

Procedure:

1. Have students turn to textbook, pages 228 and 229. Guide the reading of possible.

2. With students review the advantages and disadvantages that the people Canada East or Québec saw in joining the other colonies to form a country.

3. Distribute Line Master 8-1. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 228 and 229.
2. Do Line Master 8-1.
# Québec and Confederation

## Advantages of Québec joining the other colonies

<table>
<thead>
<tr>
<th>Francophones could start new communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophones would have new opportunities and jobs</td>
</tr>
<tr>
<td>Would be a way to protect language, religion, culture, and identity</td>
</tr>
<tr>
<td>In Québec, Canadiens would be in the majority</td>
</tr>
<tr>
<td>Québec could trade more easily with other provinces</td>
</tr>
</tbody>
</table>

## Disadvantages of Québec joining the other colonies

| Francophones would be a minority in Canada |
| English parts of Canada could easily outvote Francophones |
| Canadiens feared losing their language, culture, religion, and identity |
| New people moving into Québec were from England. This trend would continue if Québec joined the other colonies |

## How I might have felt if I lived in Québec
Lesson Four

Concept: Viewpoints: Should We Join Confederation?

Resources/Materials: Voices of Canada, pages 230 and 231
Worksheet #5.8.4 (student copies)

Introduction: Explain that the people of Canada East were not the only ones that were debating as to whether forming a country was a good thing or not. The residents of the other colonies were doing the same thing. In the end, some ended up joining the Confederation; others did not.

Procedure:

1. Explain that today’s lesson involves reading some ideas that people in the colonies had about whether their particular colony should join with the others or not.

2. Have students turn to textbook, pages 230 and 231. Guide the reading of the introduction.

3. Then challenge the students to see if they can determine the colony each “speaker” is from and whether he or she supports the idea of joining confederation.

4. Distribute Worksheet #5.8.4. Go over the directions, if necessary.

5. ALTERNATELY or OPTIONAL. Have individuals in the class pretend they are residents of particular British colonies. Have each give a short speech about why or why not their colony should be part of Confederation. Note: This might be quite difficult, but worthwhile, if you can devote the time and energy to it.

Assignments:

1. Read Voices of Canada, pages 230 and 231.
2. Do Worksheet #5.8.4.
3. ALTERNATELY or OPTIONAL. Pretend you are a resident of one of the colonies. Prepare a short speech expressing your views on whether or not your colony should be part of Confederation.
**Viewpoints: Should We Join Confederation?**

**Directions:** Use the information on pages 230 and 231 of *Voices of Canada* to help you with the questions.

Read the information. Decide if the person supports or does not support his/her colony joining Confederation. Then tell why the person feels the way he or she does.

<table>
<thead>
<tr>
<th>Colony the Person is From</th>
<th>Supports or Does Not Support?</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada East</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newfoundland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manitoba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Brunswick 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nova Scotia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Viewpoints: Should We Join Confederation?**

**Directions:** Use the information on pages 230 and 231 of *Voices of Canada* to help you with the questions.

Read the information. Decide if the person supports or does not support his/her colony joining Confederation. Then tell why the person feels the way he or she does.

<table>
<thead>
<tr>
<th>Colony the Person is From</th>
<th>Supports or Does Not Support?</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada East</td>
<td>not support</td>
<td>Canadians will be in a minority, so we always have to defend right to preserve their political rights and liberty.</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>not support</td>
<td>Taxes will rise. Will have to share their resources with the rest of the country.</td>
</tr>
<tr>
<td>Manitoba</td>
<td>not support</td>
<td>Métis of Manitoba were never consulted.</td>
</tr>
<tr>
<td>New Brunswick 1</td>
<td>not support</td>
<td>Have everything we need, so no advantage in joining.</td>
</tr>
<tr>
<td>New Brunswick 2</td>
<td>support</td>
<td>Times are changing. If we join, it will enhance trade and improve defence.</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>support</td>
<td>Joining the other colonies will strengthen Nova Scotia, especially where trade is concerned.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>support</td>
<td>It railway is built. British Columbia will be part of a new, vast country.</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: Choosing to Unite

Resources/Materials: Voices of Canada, pages 232 and 233. Worksheets #5.8.5a and #5.8.5b (student copies)

Introduction: Explain that in the end the leaders of Canada East and Canada West had decided that forming Confederation was a good idea. The leader of Canada East was George-Etienne Cartier and the leader of Canada West was John A. Macdonald.

They felt that they needed the Atlantic Provinces to join them. Today’s lesson is about how they went about convincing them.

Procedure:

1. Have students turn to textbook, pages 232 and 233. On the top map on page 233, review the names and locations of the British colonies in North America. Remind students that Canada East and Canada West are two sections of a colony named the Province of Québec.


3. Distribute Worksheet #5.8.5a and #5.8.5b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 232 and 233.
2. Do Worksheets #5.8.5a and #5.8.5b.
Directions: Use Voices of Canada, pages 232 and 233 to help you with the questions.

1. Each of the statements below is false. Cross out the word or words that make each statement false and write the correct words above them.

a. Cartier and Macdonald felt they needed to convince the Atlantic Provinces to join Parliament.

b. They wanted to convince the Atlantic colonists of the disadvantages of joining together.

c. In the summer of 1864, they travelled by train to Charlottetown, PEI.

d. At Charlottetown, they held a conference with the leaders from the Pacific colonies.

e. Politicians from the Atlantic colonies and their families were invited to a party in Québec City.

f. The representatives at these conferences became known as the “Mothers of Confederation.”

g. At the conferences, the Fathers decided upon the rules for sharing food in their new country.

h. On September 31, 1988, three colonies – New Brunswick, Nova Scotia, and Canada (East and West) – joined together to form the Dominion of Canada.

i. The colony of Canada was divided into the provinces of Manitoba and Québec.

j. The four provinces that formed Confederation were New Brunswick, Newfoundland, Québec, and Ontario.
2. Complete the chart to show the responsibilities the provinces and the central government would have in Confederation.

<table>
<thead>
<tr>
<th>Responsibilities of the Provinces</th>
<th>Responsibilities of the Central Government</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. On the map below draw in the provinces that formed Confederation in 1867. Label them. Draw in and label the other colonies and territories as well.

Worksheet #5.8.5b
Directions: Use Voices of Canada, pages 232 and 233 to help you with the questions.

1. Each of the statements below is false. Cross out the word or words that make each statement false and write the correct words above them.

   a. Cartier and Macdonald felt they needed to convince the Atlantic Provinces to join Parliament.

   b. They wanted to convince the Atlantic colonists of the advantages of joining together.

   c. In the summer of 1864, they travelled by train to Charlottetown, PEI.

   d. At Charlottetown, they held a conference with the leaders from the Pacific colonies.

   e. Politicians from the Atlantic colonies and their families were invited to a party in Québec City.

   f. The representatives at these conferences became known as the "Fathers of Confederation."

   g. At the conferences, the Fathers decided upon the rules for sharing power in their new country.

   h. On September 31, 1867, three colonies – New Brunswick, Nova Scotia, and Canada (East and West) – joined together to form the Dominion of Canada.

   i. The colony of Canada was divided into the provinces of Manitoba and Québec.

   j. The four provinces that formed Confederation were New Brunswick, Newfoundland, Québec, and Ontario.
2. Complete the chart to show the responsibilities the provinces and the central government would have in Confederation.

<table>
<thead>
<tr>
<th>Responsibilities of the Provinces</th>
<th>Responsibilities of the Central Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>schools</td>
<td>defence</td>
</tr>
<tr>
<td>hospitals</td>
<td>trade</td>
</tr>
<tr>
<td>communities</td>
<td></td>
</tr>
</tbody>
</table>

3. On the map below draw in the provinces that formed Confederation in 1867. Label them. Draw in and label the other colonies and territories as well.
Lesson Six

Concept: Who Was Left Out of Confederation?

Resources/Materials: Voices of Canada, pages 234 and 235
Worksheet #5.8.6 (optional, student copies)

Introduction: Discuss how it would feel if you were part of a new colony, but in the new colony only
the men from a particular family could vote.

Explain that this is something like what happened in Confederation. The people with European ancestry
from the four provinces were equal partners, but First Nations and Métis peoples were left out of decision
making entirely.

Procedure:

1. Explain that today’s lesson deals with how this came to be and how Aboriginal peoples still
   struggle today to have an equal voice.

2. On the board write these questions:
   Why were First Nations peoples left out of Confederacy?
   How did Canada’s government try to manage the lives of First Nations?
   How are First Nations trying to gain more say to govern their own affairs?

3. Have students turn to textbook, pages 234 and 235. Tell students to read the pages with these
   questions in mind.

4. Tell students to copy the questions from the board into their notebooks. Under each question,
   have them write a paragraph to answer the question.

5. ALTERNATELY. Have students do Worksheet #5.8.6.

Assignments:

1. Read Voices of Canada, pages 234 and 235.
2. In a paragraph, answer each of the three questions from the board.
3. ALTERNATELY. Do Worksheet #5.8.6.
Directions: Use Voices of Canada, pages 234 and 235 to help you with the questions.

Match the phrases from the box with questions. Write the correct letter in the space.

a. Many First Nations people were forced to live on tiny reserves.
b. First Nations and Europeans worked closely together at first.
c. The fur trade had once been important, but by the 1860s, it was not very important to the colonists.
d. He felt that Europeans first came as friends, but in the end they unfairly took over First Nations land.
e. First Nations leaders needed a way to work together to improve their lives.
f. It was a book written by Cardinal that explained how First Nations were a founding people of Canada.
g. After Confederation, a special government department was created to decide how First Nations should live.
h. If a First Nations person wanted to vote, he or she had to leave the reserve.
i. Europeans believed land could be owned, but First Nations people felt land should always be shared.
j. He was a Woodland Cree leader from Alberta.
k. The Canadian government announced that they wanted to end all treaties they had signed with First Nations.
l. This happened in 1960.

1. What was the relationship between First Nations and Europeans in earlier times? _____

2. What was the main reason the First Nations did not have a say about the future of the land? _____

3. How did Europeans and First Nations feel about land ownership? _____

4. How did Chief Little Pine feel about how his people were being treated? _____

5. How do we know that the Fathers of Confederation did not think of First Nations as citizens of the new country of Canada? _____

6. Where were First Nations people forced to live? _____

7. What would First Nations people have to do if they wanted to vote? _____

8. Why was the Assembly of First Nations formed? _____

9. In what year did First Nations people win the right to vote in federal and provincial elections? _____

10. Who was Harold Cardinal? _____


12. Why was the book Unjust Society important? _____
Who Was Left Out of Confederation?

Directions: Use Voices of Canada, pages 234 and 235 to help you with the questions.

Match the phrases from the box with questions. Write the correct letter in the space.

a. Many First Nations people were forced to live on tiny reserves.
b. First Nations and Europeans worked closely together at first.
c. The fur trade had once been important, but by the 1860s, it was not very important to the colonists.
d. He felt that Europeans first came as friends, but in the end they unfairly took over First Nations land.
e. First Nations leaders needed a way to work together to improve their lives.
f. It was a book written by Cardinal that explained how First Nations were a founding people of Canada.
g. After Confederation, a special government department was created to decide how First Nations should live.
h. If a First Nations person wanted to vote, he or she had to leave the reserve.
i. Europeans believed land could be owned, but First Nations people felt land should always be shared.
j. He was a Woodland Cree leader from Alberta.
k. The Canadian government announced that they wanted to end all treaties they had signed with First Nations.
l. This happened in 1960.

1. What was the relationship between First Nations and Europeans in earlier times? __b___

2. What was the main reason the First Nations did not have a say about the future of the land? ___c___

3. How did Europeans and First Nations feel about land ownership? ___i___

4. How did Chief Little Pine feel about how his people were being treated? ___d___

5. How do we know that the Fathers of Confederation did not think of First Nations as citizens of the new country of Canada? ___y___

6. Where were First Nations people forced to live? ___a___

7. What would First Nations people have to do if they wanted to vote? ___b___

8. Why was the Assembly of First Nations formed? ___e___

9. In what year did First Nations people win the right to vote in federal and provincial elections? ___l___

10. Who was Harold Cardinal? ___f___


12. Why was the book Unjust Society important? ___f___

Worksheet #5.8.6
Lesson Seven

Concept: What Were the Challenges to Building a Railway?

Resources/Materials: Voices of Canada, pages 236 – 239
Wall Map of Canada
Worksheet #2.8.7a (optional, student copies)
Worksheets #5.8.7b and #5.8.7c (optional, student copies)

Introduction: Explain that after the Fathers of Confederation succeeded in forming Canada, one of the first big projects that the leaders of Canada had was to build a transcontinental railway. They felt that a railway would help to unite the country and also encourage other colonies and territories to join Confederation.

Procedure:

1. Display the map of Canada. Point out the approximate route of the CPR line across Canada. Explain that in 1867, there were no fast moving cars, airplanes, or trains. The horse was still the main mode of transportation. Constructing a railway over such a long distance and through so many different types of landforms would be a major challenge.

2. Have students turn to textbook, pages 236 – 239. Guide the reading of the introduction to the section on page 236.

3. On the board write the headings: Building a Railway
   Collecting Information
   Deciding on a Route
   Constructing the Railway

4. Explain that these are the steps that were following in building the railway.

5. Guide the reading, or have students read textbook, pages 236 – 239 to find out about each of the steps and the challenges faced.

6. Tell students to make point-form notes as they read each section.

7. ALTERNATELY. Have students do Worksheet #5.8.7a. Go over the directions, if necessary.

8. OPTIONAL. Have students make a “Building a Railway” display by using Worksheets #5.8.7b and #5.8.7c. They should print “Building a Railway” on the engine. Then on the three cars write the headings “Collecting Information”, “Deciding on a Route”, and “Constructing the Railway”. On the three cars, make illustrations depicting the particular step. Mount on colour paper.

Assignments:

1. Read Voices of Canada, pages 236 – 239.
2. Make point form notes.
3. ALTERNATELY. Do Worksheet #5.8.7a.
4. OPTIONAL. Make a “Building a Railway” by illustrating the steps using Worksheets #5.8.7b and #5.8.7c.
The Challenges of Building a Railway

Directions: Use Voices of Canada, pages 236 – 239 to help you with the questions.

Following are sentences that tell about the steps that were involved in building a railway across Canada. Write the correct letter in front of each sentence.

C = Collecting Information
D = Deciding on a Route
B = Building or Constructing the Railway

1. _____ Should the railway run close to, or far away from, the United States?
2. _____ The surveyors' work was hard and lonely.
3. _____ They travelled across the country measuring, thinking, and testing ideas.
4. _____ Major A. B. Rogers was a surveyor who searched for a way through the Rocky Mountains.
5. _____ Six sets of tracks and three locomotives were lost when they sank into the muskeg.
6. _____ Should the railway follow the shortest or the cheapest route?
7. _____ Workers from Sweden and Italy had to put up with mosquitoes, black flies, and extreme temperatures.
8. _____ Chinese workers had to do the dangerous work of building bridges across flooded rivers and canyons.
9. _____ The surveyors faced dangers like wild animals, sunstroke, and bone-chilling winds.
10. _____ The planners had to decide if the railway would run through rich farmland or not.
11. _____ Dynamite set off avalanches and rockslides that sometimes buried construction camps.
12. _____ Workers had to blast tunnels through mountains so they could lay tracks.
13. _____ Surveyors had to raft rivers, climb mountains, wade through swamps, and camp out in the wilderness.
14. _____ Planners had to decide which towns the railway would run through.
15. _____ Workers had to figure out a way to lay tracks over Canadian Shield rock.
The Challenges of Building a Railway

Directions: Use Voices of Canada, pages 236 – 239 to help you with the questions.

Following are sentences that tell about the steps that were involved in building a railway across Canada. Write the correct letter in front of each sentence.

C = Collecting Information
D = Deciding on a Route
B = Building or Constructing the Railway

1. D Should the railway run close to, or far away from, the United States?
2. C The surveyors’ work was hard and lonely.
3. C They travelled across the country measuring, thinking, and testing ideas.
4. C Major A. B. Rogers was a surveyor who searched for a way through the Rocky Mountains.
5. B Six sets of tracks and three locomotives were lost when they sank into the muskeg.
6. D Should the railway follow the shortest or the cheapest route?
7. B Workers from Sweden and Italy had to put up with mosquitoes, black flies, and extreme temperatures.
8. B Chinese workers had to do the dangerous work of building bridges across flooded rivers and canyons.
9. C The surveyors faced dangers like wild animals, sunstroke, and bone-chilling winds.
10. D The planners had to decide if the railway would run through rich farmland or not.
11. B Dynamite set off avalanches and rockslides that sometimes buried construction camps.
12. B Workers had to blast tunnels through mountains so they could lay tracks.
13. C Surveyors had to raft rivers, climb mountains, wade through swamps, and camp out in the wilderness.
14. D Planners had to decide which towns the railway would run through.
15. B Workers had to figure out a way to lay tracks over Canadian Shield rock.

Worksheet #5 8.7a
Lesson Eight

Concept: How Did the Railway Affect People?

Resources/Materials: Voices of Canada, pages 240 – 243
   Worksheets #5.8.8a and #5.8.8b

Introduction: Explain that the building of the railway across the continent had exactly the desired effect that Canada’s government wanted. Because of it, British Columbia decided to become a province of Canada, settlers used the railway to get to the Interior Plains, trades among the parts of Canada was made easier, and Canada felt more unified.

On the other hand, not all the consequences were positive. Today’s lesson is about the positive and negative consequences of the building of the railway.

Procedure:

1. Have students turn to textbook, pages 20 and 241. Explain that these pages summarize how the railway changed Canada.

2. Focus students’ attention on the top oval in the graphic – “Some people’s ways of life were destroyed forever.” Explain that the First Nations and Métis were negatively impacted by the building of the railway. Textbook, pages 232 and 243 explain how.

3. Guide the reading of textbook, pages 242 and 243 as the content may be difficult for grade five students to understand and appreciate.

4. Distribute Worksheets #5.8.8a and #5.8.8b. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #5.7.8a and #5.7.8b.
2. The railway affected different groups of people in different ways. Tell how each of the following affected different groups.

The railway brought settlers from all over the world to the Prairies

- Settlers
- First Nations and Métis

Bison herds still roamed the Prairies. Because they often interrupted trains, the railway encouraged killing them.

- Settlers
- First Nations

Horses were often hit by trains.

- Railway Company
- First Nations
**How Did the Railway Affect People?**

**Directions:** Use pages 240 – 243 of *Voices of Canada* to help you with the questions.

1. For each of the sentences that tells how the railway changed Canada, tell why you think it changed Canada this way. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>How the Railway Changed Canada</th>
<th>Why I Think It Changed Canada This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people’s ways of life were changed forever</td>
<td><em>The railway went through First Nations and Métis lands. First Nations eventually agreed to move to reserves.</em></td>
</tr>
<tr>
<td>It opened the Prairies and British Columbia to new immigrants from all over the world.</td>
<td></td>
</tr>
<tr>
<td>The Prairies and British Columbia were now linked to the rest of Canada.</td>
<td></td>
</tr>
<tr>
<td>The bison on the Prairies were nearly all killed.</td>
<td></td>
</tr>
<tr>
<td>Farm products from the Prairies could now be sent east.</td>
<td></td>
</tr>
<tr>
<td>Other places became ghost towns because the railway did not pass through them.</td>
<td></td>
</tr>
<tr>
<td>Tourism became a new industry, especially in the Rocky Mountains.</td>
<td></td>
</tr>
<tr>
<td>Town and cities along its route grew bigger.</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.8.8a
**How Did the Railway Affect People?**

**Directions:** Use pages 240 – 243 of *Voices of Canada* to help you with the questions.

1. For each of the sentences that tells how the railway changed Canada, tell why you think it changed Canada this way. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>How the Railway Changed Canada</th>
<th>Why I Think It Changed Canada This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some people’s ways of life were changed forever</td>
<td><em>The railway went through First Nations and Métis lands. First Nations eventually agreed to move to reserves.</em></td>
</tr>
<tr>
<td>It opened the Prairies and British Columbia to new immigrants from all over the world.</td>
<td><em>Settlers could get to these areas more easily and quickly.</em></td>
</tr>
<tr>
<td>The Prairies and British Columbia were now linked to the rest of Canada.</td>
<td><em>There would be quicker and better communication between all parts of Canada.</em></td>
</tr>
<tr>
<td>The bison on the Prairies were nearly all killed.</td>
<td><em>The killing of the bison ended the First Nations traditional lifestyle, leaving them with no identity.</em></td>
</tr>
</tbody>
</table>
| Farm products from the Prairies could now be sent east. | *Prairie farmers realized more profits.*  
*The east part of Canada could rely on the Prairies for food.* |
| Other places became ghost towns because the railway did not pass through them. | *Mainly towns on the railway lines prospered.*  
*People in towns not on the rail lines eventually had to move.* |
| Tourism became a new industry, especially in the Rocky Mountains. | *Rail company wanted people to ride the train to see new sights.* |
| Town and cities along its route grew bigger. | *It was easier to get to the towns along the rail line.* |

Answers may vary.
2. The railway affected different groups of people in different ways. Tell how each of the following affected different groups.

- **Settlers**
  - Easier for settlers to reach their new homes.

- **First Nations and Métis**
  - Settlers took over their traditional lands.

- **Bison**
  - Bison herds still roamed the Prairies. Because they often interrupted trains, the railway encouraged killing them.

- **Settlers**
  - Killing bison meant that the bison no longer trampled over their fields.

- **First Nations**
  - Killing the bison meant First Nations could no longer rely on bison to meet basic needs.

- **Horses**
  - Horses were often hit by trains.

- **Railway Company**
  - Horses could damage trains, could slow down trains.

- **First Nations**
  - Horses were important in the buffalo hunt.

*Answers may vary*
Lesson Nine

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 244 and 245

Introduction: Explain that it is once again time to wrap up the chapter.

Procedure:

Prior to class or with the class, go over the activities suggested on textbook, pages 244 and 245. Decide which activities are feasible and worthwhile. Select one or two for students to do. If you like, have students write paragraphs to answer the inquiry questions.

Assignments:

1. Read Voices of Canada, pages 244 and 245.
2. Do the activities selected by your teacher and/or your class.
Lesson Ten

Concept: Chapter Eight Review

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

Introduction: Explain that it is now time to prepare for the Chapter Eight Test.

Procedure:

1. Distribute the Chapter Eight Review Sheets. Clarify any directions. Have students work on them independently.

2. If at all possible, check the review sheets together in class. Then give students time to study.

Assignment:

Do the Chapter Eight Review Sheets.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>Confederation</th>
<th>bilingual</th>
<th>John A. Macdonald</th>
<th>ally</th>
</tr>
</thead>
<tbody>
<tr>
<td>George-Étienne Cartier</td>
<td>majority</td>
<td>The Unjust Society</td>
<td>Canada East</td>
</tr>
<tr>
<td>Canada West</td>
<td>Harold Cardinal</td>
<td>William Van Horne</td>
<td>minority</td>
</tr>
</tbody>
</table>

____________________________ someone who cooperates with you and helps you in a debate, an argument, or a war
____________________________ region that eventually became Ontario
____________________________ the uniting of the colonies to form Canada on July 1, 1867
____________________________ a Father of Confederation from Canada West
____________________________ being able to understand and speak two different languages
____________________________ the largest number of two or more groups
____________________________ the smallest number of two or more groups
____________________________ a Woodland Cree leader from Alberta
____________________________ a Father of Confederation from Canada East
____________________________ the president of the Canadian Pacific Railway when the transcontinental railway was being built
____________________________ the name of a book written by a First Nations leader that explained the First Nations points of view on their situation

2. Underline all the sentences that tell about the challenges that the people in the British North American colonies faced.

- Schools, hospitals, and canals needed to be built and paid for.
- The king of Britain no longer wanted the North American colonies.
- People in the colony spoke different languages and had different beliefs and values.
- The colonies found it difficult to trade with each other.
• The colonies were worried that the United States would try to take them over.
• Most of the colonists were satisfied with how Britain treated the colonies.

3. Underline all the reasons why the Fathers of Confederation decided that joining together and forming one country would be a good solution to the challenges the colonies faced.
   • They would get more tax money from Britain.
   • They would be stronger and richer.
   • French would become the only official language of the new country.
   • They would be able to defend themselves more easily.
   • They could afford to build a railway joining them together.

4. What dream did John A. Macdonald and George-Étienne Cartier share?

5. Why were so many Canadians worried about uniting with the other colonies?

6. Macdonald, Cartier, and their followers agreed that the new country should be bilingual. What does this mean?

7. Write a plus sign (+) if the sentence gives a reason why a colony should join Confederation and a minus sign (−) if it tells why a colony should not join Confederation.
   _____ Canadians feared the English-speaking majority would outvote them.
   _____ Many in New Brunswick thought being part of the new country would increase trade.
   _____ Newfoundlanders feared their taxes would rise.
People in Nova Scotia felt they would be more connected to the people in other parts of the country.

People in British Columbia felt that they would no longer have to fear being taken over by the United States.

People in British Columbia were excited about being joined to the eastern parts of the country by a railway.

Some in New Brunswick felt they already had everything they needed, and saw no benefits in joining the others.

Canadiens felt that they would lose their language, culture, religion, and identity.

8. How do we know that the Fathers of Confederation did not think of First Nations as citizens of the new country of Canada?

9. Tell about two challenges involved in each stage of building the railway.

<table>
<thead>
<tr>
<th>Collecting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deciding on a Route</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constructing the Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

10. What were the names of the original four provinces of Canada?
11. The building of the railway affected different groups in different ways. Match the groups with how the groups were affected. Draw lines.

- **Settlers**: They eventually agreed to give up their traditional lands and move to reserves.
- **First Nations**: The settlers took over their traditional lands, and the bison they depended on were gone.
- **Canadiens**: They now had a country where there would be more jobs, where a train united them, and where English was an official language.
- **Métis**: Since Confederation they have constantly had to defend their rights to preserve the French language and culture.
- **British Columbians**: The building of the railway meant that they could more easily get to their new homesteads and more easily transport their produce.
- **Canadians**: The building of the railway meant they would be connected with the provinces in the east.
Lesson Eleven

Concept: Chapter Eight Test

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

<table>
<thead>
<tr>
<th>Confederation</th>
<th>bilingual</th>
<th>John A. Macdonald</th>
<th>ally</th>
</tr>
</thead>
<tbody>
<tr>
<td>George-Étienne Cartier</td>
<td>majority</td>
<td>The Unjust Society</td>
<td>Canada East</td>
</tr>
<tr>
<td>Canada West</td>
<td>Harold Cardinal</td>
<td>William Van Horne</td>
<td>minority</td>
</tr>
</tbody>
</table>

- **ally** someone who cooperates with you and helps you in a debate, an argument, or a war
- **Canada West** region that eventually became Ontario
- **Confederation** the unifying of the colonies to form Canada on July 1, 1867
- **John A. Macdonald** a Father of Confederation from Canada West
- **bilingual** being able to understand and speak two different languages
- **majority** the largest number of two or more groups
- **minority** the smallest number of two or more groups
- **Harold Cardinal** a Woodland Cree leader from Alberta
- **George-Étienne Cartier** a Father of Confederation from Canada East
- **William Van Horne** the president of the Canadian Pacific Railway when the transcontinental railway was being built
- **The Unjust Society** the name of a book written by a First Nations leader that explained the First Nations points of view on their situation

2. Underline all the sentences that tell about the challenges that the people in the British North American colonies faced.

- Schools, hospitals, and canals needed to be built and paid for.
- The king of Britain no longer wanted the North American colonies.
- People in the colony spoke different languages and had different beliefs and values.
- The colonies found it difficult to trade with each other.
- The colonies were worried that the United States would try to take them over.
- Most of the colonists were satisfied with how Britain treated the colonies.

3. Underline all the reasons why the Fathers of Confederation decided that joining together and forming one country would be a good solution to the challenges the colonies faced.

- They would get more tax money from Britain.
- They would be stronger and richer.
- French would become the only official language of the new country.
- They would be able to defend themselves more easily.
- They could afford to build a railway joining them together.

4. What dream did John A. Macdonald and George-Étienne Cartier share?

-a country that spread into the west with two official languages

5. Why were so many Canadiens worried about uniting with the other colonies?

- because they would be in a minority, they feared losing the language, culture, and identity

6. Macdonald, Cartier, and their followers agreed that the new country should be bilingual. What does this mean?

-either language could be used in the Parliament and federal courts

7. Write a plus sign (+) if the sentence gives a reason why a colony should join Confederation and a minus sign (−) if it tells why a colony should not join Confederation.

− Canadians feared the English-speaking majority would outvote them.

+ Many in New Brunswick thought being part of the new country would increase trade.

− Newfoundlanders feared their taxes would rise.
People in Nova Scotia felt they would be more connected to the people in other parts of the country.

People in British Columbia felt that they would no longer have to fear being taken over by the United States.

People in British Columbia were excited about being joined to the eastern parts of the country by a railway.

Some in New Brunswick felt they already had everything they needed, and saw no benefits in joining the others.

Canadiens felt that they would lose their language, culture, religion, and identity.

8. How do we know that the Fathers of Confederation did not think of First Nations as citizens of the new country of Canada?

After Confederation, they set up a special department that would decide how First Nations should live.

9. Tell about two challenges involved in each stage of building the railway.

<table>
<thead>
<tr>
<th>Collecting Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• work was hard and lonely</td>
</tr>
<tr>
<td>• faced dangers like wild animals, cold winds, sunstroke</td>
</tr>
<tr>
<td>• had to raft rivers, climb mountains, wade through swamps, camp in wilderness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deciding on a Route</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Should route go cheapest or shortest way?</td>
</tr>
<tr>
<td>• Which towns should it pass through?</td>
</tr>
<tr>
<td>• Should it run close to or far away from the United States</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Constructing the Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workers risked dangers like accidents, diseases, malnutrition, death</td>
</tr>
<tr>
<td>• Difficult terrain (mountains, swamps, rocky areas, valleys, rivers)</td>
</tr>
</tbody>
</table>

10. What were the names of the original four provinces of Canada?

Ontario, Québec, Nova Scotia, New Brunswick
11. The building of the railway affected different groups in different ways. Match the groups with how the groups were affected. Draw lines.

- **Settlers**
  - They eventually agreed to give up their traditional lands and move to reserves.

- **First Nations**
  - The settlers took over their traditional lands, and the bison they depended on were gone.

- **Canadiens**
  - They now had a country where there would be more jobs, where a train united them, and where English was an official language.

- **Métis**
  - Since Confederation they have constantly had to defend their rights to preserve the French language and culture.

- **British Columbians**
  - The building of the railway meant that they could more easily get to their new homesteads and more easily transport their produce.

- **Canadians**
  - The building of the railway meant they would be connected with the provinces in the east.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. ally</th>
<th>b. bilingual</th>
<th>c. Canada East</th>
<th>d. Canada West</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Confederation</td>
<td>f. George-Étienne Cartier</td>
<td>g. Harold Cardinal</td>
<td>h. John A. Macdonald</td>
</tr>
<tr>
<td>i. majority</td>
<td>j. minority</td>
<td>k. The Unjust Society</td>
<td>l. William Van Horne</td>
</tr>
</tbody>
</table>

_____ someone who cooperates with you and helps you in a debate, an argument, or a war

_____ region that eventually became Ontario

_____ the uniting of the colonies to form Canada on July 1, 1867

_____ a Father of Confederation from Canada West

_____ being able to understand and speak two different languages

_____ the largest number of two or more groups

_____ the smallest number of two or more groups

_____ a Woodland Cree leader from Alberta

_____ a Father of Confederation from Canada East

_____ the president of the Canadian Pacific Railway when the transcontinental railway was being built

_____ the name of a book written by a First Nations leader that explained the First Nations points of view on their situation
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. ally</th>
<th>b. bilingual</th>
<th>c. Canada East</th>
<th>d. Canada West</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Confederation</td>
<td>f. George-Étienne Cartier</td>
<td>g. Harold Cardinal</td>
<td>h. John A. Macdonald</td>
</tr>
<tr>
<td>i. majority</td>
<td>j. minority</td>
<td>k. The Unjust Society</td>
<td>l. William Van Horne</td>
</tr>
</tbody>
</table>

____ region that eventually became Ontario
____ the uniting of the colonies to form Canada on July 1, 1867
____ someone who cooperates with you and helps you in a debate, an argument, or a war
____ a Father of Confederation from Canada West
____ a Woodland Cree leader from Alberta
____ being able to understand and speak two different languages
____ the name of a book written by a First Nations leader that explained the First Nations points of view on their situation
____ the smallest number of two or more groups
____ a Father of Confederation from Canada East
____ the president of the Canadian Pacific Railway when the transcontinental railway was being built
____ the largest number of two or more groups
2. What are two reasons why leaders in the British North American colonies had thought about uniting to form a country?
   a. 
   b. 

3. What are two ways that Confederation would benefit those who joined?
   a. 
   b. 

For questions 4 – 9, underline the best answer to each question.

Use the following information to answer question 4.

Cartier wanted Francophones and Anglophones to be equal partners. He, Macdonald, and their followers agreed that the new country should have both French and English as its official languages.

4. From the above information you can conclude that
   a. Cartier and Macdonald did not agree about many issues.
   b. Cartier and Macdonald wanted the new country to be bilingual.
   c. Cartier was from New Brunswick.
   d. Macdonald was from New Brunswick.

5. Which of the following is true about people’s opinions about Confederation?
   a. All people agreed it was a good idea.
   b. No one really felt it would solve the problems in the colonies.
   c. The majority of people were not interested.
   d. There were many different points of view about Confederation.
6. You can infer from the above that Joseph-Xavier Perreault

   a. supports Québec being part of Confederation.
   b. is afraid that Canadiens will lose their language and culture if they join Confederation.
   c. feels that Québec will someday be in the majority in the Parliament.
   d. does not really care one way or the other about the situation.

7. The original four provinces that formed Canada were

   a. New Brunswick, Newfoundland, Nova Scotia, Canada.
   b. Nova Scotia, Canada East, Canada West, New Brunswick.
   c. Newfoundland, New Brunswick, Ontario, Québec.
   d. Québec, New Brunswick, Ontario, Nova Scotia.

8. The Fathers of Confederation showed that they did not think of First Nations as citizens of the new country of Canada when

   a. they set up a special government department to decide how First Nations should live.
   b. First Nations on reserves agreed to live on reserves.
   c. they granted First Nations the right to vote in provincial and federal elections.
   d. they did not make First Nations languages official languages.

9. George-Étienne Cartier and John A. Macdonald were two of the Fathers of Confederation. Which of the following does not tell how they worked together to make Canada a country?

   a. They met with the Atlantic colonists to convince them of the advantages of joining together.
   b. They helped to decide on the rules for sharing power in their new country.
   c. Macdonald wanted English to be the only official language, and Cartier wanted French to be the only official language.
   d. They examined the facts and listened to colonists' views and decided that Confederation was the best solution to make a better life for citizens.
10. Read the following thoughts from two different people about Confederation.

<table>
<thead>
<tr>
<th>JACQUES – a French-Canadian farmer had the following thoughts about Confederation...</th>
<th>THOMAS – an English-Canadian merchant had the following thoughts about Confederation...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am worried about my language and religion being lost!</td>
<td>If we allow Quebec into Confederation, they will want to continue to speak French.</td>
</tr>
<tr>
<td>I love life on the farm and I want it to stay the same for my children.</td>
<td>It is very important to my business that we have access to new markets for my goods in Quebec and the Maritimes.</td>
</tr>
<tr>
<td>I am worried that if the United States were to take over, we would lose too much!</td>
<td>If Canada grows to the west, we can protect ourselves from the United States.</td>
</tr>
</tbody>
</table>

Jacques might have thought Confederation was a good idea because:

Jacques might have thought Confederation was a bad idea because:

Thomas might have thought Confederation was a good idea because:

Thomas might have thought Confederation was a bad idea because:

One thing Thomas and Jacques would have agreed on about Confederation would be...
9. The building of the railway affected different groups in different ways. Tell one way that each of these groups was affected.

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Group Was Affected by the Building of the Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td></td>
</tr>
<tr>
<td>First Nations on the Prairies</td>
<td></td>
</tr>
<tr>
<td>Citizens of British Columbia</td>
<td></td>
</tr>
<tr>
<td>A factory owner from Montréal</td>
<td></td>
</tr>
<tr>
<td>The owners of the railway company</td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. ally</th>
<th>b. bilingual</th>
<th>c. Canada East</th>
<th>d. Canada West</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Confederation</td>
<td>f. George-Étienne Cartier</td>
<td>g. Harold Cardinal</td>
<td>h. John A. Macdonald</td>
</tr>
<tr>
<td>i. majority</td>
<td>j. minority</td>
<td>k. The Unjust Society</td>
<td>l. William Van Horne</td>
</tr>
</tbody>
</table>

- **d** region that eventually became Ontario
- **e** the uniting of the colonies to form Canada on July 1, 1867
- **a** someone who cooperates with you and helps you in a debate, an argument, or a war
- **h** a Father of Confederation from Canada West
- **g** a Woodland Cree leader from Alberta
- **b** being able to understand and speak two different languages
- **k** the name of a book written by a First Nations leader that explained the First Nations points of view on their situation
- **j** the smallest number of two or more groups
- **f** a Father of Confederation from Canada East
- **l** the president of the Canadian Pacific Railway when the transcontinental railway was being built
- **i** the largest number of two or more groups
2. What are two reasons why leaders in the British North American colonies had thought about uniting to form a country?
   a. School, roads, and canals need to be built and paid for, but nothing was getting done because people could not agree.
   b. People in the colony spoke different language and had different beliefs and values. They needed a way to work together.
   c. Trade was difficult among the colony. threat that U.S might invade.

3. What are two ways that Confederation would benefit those who joined?
   a. Would be stronger and richer
   b. Better able to defend themselves
   c. Could afford to build a railway to join them together

For questions 4 – 9, underline the best answer to each question.

Use the following information to answer question 4.

Cartier wanted Francophones and Anglophones to be equal partners. He, Macdonald, and their followers agreed that the new country should have both French and English as its official languages.

4. From the above information you can conclude that
   a. Cartier and Macdonald did not agree about many issues.
   b. Cartier and Macdonald wanted the new country to be bilingual.
   c. Cartier was from New Brunswick.
   d. Macdonald was from New Brunswick.

5. Which of the following is true about people's opinions about Confederation?
   a. All people agreed it was a good idea.
   b. No one really felt it would solve the problems in the colonies.
   c. The majority of people were not interested.
   d. There were many different points of view about Confederation.
Use the following information to answer question 6.

With Confederation, as we shall be in the great minority in the general Parliament...we shall have to carry on a constant contest for the defence and preservation of our political rights and our identity.

- Joseph-Xavier Perreault, Canadien, 1865

6. You can infer from the above that Joseph-Xavier Perreault
   a. supports Québec being part of Confederation.
   b. is afraid that Canadiens will lose their language and culture if they join Confederation.
   c. feels that Québec will someday be in the majority in the Parliament.
   d. does not really care one way or the other about the situation.

7. The original four provinces that formed Canada were
   a. New Brunswick, Newfoundland, Nova Scotia, Canada.
   b. Nova Scotia, Canada East, Canada West, New Brunswick.
   c. Newfoundland, New Brunswick, Ontario, Québec.
   d. Québec, New Brunswick, Ontario, Nova Scotia.

8. The Fathers of Confederation showed that they did not think of First Nations as citizens of the new country of Canada when
   a. they set up a special government department to decide how First Nations should live.
   b. First Nations on reserves agreed to live on reserves.
   c. they granted First Nations the right to vote in provincial and federal elections.
   d. they did not make First Nations languages official languages.

9. George-Étienne Cartier and John A. Macdonald were two of the Fathers of Confederation. Which of the following does not tell how they worked together to make Canada a country?
   a. They met with the Atlantic colonists to convince them of the advantages of joining together.
   b. They helped to decide on the rules for sharing power in their new country.
   c. Macdonald wanted English to be the only official language, and Cartier wanted French to be the only official language.
   d. They examined the facts and listened to colonists’ views and decided that Confederation was the best solution to make a better life for citizens.
10. Read the following thoughts from two different people about Confederation.

**JACQUES** – a French-Canadian farmer had the following thoughts about Confederation...

- I am worried about my language and religion being lost!
- I love life on the farm and I want it to stay the same for my children.
- I am worried that if the United States were to take over, we would lose too much!

**THOMAS** – an English-Canadian merchant had the following thoughts about Confederation...

- If we allow Québec into Confederation, they will want to continue to speak French.
- It is very important to my business that we have access to new markets for my goods in Québec and the Maritimes.
- If Canada grows to the west, we can protect ourselves from the United States.

Jacques might have thought Confederation was a good idea because: **he was worried that the United States would take over.**

Jacques might have thought Confederation was a bad idea because: **he was worried he would lose his language and religion.**

Thomas might have thought Confederation was a good idea because: **his business would then have access to new markets.**

Thomas might have thought Confederation was a bad idea because: **he thought people from Québec will want to continue to speak French.**

One thing Thomas and Jacques would have agreed on about Confederation would be... **they both feel Confederation will help protect them from the United States.**

- From *Voices of Canada, Teacher Resource,* page 586
9. The building of the railway affected different groups in different ways. Tell one way that each of these groups was affected.

<table>
<thead>
<tr>
<th>Group</th>
<th>How the Group Was Affected by the Building of the Railway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlers</td>
<td>• would be able to reach their homesteads more easily</td>
</tr>
<tr>
<td></td>
<td>• would be able to get their produce to markets in other parts of Canada more easily</td>
</tr>
<tr>
<td>First Nations on the Prairies</td>
<td>• railway was built on their traditional lands</td>
</tr>
<tr>
<td></td>
<td>• railway owners encouraged destroying bison herds, which were the centre of their existence</td>
</tr>
<tr>
<td>Citizens of British Columbia</td>
<td>• railway connected them to the eastern parts of the country</td>
</tr>
<tr>
<td>A factory owner from Montréal</td>
<td>• railway would open up markets for him in other parts of the country</td>
</tr>
<tr>
<td>The owners of the railway company</td>
<td>• they became wealthy</td>
</tr>
</tbody>
</table>

Answers may vary
Chapter Nine

Changing Ways of Life

Inquiry Questions

• In what ways did World War I begin to change Canadians’ identity?

• How would life be different if the famous five had not succeeded?
## Chapter Nine: Changing Ways of Life

### Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>Introduction and Interpreting Historical Photos</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Two</td>
<td>How World War I Changed Life in Canada</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>Viewpoints: How Did Canadians Feel About the War?</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>Challenges Canadians Faced During WW I</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>How Women Helped Change Canada</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>The Famous Five</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>Other Citizens and Their Rights</td>
<td>9</td>
</tr>
<tr>
<td>Lesson Eight</td>
<td>Build Your Skills! And Inquiring Minds</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Nine</td>
<td>Chapter Nine Review</td>
<td>11</td>
</tr>
<tr>
<td>Lesson Ten</td>
<td>Chapter Nine Test</td>
<td>12</td>
</tr>
</tbody>
</table>
Lesson One

Concept: Introduction and Interpreting Historical Photos

Resources/Materials: Voices of Alberta, pages 246 – 249
Worksheets #5.9.1a and #5.9.1b (student copies)

Introduction: Ask students what they would do if they never had to go to school. Instead, they would be required to work twelve or more hours a day doing dangerous jobs.

Explain that this was the situation in Alberta many years ago. School was only for the children of rich people. For poor families, children had to work to contribute to the family income. Today, all children six years and older are required, by law, to attend school. This change occurred mainly because of one major event – World War I. (Explain, if necessary, that a world war occurs when the most powerful countries and their allies are at war with one another.)

Procedure:

1. Have students turn to textbook, pages 246 and 247. Guide the reading. Explain that not only did things change for children, but for women as well.

2. Clarify the inquiry questions, if necessary.

3. Then have students turn to textbook, pages 248 and 249. Guide the reading. Do the “Practise the Skill” activity with the students.

4. Explain that when the exact date or year a photograph is not known, it is denoted by the word “circa” or “ca.” or short. (Example: Two boys on a mule in Millet, Alberta, ca. 1917)

5. Distribute Worksheets #5.9.1a and #5.9.1b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, pages 246 – 249.
2. Do Worksheets #5.9.1a and #5.9.1b.
Directions: Use *Voices of Canada*, pages 248 and 249 to help you. Examine each photograph carefully. Then for each photograph write two captions showing two different points of view.

<table>
<thead>
<tr>
<th>Roman Catholic missionary Father Albert Lacombe with Blackfoot Chiefs Three Bull &amp; Crowfoot (1886)</th>
<th>The railway first came to Alberta in 1883</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Near Millet, Alberta (circa 1917)</th>
<th>The Banff Golf Club, 1911</th>
</tr>
</thead>
</table>

Worksheet #5.9.1a
<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Bridge over North Saskatchewan River at Edmonton" /></td>
<td>Bridge over North Saskatchewan River at Edmonton, date unknown</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Store in Sparling" /></td>
<td>Store in Sparling (later renamed Camrose), Alberta, 1904</td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Bon Homme Colony, South Dakota" /></td>
<td>Bon Homme Colony, South Dakota (circa 1874)</td>
</tr>
<tr>
<td><img src="image4.jpg" alt="Standoff Colony in southern Alberta" /></td>
<td>Standoff Colony in southern Alberta, 1920</td>
</tr>
</tbody>
</table>

Glenbow Archives NA-2635-52
Lesson Two

Concept: How World War I Changed Life in Canada

Resources/Materials: Voices of Canada, pages 250 – 253
Wall Map of the World
Worksheet #5.9.2 (student copies)

Introduction: Explain that WW I was a war between Britain and its allies and Germany and its allies. Canada, as a former British colony was allied with Britain. So was the United States. (Point out Britain and Germany on the map.) Explain that the war was fought entirely in Europe. The war years were 1914 – 1918. Have students figure out how long WW I lasted and how many years ago it ended.

The war required that thousands of Canadians go to Europe to help Britain. During the war, Canada had to send large amounts of food, ammunition, and machinery to Europe. This meant changes in how things were done in Canada.

Procedure:

1. Explain that before WW I in cities, men had jobs and businesses and women stayed home to look after the house and raise the children. In the country, men went out to the fields and women did chores around the house.

2. Have students turn to textbook, page 250. Guide the reading of pages 250 and 251 to find out how the war changed things.

3. Then have students turn to textbook, pages 252 and 253. Guide the reading with the idea of finding out how things changed for women and how patriotism rose.

4. Distribute Worksheet #5.9.2. Go over the directions, if necessary.

5. ALTERNATELY. You may want to have some or all your students make point-form notes instead of doing the worksheet.

Assignments:

2. Do Worksheet #5.9.2.
3. ALTERNATELY. Make point-form notes.
**How World War I Changed Life in Canada**

**Directions:** Use *Voices of Canada*, pages 250 – 253 to help you with the questions.

1. Complete the chart to compare Canada before World War I and during World War I.

<table>
<thead>
<tr>
<th>Before World War I</th>
<th>During World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>In cities, men worked in factories, businesses, or as carpenters, bricklayers, or painters. In the country, men worked in the fields and tended the livestock.</td>
<td></td>
</tr>
<tr>
<td>Women stayed home and looked after the house and raised the children.</td>
<td></td>
</tr>
<tr>
<td>Factories made goods mainly for sale to other Canadians. Some goods were sold to other countries.</td>
<td></td>
</tr>
<tr>
<td>Farmers raised grain to sell to other Canadians. Some was sold to other countries.</td>
<td></td>
</tr>
</tbody>
</table>

2. What is patriotism?  

3. How did Canadians show their patriotism?
Social Studies Grade 5 Chapter 9 Worksheets

**How World War I Changed Life in Canada**

**Directions:** Use *Voices of Canada*, pages 250 – 253 to help you with the questions.

1. Complete the chart to compare Canada before World War I and during World War I.

<table>
<thead>
<tr>
<th>Before World War I</th>
<th>During World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>In cities, men worked in factories, businesses, or as carpenters, bricklayers, or painters. In the country, men worked in the fields and tended the livestock.</td>
<td>Many men went to war.</td>
</tr>
<tr>
<td>Women stayed home and looked after the house and raised the children.</td>
<td>Women went to work in stores and factories</td>
</tr>
<tr>
<td>Factories made goods mainly for sale to other Canadians. Some goods were sold to other countries.</td>
<td>Factories made equipment and supplies for soldiers</td>
</tr>
<tr>
<td>Farmers raised grain to sell to other Canadians. Some was sold to other countries.</td>
<td>Canadians sent grain and meat to Europe</td>
</tr>
</tbody>
</table>

2. What is patriotism? *showing support or loyalty toward a country*

3. How did Canadians show their patriotism? *turned empty public spaces into gardens*
   *knit socks and mittens for soldiers*
   *sang patriotic songs*
   *had special days celebrating/honouring soldiers*
Lesson Three

Concept: Viewpoints: How Did Canadians Feel About the War?

Resources/Materials: Voices of Canada, pages 254 and 255  
Worksheet #5.9.3 (student copies)

Introduction: Write the word *conscription* on the board. Explain that it means “being forced to enrol in the armed forces”. Explain that conscription usually occurs when there are not enough volunteers. Conscription happened during World War I.

Procedure:

1. Have students turn to textbook, pages 254 and 255. With students discuss the meaning of the issue question. Then guide the reading of the pages.

2. Note that the text tells about how Québeckers feel. Their viewpoints were typical of other Canadians as well.

3. Distribute Worksheet #5.9.3. Go over the directions, if necessary.

4. OPTIONAL. Have students do the “Over to You” questions in their notebooks.

5. OPTIONAL. You might want to have students make posters that promote their particular points of view on war.

Assignments:

1. Read Voices of Canada, pages 254 and 255.
2. Do Worksheet #5.9.3.
3. OPTIONAL. Do the “Over to You” questions on textbook, page 255.
4. OPTIONAL. Make a poster promoting your point of view on war.
Viewpoints: How Did Canadians Feel About the War?

Directions: Use Voices of Canada, pages 254 and 255 to help you with the questions.

1. From what you read, tell about two different points of view about the War.

<table>
<thead>
<tr>
<th>Issue: How Did Canadians Feel About the War?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewpoint 1</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>

2. Explain how Hutterites feel about conscription.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

3. Explain your point of view. Give reasons for your answer.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Worksheet #5 9 3
Directions: Use *Voices of Canada*, pages 254 and 255 to help you with the questions.

1. From what you read, tell about two different points of view about the War.

<table>
<thead>
<tr>
<th>Issue: <em>How Did Canadians Feel About the War?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viewpoint 1</strong></td>
</tr>
<tr>
<td>• must fight for freedoms and rights</td>
</tr>
</tbody>
</table>

2. Explain how Hutterites feel about conscription.

   - against conscription
   - involves possibly killing someone

3. Explain your point of view. Give reasons for your answer.

   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

Worksheet #5.9.3
Lesson Four

Concept: Challenges Canadians Faced During WW I

Resources/Materials: Voices of Canada, pages 256 – 259
Worksheets #5.9.4a and #5.9.4b (optional, student copies)

Introduction: Ask students to imagine how life on their colony would change if suddenly all the men had to leave for three or four years.

Explain that life in Canada changed because so many men left to go to Europe to fight in World War I.

Procedure:

1. Explain that many Canadians faced many challenges during the war. Some of these challenges led to different ideas about how Canadians view the roles of women and children and about safety in the workplace. Many of these ideas are still with us today.

2. Have students turn to textbook, page 256. Guide the reading of pages 256 and 257.

3. Then have students turn to textbook, pages 258 and 259. These pages may be difficult for some to comprehend, so guide the reading if at all possible.

4. Divide the class into three. Assign each group one of the three topics covered on textbook, pages 256 – 259. Have each group make point-form notes on its section. Then have them copy their notes onto chart paper with felt markers. Display the charts for all to see.

5. ALTERNATELY. Have students do Worksheets #5.9.4a and #5.9.4b.

Assignments:

1. Read Voices of Canada, pages 256 – 259.
2. Make point-form notes on one of the three heading in this section with your group members. Then copy your notes onto chart paper using a felt marker.
3. ALTERNATELY. Do Worksheets #5.9.4a and #5.9.4b.
Challenges Faced by Canadians During World War I

Directions: Use Voices of Canada, pages 256 – 259 to help you with the questions.

1. Conditions in the Cities. Unscramble the words to make sentences that tell about conditions in the cities.
   
a. Factories the air polluted.

b. electricity Some parts had no or running water.

c. Fire quickly could spread.

d. Diseases spread easily.

e. Some soldiers the Spanish influenza brought back from Europe.

2. Conditions in Factories. Underline all the sentences that tell about conditions in factories.
   
   - Many children had to work in factories instead of playing.
   - Children were well-paid for the work they did.
   - Working conditions for children could be harmful to their health.
   - Companies hired children to work in mines for long hours.
   - The working conditions in factories were very good.
   - Immigrant women often worked in dirty and unsafe places.
   - Most factories were made from brick, so they would not burn down.
   - Children often got hurt working in factories.
   - One reason children worked was because men were off to war in Europe.
3. **Attitudes Toward Women.** Answer these questions about Canadians' attitudes toward women.

   a. Why was it difficult for women like Nellie McClung to make changes in how women were viewed?

   __________________________________________________________

   __________________________________________________________

   b. What was Nellie McClung's goal?

   __________________________________________________________

   __________________________________________________________

   c. At the beginning of World War I, women were not considered citizens of Canada. They were not allowed to vote. Married women could not own property or money. Everything belonged to their husbands, including their children.

   How did this affect women's identities? (Your identity is how you see yourself.)

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   d. What experience of Emily Murphy's made Nellie McClung determined to convince people that women should be allowed to participate in government?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
Challenges Faced by Canadians During World War I

Directions: Use Voices of Canada, pages 256 – 259 to help you with the questions.

1. Conditions in the Cities. Unscramble the words to make sentences that tell about conditions in the cities.
   a. Factories the air polluted.
      \[\text{Factories polluted the air.}\]
   b. electricity Some parts had no or running water.
      \[\text{Some parts had no electricity or running water.}\]
   c. Fire quickly could spread.
      \[\text{Fire could spread quickly.}\]
   d. Diseases spread easily.
      \[\text{Diseases spread easily.}\]
   e. Some soldiers the Spanish influenza brought back from Europe.
      \[\text{Some soldiers brought back the Spanish influenza from Europe.}\]

2. Conditions in Factories. Underline all the sentences that tell about conditions in factories.
   - Many children had to work in factories instead of playing.
   - Children were well-paid for the work they did.
   - Working conditions for children could be harmful to their health.
   - Companies hired children to work in mines for long hours.
   - The working conditions in factories were very good.
   - Immigrant women often worked in dirty and unsafe places.
   - Most factories were made from brick, so they would not burn down.
   - Children often got hurt working in factories.
   - One reason children worked was because men were off to war in Europe.
3. **Attitudes Toward Women.** Answer these questions about Canadians’ attitudes toward women.

   a. Why was it difficult for women like Nellie McClung to make changes in how women were viewed?

   "Women did not have much power"

   b. What was Nellie McClung’s goal?

   "Allow girls and women to have new opportunities"

   c. At the beginning of World War I, women were not considered citizens of Canada. They were not allowed to vote. Married women could not own property or money. Everything belonged to their husbands, including their children.

   How did this affect women’s identities? (Your identity is how you see yourself.)

   **Answers may vary**

   "Saw themselves as people belonging to men"
   "Powerless people, victims"

   d. What experience of Emily Murphy’s made Nellie McClung determined to convince people that women should be allowed to participate in government?

   "Emily met a woman whose husband had left her and her children. He had sold their farm and left the woman penniless."
Lesson Five

Concept: How Women Helped Change Canada

Resources/Materials: Voices of Canada, pages 260 and 261
Worksheet #5.9.5 (student copies)

Introduction: Explain that in Canada, every woman who is 18 years of age or older and is a citizen of
the country has the right to vote in government elections. This does not mean those women have to vote;
it means they can vote if they choose.

Explain that this has not always been the case, and this was in part due to World War I. The traditional
thinking was that because women were tied to the home, they were not in a position to know enough to
vote in elections. During WW I, women took over many of the roles and responsibilities usually held by
men – and they did a good job of it. People began to realize that women were intelligent and very capable
of making wise decisions.

Procedure:

1. Have students turn to textbook, page 260. Explain that the next several pages tell about women’s
struggle to gain equal rights with men. The first of these rights is the right to vote.


3. Explain that women getting the right to vote led to other minorities in Canada also being granted
the right to vote.

4. Distribute Worksheet #5.9.5. Go over the directions, if necessary.

5. ALTERNATELY. Have students write a paragraph about how WW I helped women begin to gain
more rights.

6. OPTIONAL. Challenge students to make an acrostic about women’s struggle to gain the right to
vote using the letters from the word suffrage. Example:
   - Suffragettes
   - Used persuasion
   - Fought for change
   - Future voters
   - Realized women should have equal rights
   - Acted for women
   - Governments opposed them at first
   - Excellent results

Assignments:

1. Read Voices of Alberta, pages 260 and 261.
2. Do Worksheet #5.9.5.
3. ALTERNATELY. Write paragraph about how WW I helped women begin to gain more rights.
4. OPTIONAL. Create an acrostic using the word suffrage.
How Women Helped Change Canada?

Directions: Use Voices of Canada, pages 260 and 261 to help you with the questions.

Fill the spaces with words that make sense. Your textbook will be very helpful to you.

Emily Murphy, Nellie McClung and other _____________ women in Canada began fighting for change by trying to win the right to ___________ for women. The struggle took great _____________ and _____________. Many people were afraid that _____________ women to vote was too big a change. Some people made fun of the _____________. They even ____________ the women of neglecting their _____________. But McClung, Murphy, and others believed that women should have a voice in the _____________. They could then name the future better for their children.

In 1916, women in the _____________ provinces were celebrating their _____________. They had won the right to vote! By the end of the war in 1918, woman across _____________ were allowed to vote for governments in _____________ and in most _____________.

Around the same time as they won the vote, women were allowed to take on new jobs and _____________. For example, a few women were allowed to train as _____________. Emily Murphy became a _____________. But she was soon to discover that not all doors were open yet for the women of _____________.

In 1940 ____________ women were given the right to vote in provincial elections. In 1947 ____________ Indian and _____________ Canadians got the right to vote. _____________ Canadians got the right to vote in 1949. By 1960, ____________ ____________ got the right to vote. Finally, in 1971, young people between the ages of _____ and _____ got the right to vote.
How Women Helped Change Canada?

Directions: Use Voices of Canada, pages 260 and 261 to help you with the questions.

Fill the spaces with words that make sense. Your textbook will be very helpful to you.

Emily Murphy, Nellie McClung and other brave women in Canada began fighting for change by trying to win the right to vote for women. The struggle took great courage and determination. Many people were afraid that allowing women to vote was too big a change. Some people made fun of the suffragists. They even accused the women of neglecting their children. But McClung, Murphy, and others believed that women should have a voice in the government. They could then name the future better for their children.

In 1916, women in the Prairie provinces were celebrating their victory. They had won the right to vote! By the end of the war in 1918, woman across Canada were allowed to vote for governments in Ottawa and in most provinces.

Around the same time as they won the vote, women were allowed to take on new jobs and responsibilities. For example, a few women were allow to train as doctors. Emily Murphy became a judge. But she was soon to discover that not all doors were open yet for the women of Canada.

In 1940 Québec women were given the right to vote in provincial elections. In 1947 East Indian and Chinese Canadians got the right to vote. Japanese Canadians got the right to vote in 1949. By 1960, First Nations got the right to vote. Finally, in 1971, young people between the ages of 18 and 20 got the right to vote.
**Lesson Six**

**Concept:** The Famous Five

**Resources/Materials:** Voices of Canada, pages 262 and 263.
Worksheets #5.9.6a, #5.9.6b, #5.9.6c, #5.9.6d, #5.9.6e, and #5.9.6f, (student copies)
Worksheet #5.9.6g (optional, student copies)

**Introduction:** Ask students to tell you the meaning of the word *person.* Ask them if they are a person, if their mother are a person.

Explain that at one time a woman was not considered to be a person in the eyes of the laws. A person had certain rights, and if you were not a person, you did not have those rights.

Explain that people like Nellie McClung and Emily Murphy decided it was time for a woman to be considered as a person. Five Alberta women, called the *Famous Five* were at the heart of the movement to gain more rights for women – and they were very successful.

1. Have students turn to textbook, pages 262 and 263. Guide the reading.

2. Distribute Worksheets #5.9.6a - #5.9.6f. Allow students to skim through them.

3. Assign students to do one of the activities below or another you think would be beneficial to them.
   - Have students make riddles about the various members Famous Five. After they turn them in, ask the riddles to the class.
   - Write a report on one the Famous Five (younger students) or on the Famous Five as a group (older students).
   - Have students write a sentence or two about each of the Famous Five, telling about the most important contribution of that person.
   - Have each student make up ten questions based on the information in the worksheets. (Use Worksheet #5.9.6g.) The student is to write the answers in the far right column, then fold that column back, so the answers cannot be seen. Exchange with another student, who had to search the worksheets for the answers. Return the answered questions to the original owner for marking.
   - Illustrate one of the Famous Five in action.

**Assignments:**

1. Read *Voices of Canada,* pages 262 and 263.
2. Read the information on the Famous Five on Worksheets #5.9.6a - #5.9.6f. Then use the information to do one of the activities listed on #3 above or any other beneficial activity.
The Famous Five

The Famous Five was a group of Canadian women who worked to give women more rights. The Famous Five were Emily Murphy, Henrietta Muir Edwards, Irene Parlby, Nellie McClung, and Louise McKinney. It is because of their efforts that Canadian women enjoy the life they do today.

When Canada first became a country on July 1, 1867, Canada was made up of two groups: Aboriginal peoples and immigrants from Western Europe and the United States. Long ago in Europe people lived in towns and villages along side their grandparents, aunts, uncles, and cousins. They were there to help each other in difficult times. However, when people immigrated to Canada, many left their families behind and were on their own. When things got tough, they relied on their friends and neighbours for support. Often though, there were no friends or neighbours to count on. A family had to make it on its own.

Early Canadian families were made up of a husband, wife, and their children. In Canada, these tiny families were starting from scratch. Back in Europe the husband’s job was to go out in the fields and work or get some other kind of job. The wife’s job was to do the household chores and take care of the children. In Canada the wife had to work long hours in the fields along side her husband. The wife’s work helped men to build up their farms and businesses. A woman’s life was difficult because she still had to keep house and take care of the children.

When laws were made when Canada first became a country, they were made with the old European ways in mind. Men could vote; women could not. Men could own property; women could not. Men could be elected to government; women could not. If men did a particular job, they were always paid more than a woman would did the same job.

The Famous Five recognized that the situation of the “Canadian” woman was not like that of the European woman of the time. Their idea was that if a woman chose, she should be able to vote in elections, own property, run for public office, and be paid the same as men for doing the same job.
Emily Murphy

Emily Murphy was born in Cookstown, Ontario. She married an Anglican Church minister, and they moved to Alberta in the early 1900s. One day she was with her husband on a trip around the countryside when they came across a woman who had been left homeless and penniless when her husband sold their farm and left without her and their children. The woman had spent eighteen years helping her husband build up the farm, and now she had nothing.

Emily did not think this was right, and she set out to change the situation. It took several years and a lot of work, but eventually she was able to convince several Members of the Legislative Assembly in Alberta to support her cause. In 1917 the Government of Alberta passed the Dower Act, which gave a wife the right to one-third of her husband's property. Unfortunately, it took many years before this law was enforced.

Because of her work in getting the Dower Act passed, she suggested that it would be a good idea to have judges who were women because she figured that male judges only saw things from a man's point of view. To her surprise, she herself was asked to be a judge. Men did not like this, and they worked to get Emily removed from that position. They argued that women were not "persons" under the law. Again, Emily had to fight for what she thought was right. After a lot of effort, the Alberta government decided that women were persons. This was not the case in other provinces, however.

Eventually, Emily decided to test the situation. She allowed her name to go to the Prime Minister as a person who might be appointed to the Senate in Ottawa. There was an uproar because no woman had ever been allowed to serve in the Senate. After all, they were not really "persons" and had no rights or privileges. After more work the government finally did say that women were persons. But Emily never did get to serve in the Senate. It was not until 1979 that a woman named Martha Bielish was appointed to the Senate. She became Canada's first female senator.

Emily Murphy believed that in a democracy like Canada, people, including women, must have certain basic rights. They did not always have to use those rights, but they were available if a woman chose.
Henrietta Muir Edwards

Around 1903, Henrietta Muir Edwards moved with her husband and son to Alberta. Her husband, Dr Oliver Cromwell Edwards, worked as a medical officer on the Kainaiwa First Nation Reserve near Lethbridge.

Henrietta Muir Edwards worked tirelessly to enable women to vote in elections and allow them to own property. She also worked to establish organizations that helped women in their daily lives and in times of need. She worked with Emily Murphy to get the Dower Act passed. She also helped get a new law passed that required the wife’s signature before her home could be sold.

Henrietta worked with Emily Murphy to get women declared as “persons”. One of the reasons that this was important was because it would give women the right to vote. She felt that if women had the right to vote in elections, there would be no need to always ask for better laws for women and children and no need to ask for the appointment of women inspectors where women and children worked.

Edwards held many key positions in organizations that tried to improve the lives of women. It was always a struggle because men were in the positions of power and they did not fell that women’s rights were important. Because of Edwards’ efforts, however, women were allowed to vote in elections, hold public office, and even own property.
Irene Parlby wanted to improve the lives of rural women and children. She was elected to the Alberta Legislature in 1921. She was also the first woman to be awarded an honorary degree from the University of Alberta.

Her efforts led to improved health care facilities, better educational opportunities, and protection of widows and children. She established travelling medical clinics, supported the idea of distance education, and was successful in getting a minimum wage for women.

Irene Parlby was a member of the United Farmers of Alberta (UFA). At that time the UFA was a political party. She was elected to the Alberta Legislature as a member of that party and was given one of the top positions. She was the president of the United Farm Women of Alberta.

Irene became highly respected and was known for her ability to get people to work cooperatively with others to benefit all people. She worked with other Famous Five members to get women declared as "persons".

She and her husband Walter, lived on a ranch near Lacombe just north of Red Deer. She died at the age of ninety-seven on July 12, 1965.
Nellie McClung took on several roles during her lifetime. She was a teacher, a lecturer, a politician, an historian, a wife, and a mother just to name a few. McClung was a famous writer, authoring many essays and articles, and fifteen books.

She was elected to the Alberta Legislature and served from 1921 to 1926. She worked with Irene Parlby on many laws that were designate to improve the lives of all people, not just women and children.

Nellie worked with other Famous Five members to get women declared as “persons” under the law. This would mean that women could now vote, own property, and run for government office.

Nellie McClung became the first female member of the Canadian Broadcasting Corporation Board of Governors and a delegate to the League of Nations. She died on September 1, 1951.
Louise McKinney was the first woman elected to government in Canada – a choice made by both men and women. She was elected in 1917 in the first election in which women were allowed to run for office or given the vote.

McKinney believed that liquor and beer companies made donations to some candidates in order to get them elected. She thought this was wrong. In fact, she organized twenty Woman’s Christian Temperance Union (WCTU) chapters in the West. Under her guidance the WCYU strongly influenced the development of Alberta. The WCTU encouraged people not to drink too much, not to smoke, and to follow a Christian lifestyle. The WCTU also did work for those in need and helped immigrants.

As a member of the Alberta Legislature, McKinney was interested in protecting the rights of people with disabilities. She also wanted to improve the lives of women who were widowed. It was McKinney and Henrietta Muir Edwards who first wrote up the law which became the Dower Act. She was one of the Famous Five who worked to have women in Canada declared as “persons”.

Louise McKinney died at Claresholm, Alberta on July 10, 1931 at the age of 63.
**Famous Five Questions**

**Directions:** Make up ten questions about the famous five. Write your answers on the far right column. Fold the paper so the answers do not show. Give your questions to a partner.

<table>
<thead>
<tr>
<th>Question:</th>
<th>Answer:</th>
<th>Answer:</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>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<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>
Lesson Seven

Concept: Other Citizens and Their Rights

Resources/Materials: Voices of Canada, pages 264 and 265
Worksheet #5.9.7 (student copies)

Introduction: Explain that women’s gaining the right to vote and to run for office opened up opportunities for other groups. This lesson tells about some of them.

Procedure:

1. Have students turn to textbook, pages 264 and 265. Review with students that First Nations people have not, for many many years, been considered as equals to other Canadians.

2. Guide the reading of textbook, pages 264 and 265, if possible.

3. Distribute Worksheet #5.9.7. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 264 and 265.
2. Do Worksheet #5.9.7.
**Directions:** Use *Voices of Canada*, pages 264 and 265 to help you with the questions.

For each of the following, tell what the person or group wanted to achieve and how the person or group went about achieving it.

<table>
<thead>
<tr>
<th>Person or Group</th>
<th>Goal</th>
<th>What They Did to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant Frederick Loft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thérèse Casgrain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Two-Axe Earley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Nurses in Calgary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henrietta Muir Edwards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.9.7
Directions: Use Voices of Canada, pages 264 and 265 to help you with the questions.

For each of the following, tell what the person or group wanted to achieve and how the person or group went about achieving it.

<table>
<thead>
<tr>
<th>Person or Group</th>
<th>Goal</th>
<th>What They Did to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lieutenant Frederick Loft</td>
<td>Right of First Nations people to vote</td>
<td>organized a national Aboriginal group to fight for right to vote and to control reserve lands</td>
</tr>
<tr>
<td>Thérèse Casgrain</td>
<td>Get more rights for women and people with low incomes</td>
<td>spent life trying to discover and change the causes of poverty</td>
</tr>
<tr>
<td>Mary Two-Axe Earley</td>
<td>Better life for Aboriginal women</td>
<td>wrote letters and made presentations to government</td>
</tr>
<tr>
<td>Student Nurses in Calgary</td>
<td>Cut hair to make it more comfortable and practical</td>
<td>nurses quit their jobs when two student nurses were tired for cutting their hair</td>
</tr>
<tr>
<td>Henrietta Muir Edwards</td>
<td>Teach mothers how to take care of their babies</td>
<td>helped start the Victorian Order of Nurses, who gave advice to mothers. Also travelled to small communities to bring health care to families</td>
</tr>
</tbody>
</table>
Lesson Eight

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 266 and 267

Introduction: Explain that it is once again time to wrap up the chapter.

Procedure:

1. Have students turn to textbook, pages 266 and 267. With students decide on one or two activities that they can do and which reflect their particular needs.

Assignments:

1. Read Voices of Canada, pages 266 and 267.
2. Do one or two of the activities.
Lesson Nine

Concept: Chapter Nine Review

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

Introduction: Explain that Chapter Nine is at an end, and it is time to prepare for the chapter test.

Procedure:

1. OPTIONAL. You might want students to prepare a series of newspaper headlines that depict the situations before WW I, during WW I, and after WW I. Try to come up with several headlines for each time period. This could be an individual, group, or class project.

Example:

<table>
<thead>
<tr>
<th>Before WW I</th>
<th>During WW I</th>
<th>After WW I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good mothers stay home to keep a spotless house</td>
<td>Women work in ammunition factory</td>
<td>McClung works for women’s suffrage</td>
</tr>
</tbody>
</table>

2. Distribute the Chapter Nine Review Sheets. Have students work on them and then, if possible, check them in class. Give students a chance to study.

Assignments:

1. Make up a series of headlines that depict events before, during, and after WW I.
2. Do the Chapter Nine Review Sheets.
Lesson Ten

Concept: Chapter Nine Test

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

<table>
<thead>
<tr>
<th>World War I</th>
<th>patriotism</th>
<th>conscription</th>
<th>suffragist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous Five</td>
<td>Victorian Order of Nurses</td>
<td></td>
<td>Spanish influenza</td>
</tr>
<tr>
<td>The Persons Case</td>
<td>being forced to enrol in the army</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>group established to give advice and help mothers keep their children happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>disease brought back from Europe by soldiers that killed thousands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>showing support or loyalty toward a country</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>conflict fought mainly in Europe involving many countries including Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>group of Albertans who worked to improve the rights of women</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>person who fought for women’s right to vote</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>issue that went before the highest court in the British Empire which ruled that the word ‘person’ includes male and female</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Examine the photograph. Then write two captions, each showing a different viewpoint.

Caption 1: ____________________________________________
____________________________________________________
____________________________________________________

Caption 2: ____________________________________________
____________________________________________________
____________________________________________________

Entrance to first coal mine in Lethbridge, 1882
3. Tell about the activities of each of the following before and during WW I.

<table>
<thead>
<tr>
<th></th>
<th>Before WW I</th>
<th>During WW I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Use these words in the same sentence: patriotism, Victory Gardens

________________________________________________________________________
________________________________________________________________________

5. The Spanish influenza was sometimes referred to as "the silent killer". Why do you suppose this is?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
6. Women’s identities changed from before WW I compared to after WW I. Show this change by filling in the chart.

<table>
<thead>
<tr>
<th>Women’s Identities Before WW I</th>
<th>Women’s Identities After WW I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Answer true or false about these statements telling about years before, during, and after WW I.

__________ All Canadians supported conscription.

__________ In the early 1900s thousands of people moved from the country to the city.

__________ Factories polluted the air.

__________ Some parts of cities had no running water or electricity.

__________ Diseases spread quickly because of crowded and dirty conditions.

__________ All children went to school.

__________ Women’s places of work were often dangerous and dirty.

__________ It was difficult for women to make changes because they had no power.

__________ Suffragists worked to get women’s right to vote.

__________ The Famous Five came from all over Canada.

8. Write a short paragraph expressing your views on conscription.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3
Social Studies Grade 5 Chapter 9 Review Sheets

Social Studies
Grade Five
Chapter Five: Changing Ways of Life

Review Sheets

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>World War I</th>
<th>patriotism</th>
<th>conscription</th>
<th>suffragist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Famous Five</td>
<td>Victorian Order of Nurses</td>
<td></td>
<td>Spanish influenza</td>
</tr>
<tr>
<td>The Persons Case</td>
<td></td>
<td>being forced to enrol in the army</td>
<td></td>
</tr>
</tbody>
</table>

- **Conscription**
  - being forced to enrol in the army
- **Victorian Order of Nurses**
  - group established to give advice and help mothers keep their children happy
- **Spanish influenza**
  - disease brought back from Europe by soldiers that killed thousands
- **Patriotism**
  - showing support or loyalty toward a country
- **World War I**
  - conflict fought mainly in Europe involving many countries including Canada
- **Famous Five**
  - group of Albertans who worked to improve the rights of women
- **Suffragist**
  - person who fought for women’s right to vote
- **The Persons Case**
  - issue that went before the highest court in the British Empire which ruled that the word ‘person’ includes male and female

2. Examine the photograph. Then write two captions, each showing a different viewpoint.

Caption 1: __________________________________________________________
______________________________________________________________
______________________________________________________________

Caption 2: __________________________________________________________
______________________________________________________________
______________________________________________________________

Entrance to first coal mine in Lethbridge, 1882
3. Tell about the activities of each of the following before and during WW I.

<table>
<thead>
<tr>
<th></th>
<th>Before WW I</th>
<th>During WW I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>• Worked in factories, businesses, and as carpenters, painters, etc.</td>
<td>• Many went to war</td>
</tr>
<tr>
<td>Women</td>
<td>• Worked at home keeping housing, raising children</td>
<td>• Many worked outside of home</td>
</tr>
<tr>
<td>Children</td>
<td>• Went to school</td>
<td>• Some forced to find work in factories, mines</td>
</tr>
<tr>
<td>Factories</td>
<td>• Mainly made goods for sale at home</td>
<td>• Made goods needed for war effort</td>
</tr>
<tr>
<td>Farms</td>
<td>• Raised livestock and grain for use by Canadians and some for export</td>
<td>• Much farm produce went to feed soldiers</td>
</tr>
</tbody>
</table>

4. Use these words in the same sentence: **patriotism, Victory Gardens**

Example:
Many people showed their patriotism by converting unused lots into Victory Gardens in order to raise food for soldiers.

5. The Spanish influenza was sometimes referred to as “the silent killer”. Why do you suppose this is?

'**did not make noise like a gun, but could be just as deadly**'
6. Women’s identities changed from before WW I compared to after WW I. Show this change by filling in the chart.

<table>
<thead>
<tr>
<th>Women’s Identities Before WW I</th>
<th>Women’s Identities After WW I</th>
</tr>
</thead>
<tbody>
<tr>
<td>served men</td>
<td>independent with rights</td>
</tr>
<tr>
<td>were not independent</td>
<td></td>
</tr>
</tbody>
</table>

7. Answer true or false about these statements telling about years before, during, and after WW I.

   - False   All Canadians supported conscription.
   - True    In the early 1900s thousands of people moved from the country to the city.
   - True    Factories polluted the air.
   - True    Some parts of cities had no running water or electricity.
   - True    Diseases spread quickly because of crowded and dirty conditions.
   - False   All children went to school.
   - True    Women’s places of work were often dangerous and dirty.
   - True    It was difficult for women to make changes because they had no power.
   - True    Suffragists worked to get women’s right to vote.
   - False   The Famous Five came from all over Canada.

8. Write a short paragraph expressing your views on conscription.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Social Studies Grade 5 Chapter 9 Test

Social Studies
Grade Five
Chapter Five: Changing Ways of Life

Test

1. Match each word or phrase in the box with its meaning.

<table>
<thead>
<tr>
<th>a. conscription</th>
<th>b. Famous Five</th>
<th>c. patriotism</th>
<th>d. The Persons Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Spanish influenza</td>
<td>f. suffragist</td>
<td>g. Victorian Order of Nurses</td>
<td>h. World War I</td>
</tr>
</tbody>
</table>

______ issue that went before the highest court in the British Empire which ruled that the word “person” includes male and female

______ group established to give advice and help mothers keep their children healthy

______ showing support or loyalty toward a country

______ conflict fought mainly in Europe involving many countries including Canada

______ being forced to enrol in the army

______ disease brought back from Europe by soldiers that killed thousands

______ person who fought for women’s right to vote

______ group of Albertans who worked to improve the rights of women

2. Examine the photo. Then write two captions, each with a different viewpoint.

Caption 1: __________________________________________

____________________________________________________

____________________________________________________

Caption 2: __________________________________________

____________________________________________________

____________________________________________________

School in Lethbridge, 1888
3. Think about the changes that Canada experienced during World War I. For each cause, write an effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian men left their jobs in offices, stores, and factories to fight in World War I.</td>
<td></td>
</tr>
<tr>
<td>The war effort needed ammunition, guns, and airplanes.</td>
<td></td>
</tr>
<tr>
<td>Much of the farmland in Europe was destroyed because of the fighting.</td>
<td></td>
</tr>
<tr>
<td>Canadians wanted to show they were patriotic.</td>
<td></td>
</tr>
<tr>
<td>There were not enough men to bring in the harvest on Canadian farms.</td>
<td></td>
</tr>
</tbody>
</table>

4. There were different viewpoints around the idea of conscription. Tell about two of these viewpoints.

**Issue:** *Should Canadians be required to join the army?*

<table>
<thead>
<tr>
<th>Viewpoint 1:</th>
<th>Viewpoint 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For questions 5 – 14, underline the best answer to each question.

Use the information below to answer question 5.

This photo shows Cree soldiers from The Pas in Manitoba. About 4000 Aboriginal people volunteered to serve in World War I.

5. From the information above, you can infer that
   a. First Nations people did not believe in the war.
   b. First Nations people did not know how they could help in the war effort.
   c. First Nations people were patriotic.
   d. Most First Nations men entered the war because they were conscripted.

Use the following information to answer question 6.

The Vandoos were brave successful Francophone volunteer soldiers from Québec. But the Canadian government would not let Francophone soldiers fight together. They were put under English-speaking commanders. They did not have Catholic priests to be with them when they were injured or were dying in battle.

6. Using the above information, which of the following most likely shows how the Canadian government’s decision affected the people of Québec’s support for the war.
   a. It would make them increase their support.
   b. It would not affect their support at all.
   c. It would most likely make them want to support the enemy.
   d. It would make them decrease their support.
7. Which of the following does **not** describe cities during the time around WW I?

   a. All sections of cities were blessed with running water.
   b. Factories polluted the air.
   c. Some parts of cities did not have electricity.
   d. Cities were often crowded and unclean.

*Use the following information to answer question 8.*

Newspaper Headline: *Canada Sends Grain and Meat to Europe, while Europe Sends Back a Silent Killer!*

8. The silent killer referred to in the headline is most likely

   a. knives.
   b. the Spanish influenza.
   c. spies who were to kill secret enemies.
   d. death from starvation.

9. Which statement best tells about people's attitudes toward women before WW I?

   a. Men and women were equal and should have the same rights and responsibilities.
   b. Women were smarter than men.
   c. A woman's place is in the home.
   d. If a woman works hard enough, she can one day become prime minister.

*Use the following information to answer question 10.*

Emily Murphy spent much of her time going around the countryside helping women in need. She was dismayed to come across a woman whose husband had left her and their children. He had sold their farm, but the law did not force him to share the money with his wife. She and her children now had no money.

10. From the above information, you can infer that

   a. Men and women did not have equal rights.
   b. Women had more rights than men.
   c. Women did not work hard on farms like their husbands did.
   d. Women do not know how to handle money.
Use the information below to answer question 11.

1918: Women get the right to vote in federal elections.
1940: Québec women get the right to vote in provincial elections.
1947: East Indian and Chinese Canadians get the right to vote.
1949: Japanese Canadians get the right to vote.
1960: First Nations get the right to vote.
1971: Young people between 18 and 20 get the right to vote.

11. From the information above, you can conclude that
   a. It took several years for minority groups to get the right to vote.
   b. People from some groups did not know enough to be able to vote.
   c. Most Canadians did not want to vote in elections.
   d. People from minority groups do not know how elections work.

12. Which of the following best tells why the Famous Five are important to Canadians?
   a. All five went to the United States where they became famous movie stars.
   b. They formed a singing group that played for the soldiers in Europe.
   c. They worked to get equal rights for women.
   d. The five were best known for how well they could keep a home and raise children.

13. The Famous Five proved that
   a. old laws and old attitudes could be changed.
   b. old laws and old attitudes can easily be changed.
   c. many people do not want to vote in elections.
   d. only women should be allowed to vote in elections.
Use the following information to answer question 14.

Lieutenant Frederick Loft of the Mohawk First Nation organized a national Aboriginal group to fight for the right to vote and control reserve funds.
Thérèse Casgrain, the daughter of a wealthy Québec man, spent her life trying to discover and change the causes of poverty.
Henrietta Muir Edwards helped start the Victorian Order of Nurses, who gave advice and helped mothers keep their children healthy.
Mary Two-Axe Earley worked was honoured with the Governor General’s award for her long struggle to make life better for First Nations women.

14. From the above information you can conclude that

a. people are never satisfied.
b. getting the right to vote was well worth the effort.
c. most people do not appreciate what they have.
d. it is often the efforts of individuals that make life better for the rest.
1. Match each word or phrase in the box with its meaning.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. conscription</td>
<td>b. Famous Five</td>
<td>c. patriotism</td>
<td>d. The Persons Case</td>
<td></td>
</tr>
<tr>
<td>e. Spanish influenza</td>
<td>f. suffragist</td>
<td>g. Victorian Order of Nurses</td>
<td>h. World War I</td>
<td></td>
</tr>
</tbody>
</table>

**d**  issue that went before the highest court in the British Empire which ruled that the word “person” includes male and female

**g**  group established to give advice and help mothers keep their children healthy

**c**  showing support or loyalty toward a country

**h**  conflict fought mainly in Europe involving many countries including Canada

**a**  being forced to enrol in the army

**e**  disease brought back from Europe by soldiers that killed thousands

**f**  person who fought for women’s right to vote

**b**  group of Albertans who worked to improve the rights of women

2. Examine the photo. Then write two captions, each with a different viewpoint.

**Caption 1:**

[Caption]

[Caption]

**Caption 2:**

[Caption]

[Caption]

School in Lethbridge, 1888
3. Think about the changes that Canada experienced during World War I. For each cause, write an effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian men left their jobs in offices, stores, and factories to fight in World War I.</td>
<td>Women and some children went to work outside the home.</td>
</tr>
<tr>
<td>The war effort needed ammunition, guns, and airplanes.</td>
<td>Factories switched production to supplies and equipment needed in the war effort.</td>
</tr>
<tr>
<td>Much of the farmland in Europe was destroyed because of the fighting.</td>
<td>Canada sent grain and meat. Victory Gardens were planted.</td>
</tr>
<tr>
<td>Canadians wanted to show they were patriotic.</td>
<td>Sang patriotic songs. Planted Victory gardens. Knitted scarves, socks, mittens for soldiers.</td>
</tr>
<tr>
<td>There were not enough men to bring in the harvest on Canadian farms.</td>
<td>City women went to help out on farms.</td>
</tr>
</tbody>
</table>

4. There were different viewpoints around the idea of conscription. Tell about two of these viewpoints.

**Issue:** Should Canadians be required to join the army?

**Answers may vary**

<table>
<thead>
<tr>
<th>Viewpoint 1: Yes</th>
<th>Viewpoint 2: No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should fight for the rights and freedoms we have come to enjoy.</td>
<td>It is wrong to be forced to go to war. Killing is wrong.</td>
</tr>
<tr>
<td>Conscription goes against spirit of cooperation.</td>
<td></td>
</tr>
</tbody>
</table>

2
For questions 5 – 14, underline the best answer to each question.

Use the information below to answer question 5.

This photo shows Cree soldiers from The Pas in Manitoba. About 4000 Aboriginal people volunteered to serve in World War I.

5. From the information above, you can infer that
   a. First Nations people did not believe in the war.
   b. First Nations people did not know how they could help in the war effort.
   c. First Nations people were patriotic.
   d. Most First Nations men entered the war because they were conscripted.

Use the following information to answer question 6.

The Vandoos were brave successful Francophone volunteer soldiers from Québec. But the Canadian government would not let Francophone soldiers fight together. They were put under English-speaking commanders. They did not have Catholic priests to be with them when they were injured or were dying in battle.

6. Using the above information, which of the following most likely shows how the Canadian government’s decision affected the people of Québec’s support for the war.
   a. It would make them increase their support.
   b. It would not affect their support at all.
   c. It would most likely make them want to support the enemy.
   d. It would make them decrease their support.
7. Which of the following does **not** describe cities during the time around WW I?

    a. All sections of cities were **blessed** with running water.
    b. Factories polluted the air.
    c. Some parts of cities did not have electricity.
    d. Cities were often crowded and unclean.

*Use the following information to answer question 8.*

Newspaper Headline: *Canada Sends Grain and Meat to Europe, while Europe Sends Back a Silent Killer!*

8. The silent killer referred to in the headline is most likely

    a. knives.
    b. the *Spanish influenza*.
    c. spies who were to kill secret enemies.
    d. death from starvation.

9. Which statement best tells about people's attitudes toward women before WW I?

    a. Men and women were equal and should have the same rights and responsibilities.
    b. Women were smarter than men.
    c. A woman's place is in the home.
    d. If a woman works hard enough, she can one day become prime minister.

*Use the following information to answer question 10.*

Emily Murphy spent much of her time going around the countryside helping women in need. She was dismayed to come across a woman whose husband had left her and their children. He had sold their farm, but the law did not force him to share the money with his wife. She and her children now had no money.

10. From the above information, you can infer that

    a. Men and women did **not** have equal rights.
    b. Women had more rights than men.
    c. Women did **not** work hard on farms like their husbands did.
    d. Women do not know how to handle money.
Use the information below to answer question 11.

1918: Women get the right to vote in federal elections.
1940: Québec women get the right to vote in provincial elections.
1947: East Indian and Chinese Canadians get the right to vote.
1949: Japanese Canadians get the right to vote.
1960: First Nations get the right to vote.
1971: Young people between 18 and 20 get the right to vote.

11. From the information above, you can conclude that

   a. It took several years for minority groups to get the right to vote.
   b. People from some groups did not know enough to be able to vote.
   c. Most Canadians did not want to vote in elections.
   d. People from minority groups do not know how elections work.

12. Which of the following best tells why the Famous Five are important to Canadians?

   a. All five went to the United States where they became famous movie stars.
   b. They formed a singing group that played for the soldiers in Europe.
   c. They worked to get equal rights for women.
   d. The five were best known for how well they could keep a home and raise children.

13. The Famous Five proved that

   a. old laws and old attitudes could be changed.
   b. old laws and old attitudes can easily be changed.
   c. many people do not want to vote in elections.
   d. only women should be allowed to vote in elections.
Use the following information to answer question 14.

Lieutenant Frederick Loft of the Mohawk First Nation organized a national Aboriginal group to fight for the right to vote and control reserve funds. Thérèse Casgrain, the daughter of a wealthy Québec man, spent her life trying to discover and change the causes of poverty. Henrietta Muir Edwards helped start the Victorian Order of Nurses, who gave advice and helped mothers keep their children healthy. Mary Two-Axe Earley worked was honoured with the Governor General’s award for her long struggle to make life better for First Nations women.

14. From the above information you can conclude that

a. people are never satisfied.
b. getting the right to vote was well worth the effort.
c. most people do not appreciate what they have.
d. it is often the efforts of individuals that make life better for the rest.
Inquiry Questions

- Why was everyone affected by the Great Depression, even people with jobs?
- Consider the ways that life changed for most Canadians after World War II. Decide if all these changes improved their ways of life.
# Social Studies
## Grade Five

## Chapter Ten: Through Bad Times and Good

### Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Two</td>
<td>How the Great Depression Affected Canadians, Part I</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Three</td>
<td>How the Great Depression Affected Canadians, Part II</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Four</td>
<td>Surviving the Great Depression</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Five</td>
<td>How Did Life in Canada Change After WW II?</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Six</td>
<td>Build Your Skills!  And  ?Inquiring Minds</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>Chapter Ten Review</td>
<td>9</td>
</tr>
<tr>
<td>Lesson Eight</td>
<td>Chapter Ten Test</td>
<td>10</td>
</tr>
</tbody>
</table>
Lesson One

Concept: Introduction

Resources/Materials: Voices of Canada, pages 268 – 271
Worksheets #5.10.1a and #5.10.1b (optional, student copies)

Introduction: Ask students if they have ever experienced not having clothes or shoes to wear or not having any food to eat. Most colony students and their parents will never have had this experience.

Explain that there was a time in the 1930s that thousands of Canadians were out of work. This period was known as the Great Depression. Chapter Ten is about how Canadians lived in the Great Depression. It also covers briefly another world war – World War II. These two events changed ways of life in Canada.

Procedure:

1. Have students turn to textbook, pages 268 and 269. Read the pages as students follow along.

2. Then have students turn to textbook, pages 270 and 271. Guide the reading of the pages. Discuss that our parents’ and grandparents’ experience affect their values and what they try to teach us. Also that it is a very Canadian thing to do to try to help those in need.

Note: Teachers can have students do the activities suggested on these pages. However, one or both of these activities may not be appropriate and/or feasible for some colony schools. Worksheets #5.10.1a and #5.10.1b are provided if teachers decide NOT to do the activities suggested in the textbook.

Assignments:

2. Do the “Skill Smart” and “Practise the Skill” activities.
3. ALTERNATELY. Do Worksheets #5.10.1a and #5.10.1b.
Directions: Complete the timeline by writing the years and the event in the correct boxes.

Events
1867: Confederation
1914 – 1918: World War I
1918: Women allowed to vote in federal elections
1929 – 1939: The Great Depression
1939 – 1945: World War II

________: ____________ Colony was established (Write the name of your colony in the space.)
________: This Year
Directions: Use *Voices of Canada*, page 271 to help you complete the flow chart.

In the boxes write the main ideas of the steps you would follow when planning and carrying out a plan to help people in your community or in a nearby community. Draw arrows from one box to the next to show the order in which the steps should occur.
**Timeline**

**Directions:** Complete the timeline by writing the years and the event in the correct boxes.

1867
Confederation

1918
Women allowed to vote in federal elections

1935-1945
World War II

1914-1918
World War I

1929-1939
The Great Depression

**Events**

1867: Confederation

1914 – 1918: World War I

1918: Women allowed to vote in federal elections

1929 – 1939: The Great Depression

1939 – 1945: World War II

_________: Colony was established (Write the name of your colony in the space.)

_______: This Year

Worksheet #5.10.1a
Directions: Use *Voices of Canada*, page 271 to help you complete the flow chart.

In the boxes write the main ideas of the steps you would follow when planning and carrying out a plan to help people in your community or in a nearby community. Draw arrows from one box to the next to show the order in which the steps should occur.

1. Find out what groups in your community need help
2. Make a list of ways you could help
3. Make a plan
4. Decide if the plan is right for you
5. Put your plan into action.
Lesson Two

Concept: How the Great Depression Affected Canadians, Part I

Resources/Materials: Voices of Canada, pages 272 – 275
Worksheets #5.10.2a and #5.10.2b (student copies)

Introduction: Ask students what happens when vehicles or people have a crash. (Come to a complete stop. But also there is usually some pain or damage.) Explain that after WW I, the people of Canada and the world were doing well – people had jobs, they had food to eat, clothing to wear, and even some left over for a little fun. Then there was a crash.

Suddenly, stores were going out business, factories were closing, and people were out of work. Without work, they could not buy food, clothing, or pay for their homes. This was the time of the Great Depression (1929 – 1939). Explain that in the next two lessons, they will learn more about the Great Depression.

Procedure:

1. Have students turn to textbook, pages 272 and 273. Explain that one of the best ways to learn about what was really going on is to listen to or read about people’s experiences. If possible, read the pages to the students.

2. Then have students turn to textbook, pages 274 and 275. Explain that coincidentally, during the time of the Great Depression the weather and a grasshopper infestation made things even worse for farmers. Guide the reading, if possible; otherwise, have students read the pages independently.

3. Distribute Worksheets #5.10.2a and #5.10.2b. Go over the directions, if possible

4. OPTIONAL. You might want your students to illustrate a depression era rural landscape. If you have a copy of The Dust Bowl by David Booth, allow children to look through the book to get inspiration.

5. OPTIONAL. Ask the German teacher if there might be someone on the colony that would be willing to come to school to tell his/her experiences during the Great Depression.

Assignments:

2. Do Worksheets #5.10.2a and #5.10.2b.
3. OPTIONAL. Illustrate a rural landscape during the Great Depression
4. OPTIONAL. Invite a colony member to speak to the class about his/her experiences during the Great Depression.
Directions: Use Voices of Canada, pages 272 – 275 to help you with the questions.

1. Think about what the situation of the people on pages 272 and 273, according to their stories and the pictures. In a phrase or sentence, tell the main idea.

The Young Canadian

Person from Burton, Alberta

Person from Passman, Saskatchewan

Person from Hamilton, Ontario

Canadian interviewed by Barry Broadfoot

Virginia Sherbo Cosentino

Annette Morello

Knee Family
2. Use pages 274 and 275 to help you fill in the concept map showing some of the struggles of farmers during the Great Depression.
How Did the Great Depression Affect Canadians?, Part I

Directions: Use Voices of Canada, pages 272 – 275 to help you with the questions.

1. Think about what the situation of the people on pages 272 and 273, according to their stories and the pictures. In a phrase or sentence, tell the main idea.

   Answers will vary

   The Young Canadian

   • unemployed and prospects of finding work are dismal

   Person from Burton, Alberta

   • no food

   Person from Passman, Saskatchewan

   • no coat and it is winter

   Person from Hamilton, Ontario

   • no money for food

   Canadian interviewed by Barry Broadfoot

   • no shoes so had to improvise

   Virginia Sherbo Cosentino

   • dad did not make enough to pay rent

   Annette Morello

   • children at school poorly dressed

   Knee Family

   • no work; people could not afford to buy fishermen’s fish
2. Use pages 274 and 275 to help you fill in the concept map showing some of the struggles of farmers during the Great Depression.

- drought conditions
- strong hot winds causing drying and loss of topsoil
- crops and livestock died
- higher than normal summer temperatures
- grasshopper infestation

What Made Farm Life Difficult During the Great Depression?
Lesson Three

Concept: How the Great Depression Affected Canadians, Part II

Resources/Materials: Voices of Canada, pages 276 – 279
Worksheet #5.10.3 (student copies)
Line Master 10-2 (optional, student copies)

Introduction: Review that the Great Depression affected ways of life of people because many people had no jobs with which to buy basic necessities. Farmers faced other problems.

What about people in the city? What about Aboriginal peoples? Today’s lesson examines their lives.

Procedure:

1. Explain that hard times often bring out the best and the worst in people. The Great Depression was no exception. The Great Depression is really a great example of how people can cope with extremely difficult situations, but it is also a time where people made decisions that some would say were unfair.

2. Have students turn to textbook, pages 276 – 279. Guide the reading of the pages, if at all possible.

3. Distribute Worksheet #5.10.3. Go over the directions, if necessary.

4. ALTERNATELY or OPTIONAL. With students discuss the factors that determined how Canadians lived during the Great Depression (lack of jobs, no money, government help, weather, etc.). Then have them complete Line Master 10-2, either individually or with a partner.

Assignments:

1. Read Voices of Canada, pages 276 – 279.
2. Do Worksheet #5.10.3.
3. ALTERNATELY or OPTIONAL. Do Line Master 10-2.
How Did the Great Depression Affect Canadians?, Part II

Directions: Use Voices of Canada, pages 276 – 279 to help you with the questions.

1. Many difficult decisions had to be made during the Great Depression. Tell why you think each decision was made and whether you think it was a good decision or not.

<table>
<thead>
<tr>
<th>Decision</th>
<th>Why I Think the Decision Was Made</th>
<th>Was It a Good Decision? Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>City governments did not allow those who received relief to use the streetcar, buy newspapers, cleaning supplies, or toothbrushes. They could not own a car, a telephone, or a radio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people who owned stores or factories forced workers to work longer hours for less pay.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Businesses and stores owned by British people often only gave jobs to other Canadians of British descent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people changed their names so they sounded more British.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Churches, charities, and city governments opened soup kitchens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The government encouraged some Prairie farmers to move north to the edge of the Shield.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some men hopped on the tops of freight trains and rode to different cities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices of Canada*, pages 276 – 279 to help you with the questions.

1. Many difficult decisions had to be made during the Great Depression. Tell why you think each decision was made and whether you think it was a good decision or not.  

<table>
<thead>
<tr>
<th>Decision</th>
<th>Why I Think the Decision Was Made</th>
<th>Was It a Good Decision? Why or Why Not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>City governments did not allow those who received relief to use the streetcar, buy newspapers, cleaning supplies, or toothbrushes. They could not own a car, a telephone, or a radio.</td>
<td>government wanted relief money to be spend on essentials only</td>
<td></td>
</tr>
<tr>
<td>Some people who owned stores or factories forced workers to work longer hours for less pay.</td>
<td>wanted to increase profits</td>
<td></td>
</tr>
<tr>
<td>Businesses and stores owned by British people often only gave jobs to other Canadians of British descent.</td>
<td>British store owners wanted to ensure their fellow Brits were getting by.</td>
<td></td>
</tr>
<tr>
<td>Some people changed their names so they sounded more British.</td>
<td>increased chances of getting work</td>
<td></td>
</tr>
<tr>
<td>Churches, charities, and city governments opened soup kitchens.</td>
<td>many were hungry</td>
<td></td>
</tr>
<tr>
<td>The government encouraged some Prairie farmers to move north to the edge of the Shield.</td>
<td>farmers were faring poorly</td>
<td></td>
</tr>
<tr>
<td>Some men hopped on the tops of freight trains and rode to different cities.</td>
<td>hoped to find jobs in another town or city</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Surviving the Great Depression

Resources/Materials: Voices of Canada, pages 280 – 283
 Ordinary “stuff”
 Worksheets #5.10.4a and #5.10.4b(student copies)
 Worksheet #5.10.4c (optional, student copies)

Introduction: Remind students that the Great Depression was very hard on people. Most were barely surviving. Although a few profited from the difficulties of others; most survived by being creative and by looking out for one another.

Hold up a plastic garbage bag or any other ordinary item you have lying around the house. Discuss its normal use. Then discuss how you might use it if you were very short on money. (For example, cut slits in the bottom and sides, turn it upside down and use it as a raincoat.)

Do the same for other items.

Procedure:

1. Explain that today’s lesson deals with what kinds of things people did with what they had in order to survive.

2. Have students turn to textbook, pages 280 – 283. These pages tell how people survived. Pages 282 and 283 tell about what some people did for fun. Explain that having fun was a necessity from time to time, just to keep people’s spirits alive.

3. Have students read the pages independently, if they are able. You can have better readers read to less able, as an alternative.

4. Distribute Worksheets #5.10.4a and #5.10.4b. Go over the directions, if necessary.

5. OPTIONAL. Give students a chance to use their creativity, just as people did during the Great Depression. They can do this on Worksheet #5.10.4c.

Assignments:

1. Read Voices of Canada, pages 280 – 283.
2. Do Worksheets #5.10.4a and #5.10.4b.
3. OPTIONAL. Do Worksheet #5.10.4c.
Directions: Use Voices of Canada, pages 280 – 283 to help you with the questions.

1. Today people are encouraged to **reduce, reuse, and recycle**. These ideas are similar to ones used during the Great Depression. There are some differences, however. Fill in the Venn diagram to compare what people did to survive the Great Depression and today’s movement to reduce, reuse, and recycle. For each situation think about
   - who
   - what
   - when
   - where
   - why
   - how

[Diagram of Venn diagram with space for comparison between surviving the Great Depression and reducing, reusing, and recycling.]
2. What are two examples of ways that people helped each other survive the Great Depression?
   
a. 

   
b. 

3. What are two examples of ways that people help those in need today.
   
a. 

   
b. 

4. Complete the chart to compare what some people did for fun during the Great Depression and what people at your colony do for fun. *Circle the things that are the same.*

<table>
<thead>
<tr>
<th>What People Did for Fun During the Great Depression</th>
<th>What People at My Colony Do for Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**How Would You Do?**

**Directions:** Pretend you lived during the Great Depression. Tell what you could do for each of the following situations.

<table>
<thead>
<tr>
<th>The Situation</th>
<th>What I Could Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no sugar available to make desserts, but you love desserts.</td>
<td></td>
</tr>
<tr>
<td>There is no gasoline to run your vehicles and you have a long way to go.</td>
<td></td>
</tr>
<tr>
<td>You cannot walk.</td>
<td></td>
</tr>
<tr>
<td>Your shoes are too small for you and you have no money to buy new ones.</td>
<td></td>
</tr>
<tr>
<td>The students at your school want to have a party, but you have no money for</td>
<td></td>
</tr>
<tr>
<td>food or any other supplies needed to have a party.</td>
<td></td>
</tr>
<tr>
<td>You want to get your mother a birthday present, but you have no money to buy</td>
<td></td>
</tr>
<tr>
<td>anything.</td>
<td></td>
</tr>
<tr>
<td>It is winter and you do not have a winter coat. There is no use asking your</td>
<td></td>
</tr>
<tr>
<td>parents to buy one.</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 5 Chapter 10 Worksheets

Surviving the Great Depression

Directions: Use Voices of Canada, pages 280 – 283 to help you with the questions.

1. Today people are encouraged to reduce, reuse, and recycle. These ideas are similar to ones used during the Great Depression. There are some differences, however. Fill in the Venn diagram to compare what people did to survive the Great Depression and today’s movement to reduce, reuse, and recycle. For each situation think about
   - who
   - what
   - when
   - where
   - why
   - how

Surviving the Great Depression

- done during depression by most
- needed to be creative and inventive because money was short

Reduce, Reuse, Recycle

- done by people today and during depression
- reducing waste
- done all over Canada
- reuse items that can be reused
- find new uses for objects

Worksheet #5.10.4a
2. What are two examples of ways that people helped each other survive the Great Depression?
   a. restaurant worker give bread crust/trimmings to those in need
   b. made food bumpers

3. What are two examples of ways that people help those in need today.
   a. volunteer in food kitchens, charities, etc
      * donate money to worthy causes
   b. make clothing/blankets for the needy
      * employ those in need

4. Complete the chart to compare what some people did for fun during the Great Depression and what people at your colony do for fun. Circle the things that are the same.

<table>
<thead>
<tr>
<th>What People Did for Fun During the Great Depression</th>
<th>What People at My Colony Do for Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>dances</td>
<td></td>
</tr>
<tr>
<td>picnics</td>
<td></td>
</tr>
<tr>
<td>people watch</td>
<td></td>
</tr>
<tr>
<td>play ball</td>
<td></td>
</tr>
<tr>
<td>play street hockey</td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #5.10.4b
Lesson Five

Concept: How Did Life in Canada Change After WW II?

Resources/Materials: Voices of Canada, pages 284 – 287
Line Master 10-3 (student copies)
Worksheet #5.10.5 (optional, student copies)

Introduction: Review that prior to WW I, people had jobs, factories were busy, and life was going along quite well. WW I changed things because the men who traditionally had jobs went to war. Women and children had to do the jobs that men once did.

Explain that the Great Depression lasted from 1929 to 1939. It came to an end because another world war, World War II, had broken out. Although war is never nice, it was WW II that ended the Great Depression.

Procedure:

1. Have students turn to textbook, page 284. Read the opening two paragraphs to the students. Explain that the war provided needed jobs. Men and women enlisted and factories came alive making things for the war effort.

2. Explain that following the war, populations grew and families had the money to buy more things. Tell students to read textbook, pages 284 – 287 to find out more.

3. Distribute Line Master 10-3. Go over the directions, if necessary.

4. OPTIONAL. If you like, students can compare WW I and WW II on Worksheet #5.10.5.

Assignments:

1. Read Voices of Canada, pages 284 – 287.
2. Do Line Master 10-3.
3. OPTIONAL. Do Worksheet #5.10.5.
**Social Studies Grade 5 Chapter 10 Worksheets**

**World War II**

**Directions:** Use the information from pages 284 – 287 and other parts of *Voices of Canada* to help you with the questions.

<table>
<thead>
<tr>
<th></th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was it like before the war?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was it like during the war?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was it like after the war?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Life in Canada

Before WW II

- people out of work
- people did not have money for food, clothing
- people hopped trains to other cities
- people had to be creative to survive
- farmers experienced great hardships

After WW II

- factories produced more consumer goods
- people had money to spend on leisure/entertainment/fashion
- population grew
- more jobs
- suburbs built, new technologies

Why life changed....

- people had jobs
- technology meant invention of new items and ways of doing things
- more people had cars → led to spread out cities and a travelling public

Line Master 10-3

Life in Canada (to accompany How Did Life in Canada Change after WW II?)
## World War II

**Directions:** Use the information from pages 284 – 287 and other parts of *Voices of Canada* to help you with the questions.

<table>
<thead>
<tr>
<th>What was it like before the war?</th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cities became larger</td>
<td>high unemployment</td>
</tr>
<tr>
<td></td>
<td>men worked outside home</td>
<td>money was scarce</td>
</tr>
<tr>
<td></td>
<td>employment was high</td>
<td>dirty, crowded cities</td>
</tr>
<tr>
<td></td>
<td>women stayed home to keep house, raise children</td>
<td>farming poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was it like during the war?</th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>men went off to war</td>
<td>men/women went off to war</td>
</tr>
<tr>
<td></td>
<td>factories made what was needed for war effort</td>
<td>factories made things for war effort</td>
</tr>
<tr>
<td></td>
<td>women did work traditionally done by men</td>
<td>more employment</td>
</tr>
<tr>
<td></td>
<td>people directed much energy towards supporting troops</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was it like after the war?</th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>women fought for equal rights</td>
<td>factories produced more consumer goods</td>
</tr>
<tr>
<td></td>
<td>women and other realized they were capable of making responsible decisions</td>
<td>high employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>boom in births</td>
</tr>
<tr>
<td></td>
<td></td>
<td>money for leisure and luxuries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>new technologies</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 288 and 289

Introduction: Explain that Chapter Ten is almost at an end. It is time to do a skills check up.

Procedure:

1. Have students turn to textbook, pages 288 and 289.

2. Read the activity suggestions on page 288. With students decide on one activity to do.

3. Have students turn to textbook, page 289. Guide the reading. With students discuss responses to inquiry questions. You may want students to write paragraphs to record their responses.

Assignments:

1. Read Voices of Canada, pages 288 and 289.

2. Do one or more of the suggested activities.
Lesson Seven

Concept: Chapter Ten Review

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

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

Procedure:

1. Distribute the Chapter Ten Review Sheets.

2. Have students do the review sheets independently or with a partner.

3. Check the review sheets as a class, if at all possible.

Assignments:

1. Do the Chapter Ten Review Sheets.

2. Study for the test.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>The Great Depression</th>
<th>Richard B. Bennett</th>
<th>The Young Canadian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirty Thirties</td>
<td>bankrupt</td>
<td>riding the rails</td>
</tr>
<tr>
<td>flour-sack dresses</td>
<td>suburbs</td>
<td></td>
</tr>
</tbody>
</table>

| Term used to refer to men hopping aboard freight trains in hopes of finding work in another city |
| Canada’s prime minister from 1930 – 1935 |
| Name for a painting showing an unemployed young man |
| Name given to a period of time of high unemployment and low economic activity |
| Areas of housing on the outlying part of a city or town |
| Clothing made from old cloth sacks |
| Term used to refer to a time when farms were suffering from drought conditions and high winds |
| Happens when a store or factory closes because it is not making enough money |

2. The Great Depression benefited some people, but it was a terrible time for most. Whom did it benefit and for whom was it a difficult time?

<table>
<thead>
<tr>
<th>Benefited</th>
<th>Had a Difficult Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Tell why each of the following happened.

<table>
<thead>
<tr>
<th>What Happened</th>
<th>Why It Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>City governments gave relief coupons that could be exchanged for food, fuel, and rent.</td>
<td></td>
</tr>
<tr>
<td>Churches, charities, and city governments opened soup kitchens.</td>
<td></td>
</tr>
<tr>
<td>Many young men hopped aboard freight trains to other cities.</td>
<td></td>
</tr>
<tr>
<td>The Québec government offered free land to people who moved to the edge of the Shield.</td>
<td></td>
</tr>
<tr>
<td>Many farmers sold their farms.</td>
<td></td>
</tr>
</tbody>
</table>

4. Think of the expression “Necessity if the mother of invention”. Explain how people’s behaviour during the Great Depression illustrates it.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

5. During the depression, some people were treated unfairly. Give an example of this.

________________________________________________________________________________

2
6. Answer true or false.

True: The Great Depression ended when World War II began.

False: Factories made airplanes, tanks, and weapons for the war effort.

True: There was high unemployment during World War II.

False: The population of Canada increased greatly after WW II.

False: After WW II most people had good jobs.

False: Suburbs popped up near city centres.

True: People found they had more money to spend on leisure activities.

True: With new technology, people could do different activities for entertainment.

7. New inventions were both positive and negative. Fill in the chart to show both sides of the television and the automobile.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automobile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>The Great Depression</th>
<th>Richard B. Bennett</th>
<th>The Young Canadian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirty Thirties</td>
<td>bankrupt</td>
<td>riding the rails</td>
</tr>
<tr>
<td>flour-sack dresses</td>
<td>suburbs</td>
<td></td>
</tr>
</tbody>
</table>

**riding the rails**
- term used to refer to men hopping aboard freight trains in hopes of finding work in another city

**Richard B. Bennett**
- Canada’s prime minister from 1930 – 1935

**The Young Canadian**
- name for a painting showing an unemployed young man

**The Great Depression**
- name given to a period of time of high unemployment and low economic activity

**suburbs**
- areas of housing on the outlying part of a city or town

**flour-sack dresses**
- clothing made from old cloth sacks

**Dirty Thirties**
- term used to refer to a time when farms were suffering from drought conditions and high winds

**bankrupt**
- happens when a store or factory closes because it is not making enough money

2. The Great Depression benefited some people, but it was a terrible time for most. Whom did it benefit and for whom was it a difficult time?

<table>
<thead>
<tr>
<th>Benefited</th>
<th>Had a Difficult Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>factor/store owners who forced employees to work longer hours for less pay</td>
<td>everyday working person</td>
</tr>
</tbody>
</table>
3. Tell why each of the following happened.

<table>
<thead>
<tr>
<th>What Happened</th>
<th>Why It Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>City governments gave relief coupons that could be exchanged for food, fuel, and rent.</td>
<td>many did not have jobs/money</td>
</tr>
<tr>
<td>Churches, charities, and city governments opened soup kitchens.</td>
<td>many were going hungry</td>
</tr>
<tr>
<td>Many young men hopped aboard freight trains to other cities.</td>
<td>hoped to find jobs elsewhere</td>
</tr>
<tr>
<td>The Québec government offered free land to people who moved to the edge of the Shield.</td>
<td>high unemployment in cities/leaves</td>
</tr>
<tr>
<td>Many farmers sold their farms.</td>
<td>drought/high temperature/grasshoppers led to crop failure</td>
</tr>
</tbody>
</table>

4. Think of the expression “Necessity is the mother of invention”. Explain how people’s behaviour during the Great Depression illustrates it.

- people found new uses for objects e.g. flour-sack dresses
- people improvised e.g. pulled cars with horses

5. During the depression, some people were treated unfairly. Give an example of this.

British businessmen often hired only people of British descent
6. Answer true or false.

- [T] The Great Depression ended when World War II began.
- [T] Factories made airplanes, tanks, and weapons for the war effort.
- [F] There was high unemployment during World War II.
- [T] The population of Canada increased greatly after WW II.
- [T] After WW II most people had good jobs.
- [F] Suburbs popped up near city centres.
- [T] People found they had more money to spend on leisure activities.
- [T] With new technology, people could do different activities for entertainment.

7. New inventions were both positive and negative. Fill in the chart to show both sides of the television and the automobile.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
</tr>
</thead>
</table>
| Television | good entertainment  
            | families watched shows together | less time spent on outdoor activity, healthy physical activities |
| Automobile | could travel farther and more quickly | air pollution, more accidents, road congestion |

Answers will vary
Lesson Eight

Concept: Chapter Ten Test

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

- bankrupt
- Dirty Thirties
- flour-sack dresses
- The Great Depression
- Richard B. Bennett
- riding the rails
- suburbs
- The Young Canadian

_____ name given to a period of time of high unemployment and low economic activity
_____ Canada’s prime minister from 1930 – 1935
_____ name for a painting showing an unemployed young man
_____ term used to refer to a time when farms were suffering from drought conditions and high winds
_____ areas of housing on the outlying part of a city or town
_____ clothing made from old cloth sacks
_____ term used to refer to men hopping aboard freight trains in hopes of finding work in another city

2. The Great Depression Affected Canadians in many ways. Fill in the chart to show this.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the country there were drought, high temperatures, high winds, and grasshoppers.</td>
<td></td>
</tr>
<tr>
<td>There were few jobs for young single men.</td>
<td></td>
</tr>
<tr>
<td>People could no longer afford to buy food or clothing.</td>
<td></td>
</tr>
</tbody>
</table>
Some factory owners forced workers to work longer hours for less pay.

The Québec government offered people who lived in cities and towns, free land on the edge of the Shield.

It was not an uncommon sight to see all of a person’s belongings piled up on the street.

3. Answer T for true and F for false.

_____ WW II began in 1939.

_____ WW II began five years after the Great Depression began.

_____ During WW II factories produced goods needed for the war effort.

_____ Following the war, the population of Canada went up a lot.

_____ Many immigrants came to Canada from Europe because their homes had been destroyed during the war.

_____ People preferred to build new houses close to the centre of cities.

_____ After WW II there was high demand for new homes, cars, and other products.

_____ Young people had more spending money and free time.

4. After WW II, many new technologies became available. This was both positive and negative. For each of the inventions, tell about one positive impact and one negative impact.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. A student recorded information about important changes in the lives of Canadians following WW II. In the box beside each graph, circle the observations that are supported by the information in the graphs, and cross out observations that are not supported.

**Graph 1**

**Population Change in Canada**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of people</td>
<td>30000000</td>
<td>20000000</td>
<td>10000000</td>
<td>5000000</td>
<td>2500000</td>
<td>1250000</td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Canada’s population grew by about 200 000 people between 1941 and 1991.
- Canada’s population grew more between 1951–1961 than between 1941–1951.
- Canada’s population grew between the years 1941–1991 because of immigration.

**Graph 2**

**Number of Automobiles in Canada**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers sold</td>
<td>8000000</td>
<td>6000000</td>
<td>4000000</td>
<td>2000000</td>
<td>1000000</td>
<td>500000</td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Almost twice as many automobiles were sold in 1951 than in 1946.
- More than 4 000 000 automobiles were sold in 1961.
- Canadians didn’t really need automobiles as much in 1946 as they did in 1951.

**Graph 3**

**Changes in Canadian Homes**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of rooms</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Canadians needed more rooms in the 1990s because families were larger than in the 1940s.
- The number of rooms in a typical house in 1971 was about 1 less than in 1991.
- Typical homes in Canada changed over the 50 years between 1941 and 1991.

- From Voices of Canada, Teacher Resource, pages 602 and 603
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>a. bankrupt</th>
<th>b. Dirty Thirties</th>
<th>c. flour-sack dresses</th>
<th>d. The Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Richard B. Bennett</td>
<td>f. riding the rails</td>
<td>g. suburbs</td>
<td>h. The Young Canadian</td>
</tr>
</tbody>
</table>

**d** name given to a period of time of high unemployment and low economic activity

**e** Canada’s prime minister from 1930 – 1935

**h** name for a painting showing an unemployed young man

**b** term used to refer to a time when farms were suffering from drought conditions and high winds

**g** areas of housing on the outlying part of a city or town

**c** clothing made from old cloth sacks

**f** term used to refer to men hopping aboard freight trains in hopes of finding work in another city

2. The Great Depression Affected Canadians in many ways. Fill in the chart to show this.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Answers may vary</th>
</tr>
</thead>
</table>
| In the country there were drought, high temperatures, high winds, and grasshoppers. | - crops failed  
- many farmers left their farms |
| There were few jobs for young single men.  | - travelled on freight trains hoping to find work in other cities |
| People could no longer afford to buy food or clothing. | - government issued relief coupons  
- soup kitchens opened up |
3. Answer T for true and F for false.

- T WW II began in 1939.
- F WW II began five years after the Great Depression began.
- T During WW II factories produced goods needed for the war effort.
- T Following the war, the population of Canada went up a lot.
- T Many immigrants came to Canada from Europe because their homes had been destroyed during the war.
- F People preferred to build new houses close to the centre of cities.
- T After WW II there was high demand for new homes, cars, and other products.
- T Young people had more spending money and free time.

4. After WW II, many new technologies became available. This was both positive and negative. For each of the inventions, tell about one positive impact and one negative impact. Answers may vary.

<table>
<thead>
<tr>
<th>Invention</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
</tr>
</thead>
</table>
| Automobile| • Travel was faster and could travel farther | • People less physically active
|           |                 | • Air pollution  |
| Television| • New form of entertainment, spend time with family | • People less physically active
|           |                 | • Sometimes neglect other duties |
5. A student recorded information about important changes in the lives of Canadians following WW II. In the box beside each graph, circle the observations that are supported by the information in the graphs, and cross out observations that are not supported.

Graph 1

**Population Change in Canada**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Canada's population grew by about 200 000 people between 1941 and 1991.
- Canada's population grew more between 1951–1961 than between 1941–1951.
- Canada's population grew between the years 1941–1991 because of immigration.

Graph 2

**Number of Automobiles in Canada**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8000000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Almost twice as many automobiles were sold in 1951 than in 1946.
- More than 4 000 000 automobiles were sold in 1961.
- Canadians didn't really need automobiles as much in 1946 as they did in 1951.

Graph 3

**Changes in Canadian Homes**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can see and prove:**
- Canadians needed more rooms in the 1950s because families were larger in the 1940s.
- The number of rooms in a typical house in 1971 was about 1 less than in 1991.
- Typical homes in Canada changed over the 50 years between 1941 and 1991.
Chapter Eleven

We Are a Country

Inquiry Question

- Why have other countries traditionally thought of Canada as a peacekeeping country?

- Why is it important to have a Canadian identity?
### Social Studies
#### Grade Five

**Chapter Eleven: We Are a Country**

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Two How Canada Changed After Confederation, Part I</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Three How Canada Changed After Confederation, Part II</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Four How Canada Changed After Confederation, Part III: The Canadian Flag</td>
<td>6</td>
</tr>
<tr>
<td>Lesson Five How Canada Changed After Confederation, Part IV: Bringing Home the Constitution</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Six The Charter of Rights and Freedoms</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Seven Viewpoints: What Should Canada’s Role Be in the World?</td>
<td>9</td>
</tr>
<tr>
<td>Lesson Eight Canada Is Still Changing</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Nine Build Your Skill! And Inquiring Minds</td>
<td>11</td>
</tr>
<tr>
<td>Lesson Ten Chapter Eleven Review</td>
<td>12</td>
</tr>
<tr>
<td>Lesson Eleven Chapter Eleven Test</td>
<td>13</td>
</tr>
</tbody>
</table>
Lesson One

Concept: Introduction

Resources/Materials: Voices of Canada, pages 290 – 293
Worksheets #5.11.1a, #5.11.1b (student copies)
Worksheet #5.11.1c (optional, student copies)

Introduction: Discuss that when a colony first splits, the people in the new colony still think of themselves as being part of the old colony. As time goes on, the new colony takes on its own identity. The same goes with countries.

Ask students what it means to be a country.

Explain that Canada is a country, but many things have changed over the years since Confederation in 1867. For one thing, the number of provinces has gone from four to ten. But other things have changed too. Because Canada was originally made from British colonies, many including Canadians, thought of themselves still as British.

Explain that many events over the years have influenced Canada’s development into the country it is today.

Procedure:

1. Have students turn to textbook, pages 290 and 291. If possible, read the pages to the students as they follow in their texts. Be sure they understand the term identity.

2. Then guide the reading of textbook, pages 292 and 293.

3. Distribute Worksheets #5.11.1a and #5.11.1b.

4. Have students copy the information from the graphic on textbook, page 291 on the appropriate places on Worksheet #5.11.1a.

5. Tell students to use the information on Worksheet #5.11.1b to complete the “Practise the Skill” questions on textbook, page 293, in their notebooks.

6. OPTIONAL. You may want your students to colour the pictures of the flag and poppy on Worksheet #5.11.1c.

Assignments:

1. Read Voices of Canada, pages 290 – 293.
2. Do Worksheet #5.11.1a.
3. Do the “Practise the Skill” questions on textbook, page 293 in notebooks. Use the information on Worksheet #5.11.1b.
4. OPTIONAL. Colour the flag and poppy on Worksheet #5.11.1c.
**Social Studies Grade 5 Chapter 11 Worksheets**

**What Is a Nation?**

**Directions:** Use *Voices of Canada*, page 271 to complete the concept map below.
On November 11, 1918, World War I was over. It brought relief to the whole world. The horrible struggle with its death, destruction, and misery had at last come to an end. It had truly been a world war. Sixty-five million men and from thirty nations were involved in it. At least ten million men were killed. Twenty-nine million more were wounded, captured, or missing. The financial cost was measured in hundreds of billions of dollars. Never before had there been such a conflict.

The Great War was also a landmark in Canada’s development as a nation. In 1914, when Canada entered the war, the world viewed it more like a British colony – an extension of Britain overseas. But in 1918 Canada was viewed and felt more like a nation unto itself. It felt grown up and independent. Canada began the war with one division of citizen soldiers under the command of a British general, and ended with a superb fighting force under the command of one of her own.

For a nation of eight million people Canada’s war effort was remarkable. A total of 619,636 men and women served in the Canadian armed forces in the First World War, and of these 66,655 gave their lives and another 172,950 were wounded. Nearly one of every ten Canadians who fought in the war did not return.

It was this Canadian war record that won for Canada a separate signature on the Peace Treaty, signifying that national status had been achieved. Nationhood was earned for Canada by the gallant men and women who stood fast at places like Ypres, Regina Trench, Vimy Ridge, Passchendaele, and Mons.

### Population of Alberta Cities (2008)

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airdrie</td>
<td>34,116</td>
</tr>
<tr>
<td>Brooks</td>
<td>13,581</td>
</tr>
<tr>
<td>Calgary</td>
<td>104,289</td>
</tr>
<tr>
<td>Camrose</td>
<td>16,543</td>
</tr>
<tr>
<td>Cold Lake</td>
<td>12,860</td>
</tr>
<tr>
<td>Edmonton</td>
<td>75,241</td>
</tr>
<tr>
<td>Fort Saskatchewan</td>
<td>16,793</td>
</tr>
<tr>
<td>Grande Prairie</td>
<td>50,227</td>
</tr>
<tr>
<td>Leduc</td>
<td>20,529</td>
</tr>
<tr>
<td>Lethbridge</td>
<td>83,960</td>
</tr>
<tr>
<td>Lloydminster</td>
<td>16,786</td>
</tr>
<tr>
<td>Medicine Hat</td>
<td>60,426</td>
</tr>
<tr>
<td>Red Deer</td>
<td>87,816</td>
</tr>
<tr>
<td>Spruce Grove</td>
<td>19,496</td>
</tr>
<tr>
<td>St. Albert</td>
<td>58,501</td>
</tr>
<tr>
<td>Wetaskiwin</td>
<td>11,673</td>
</tr>
</tbody>
</table>

Worksheet #5.11.1b
November 11
Remembrance
Social Studies Grade 5 Chapter 11 Worksheets

What Is a Nation?

**Directions:** Use *Voices of Canada*, page 271 to complete the concept map below.

- A nation needs to make its own decisions.
- A nation decides how it will take part in the world.
- A nation has an identity that is shaped by people, events, and values.
- A nation has symbols that people recognize.
- A nation has rules for being fair.
- A nation has rules about how it will be governed.
Lesson Two

Concept: How Canada Changed After Confederation, Part I

Resources/Materials: Voices of Canada, pages 294 – 297
Worksheet #5.11.2 (student copies)

Introduction: Ask students to think about when a young man gets married and sets up his own household with his new bride. The young man most likely still asks his parents for advice and keeps in close contact with them. The bride does the same if she is from the same colony.

Explain that there was the same type of relationship between Canada and Britain when Canada first became a country in 1867. Britain felt Canada was not ready to be totally on its own. But after 115 years of being a country, Canada and Britain agreed that Canada was ready to be independent.

Procedure:

1. Explain that independence for Canada came gradually – in steps. The first came after World War I when Canadians proved themselves as honourable and worthy of being a nation.

2. Have students turn to textbook, pages 294 and 295. Guide the reading. Remind students that many Canadians were of British ancestry, so they felt strongly about keeping their tie to Britain.

3. Distribute Worksheet #5.11.2. Go over the directions, if necessary.

4. OPTIONAL. This lesson is the first of many dealing with Canada’s gaining its independence from Britain. You may want to start a chart listing the stages or events that Canada went through to gain its independence. Add to it as the lessons progress.

Assignments:

1. Read Voices of Canada, pages 294 and 295.
2. Do Worksheet #5.11.2.
3. OPTIONAL. Begin a large chart, showing the stages Canada went through in its efforts to gain independence from Britain.
How Did Canada Change After Confederation?

Directions: Use Voices of Canada, pages 294 - 297 to help you with the questions.

1. Canada gained its independence from Britain in stages. Fill in the charts to show these stages.

**First Stage: Confederation**

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>Responsibilities Canada Had</th>
<th>Responsibilities Britain Had</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canada became a country.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Viewpoints:**

- Viewpoint 1
- Viewpoint 2

**Second Stage: After the War**

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>What Canada Wanted</th>
<th>What Britain Wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What happened in the end?
How Did Canada Change After Confederation?

Directions: Use Voices of Canada, pages 294 - 297 to help you with the questions.

1. Canada gained its independence from Britain in stages. Fill in the charts to show these stages.

First Stage: Confederation

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>Responsibilities Canada Had</th>
<th>Responsibilities Britain Had</th>
</tr>
</thead>
<tbody>
<tr>
<td>1867</td>
<td>Canada became a country.</td>
<td>‘make decisions for things that happened within Canada’</td>
<td>‘power to declare war, make peace, or trade agreements with other countries’</td>
</tr>
</tbody>
</table>

Viewpoints:

<table>
<thead>
<tr>
<th>Viewpoint 1</th>
<th>Viewpoint 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘proud to be part of the British Empire’</td>
<td>Canada should have more power of its own</td>
</tr>
</tbody>
</table>

Second Stage: After the War

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>What Canada Wanted</th>
<th>What Britain Wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1918</td>
<td>Canada played important role in WWI</td>
<td>‘be recognized as having their own country’</td>
<td>‘maintain its powers over Canada’</td>
</tr>
</tbody>
</table>

What happened in the end?

Britain agreed to allow Canada a place at the Peace Conference and its own signature on the treaty that ended the war.
Lesson Three

Concept: How Canada Changed After Confederation, Part II

Resources/Materials: Voices of Canada, pages 296 and 297
Wall Map of the World
Worksheet #5.11.3 (student copies)

Introduction: With students review the stages to independence Canada had gone through from 1867 to 1918. Explain that today’s lesson will cover the next stages. Other stages will be covered in the days to come.

Procedure:


2. On the map of the world, point out the Suez Canal. Point out that many countries in the world used the Suez Canal to ship their goods. Point out that the area around the Persian Gulf is rich in oil reserves, which European countries used to ship goods between the Mediterranean Sea and the Indian Ocean.

   The Suez Canal runs through the country of Egypt. However, the canal itself was operated by a British company. In 1956, Egypt threatened to nationalize it – that is, take over its ownership. This caused great concern. Countries lined up with the Egyptians and with the British. Some even feared another world war.

   The Suez Crisis led to Canada finding a new role for itself, thus, entering into another stage of forming an identity that is not so tied to Britain.

   Guide the reading of the balance of page 296 and all of page 297.

3. Distribute Worksheet #5.11.3. Note that this is really a continuation of Worksheet #5.11.2. Go over the directions, if necessary.

4. OPTIONAL. Have the class or groups come up with advantages and disadvantages of adopting a role as peacekeepers as opposed to participating in conflicts on one side or the other. They can show their ideas by writing them on chart paper and posting them.

5. If you have been listing the stages on a chart, add to it.

Assignments:

1. Read Voices of Canada, pages 296 and 297.
2. Do Worksheet #5.11.3.
3. OPTIONAL. As a class come up with a list of advantages and disadvantages of acting as peacekeepers.
Third Stage: The Statute of Westminster

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>What It Meant</th>
<th>An Example of How Canada Used This Power</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fourth Stage: Becoming a Peacekeeping Country

What is the United Nations?

In 1956, what was about to happen?

What was Lester B. Pearson’s idea?

How did the idea work?

Who was Mark Isfeld?

What happened to Mark Isfeld?

How did the Izzy dolls come about?
Third Stage: The Statute of Westminster

<table>
<thead>
<tr>
<th>Year</th>
<th>What Happened</th>
<th>What It Meant</th>
<th>An Example of How Canada Used This Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>1931</td>
<td>Britain passed law called Statute of Westminster</td>
<td>gave Canada the right to make its own laws and decisions when dealing with other countries.</td>
<td>Canada decided to help Britain, France, and other European countries defend their freedom in WWII</td>
</tr>
</tbody>
</table>

Fourth Stage: Becoming a Peacekeeping Country

What is the United Nations?
- organization set up to keep peace around the world

In 1956, what was about to happen?
- another world war could have begun
- UN unable to bring peace

What was Lester B. Pearson's idea?
- UN should put together a peacekeeping force which did not take sides

How did the idea work?
- Peacekeepers succeeded and the fighting stopped

Who was Mark Isfeld?
- Canadian peacekeeper

What happened to Mark Isfeld?
- killed when his vehicle ran over a land mine

How did the Izzy dolls come about?
- Mark's mother knitted dolls to send to Canadian peacekeepers, in Mark's memory.
Lesson Four

Concept: How Canada Changed After Confederation, Part III: The Canadian Flag

Resources/Materials: Voices of Canada, pages 298 – 301
Canadian Flag (coloured photo or the real thing)
Worksheet #5.11.4a (student copies)
Worksheet #5.11.4b (optional, student copies)

Introduction: Hold up or point to a Canadian flag. Explain that this particular design was adopted by Canada 1965. Explain that to any country, a flag is important because it is a symbol of that country. Prior to 1965, Canada flew either the British flag or one with the British flag somewhere on it.

Getting a flag of its own that was not tied to Britain’s was another stage to demonstrate Canada’s independence from Britain.

Procedure:

1. Have students turn to textbook, pages 298 – 301. Explain that there was much debate as to whether Canada should adopt a flag that did not have Britain’s flag on it. Some felt it was important to show Canada’s ties to Britain. Francophones felt a closer connection with France than Britain. Canada was increasingly becoming multi-cultural. Not everyone felt those ties with Britain.

2. Guide the reading of the pages. Have students think about how adopting the new flag came to be.

3. Distribute Worksheet #5.11.4a. Go over the directions, if necessary.

4. OPTIONAL. If you like, distribute Worksheet #5.11.4b. Students are to cut out the pieces carefully and then reassemble them to make a Canadian flag. They can colour the flag, if you like.

5. OPTIONAL. Students might want to come up with a flag for their colony. Remind them that flags are symbols, and that colours and designs usually represent important things and values.

6. If you have been listing the stages on a chart, add to it.

Assignments:

1. Read Voices of Canada, pages 298 – 301.
2. Do Worksheet #5.11.4a.
3. OPTIONAL. Cut apart the pieces on Worksheet #5.11.4b and reassemble them to make a Canadian flag.
4. OPTIONAL. Design a flag for your colony.
The Canadian Flag

Directions: Use Voices of Canada, pages 298 – 299 to help you with the questions.

Fifth Stage: Canada Adopts Its Own Flag

1. Below is a picture of the British flag, sometimes referred to as the Union Jack. Colour it.

2. Explain why Prime Minister Lester B. Pearson thought that Canada needed a new flag that did not include the Union Jack.

3. Page 300 mentions several other symbols of Canada that could have been part of a new Canadian flag. What were they?

4. How did adopting a flag that did not include the Union Jack represent another stage in Canada’s independence from Britain?

5. On page 301, a group of Canadian students said that the Canadian flag represented peace, pride, and freedom. Do you agree? Tell why.
Directions: Use Voices of Canada, pages 298 – 299 to help you with the questions.

Fifth Stage: Canada Adopts Its Own Flag

1. Below is a picture of the British flag, sometimes referred to as the Union Jack. Colour it.

2. Explain why Prime Minister Lester B. Pearson thought that Canada needed a new flag that did not include the Union Jack.

   Canada was becoming more multicultural and many Canadians did not share the same history as those with British ancestry.

3. Page 300 mentions several other symbols of Canada that could have been part of a new Canadian flag. What were they?

   beaver, sheaf of wheat, the Rockies, codfish

4. How did adopting a flag that did not include the Union Jack represent another stage in Canada’s independence from Britain?

   Canada could now be viewed as independent and not part of Britain.

5. On page 301, a group of Canadian students said that the Canadian flag represented peace, pride, and freedom. Do you agree? Tell why.

   

Worksheet #5.11.4a
Lesson Five

NOTE: The content in this lesson is relatively sophisticated. Most students will need a lot of guidance.

Concept: How Canada Changed After Confederation, Part IV: Bringing Home the Constitution

Resources/Materials: Voices of Canada, pages 302 and 303
Worksheets #5.11.5a and #5.11.5b (student copies)

Introduction: Have students imagine what it would be like if every time the colony wanted to change one of its rules, it had to get the permission of one of the first North American colonies in South Dakota. The South Dakota colony would not really know much about the situation at your colony, so it would not be particularly qualified to make decisions about your colony.

Explain that even after all the stages Canada had gone through to gain true independence from Britain, as late as 1982, it could not change some of its laws. Only the British Parliament could do that.

Procedure:

1. Explain that a constitution is a set of rules about how a country will be governed. It outlines the main beliefs of a country and the roles of the different levels of government. It is the highest law of the land.

2. Have students turn to textbook, pages 302 and 303. Guide the reading of the pages. Discuss that up until April 17, 1982 the Canadian Constitution was kept in Britain. When the Canada Act was signed by Britain, Canada could “bring home the Constitution”.

3. Discuss also the concerns of Québec and Aboriginal peoples, and if and how they were addressed.

4. Distribute Worksheets #5.11.5a and #5.11.5b. Go over the directions, if necessary.

5. OPTIONAL. As a class come up with a constitution for your school.

6. If you have been listing the changes on a chart, add to it.

Assignments:

1. Read Voices of Canada, pages 302 and 303.
2. Do Worksheets #5.11.5a and #5.11.5b.
3. OPTIONAL. Try coming up with a constitution for your school.
Directions: Use Voices of Canada, pages 302 and 303 to help you with the questions.

Sixth Stage: Bringing Home the Constitution

Fill in the spaces with words from the box.

<table>
<thead>
<tr>
<th>Aboriginal</th>
<th>affirmed</th>
<th>agreement</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNA Act</td>
<td>Canada Act</td>
<td>Constitution</td>
<td>existing</td>
</tr>
<tr>
<td>government</td>
<td>officially</td>
<td>Pierre Trudeau</td>
<td>provinces</td>
</tr>
<tr>
<td>Québec</td>
<td>Queen</td>
<td>rules</td>
<td>sign</td>
</tr>
</tbody>
</table>

a. The rules by which a country will be governed are set out in its _____________.
   It outlines the main ____________ of a country and the roles of the different parts of the _____________.

b. At the time of Confederation, Canada’s Constitution was put in place by the _____________. If Canada wanted to change its Constitution, it had to ask the government of _____________.

c. In 1980, Prime Minister _____________ announced it was time for Canada to control its Constitution.

d. After months of meetings to discuss how changes might be made, nine _____________ and the government of Canada came to an _____________.

e. When the new Constitution was written in 1981, the province of _____________ did not agree with it. He believed it did not do enough to permit the government of Québec to protect its language and culture. As a result, Québec did not _____________ the new Constitution.

f. On April 17, 1982, the new Constitution was _____________ made the law of Canada with the passing of the __________________ by Britain.
g. ____________________ people wanted their rights written down in the Constitution. As a result Section 35 of the Constitution reads: “The ____________________ Aboriginal and treaty rights of the Aboriginal peoples of Canada are hereby recognized and ____________________.

h. The new Constitution was signed in Ottawa by Prime Minister Trudeau and ____________________ Elizabeth II.
**Bringing Home the Constitution**

**Directions:** Use *Voices of Canada*, pages 302 and 303 to help you with the questions.

**Sixth Stage: Bringing Home the Constitution**

Fill in the spaces with words from the box.

<table>
<thead>
<tr>
<th>Aboriginal</th>
<th>affirmed</th>
<th>agreement</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>BNA Act</td>
<td>Canada Act</td>
<td>Constitution</td>
<td>existing</td>
</tr>
<tr>
<td>government</td>
<td>officially</td>
<td>Pierre Trudeau</td>
<td>provinces</td>
</tr>
<tr>
<td>Québec</td>
<td>Queen</td>
<td>rules</td>
<td>sign</td>
</tr>
</tbody>
</table>

a. The rules by which a country will be governed are set out in its **Constitution**.

It outlines the main **rules** of a country and the roles of the different parts of the **government**.

b. At the time of Confederation, Canada’s Constitution was put in place by the **BNA Act**. If Canada wanted to change its Constitution, it had to ask the government of **Britain**.

c. In 1980, Prime Minister **Pierre Trudeau** announced it was time for Canada to control its Constitution.

d. After months of meetings to discuss how changes might be made, nine **provinces** and the government of Canada came to an **agreement**.

e. When the new Constitution was written in 1981, the province of **Québec** did not agree with it. He believed it did not do enough to permit the government of Québec to protect its language and culture. As a result, Québec did not **sign** the new Constitution.

f. On April 17, 1982, the new Constitution was **officially** made the law of Canada with the passing of the **Canada Act** by Britain.
g. Aboriginal people wanted their rights written down in the Constitution. As a result Section 35 of the Constitution reads: “The existing Aboriginal and treaty rights of the Aboriginal peoples of Canada are hereby recognized and affirmed.

h. The new Constitution was signed in Ottawa by Prime Minister Trudeau and Queen Elizabeth II.
Lesson Six

Note: Like Lesson Five, the content of Lesson Six is relatively sophisticated. Many students may need guidance to understand it.

Concept: The Charter of Rights and Freedoms

Resources/Materials: Voices of Canada, pages 304 and 305
Worksheets #5.11.6a and #5.11.6b (student copies)

Introduction: Explain that one of the reasons that minority groups like Hutterites have equal rights with all other Canadians is because of a document called “The Canadian Charter of Rights and Freedoms”. It ensures that every Canadian be treated fairly and that we have respect for other people.

The “Charter” was added to the Canadian Constitution when it was brought home from Britain in 1982.

Procedure:

1. Have students turn to textbook, pages 304 and 305. Guide the reading of the pages.

2. Go over each part of the Charter, discussing with students what it means and how it practically applies to them.

3. Distribute Worksheets #5.11.6a and #5.11.6b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 304 and 305.
2. Do Worksheets #5.11.6a and #5.11.6b.
Directions: Use Voices of Canada, pages 304 and 305 to help you with the questions.

1. Why did Canada feel it was important to include freedoms and rights in the Constitution?

2. Match the rights and freedoms from the box to the sentences.

   The Charter of Rights and Freedoms …

   a. gives us the freedom to believe what we like, and to speak and write about our opinions.
   b. gives citizens the right to choose their government through elections.
   c. gives people the right not to be arrested without being given a reason and gives them the right to a fair trial.
   d. gives citizens the right not to be subjected to cruel and unusual punishment.
   e. forbids discrimination for reasons of "race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability."
   f. guarantees that Canada is a bilingual country, and that English and French are equally important.
   g. guarantees that Aboriginal peoples have special rights to the land, because they were here first and have rights according to treaties.
   h. states that we must respect the multicultural heritage of Canada.

   a. _____ If you are found guilty of a crime, the government cannot torture you as a punishment.
   b. _____ We can feel free to express our opinions, even if they don’t agree with the government.
   c. _____ Canadians are of different cultures. People should be able to keep their traditions and celebrations.
   d. _____ The police cannot just arrest you. They must tell you why. If you are arrested you have the right to be represented by a lawyer so that everyone knows that you will get a fair trial.
   e. _____ No one can discriminate against you just because you have a disability or you are senior. They also must treat you fairly whether you are a man or woman. You also cannot be discriminated against because of you colour, race, religion, or ethnic or national origin.
   f. _____ If you are a citizen and eighteen years old, you can vote in elections.
f. Aboriginal peoples like First Nations, Métis, and Inuit have special rights to land. They signed treaties with the Canadian government long ago, and the government must live up to those agreements.

g. You can conduct your business in either French or English when you are dealing with the Canadian government. Also, if you live in a province like Alberta where most people speak English, you have a right to attend a French school, as long as there are enough people to operate a French-language school. The same goes for English-speaking people who live in Québec.
The Charter of Rights and Freedoms

Directions: Use Voices of Canada, pages 304 and 305 to help you with the questions.

1. Why did Canada feel it was important to include freedoms and rights in the Constitution? 
   If rights and freedoms are not written down, they can be interpreted differently or even ignored.

2. Match the rights and freedoms from the box to the sentences.

   The Charter of Rights and Freedoms …
   
   a. gives us the freedom to believe what we like, and to speak and write about our opinions.
   b. gives citizens the right to choose their government through elections.
   c. gives people the right not to be arrested without being given a reason and gives them the right to a fair trial.
   d. gives citizens the right not to be subjected to cruel and unusual punishment.
   e. forbids discrimination for reasons of “race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability.”
   f. guarantees that Canada is a bilingual country, and that English and French are equally important.
   g. guarantees that Aboriginal peoples have special rights to the land, because they were here first and have rights according to treaties.
   h. states that we must respect the multicultural heritage of Canada.

   a. If you are found guilty of a crime, the government cannot torture you as a punishment.
   b. We can feel free to express our opinions, even if they don’t agree with the government.
   c. Canadians are of different cultures. People should be able to keep their traditions and celebrations.
   d. The police cannot just arrest you. They must tell you why. If you are arrested you have the right to be represented by a lawyer so that everyone knows that you will get a fair trial.
   e. No one can discriminate against you just because you have a disability or you are senior. They also must treat you fairly whether you are a man or woman. You also cannot be discriminated against because of you colour, race, religion, or ethnic or national origin.
   f. If you are a citizen and eighteen years old, you can vote in elections.
f. Aboriginal peoples like First Nations, Métis, and Inuit have special rights to land. They signed treaties with the Canadian government long ago, and the government must live up to those agreements.

g. You can conduct your business in either French or English when you are dealing with the Canadian government. Also, if you live in a province like Alberta where most people speak English, you have a right to attend a French school, as long as there are enough people to operate a French-language school. The same goes for English-speaking people who live in Québec.
Lesson Seven

Concept: Viewpoints: What Should Canada’s Role Be in the World?

Resources/Materials: Voices of Canada, pages 306 and 307  
Worksheet #5.11.7 (student copies)

Introduction: Recall Canada’s role as peacekeepers in the Suez Canal crisis. Explain that since then Canada has performed other peacekeeping roles.

Explain that in recent years, Canada seems to have gotten away from peacekeeping and has been more apt to participate in war where they have taken sides. Example: Canada role in Afghanistan.

Procedure:

1. Explain that many people feel Canada should not take sides in conflicts. It should play a peacekeeping role. Other people say that Canada should support the countries it is friends with. Others say Canada should stay out of conflicts altogether and stick with providing aid to help those people in need of health care, food, clothing, and shelter.


3. Distribute Worksheet #5.11.7. Go over the directions, if necessary.

Assignments:

2. Do Worksheet #5.11.7.
**Directions:** Use *Voices of Canada*, pages 306 and 307 to help you with the questions.

1. Think about the issue and the different viewpoints. Complete the chart.

<table>
<thead>
<tr>
<th>Issue: <em>What should Canada's role be in the world?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viewpoint:</strong> Peacekeeping is becoming increasingly difficult.</td>
</tr>
</tbody>
</table>

2. What do you feel Canada's role should be in the world?

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________

   ____________________________________________________________________________
**Viewpoints: What Should Canada’s Role Be in the World?**

**Directions:** Use *Voices of Canada*, pages 306 and 307 to help you with the questions.

1. Think about the issue and the different viewpoints. Complete the chart.

<table>
<thead>
<tr>
<th>Issue: <em>What should Canada’s role be in the world?</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Viewpoint:</strong> Peacekeeping is becoming increasingly difficult.</td>
</tr>
<tr>
<td>- mission in Afghanistan is not really peacekeeping</td>
</tr>
<tr>
<td>- peackeeping is no longer simple. Canadian military should concentrating on freeing people and helping them to build a nation</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. What do you feel Canada’s role should be in the world?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson Eight

Concept: Canada Is Still Changing

Resources/Materials: Voices of Canada, pages 308 and 309
Worksheet #5.11.8 (student copies)

Introduction: Review that bringing Canada’s Constitution home from Britain and putting in the Charter of Rights and Freedoms was a huge step in Canada being independent from Britain.

Now with its ability to organize the country the way its suits Canadians, Canada’s government used this power to create a new territory – Nunavut.

Procedure:

1. Explain that the Northwest Territories was split into two in 1999. One part kept the name Northwest Territories, while the other part adopted the name Nunavut.

2. The creation of Nunavut took a long time and a lot of hard work by many people. Nunavut government is different from all other provincial and territorial governments in that it uses traditional Inuit decision-making processes.

3. Have students turn to textbook, pages 308 and 309. Guide the reading.

4. Distribute Worksheet #5.11.8. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 308 and 309.
2. Do Worksheet #5.11.8.
Directions: Use *Voices of Canada*, pages 308 and 309 to help you with the questions.

1. What were the reasons for the people of the eastern part of the Northwest Territories to want to form their own territory?

2. How long did it take for Nunavut to be created after the people voted to divide?

3. Why is the creation of Nunavut important for other Aboriginal communities in Canada?

4. What does the creation of Nunavut mean to Louis Angalik?

5. In the space below, draw and colour the Nunavut flag.
The Creation of Nunavut

Directions: Use Voices of Canada, pages 308 and 309 to help you with the questions.

1. What were the reasons for the people of the eastern part of the Northwest Territories to want to form their own territory?
   Most residents are Inuit, with different culture than most living in western part of NWT

2. How long did it take for Nunavut to be created after the people voted to divide?
   24 years

3. Why is the creation of Nunavut important for other Aboriginal communities in Canada?
   First territory created by and for Aborginals
   Opened way for other Aboriginal communities who want self-government

4. What does the creation of Nunavut mean to Louis Angalik?
   Can use Inuit traditions to govern selves

5. In the space below, draw and colour the Nunavut flag.
Lesson Nine

Concept: Build Your Skills! And Inquiring Minds

Resources/Materials: Voices of Canada, pages 310 and 311

Introduction: Explain that Chapter Eleven is almost at an end and it is time to review some of the skills and ideas.

Procedure:

1. Have students turn to textbook, pages 310 and 311. With students go over the activities and ideas.

2. Decide on one or two of the activities to do.

Assignments:

1. Read Voices of Canada, pages 310 and 311.
2. Do one or two of the activities.
Lesson Ten

Concept: Chapter Eleven Review

Resources/Materials: Voices of Canada, page 291
Worksheet #5.11.10 (optional, student copies)
Chapter Eleven Review Sheets (student copies)

Introduction: Explain that it is now time to wrap up Chapter Eleven and to prepare for a test.

Have students turn back to textbook, page 291. With the class examine each of the characteristics of a nation (see the concept web on page 291), and decide how Canada meets each of the criteria for being a nation.

Procedure:

1. OPTIONAL. Explain that many symbols represent Canada. Some or more well-known than others. Distribute Worksheet #5.11.10, which is a crossword puzzle about the symbols of Canada.

2. Distribute the Chapter Eleven Review Sheets. Have students complete them in pairs or independently. If possible, check them in class.

Assignments:

1. OPTIONAL. Do Worksheet #5.11.10.
2. Do the Chapter Eleven Review Sheets.
The Symbols of Canada

ACROSS
1 Symbol of our country adopted in 1965
5 One of Canada's national sports which was played by Iroquois First Nations
9 Song which served before O Canada became Canada's national anthem
10 Canada's most popular sport
13 National animal of Canada
14 Symbol representing Canada's contributions to wars
15 Huron-Iroquois word for village or settlement, word later changed to Canada

DOWN
2 One dollar coin named after a bird which appears on the coin
3 Symbol found on Canada's flag
4 Canada's national anthem
6 The colours on Canada's flag
7 Sailing ship shown on Canada's dime
8 Liquid from a tree found in eastern Canada
11 Type of cloth pattern from Scotland
12 Police force that later became the Royal Canadian Mounted Police

beaver      Bluenose II      flag      God Save the Queen      hockey
kanata      lacrosse         loonie     maple leaf              maple syrup
NWMP        O Canada         poppy      red and white           tartan
The Symbols of Canada

**ACROSS**
1. Symbol of our country adopted in 1965
5. One of Canada's national sports which was played by Iroquois First Nations
9. Song which served before O Canada became Canada's national anthem
10. Canada's most popular sport
13. National animal of Canada
14. Symbol representing Canada's contributions to wars
15. Huron-Iroquois word for village or settlement, word later changed to Canada

**DOWN**
2. One dollar coin named after a bird which appears on the coin
3. Symbol found on Canada's flag
4. Canada's national anthem
6. The colours on Canada's flag
7. Sailing ship shown on Canada's dime
8. Liquid from a tree found in eastern Canada
11. Type of cloth pattern from Scotland
12. Police force that later became the Royal Canadian Mounted Police

<table>
<thead>
<tr>
<th>beaver</th>
<th>Bluenose II</th>
<th>flag</th>
<th>God Save the Queen</th>
<th>hockey</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanata</td>
<td>lacrosse</td>
<td>loonie</td>
<td>maple leaf</td>
<td>maple syrup</td>
</tr>
<tr>
<td>NWMP</td>
<td>O Canada</td>
<td>poppy</td>
<td>red and white</td>
<td>tartan</td>
</tr>
</tbody>
</table>
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>poppy</th>
<th>Statute of Westminster</th>
<th>independent</th>
<th>peacekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>BNA Act</td>
<td>Union Jack</td>
<td>Constitution</td>
</tr>
<tr>
<td>Nunavut</td>
<td>The Charter of Rights and Freedoms</td>
<td>Lester Pearson</td>
<td>Pierre Trudeau</td>
</tr>
</tbody>
</table>

_______________ the flag of Britain

_______________ law passed by Britain that gave Canada the right to make its own laws and decisions when dealing with other countries

_______________ law passed by Britain that created Canada, as a country

_______________ was created when the Inuit people of the eastern Northwest Territories wanted the right to make decisions for themselves

_______________ the act of going into areas of conflict to prevent fighting and without taking sides

_______________ set of rules that tell how a country will be governed and that outline the responsibilities of the different levels of government

_______________ symbol that represents Canada’s efforts in war

_______________ the prime minister who led the effort to bring Canada’s constitution home from Britain

_______________ the person who created the idea of peacekeeping, and later, as prime minister, led the effort for Canada to adopt a new flag

_______________ the ability to make decisions and act for yourself

_______________ the symbol, adopted in 1965, that represents Canada

_______________ part of Canada’s Constitution that ensures that all citizens are treated fairly and equitably
2. Examine each of the following characteristics of a nation. Then tell how Canada has each of the characteristics.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>How Canada Has the Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A nation needs to be able to make its own decisions.</td>
<td></td>
</tr>
<tr>
<td>A nation has an identity that is shaped by people, events, and values.</td>
<td></td>
</tr>
<tr>
<td>A nation has rules for being fair.</td>
<td></td>
</tr>
<tr>
<td>A nation has rules about how it will be governed.</td>
<td></td>
</tr>
<tr>
<td>A nation has symbols that people recognize.</td>
<td></td>
</tr>
<tr>
<td>A nation decides how it will take part in the world.</td>
<td></td>
</tr>
</tbody>
</table>
3. Match the events from the box with the sentences to show Canada’s development as a nation.

a. 1867: The British North America Act
b. 1919: Britain allows Canada to sign the treaty that ends World War I
c. 1931: The Statute of Westminster
d. 1956: Canada becomes peacekeeping country
e. 1965: Canada adopts a new flag
f. 1982: Canada brings home the Constitution (the BNA Act) from Britain and makes it a Canadian document (the Constitution Act).
g. 1999: Nunavut is created.

___ Canada could decide to change its Constitution, if it wanted to.

___ Canada became a country that could make decisions for things that happened within Canada, but did not have the power to declare war, make peace, or make trade agreements with other countries.

___ Inuit people of the eastern Arctic were now able to make decisions for themselves using traditional Inuit decision making.

___ Britain accepted the fact that Canada’s role in WW I proved that it was not just a part of Britain, but a country ready for more independence.

___ Canada now had a symbol that reflected its multicultural nature.

___ It gave Canada the right to make its own laws and decisions when dealing with other countries.

___ If Canada chose, it would not automatically have to side with Britain if Britain was in a conflict with another country.

4. In 1982, Canada included the Charter of Rights and Freedoms in its Constitution. Why is this important in a country as diverse as Canada? (Diverse means that there is a variety of different types of people.)
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>poppy</th>
<th>Statute of Westminster</th>
<th>independent</th>
<th>peacekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>flag</td>
<td>BNA Act</td>
<td>Union Jack</td>
<td>Constitution</td>
</tr>
<tr>
<td>Nunavut</td>
<td>The Charter of Rights and Freedoms</td>
<td>Lester Pearson</td>
<td>Pierre Trudeau</td>
</tr>
</tbody>
</table>

- **Union Jack**: the flag of Britain
- **Statute of Westminster**: law passed by Britain that gave Canada the right to make its own laws and decisions when dealing with other countries
- **BNA Act**: law passed by Britain that created Canada, as a country
- **Nunavut**: was created when the Inuit people of the eastern Northwest Territories wanted the right to make decisions for themselves
- **peacekeeping**: the act of going into areas of conflict to prevent fighting and without taking sides
- **Constitution**: set of rules that tell how a country will be governed and that outline the responsibilities of the different levels of government
- **poppy**: symbol that represents Canada’s efforts in war
- **Pierre Trudeau**: the prime minister who led the effort to bring Canada’s constitution home from Britain
- **Lester Pearson**: the person who created the idea of peacekeeping, and later, as prime minister, led the effort for Canada to adopt a new flag
- **independent**: the ability to make decisions and act for yourself
- **flag**: the symbol, adopted in 1965, that represents Canada
- **The Charter of Rights and Freedoms**: part of Canada’s Constitution that ensures that all citizens are treated fairly and equitably
2. Examine each of the following characteristics of a nation. Then tell how Canada has each of the characteristics.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>How Canada Has the Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A nation needs to be able to make its own decisions.</td>
<td>has its own constitution</td>
</tr>
<tr>
<td>A nation has an identity that is shaped by people, events, and values.</td>
<td>thinks of itself as peace-loving, multicultural, independent</td>
</tr>
<tr>
<td>A nation has rules for being fair.</td>
<td>has Charter of Rights and Freedoms</td>
</tr>
<tr>
<td>A nation has rules about how it will be governed.</td>
<td>written in constitution</td>
</tr>
<tr>
<td>A nation has symbols that people recognize.</td>
<td>has flag and other symbols</td>
</tr>
<tr>
<td>A nation decides how it will take part in the world.</td>
<td>government has powers to make those decisions - does not have to get Britain's consent</td>
</tr>
</tbody>
</table>
3. Match the events from the box with the sentences to show Canada's development as a nation.

a. 1867: The British North America Act
b. 1919: Britain allows Canada to sign the treaty that ends World War I
c. 1931: The Statute of Westminster
d. 1956: Canada becomes peacekeeping country
e. 1965: Canada adopts a new flag
f. 1982: Canada brings home the Constitution (the BNA Act) from Britain and makes it a Canadian document (the Constitution Act).
g. 1999: Nunavut is created.

__f__ Canada could decide to change its Constitution, if it wanted to.

__g__ Canada became a country that could make decisions for things that happened within Canada, but did not have the power to declare war, make peace, or make trade agreements with other countries.

__g__ Inuit people of the eastern Arctic were now able to make decisions for themselves using traditional Inuit decision making.

__b__ Britain accepted the fact that Canada's role in WW I proved that it was not just a part of Britain, but a country ready for more independence.

__e__ Canada now had a symbol that reflected its multicultural nature.

__c__ It gave Canada the right to make its own laws and decisions when dealing with other countries.

__d__ If Canada chose, it would not automatically have to side with Britain if Britain was in a conflict with another country.

4. In 1982, Canada included the Charter of Rights and Freedoms in its Constitution. Why is this important in a country as diverse as Canada? (Diverse means that there is a variety of different types of people.)

If rights and freedoms are not written down in the Constitution, they could be interpreted differently, or even ignored. People might try to treat some people differently because they have a disability or because they are part of a particular group.
Lesson Eleven

Concept: Chapter Twelve Test

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

| a. BNA Act | b. The Charter of Rights & Freedoms | c. Constitution | d. flag |
| c. independent | f. Lester Pearson | g. Nunavut | h. peacekeeping |
| i. Pierre Trudeau | j. poppy | k. Statute of Westminster | l. Union Jack |

______ law passed by Britain that gave Canada the right to make its own laws and decisions when dealing with other countries

______ the flag of Britain

______ law passed by Britain that created Canada, as a country

______ the ability to make decisions and act for yourself

______ was created when the Inuit people of the eastern Northwest Territories wanted the right to make decisions for themselves

______ the act of going into areas of conflict to prevent fighting and without taking sides

______ set of rules that tell how a country will be governed and that outline the responsibilities of the different levels of government

______ symbol that represents Canada's efforts in war

______ part of Canada's Constitution that ensures that all citizens are treated fairly and equitably

______ the prime minister who led the effort to bring Canada's constitution home from Britain

______ the symbol, adopted in 1965, that represents Canada

______ the person who created the idea of peacekeeping, and later, as prime minister, led the effort for Canada to adopt a new flag
Examine the following dates and events in Canada's history. Then answer questions 2 and 3.

1867 – CANADA BECOMES A NATION
The BNA Act creates the Dominion of Canada and gives Canada control over things that happen within Canada.

1919 – CANADA SIGNS THE TREATY
The British allow Canada to sign the treaty that ends World War I.

1931 – CANADA GAINS MORE INDEPENDENCE
The British create the Statute of Westminster, a law which gives Canada full independence from Britain in dealing with other countries.

1956 – CANADA BECOMES PEACEKEEPER
Canada creates the role of peacekeeper in conflicts instead of automatically having to side with Britain.

1965 – CANADA ADOPTS NEW FLAG
Canada’s new flag represents Canada as an independent, diverse nation, and not one that is controlled by Britain.

1982 – CANADA HAS A CONSTITUTION
Canada “brings home” its Constitution (the BNA Act) from Britain and makes it a Canadian document (the Constitution Act).

1999 – CANADA creates NUNAVUT
Canada makes a new territory which recognizes Inuit people’s right to govern themselves and in a way that reflects Inuit traditions.
2. Write the year in which each of the following important events in Canada history occurred.

______ In this year a law was passed which enabled Canada to decide if and how it would deal with other countries. For example, in 1939, Canada decided to help Britain, France, and other European countries defend their freedom.

______ In this year Confederation united some British colonies into one country. This country had four provinces. Britain still had much say in whom Canada traded with and were they stood in times of conflict.

______ In this year, Canada opened the way for Aboriginal communities who wanted self-government.

______ In this year, Britain showed that it believed Canada was ready for more independence. This was because its efforts in WW I earned the respect of other countries.

______ In this year, Canada’s identity changed from a country that automatically sided with Britain in times of conflict to one that did not always take sides and that wanted to help keep peace.

______ In this year, Canada adopted a new symbol which showed that it was no longer just former colony of Britain, but a nation with a diverse population.

______ In this year, Canada became truly independent because it now had the power to change its Constitution to suit its own situations and needs. Canada no longer needed the approval of Britain to make these changes.

3. Which of the events on the page before do you think is the most important in Canada achieving its independence from Britain? Explain why you think as you do.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. The Charter of Rights and Freedoms is important in a diverse nation such as Canada. Explain why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Social Studies Grade 5 Chapter 11 Test

Social Studies
Grade Five
Chapter Eleven: We Are a Country

Test

1. Match the words and phrases in the box with their meanings.

| a. BNA Act | b. The Charter of Rights & Freedoms | c. Constitution | d. flag |
| e. independent | f. Lester Pearson | g. Nunavut | h. peacekeeping |
| i. Pierre Trudeau | j. poppy | k. Statute of Westminster | l. Union Jack |

k. law passed by Britain that gave Canada the right to make its own laws and decisions when dealing with other countries

l. the flag of Britain

a. law passed by Britain that created Canada, as a country

e. the ability to make decisions and act for yourself

g. was created when the Inuit people of the eastern Northwest Territories wanted the right to make decisions for themselves

h. the act of going into areas of conflict to prevent fighting and without taking sides

c. set of rules that tell how a country will be governed and that outline the responsibilities of the different levels of government

j. symbol that represents Canada’s efforts in war

b. part of Canada’s Constitution that ensures that all citizens are treated fairly and equitably

i. the prime minister who led the effort to bring Canada’s constitution home from Britain

d. the symbol, adopted in 1965, that represents Canada

f. the person who created the idea of peacekeeping, and later, as prime minister, led the effort for Canada to adopt a new flag
2. Write the year in which each of the following important events in Canada history occurred.

1931 In this year a law was passed which enabled Canada to decide if and how it would deal with other countries. For example, in 1939, Canada decided to help Britain, France, and other European countries defend their freedom.

1867 In this year Confederation united some British colonies into one country. This country had four provinces. Britain still had much say in whom Canada traded with and were they stood in times of conflict.

1999 In this year, Canada opened the way for Aboriginal communities who wanted self-government.

1919 In this year, Britain showed that it believed Canada was ready for more independence. This was because its efforts in WWI earned the respect of other countries.

1956 In this year, Canada's identity changed from a country that automatically sided with Britain in times of conflict to one that did not always take sides and that wanted to help keep peace.

1965 In this year, Canada adopted a new symbol which showed that it was no longer just former colony of Britain, but a nation with a diverse population.

1982 In this year, Canada became truly independent because it now had the power to change its Constitution to suit its own situations and needs. Canada no longer needed the approval of Britain to make these changes.

3. Which of the events on the page before do you think is the most important in Canada achieving its independence from Britain? Explain why you think as you do.

Answers may vary. It is the supporting reasons that are most important.

4. The Charter of Rights and Freedoms is important in a diverse nation such as Canada. Explain why.

Protects rights and freedoms of all citizens in a fair and equitable way.
Chapter Twelve

Caring for Canada

**Inquiry Questions**

- What would happen if some Canada’s resources ran out?

- How do parks and protected areas help preserve our natural environment?
Chapter Twelve: Caring for Canada

Contents

Lesson One       Introduction                                            3
Lesson Two       Conserving Resources                                    4
Lesson Three     The Function of Parks and Protected Areas             5
Lesson Four      How Else Do Canadians Care for Their Environment?      6
Lesson Five      Viewpoints: What Other Types of Energy Could We Use?   7
Lesson Six       Build Your Skills! And ?Inquiring Minds                8
Lesson Seven     Chapter Twelve Review                                  9
Lesson Eight     Chapter Twelve Test                                  10
Lesson One

Concept: Introduction

Resources/Materials: Voices of Canada, pages 312 – 315
Worksheet #5.12.1 (student copies)

Introduction: Begin by asking the students what they like most about living in Canada.

After the discussion, explain that there are several reasons why people like living in Canada. Some have to do with multiculturalism; some have to do with rights and freedoms; and some have to do with the things that nature has blessed us with.

Explain that Chapter Twelve deals with how we, as Canadians, can help conserve what we have. Conserve means to save and use, without wasting.

Procedure:

1. Have students turn to textbook, page 313. Guide the reading of pages 312 and 313. Go over the steps that David Grassby followed.

2. Then have students turn to textbook, pages 314 and 314. Guide the reading.

3. If possible, arrange for someone to come to the school to speak to the students about their activities concerning conservation or ecology. If appropriate, check with your German teacher first.

4. If you do plan to invite a speaker, then have students work in groups or as a class to make up interview questions.

5. Distribute Worksheet #5.12.1. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 312 – 315.
2. Do Worksheet #5.12.1.
David Grassby: Young Environmentalist

Directions: Use Voices of Canada, pages 312 and 313 to help you with the questions.

1. David Grassby took positive steps to preserve the natural area around his home. Number the steps in the order he took them.
   - David read an article about environmental threats to Oakbank Pond.
   - David talked to classmates and community members.
   - The media were able to convince people to make changes.
   - David decided to help protect the pond and its wildlife.
   - Today, Oakbank Pond is a nature preserve, home to many birds such as ducks, Canada geese, blackbirds, and herons.
   - He wrote letters to the media and appeared on several TV shows.

2. Below are several words that can be used to describe people’s character. Circle those you think describe David.
   - greedy
   - responsible
   - determined
   - helpful
   - selfish
   - caring
   - angry
   - hardworking
   - shy

3. How might David affect the ways of life of people in his community?

   ____________________________________________
   ____________________________________________
   ____________________________________________

4. What responsibilities do the people that visit Oakbank Park have?

   ____________________________________________
   ____________________________________________
   ____________________________________________
David Grassby: Young Environmentalist

Directions: Use Voices of Canada, pages 312 and 313 to help you with the questions.

1. David Grassby took positive steps to preserve the natural area around his home. Number the steps in the order he took them.

   1. David read an article about environmental threats to Oakbank Pond.
   2. David talked to classmates and community members.
   5. The media were able to convince people to make changes.
   2. David decided to help protect the pond and its wildlife.
   6. Today, Oakbank Pond is a nature preserve, home to many birds such as ducks, Canada geese, blackbirds, and herons.
   4. He wrote letters to the media and appeared on several TV shows.

2. Below are several words that can be used to describe people’s character. Circle those you think describe David.

   greedy  responsible  determined
   helpful  selfish  caring
   angry  hardworking  shy

3. How might David affect the ways of life of people in his community?

   * probably more aware of needs to be environmentally responsible.
   * when at the pond, they treat the area and plant and wildlife with respect.

4. What responsibilities do the people that visit Oakbank Park have?

   * do not litter
   * do feed wildlife
   * do not disturb habitats
Lesson Two

Concept: Conserving Resources

Resources/Materials: Voices of Canada, pages 316 and 317
Line Master 12-1 (student copies)
Line Master 12-2 and 12-3 (optional, student copies)

Introduction: Discuss with students how they would behave if they knew that they would always have a supply of candy bars. Then contrast that with how they would behave if they knew they would only have one and it had to last all year.

Explain that many of the resources Canada has are non-renewable. That is once they are used up, there will be no more. Oil and gas are examples of non-renewable resources.

Explain also that some resources like water are renewable resources. That is, with care use, we will always have it. However, this is not as simple as it sounds. Water is a good example of a renewable resource. However, the problem is that in any particular area, much of the water is not usable because it is polluted and unsafe to use. In other areas, there is less water than people need. Conclude that we must use renewable resources carefully too.

Procedure:

1. Have students turn to textbook, pages 316 and 317. Guide the reading. Be sure students understand the concept of environmental footprint.

2. With students, make a list of natural resources Canadians use. Then distribute Line Master 12-1. Go over the directions.

3. OPTIONAL. Have students keep track of their personal water usage for a two-week period, using Line Masters 12-2 and 12-3. At the end of the two weeks, have them decide if there are ways they can cut down on water use.

Assignments:

1. Read Voices of Canada, pages 316 and 317.
2. Do Line Master 12-1.
3. OPTIONAL. Keep track of your personal water use for a two-week period (Line Masters 12-2 and 12-3); then decide how you can use water more responsibly.
Lesson Three

Concept: The Function of Parks and Protected Areas

Resources/Materials: Voices of Canada, pages 318 – 321
Worksheets #5.12.3a and #5.12.3b (student copies)

Introduction: Explain that Canada’s governments have realized that unless we take steps to preserve natural areas, they soon be overtaken by people who will destroy the environment in those areas. For this reason they have established parks which have rules which are designed to protect them.

Procedure:


2. Then have students turn to textbook and read page 321.

3. Distribute Worksheets #5.12.3a and #5.12.3b. Go over the directions, if necessary.

4. ALTERNATELY or OPTIONAL. Write a paragraph about why park and protected areas are important. OR Make an illustration of the “ideal” park. Tell what makes it ideal

Assignments:

2. Do Worksheets #5.12.3a and #5.12.3b.
3. ALTERNATELY or OPTIONAL. Write a paragraph about why park and protected areas are important. OR Make an illustration of the “ideal” park. Tell what makes it ideal
Directions: Use Voices of Canada, pages 318 – 321 to help you with the questions.

1. According to Pauline Scott, what is purpose of national parks and protected areas?

2. Use the map on pages 318 and 319. Determine how many national parks, world heritage sites, and world biosphere reserves there are in Canada.

<table>
<thead>
<tr>
<th>Type of Protected Area</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Parks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Heritage Sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Biosphere Reserves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. On page 320, Pauline Scott answers some questions. In a few words tell what her response was to these questions.

   a. Whose responsibility do you think it should be to preserve Canada's national parks?

   b. What do visitors to the parks do that hurts the environment?
c. What can citizens do to help preserve Canada's parks?


4. What are two purposes of provincial parks?
   a. 
   b. 

5. What is the purpose of urban parks?


Worksheet #5.12.3b
Parks and Protected Areas

Directions: Use Voices of Canada, pages 318 – 321 to help you with the questions.

1. According to Pauline Scott, what is the purpose of national parks and protected areas?
   - protect communities of plants and animals
   - act as nurseries for species that go missing in areas outside the park

2. Use the map on pages 318 and 319. Determine how many national parks, world heritage sites, and world biosphere reserves there are in Canada.

<table>
<thead>
<tr>
<th>Type of Protected Area</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Parks</td>
<td>🚺 🚺 🚺 🚺 🚺</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>🚺 🚺 🚺 🚺 🚺 🚺</td>
<td></td>
</tr>
<tr>
<td>World Heritage Sites</td>
<td>🚺 🚺 🚺 🚺 🚺 🚺</td>
<td>14</td>
</tr>
<tr>
<td>World Biosphere Reserves</td>
<td>🚺 🚺 🚺 🚺 🚺 🚺</td>
<td>15</td>
</tr>
</tbody>
</table>

3. On page 320, Pauline Scott answers some questions. In a few words tell what her response was to these questions.

   a. Whose responsibility do you think it should be to preserve Canada’s national parks?
      - should be a partnership between people of Canada and Parks Canada Agency

   b. What do visitors to the parks do that hurts the environment?
      - veer off trails, damage fragile points, feed animals, pollute land and water
c. **What can citizens do to help preserve Canada’s parks?**

- Learn about the parks and enjoy them

4. **What are two purposes of provincial parks?**

   a. Allow people to enjoy the natural beauty
   
   b. Protect plants and animals

5. **What is the purpose of urban parks?**

   - Place where people can walk, cycle, picnic, enjoy nature
   - Protect resources
Lesson Four

Concept: How Else Do Canadians Care for Their Environment?

Resources/Materials: Voices of Canada, pages 322 – 325
Worksheet #5.12.4 (student copies)

Introduction: Explain that individuals can do so much to preserve and protect our land. However, sometimes individuals must band together to make an impact.

Procedure:

1. Explain that environmental groups and companies are examples of groups that can help to preserve the environment.

2. Have students turn to textbook, pages 322 – 325. Guide the reading, if possible. Note that the environmental groups mentioned are just a few of the many that exist. Some environmental groups are international.

3. Distribute Worksheet #5.12.4. Go over the directions, if necessary.

Assignments:

1. Read Voices of Canada, pages 322 – 325.
2. Do Worksheet #5.12.4.
Directions: Use *Voices of Canada*, pages 322 – 325 to help you with the questions.

1. **Environmental Groups:** Briefly explain how each of the following environmental groups tries to help preserve resources and the environment.

<table>
<thead>
<tr>
<th>Environmental Group</th>
<th>How It Tries to Care for the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEDS Foundation</td>
<td></td>
</tr>
<tr>
<td>Green Kids</td>
<td></td>
</tr>
<tr>
<td>Pollution Probe</td>
<td></td>
</tr>
<tr>
<td>The David Suzuki Foundation</td>
<td></td>
</tr>
<tr>
<td>Zoocheck Canada</td>
<td></td>
</tr>
</tbody>
</table>

2. **Canadian Companies:** What are five ways that Canadian companies try to protect the environment and conserve natural resources?
How Else Do Canadians Care for Their Environment?

Directions: Use Voices of Canada, pages 322 – 325 to help you with the questions.

1. **Environmental Groups:** Briefly explain how each of the following environmental groups tries to help preserve resources and the environment.

<table>
<thead>
<tr>
<th>Environmental Group</th>
<th>How It Tries to Care for the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEDS Foundation</td>
<td>teaches student to conserve our land</td>
</tr>
<tr>
<td>Green Kids</td>
<td>environmental education in elementary and middle schools</td>
</tr>
<tr>
<td>Pollution Probe</td>
<td>reduce air/water pollution, conserve water and energy</td>
</tr>
<tr>
<td>The David Suzuki Foundation</td>
<td>find ways we can live in harmony with nature</td>
</tr>
<tr>
<td>Zoocheck Canada</td>
<td>protect wild animals, especially those in zoos and aquariums</td>
</tr>
</tbody>
</table>

2. **Canadian Companies:** What are five ways that Canadian companies try to protect the environment and conserve natural resources?

- replace wetlands after mining
- recycle, reduce, and reuse
- replant trees cut after harvesting
- hydro companies put young fish into waterways
- hybrid cars
Lesson Five

Concept: Viewpoints: What Other Types of Energy Could We Use?

Resources/Materials: Voices of Canada, pages 326 and 327.
Worksheet #5.12.5 (student copies)

Introduction: Review the concept of non-renewable resources (Resources that cannot be replaced once they are used up.). Explain that the world is very heavily dependent on non-renewable resources. For example oil and gas are used to fuels, plastics, fertilizers, make-up, and many other things. This resource will not last forever. That is why people are trying to find alternative energy sources.

Procedure:

1. Have students turn to textbook, pages 326 and 327. Guide the reading.

2. Ask students to find eight alternative types of energy sources mentioned on the pages.

3. Distribute Worksheet #5.12.5. Go over the directions, if necessary. **You may want to have students write a few words about each of the alternate energy sources, in addition to just naming them.**

Assignments:

1. Read Voices of Canada, pages 326 and 327.
2. Do Worksheet #5.12.5
Viewpoints: What Other Types of Energy Could We Use?

Directions: Use Voices of Canada, pages 326 and 327 to help you with the question.

Complete the concept map with ideas from pages 326 and 327.

ALTERNATIVE TYPES OF ENERGY
Directions: Use Voices of Canada, pages 326 and 327 to help you with the question.

Complete the concept map with ideas from pages 326 and 327.

- Burn coal to make electricity and heat in such a way that does not give off any emissions.
- Use ocean tides to create electricity.
- Use nuclear energy.
- Use earth tubes and radiant floor heating.
- Use wind to generate electricity.
- Use hydrogen powered vehicles.
- Use solar energy to create electricity and heat water.
- Burn ethanol in cars.
Lesson Six

Concept: Build Your Skills! And ?Inquiring Minds

Resources/Materials: Voices of Canada, pages 328 and 329

Introduction: Explain that it is time to wrap up the final chapter of the year!

Procedure:

1. Have students turn to textbook, pages 328 and 329.

2. With students choose one or two activities that are feasible and worthwhile for the class. (If you choose to have students make the board game, use might find Line Master 7-10 useful.)

Assignments:

1. Read Voices of Canada, pages 328 and 329.

2. Do one or two of the activities.
1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>preserve</th>
<th>environmental footprint</th>
<th>habitat</th>
<th>national park</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethanol</td>
<td>Banff National Park</td>
<td>SEEDS</td>
<td>natural resource</td>
</tr>
<tr>
<td>hydroelectricity</td>
<td>hybrid car</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ___________________________ the effect we have on the environment when we use resources
- ___________________________ to keep in good condition or protect
- ___________________________ energy made by using the power of running water
- ___________________________ something from nature that people use
- ___________________________ place where animals and plants live
- ___________________________ area of land protected by Canada’s government
- ___________________________ fuel made from corn
- ___________________________ vehicle that runs on both gasoline and battery power
- ___________________________ organization that teaches students to conserve our land
- ___________________________ Canada’s first national park

2. Write **S** if the activity results in a small environmental footprint and **L** if it results in a large environmental footprint.

<table>
<thead>
<tr>
<th>S = small environmental footprint</th>
<th>L = large environmental footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>hiking</td>
<td>trapping</td>
</tr>
<tr>
<td>logging</td>
<td>hunting</td>
</tr>
<tr>
<td>mining</td>
<td>factory</td>
</tr>
</tbody>
</table>
3. People do many things that are harmful to the environment. For each cause list an effect that is harmful to our environment.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Harmful Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forestry companies clear land to harvest trees for lumber to build houses.</td>
<td></td>
</tr>
<tr>
<td>Cars, homes, and factories burn fuels.</td>
<td></td>
</tr>
<tr>
<td>Factories sometimes dump wastes into lakes and rivers.</td>
<td></td>
</tr>
<tr>
<td>Highways are built where animals live or migrate.</td>
<td></td>
</tr>
</tbody>
</table>

4. Governments, businesses, and individuals play roles in keeping our environmental footprint as small as possible. In the chart below, tell about the responsibilities of each in helping to preserve Canada’s national parks.

<table>
<thead>
<tr>
<th>Role in Preserving Canada’s National Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Businesses</td>
</tr>
<tr>
<td>Individuals</td>
</tr>
</tbody>
</table>
5. Tell about five different alternate sources of energy.

a. 

b. 

c. 

d. 

e. 

1. Match the words and phrases in the box with their meanings.

<table>
<thead>
<tr>
<th>preserve</th>
<th>environmental footprint</th>
<th>habitat</th>
<th>national park</th>
</tr>
</thead>
<tbody>
<tr>
<td>ethanol</td>
<td>Banff National Park</td>
<td>SEEDS</td>
<td></td>
</tr>
<tr>
<td>hydroelectricity</td>
<td>hybrid car</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **environmental footprint**: the effect we have on the environment when we use resources
- **preserve**: to keep in good condition or protect
- **hydroelectricity**: energy made by using the power of running water
- **natural resource**: something from nature that people use
- **habitat**: place where animals and plants live
- **national park**: area of land protected by Canada’s government
- **ethanol**: fuel made from corn
- **hybrid car**: vehicle that runs on both gasoline and battery power
- **SEEDS**: organization that teaches students to conserve our land
- **Banff National Park**: Canada’s first national park

2. Write **S** if the activity results in a small environmental footprint and **L** if it results in a large environmental footprint.

<table>
<thead>
<tr>
<th></th>
<th><strong>S</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>hiking</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>trapping</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>logging</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>hunting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mining</td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>factory</td>
<td></td>
<td>L</td>
</tr>
</tbody>
</table>
3. People do many things that are harmful to the environment. For each cause list an effect that is harmful to our environment.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Harmful Effect</th>
</tr>
</thead>
</table>
| Forestry companies clear land to harvest trees for lumber to build houses. | - fewer natural resources  
- destroy animal habitats  
- possible flooding |
| Cars, homes, and factories burn fuels.                                 | - air pollution  
- health problems  
- fewer natural resources |
| Factories sometimes dump wastes into lakes and rivers.                | - water pollution  
- water unsafe for humans, animals, birds |
| Highways are built where animals live or migrate.                     | - destroy habitats  
- highway vehicles kill/injure animals |

4. Governments, businesses, and individuals play roles in keeping our environmental footprint as small as possible. In the chart below, tell about the responsibilities of each in helping to preserve Canada’s national parks.

<table>
<thead>
<tr>
<th>Role in Preserving Canada’s National Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
</tr>
<tr>
<td>- provide land</td>
</tr>
<tr>
<td>- set rules</td>
</tr>
<tr>
<td>Businesses</td>
</tr>
<tr>
<td>- discard waste responsibly</td>
</tr>
<tr>
<td>- use resources of park wisely</td>
</tr>
<tr>
<td>Individuals</td>
</tr>
<tr>
<td>- follow rules</td>
</tr>
<tr>
<td>- keep litter-free</td>
</tr>
<tr>
<td>- do not destroy habitats</td>
</tr>
<tr>
<td>- do not kill/destroy animals/plants</td>
</tr>
</tbody>
</table>
5. Tell about five different alternate sources of energy.

a. solar

b. hydro

c. ethanol

d. hydrogen

e. geo-thermal

- burn coal with no emissions
- hydrogen
- wind
Lesson Seven

Concept: Chapter Twelve Review

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

Introduction: Explain that Chapter Twelve is at an end and it is time to prepare for the Chapter Twelve Test.

Procedure:

1. Distribute the Chapter Twelve Review Sheets.

2. Have students complete them independently or in pairs. Check in class, if at all possible.

Assignment:

Do the Chapter Twelve Review Sheets.
Lesson Eight

Concept: Chapter Twelve Test

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

| a. Banff | b. environmental footprint | c. ethanol | d. habitat |
| e. hybrid car | f. hydroelectricity | g. national park | h. natural resource |
| i. preserve | j. SEEDS |

_____ organization that teaches students to conserve our land
_____ the effect we have on the environment when we use resources
_____ energy made by using the power of running water
_____ something from nature that people use
_____ place where animals and plants live
_____ to keep in good condition or protect
_____ area of land protected by Canada’s government
_____ vehicle that runs on both gasoline and battery power
_____ fuel made from corn
_____ Canada’s first national park

2. Companies are not allowed to set up factories in national parks. Activities such as mining and forestry also not permitted. Explain why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
3. Circle all the sentences that can be supported by the map.

Every region has a national park to represent its unique ecosystem.

There are more national parks located in western and northern Canada than in Québec and Ontario.

The majority of Canada's national parks border major bodies of water.

More people visit Banff National Park than any other national park in Canada.

The national parks in the NWT are separated by hundreds of kilometres.

The largest national park in Alberta is located in the southeast corner of that province.
For questions, 4 and 5 underline the best answer.

4. From the map you can tell that
   
a. all of the geographic regions of Canada have a World Heritage Site and a World
      Biosphere Reserve.
b. Canada’s World Heritage Sites are found mostly in the Atlantic Region.
c. most of the geographic regions of Canada have at least one World Heritage Site or at
   least one World Biosphere Reserve.
d. World Heritage Sites are usually larger than World Biosphere Reserves.

5. How do national parks preserve natural resources?
   
a. Communities of plants and animals are protected.
b. Logging is permitted for only parts of the year.
c. People are not allowed to visit any of the national parks.
d. All are open to the public in summer only.

6. Tell whether each activity results in a large environmental footprint or a small
   environmental footprint.

<table>
<thead>
<tr>
<th></th>
<th>S = small environmental footprint</th>
<th>L = large environmental footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>mining</td>
<td>trapping</td>
<td></td>
</tr>
<tr>
<td>hiking</td>
<td>factories</td>
<td></td>
</tr>
<tr>
<td>logging</td>
<td>building a new city</td>
<td></td>
</tr>
<tr>
<td>taking pictures</td>
<td>tenting</td>
<td></td>
</tr>
</tbody>
</table>
7. Explain the role that each of the following has in helping to preserve Canada’s national parks.

<table>
<thead>
<tr>
<th>Role in helping to preserve Canada’s national parks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada’s Government</td>
</tr>
<tr>
<td>Businesses in the parks</td>
</tr>
<tr>
<td>Visitors to the parks</td>
</tr>
</tbody>
</table>

8. Many people think we should look for and use renewable energy sources. Name five examples of alternate energy sources that are renewable.

a. ________________________________________________________________
b. ________________________________________________________________
c. ________________________________________________________________
d. ________________________________________________________________
e. ________________________________________________________________
1. Match the words and phrases in the box with their meanings.

| a. Banff   | b. environmental footprint | c. ethanol | d. habitat   |
| e. hybrid car | f. hydroelectricity | g. national park | h. natural resource |
| i. preserve | j. SEEDS |

- **j**. organization that teaches students to conserve our land
- **b**. the effect we have on the environment when we use resources
- **f**. energy made by using the power of running water
- **h**. something from nature that people use
- **d**. place where animals and plants live
- **i**. to keep in good condition or protect
- **g**. area of land protected by Canada’s government
- **e**. vehicle that runs on both gasoline and battery power
- **c**. fuel made from corn
- **a**. Canada’s first national park

2. Companies are not allowed to set up factories in national parks. Activities such as mining and forestry also not permitted. Explain why.

- "destroys and alters natural habitats for wildlife and plants"
- "can kill natural animal and plant life"
3. Circle all the sentences that can be supported by the map.

- Every region has a national park to represent its unique ecosystem. **may be**

- There are more national parks located in western and northern Canada than in Québec and Ontario.

- The majority of Canada’s national parks border major bodies of water.

- More people visit Banff National Park than any other national park in Canada.

- The national parks in the NWT are separated by hundreds of kilometres.

- The largest national park in Alberta is located in the southeast corner of that province.
4. From the map you can tell that
  a. all of the geographic regions of Canada have a World Heritage Site and a World Biosphere Reserve.
  b. Canada's World Heritage Sites are found mostly in the Atlantic Region.
  c. most of the geographic regions of Canada have at least one World Heritage Site or at least one World Biosphere Reserve.
  d. World Heritage Sites are usually larger than World Biosphere Reserves.

5. How do national parks preserve natural resources?
  a. Communities of plants and animals are protected.
  b. Logging is permitted for only parts of the year.
  c. People are not allowed to visit any of the national parks.
  d. All are open to the public in summer only.

6. Tell whether each activity results in a large environmental footprint or a small environmental footprint.

<table>
<thead>
<tr>
<th></th>
<th>S = small environmental footprint</th>
<th>L = large environmental footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>mining</td>
<td>L</td>
<td>trapping</td>
</tr>
<tr>
<td>hiking</td>
<td>S</td>
<td>factories</td>
</tr>
<tr>
<td>logging</td>
<td>L</td>
<td>building a new city</td>
</tr>
<tr>
<td>taking pictures</td>
<td>S</td>
<td>tenting</td>
</tr>
</tbody>
</table>
7. Explain the role that each of the following has in helping to preserve Canada’s national parks.

<table>
<thead>
<tr>
<th>Role in helping to preserve Canada’s national parks.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canada’s Government</strong></td>
</tr>
<tr>
<td>• set aside the land</td>
</tr>
<tr>
<td>• have rules about how land can be used</td>
</tr>
<tr>
<td><strong>Businesses in the parks</strong></td>
</tr>
<tr>
<td>• be careful about waste disposal</td>
</tr>
<tr>
<td>• using a minimal amount of land</td>
</tr>
<tr>
<td><strong>Visitors to the parks</strong></td>
</tr>
<tr>
<td>• take measures not to harm environment by not littering, sticking to marked trails, not harming plant and animal life</td>
</tr>
</tbody>
</table>

Answers may vary

8. Many people think we should look for and use renewable energy sources. Name five examples of alternate energy sources that are renewable.

a. ethanol

b. solar energy

c. wind

d. hydrogen

e. geo-thermal

ocean tides
nuclear power
hydro
<table>
<thead>
<tr>
<th>Trade spaces with player on your right</th>
<th>M/C</th>
<th>Move back to Take a Rest</th>
<th>Fact or FICTION</th>
<th>Free Space Take a Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact or FICTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact or FICTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINISH You made it!!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Choice M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact or FICTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling Lucky? Player on your right chooses your card</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact or FICTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>START Fact or FICTION</td>
<td></td>
<td>Fact or FICTION</td>
<td></td>
<td>Fact or FICTION</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Two Wrap-Up

Concept: Unit Two Culmination

Resources/Materials: Voices of Canada, pages 330 and 331
Worksheet #5.12.C (student copies)

Introduction: Discuss with students how the events in Canada’s history have influenced the ways of life of Canadians.

(It may help to have students flip through Chapters 8 – 12 to jog their memories.)

Explain that it is now time to wrap-up Unit 2.

Procedure:

1. Have students turn to textbook, page 330. With students go over the activity suggested. With the class name some of the historical events in Canada’s history, such as Confederation, building of the railway, WW I, the Great Depression, the Statute of Westminster, WW II, peacekeeping, new flag, and bring home the Constitution.

2. Distribute Worksheet #5.12.C. Go over the directions, if desired.

3. If there is time left in the school year, the activity suggested on textbook, page 331 would be fun and very worthwhile for students.

Assignments:

2. Do Worksheet #5.12.C.
3. If time, do the “Historic Happenings” activity on page 331.
**Directions:** Think about the historical events you have studied in this unit. Select the five you think are the most important. Then tell who was involved and who was affected.
Wrapping Up
Lesson One

Concept: Citizenship, Identity, and Quality of Life

Resources/Materials: Voices of Canada, page 332
Worksheet #5.W.1 (student copies)

Introduction: Review that this year students have examined the geographic regions of Canada and how physical features and climate influence ways of life. They also examined how historical events have influenced ways of life. These all have an effect on our identity as Canadians.

Procedure:

1. Have students turn to textbook, page 332. Guide the reading. If necessary, clarify the terms citizenship, identity, and quality of life.

   Citizenship – what we do to make our country a good place to live
   Identity – how we view ourselves
   Quality of life – measure of how good our life is and what makes it relatively good or bad

2. As a class, come up with criteria for quality of life and for citizenship and identity.

3. Distribute Worksheet #5.W.1. Go over the directions, if necessary.

4. ALTERNATELY. Make class charts showing criteria for quality of life and for citizenship and identity. Then have students make pictures to illustrate the criteria. Make this into a bulletin board display.

Assignments:

1. Read Voices of Canada, page 332.
2. Do Worksheet #5.W.1.
3. ALTERNATELY. Make class charts showing criteria for quality of life and for citizenship and identity. Illustrate.
Directions: Use Voices of Canada, page 332 to help you with the questions.

1. Think about the criteria you would use to decide about the quality of life of Canadians. Then describe how well you think life in Canada meets each of the criteria.

<table>
<thead>
<tr>
<th>QUALITY OF LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Think about the criteria you would use to decide about citizenship and identity of Canadians. Then describe how well you think life in Canada meets each of the criteria.

<table>
<thead>
<tr>
<th>CITIZENSHIP AND IDENTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Share What You Have Learned

Resources/Materials: Voices of Canada, page 333

Introduction: Explain that in any grade, everyone has a favourite part or topic. Tell students that they will now have the opportunity to share what they learned about their favourite part of Grade Five Social Studies program.

Procedure:

1. Have students turn to textbook, page 333. With students, read the page.

2. Help students plan their presentation:
   a. choose a topic
   b. decide what types information you want to include
   c. decide on a format (display, information booklet, poster, newspaper, game, oral presentation, etc.)
   d. decide on the actual information
   e. organize your information
   f. make your presentation

3. Inform students of the criteria you will be using to assess their presentations. (Sometimes you just want the kids to have fun, so you may not want to assess at all.)

   Note: In some cases, it might be more appropriate for the teacher to assign particular students a particular topic.

Assignments:

1. Read Voices of Canada, page 333.
2. Make a presentation about your favourite part of the Grade Five Social Studies Program.