



Core Knowledge[®]

HISTORY AND GEOGRAPHY

Canada



Smiling Inuit girl

Teacher Guide



Caribou



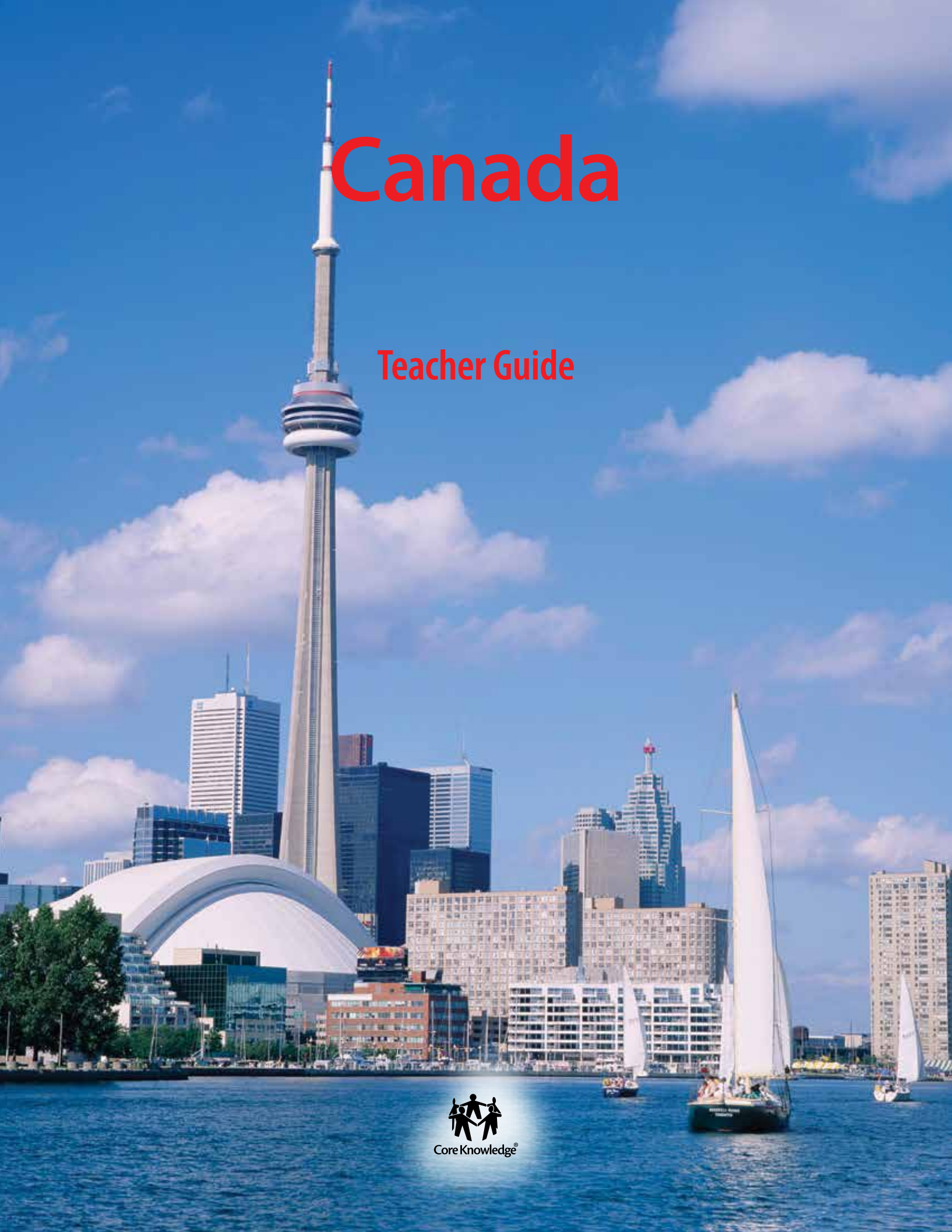
Canadian flag



Royal Canadian mounted police

Canada

Teacher Guide



Core Knowledge®

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Canada

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Canada
Teacher Guide

Core Knowledge Sequence History and Geography 3

Introduction

ABOUT THIS UNIT**The Big Idea**

Canada is an important neighbor to the United States.

Canada is larger in area than the United States, yet the United States has almost nine times as many people. Most of Canada's population lives close to the U.S. border. Superficially, many parts of Canada seem so much like many parts of the United States that an American visitor can forget that he or she is in another country. In many parts of Canada, English is the dominant language. Styles of architecture, clothing, and food may be very similar or even identical to those found in the United States.

A closer look reveals that Canada is not only a separate country, but a different culture. The French language is widely used, and the influence of French culture is strong, especially in Quebec. Canada's history and relationship with Britain are different from those of the United States. Canada's vast wilderness has a strong effect on the economies of different regions, as well as on its history and culture.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

- what maps and globes represent and how to use them
- what rivers, lakes, and mountains are and how they are represented on maps and globes
- the location of the Atlantic, Pacific, Indian, and Arctic oceans, the North and South Poles, and the seven continents
- the name and location of their continent, country, state, and community
- the use of map keys and symbols, and directions (east, west, north, south) on a map
- the location of Mexico and Central America; the countries of Northern America (Canada and the United States); the equator; Northern and Southern Hemispheres; and the North and South poles
- the meaning of *peninsula, harbor, bay, island, coast, valley, prairie, desert, oasis, boundary, channel, delta, isthmus, plateau, reservoir, and strait*
- the use of scale, an atlas, and online resources
- important rivers of the world (terms including *source, mouth, tributary, and drainage basin*; Asia's Ob, Yellow or Huang He, Yangzi, Ganges, Indus, Tigris, and Euphrates rivers; Africa's Nile, Niger, and Congo rivers; South America's Amazon, Paraná, and Orinoco rivers; North America's Mississippi, Mackenzie, and Yukon rivers; Australia's Murray and Darling rivers; and Europe's Volga, Danube, and Rhine rivers)

What Students Need to Learn

- Canada
 - French and British heritage
 - French-speaking Quebec
 - Rocky Mountains, Hudson Bay, St. Lawrence River, and the Yukon River
 - division into provinces and territories
 - major cities including Montreal, Quebec City, and Toronto

AT A GLANCE

The most important ideas in Unit 5 are:

- Students should be able to locate Canada on a map.
- Students should understand that Canada was initially inhabited by, and continues to be home to, indigenous people.
- Students should understand that Canada has a French and British heritage.
- Students should understand that Canada is divided into provinces.

WHAT TEACHERS NEED TO KNOW

Geographic Location

Canada is the largest country on the continent of North America. It is located next to the United States and is surrounded by three oceans: the Pacific Ocean to the west, the Atlantic Ocean to the east, and the Arctic Ocean to the north.

The Hudson Bay, located in the middle of Canada, was discovered by English explorer Henry Hudson. It connects the Atlantic and Arctic oceans and forms a partial boundary between the provinces of Quebec and Ontario.

The St. Lawrence River separates part of Canada from the United States. It forms a natural border from New York to the Great Lakes. The valley of the St. Lawrence River was home to many of Canada's first settlements. Today, the majority of Canadians live in southern Canada within two hundred miles of the United States. Another major river in Canada is the Yukon River. It flows from the province of British Columbia, crosses into Alaska, and empties into the Bering Sea.

The Great Plains make up most of central Canada. The Rocky Mountains run north to south in western Canada, and in eastern Canada, the Appalachian Mountains run in the same direction.

Ottawa is Canada's capital city. The country is divided into ten provinces and three territories. From east to west, the provinces are: Newfoundland, Prince Edward Island, Nova Scotia (meaning New Scotland), New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia.

The northwestern portion of Canada is made up of three territories: Nunavut, Northwest Territories, and Yukon Territories. Nunavut was created in 1999 when the Northwest Territories were divided into two. Nunavut is the eastern section and means "our land" in Inuktitut, the native Inuit's official language. This territory is home to nearly 85 percent of Canada's Inuit population and is the country's largest territory.

Native, French, and British Heritage

French and English are Canada's two official languages. Before Canada's colonization by the French and English, the country was populated by native peoples such as the Inuit in the north, the Blackfoot on the Plains, the Tlingit in the Pacific Northwest, and the Ottawa and Iroquois in the southeast.

The French established a settlement at Quebec in 1608, but not many people came from France to settle in Quebec. The English established colonies in Canada, but most English settlers decided to live in one of the thirteen colonies further south, in what would become the United States. French fur traders came to Canada to work with the First Peoples, but in 1763, the French lost control of Canada to the British during the French and Indian War.

The British ruled Canada until 1867, when the Dominion of Canada was established under the North America Act. In 1931, Canada became an independent country and a member of the British Commonwealth of Nations. Although the British monarch is the symbolic ruler of Canada, power rests in the hands of Canada's parliament and a prime minister elected by the people.

French influence in Canada remained even after the French lost the French and Indian War. The province of Quebec is home to many French-Canadians called Québécois (/kay*bay*kwah/) who are very proud of their dual heritage. In 1764, the British passed the Quebec Act. The territory south to the Ohio River and west to the Mississippi was added to Quebec. French colonists were allowed to keep their laws and their Roman Catholic religion, but remained under British rule.

The United States and Canada share a rich and diverse cultural heritage. Both countries were first inhabited by indigenous peoples, then were settled by colonists from Europe. As different groups of immigrants settled the United States, a "melting pot" was created, made from a blend of different customs and cultural influences. The beliefs, characteristics, and ideas of these different peoples formed something uniquely American. In Canada, there are some areas of the country in which a dominant ethnic group prevails. However, in most of Canada, ethnic and racial groups have blended together.

Major Cities: Montreal, Quebec City, and Toronto

French became the province of Quebec's official language in 1974. Some English-speaking companies left as a result, which hurt Quebec's economy. However, Quebec developed a thriving tourist industry, and Quebec City, located on the St. Lawrence River, became the province's capital as well as an important international shipping hub.

The largest city in Quebec is Montreal, which is also the second largest city in Canada. It was built as a mission for the First Peoples at the junction of the Ottawa and St. Lawrence rivers. Montreal's economy is strong thanks to its oil, meatpacking, publishing, and plastics industries.

The city of Toronto is the capital of the province of Ontario and the largest city in Canada. Built on the north shore of Lake Ontario, Toronto has a bustling port and is a leading cultural and commercial center with meatpacking, publishing, food processing, and clothing industries.

To learn more about specific topics in the unit, download the CKHG Online Resource “About Canada”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

Canada Student Reader—three chapters

Teacher Components

Canada Teacher Guide—three chapters. This includes lessons aligned to each chapter of the *Canada* Student Reader with a daily Check for Understanding and Additional Activities designed to reinforce the chapter content. A Unit Assessment, Performance Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 34.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

USING THE TEACHER GUIDE

Pacing Guide

The *Canada* unit is one of seven history and geography units in the Grade 3 *Core Knowledge Curriculum Series*™. A total of eight days has been allocated to the *Canada* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What are some similarities and differences between Canada and the United States today?
2	What kinds of things do Canada and the United States share in their histories?
3	How might people take advantage of the resources found in the places where they live?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	province, territory, colony, culture, head of state, republic, “elected representative,” prime minister, multicultural, indigenous, symbol
2	settle, Arctic, Inuit, resource, igloo, totem pole, tepee, longhouse
3	climate, capital, industry, lumber, caribou

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 3.1
AP 3.2

The following activity pages can be found in Teacher Resources, pages 44–50. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Planning a Trip to Canada (AP 1.2)
- Chapter 2—The Story of Canada (AP 2.1)
- Chapter 3—Map of Canada (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

Books

Bowers, Vivien. *Wow Canada! Exploring This Land from Coast to Coast to Coast*. Toronto: Owl Communications, 2000.

Greenwood, Barbara. *The Kids Book of Canada*. Illus. Jock MacRae. Toronto: Kids Can Press, 2007.

Hirsch, Rebecca. *North America* (Rookie Read-About Geography). New York: Children’s Press, 2012.

McLeod, Elizabeth. *Canada Year by Year*. Illus. Sydney Smith. Toronto: Kids Can Press, 2016.

CANADA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Canada

<p>"Visiting Canada, Part 1" Core Lesson (TG & SR, Chapter 1; AP 1.1)</p>	<p>"Visiting Canada, Part 2" Core Lesson and "Compare & Contrast" (TG & SR, Chapter 1, AP 1.1; Additional Activities)</p>	<p>"The Story of Canada" Core Lesson (TG & SR, Chapter 2; AP 1.1)</p>	<p>"Compare & Contrast" and "Planning a Trip to Canada" (TG & SR, Chapters 1–2; Additional Activities, AP 1.2)</p>	<p>"The Story of Canada" (TG & SR, Chapter 2; AP 2.1, Additional Activities)</p>
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CKLA

"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"	"Astronomy"
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Week 2

Day 6

Day 7

Day 8

Canada

<p>"Places in Canada" Core Lesson & "Compare and Contrast" (TG & SR, Chapter 3, Additional Activities)</p>	<p>"Visiting Canada Virtual Field Trip" (TG, Chapter 3, Additional Activities)</p>	<p>Unit Assessment</p>
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CKLA

"Astronomy"	"Astronomy"	"Astronomy"
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CANADA PACING GUIDE

_____’s Class

(A total of eight days has been allocated to the *Canada* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Canada

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Week 2

Day 6

Day 7

Day 8

Canada

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Visiting Canada

The Big Question: What are some similarities and differences between Canada and the United States today?

Primary Focus Objectives

- ✓ Use a map to locate Canada in relation to the United States. (RI.3.7)
- ✓ Describe the organization of Canada into provinces and territories. (RI.3.1)
- ✓ Locate Toronto and Ontario on a map. (RI.3.7)
- ✓ Compare present-day Canada to the United States. (RI.3.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol*; and of the phrase “elected representative.” (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Canada”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Board space or chart paper for Compare and Contrast activity
- Individual student copies of Planning a Trip to Canada (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

province, n. a political area or region in Canada, similar to a state (2)

Example: The country of Canada is divided into a number of provinces.

Variation(s): provinces

territory, n. an area of land governed in part by the Canadian parliament (4)

Example: Canada rules over three large territories in northern Canada.

Variation(s): territories

colony, n. an area, region, or country that is controlled and settled by people from another country (5)

Example: Canada was home to French and English colonies.

Variation(s): colonies, colonize (verb)

culture, n. the language, religion, customs, traditions, and material possessions of a group of people (5)

Example: Canada is made up of different groups of people, all with their own unique cultures.

Variation(s): cultures

head of state, n. a country's leader (5)

Example: Canada's head of state is still the British monarch, even though Canada is an independent country.

Variation(s): heads of state

republic, n. a kind of government where people elect representatives to rule for them (6)

Example: France, the United States, and Canada are examples of republics in which citizens have the power to choose the people they want to rule over them.

Variation(s): republics

“elected representative,” (phrase) a person who is chosen, by vote, by the people to speak or act for them (6)

Example: People living in a free country are given the opportunity to vote for an elected representative who represents their interests.

Variation(s): elected representatives

prime minister, n. the person at the head of government in some countries (6)

Example: The prime minister holds the same power as the president or the king in some countries.

Variation(s): prime ministers

multicultural, adj. including many different cultures (8)

Example: Multicultural countries like Canada are known for their ethnic diversity.

indigenous, adj. native to a particular area or environment (8)

Example: Indigenous peoples have lived in this area for thousands of years.

symbol, n. a picture or object that is a sign for something; for example: the American flag is a symbol of the United States (9)

Example: Each star on the American flag is a symbol representing each of the fifty states.

Variation(s): symbols


Introduce the *Canada Student Reader*

5 MIN

Activity Page



AP 1.1

 Display the World Map (AP 1.1). Have students locate North America and then the United States. Point to Canada and ask students to describe Canada's location relative to the United States. (*Students might describe Canada's location as being above the United States, north of the United States, or next to the United States.*) Tell students that the border between the United States mainland and Canada is 5,514 miles long. It is the longest unfortified border in the world. Explain that *unfortified* means that there are no soldiers posted along the border to defend the countries against each other. Ask students what they think that says about the relationship between the United States and Canada. (*It is generally good.*) Explain that in this unit, students will learn more about the United States's northern neighbor.

Distribute copies of the *Canada Student Reader*. Encourage students to take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the reader. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations. Record this information in a list on the board or on chart paper. Students will likely mention maps, caribou, totem poles, Canadian money, and Mounties.

Introduce "Visiting Canada"

5 MIN

Tell students to imagine that they are going on a trip to a different country. What would it mean to go to a different country? What would students need to think about to get ready for such a trip? (*Answers may include the climate and what clothes to take; what kind of money is used there; what language people speak; what the local customs are; and what food will be available.*)

Tell students that in this unit they will read letters from an American boy who visits Canada. He wonders about some of the same things students suggested. Explain that the boy is a fictional character created by the writer, but the city he visits and the facts he learns are real. Direct students to the Big Question, and encourage them to look for comparisons and contrasts between the United States and Canada as they read.

Guided Reading Supports for "Visiting Canada"

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

Note: Given the length of this chapter, we recommend that you divide reading and discussing it over two class periods. During the first class period, you may want to have students read to the end of the first paragraph on page 6. On the second day, you may want to review what students have already read, before having them finish reading the chapter, pages 6–9.

“A Letter from Sam,” Pages 2–9

Scaffold understanding as follows:

Read aloud the first two paragraphs of “A Letter from Sam” on page 2.

SUPPORT—Point out the photograph of Toronto on page 3. Explain that this is the city Sam is visiting. Read aloud the caption, and explain the Core Vocabulary term *province*.

Invite a volunteer to read aloud the next two paragraphs on pages 2–4, stopping at the map of Canada on page 4.

SUPPORT—Direct students to the map on page 4. Have students locate Canada and the United States. Remind students that Sam is visiting the city of Toronto. Have them find Toronto on the map and identify the province it is in (*Ontario*). Read aloud the caption and explain the Core Vocabulary term *territory*. Explain that the main differences between a province and a territory are where their governments get their power and how much power their governments have.

Read aloud from the paragraph under the map on page 4 to the end of the first paragraph on page 6, which ends, “We call the one-dollar coin a loonie.” Pause to review the Core Vocabulary terms as you encounter them.

CORE VOCABULARY—Call students’ attention to the Core Vocabulary term *colony*. Explain that when a country controls many colonies, it has an empire. Core Knowledge students may recall the term *empire* from their study of *Ancient Rome*.

CORE VOCABULARY—Define the Core Vocabulary term *culture*. Explain to students that every country has its own culture (set of beliefs, customs, language, religion, etc.). For example, a belief in freedom is part of the culture of the United States. When a country establishes a colony, it imposes its culture on that place too.

Chapter 1
Visiting Canada

A Letter from Sam Dear Mom and Dad, I'm having a great time here in Toronto, Ontario. Aunt Susie and Uncle Rick are taking good care of me. Cousin Joe is fun to play with, and Cousin Margaret is really smart and tells me lots of neat stuff.

The Big Question
What are some similarities and differences between Canada and the United States today?

I have to admit I was a little nervous when I came here last week. You said I'd have a great time visiting our Canadian relatives. You showed me on a map that Canada is the country just north of the United States. It was then that I saw that Toronto is very far away from our house in Liberal, Kansas. When the plane I was traveling on arrived at the airport in Toronto, I thought to myself, "I really am a long way from Kansas!"

I was afraid that when I got here, people would be wearing different clothes and speaking a language I don't understand. And what about the food? I worried that Canadians might eat the food is it day here,

Vocabulary
province, a political area or region in Canada similar to a state

Page 2



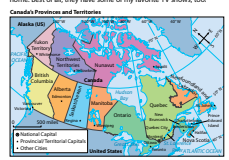
Page 3

Here in Canada, it's located in the province

I ate pancakes for breakfast and pizza for lunch. I had chocolate ice cream, too!

In many ways it's just like home here! People speak English in Toronto. The neighborhood even looks like our neighborhood back home. Best of all, they have some of my favorite TV shows, too!

Canada's Provinces and Territories



As you can see, Canada is a large country. It's made up of ten provinces and three territories. Can you find Toronto, Aunt Susie's house, and Uncle Rick's house?

On my second day here, Aunt Susie took me to the grocery store. At the checkout counter the clerk said, "That'll be thirty dollars and eighty-two cents, please."

Vocabulary
territory, an area of land governed in part by the Canadian parliament


I thought, "Wow! Even the money here is just like the money back home—dollars and cents." I was starting to wonder if I'd really left home at all.

Page 4

But then I noticed some things are different. As we were leaving the grocery store, Aunt Susie said, "Sam, would you like to see some Canadian money?" She handed me some paper money. I saw right away that it wasn't like American money. On the front of a twenty-dollar bill was a picture of a woman I'd never seen before. "That's the British queen," Aunt Susie said. I asked why the British queen was on Canadian money.

Aunt Susie said, "I know you study American history at school. You know that hundreds of years ago, the United States began as thirteen English colonies. However, the English settled in Canada, too. I am sure you know that in the 1700s, the Americans fought a revolution to free themselves. Of course, by the time the American Revolution happened, England had become Great Britain and you were fighting the British. The thirteen colonies became the United States of America. But Canada stayed as a British colony. Today we're an independent country, but we're still proud of our British culture. In fact, we say that the British monarch is Canada's 'head of state.'"

"I asked her what I should charge?" I asked.



The Canadian twenty-dollar bill.

Vocabulary
colony, in an area, region, or country that is controlled and settled by people from another country
culture, a language, religion, customs, traditions, and material possessions of a group of people
head of state, a country's leader

Page 5

Note: Students may recall the terms *republic* and *representative* from their study of *Ancient Rome*.

SUPPORT—Point out that the Core Vocabulary terms *head of state*, *republic*, "elected representative," and *prime minister* may be a little confusing, but that they all relate to a country's government. Explain that the difference between a *head of state* and a *prime minister* in Canada is that the former is simply a figurehead, while the latter holds power. The British monarch is Canada's head of state, but the British king or queen lives in England, not in Canada.

If you are dividing this chapter across two class periods, stop here on the first day, and continue with what follows on the second day.

Read aloud from the second paragraph on page 6 to the end of page 7.

Activity Page



AP 1.1

SUPPORT—Call attention to the term *Europe* on page 7. Display the World Map (AP 1.1) and have students find Europe. Refer to the map and remind students that England is part of Europe.

CORE VOCABULARY—Read aloud the remaining paragraphs of the chapter on pages 8–9, pausing to explain the Core Vocabulary terms *multicultural*, *indigenous*, and *symbol* as they are encountered.

Explain that both Canada and the United States are multicultural. They are countries with people who have immigrated from all over the world.

SUPPORT—Display the World Map (AP 1.1) and have students find Asia.

CORE VOCABULARY—Point out the Core Vocabulary term *indigenous* and explain its meaning. Tell students that there were already people living in Canada for centuries before people from Europe and Asia arrived. These people are referred to as *indigenous* people but are also known as First Nations, or First Peoples.

SUPPORT—Call students' attention to the photograph of the Canadian flag on page 9. Review the meaning of the Core Vocabulary word *symbol*. Explain that just as the American flag is a symbol of the United States, the maple leaf flag is a symbol of Canada. Ask students whether they see any similarities between the American flag and the Canadian flag. (*Students might note that both flags use the colors red and white and that both have stripes.*)

After you read the text, ask the following questions:

LITERAL—How many provinces and territories does Canada have?

» Canada has ten provinces and three territories.

LITERAL—What two European countries established colonies in Canada?

» England and France.

"No, not at all," Aunt Susie said. "Like the United States, Canada is a **republic**. The people rule through their **elected representatives**. Our top official is called the **prime minister**. He has about the same power as your president. Look, here's a one-dollar coin. It has the queen's picture on it, too." I looked at the gold-colored coin she handed me. On one side was a picture of the queen. On the other side was a picture of a bird that looked sort of like a duck. "That bird is a loon," Aunt Susie said. "We call the one-dollar coin a loonie."

I laughed and said it sounded like a funny name for money. She laughed, too. "I guess you're right," she said. "But that picture shows something important about Canada. You know, Canada is a large country, even larger than the United States. But compared to the United States, it has far fewer people. Much of Canada is wilderness—wild country where no people live. The wilderness is full of animals, including the loon. Like a duck, it lives on lakes. Look, here's another Canadian animal. Do you know what it is?"

She handed me a five-cent coin. I saw a picture of a furry animal with a wide, flat tail, but I couldn't tell what it was. Aunt Susie said it was a beaver. "You know, beavers are amazing animals. They can gnaw down trees with their teeth. They were very important in Canadian history. In the days when Canada was a colony, some people came from Europe because of them."

Vocabulary
republic, a kind of government where people elect representatives to rule for them
elected representative, a person who is chosen by vote, by the people to speak or act for them
prime minister, the person who is the head of government in some countries

Page 6

The Canadian wilderness is home to several coins on the loon and the beaver. These animals are shown on one side of Canadian coins.

"Why? Did they want to see beavers chop down trees with their teeth?" I asked.

Aunt Susie laughed. She said, "No. It was because in Europe in those days, the most popular kind of hat was made from beaver fur. People could make a lot of money selling the fur, so they came here to trap the beavers."

It doesn't sound like a lot of fun being made into a hat.

When we got back to Aunt Susie's house, Cousin Margaret was watching TV. The people on the TV were speaking, but I couldn't understand what they were saying.

Margaret saw that I was puzzled. She said, "They're speaking French. In fact, on this TV channel, all the shows are in French."

Margaret told me that in Canada, there are two main languages. She explained that most of the people in Ontario speak English as their main language. In some other parts of Canada, the people speak French as their main language. But all Canadians study both English and French in school.

Page 7

Margaret turned off the TV and asked, "What do you know about the people of Canada?"


"Not much," I said.

"Well, how about we fix that," she said.

"Did you know that Canada is a **multicultural** country? The largest group of Canadians is made up of people whose ancestors were settlers from England. The second largest group are the people whose ancestors were from France. But lots of other groups settled here, too. On the west coast of Canada, there are many people whose families came from countries in Asia, such as China. Many of them speak an Asian language as well as English or French.

"However, the people who have been here the longest are the **indigenous** people. They were here long, long before the English

Vocabulary
multicultural, adj. including many different cultures
indigenous, adj. native to a particular area or environment




Page 8

and the French came to Canada. For years most people called them Indians, but now many Canadian indigenous groups prefer to be called either First Nations or First Peoples.

The things Margaret told me are very interesting. There is one other thing I have noticed since being here: Canadians seem to know a lot about ice and snow. Cousin Joe says that even here in southern Canada, it's freezing cold most of the winter. Joe likes the snow and ice because winter is hockey season. He's got his own hockey stick, skates, and pads, and there are pictures of hockey players all over his bedroom walls. Canadians seem to be as crazy about hockey as Americans are about baseball and football.

So, Mom and Dad, don't worry about me. I'm having fun and learning a lot about Canada. I'm still glad that the food's not too different, though. In fact, do you know what the national symbol of Canada is? It's the leaf from the maple tree—the tree whose sap is used to make syrup for pancakes. And you know how much I love maple syrup. Every time I see a Canadian flag with a maple leaf on it, I get a little hungry!

Vocabulary
symbol, n. a picture or object that is a sign for something else. For example, the American flag is a symbol of the United States.



Page 9

CHALLENGE—How is the government of Canada similar to that of the United States? How is it different?

- » Both countries are republics with elected representatives. Unlike the United States, Canada has a prime minister instead of a president. Also, the British monarch is considered Canada's head of state, which is not the case in the United States.

LITERAL—What people lived in Canada before the arrival of the Europeans?

- » Students may identify these people as indigenous people, First Nations, or First Peoples.

LITERAL—What are at least two examples of Canada's culture?

- » Students may name the use of English and French languages, the love of hockey, the maple leaf symbol, and the food that is similar to food in the United States.

SUPPORT—Remind students that culture refers to the language, religion, customs, traditions, and material possessions of a group of people.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- Turn and Talk—Tell a partner the answer to the Big Question, "What are some similarities and differences between Canada and the United States today?"
 - » Key points students should cite in their answers include: the food is very similar; the money is similar (dollars and cents), but the images on the bills and coins are different; both countries are republics; both are multicultural; both were colonized in part by the English; Canada has two main languages: French and English, but the United States's main language is English; Canada's population is smaller than that of the United States; Canada is larger in area than the United States; Canadians love sports just as much as Americans do, but in Canada, hockey is more popular than baseball or football.

Note: If time permits, incorporate the Compare and Contrast activity on page 16 as part of Turn and Talk.

- Choose one of the Core Vocabulary words (*province, territory, colony, culture, head of state, republic, prime minister, multicultural, indigenous, symbol*) or the phrase "elected representative," and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Compare and Contrast (RI.3.1, RI.3.8)

15 MIN

Materials Needed: Dedicated board space for the duration of this unit or chart paper

Draw a giant Venn diagram on the board or chart paper. Label one circle *United States*, the other circle *Canada*, and the overlap *Both*. Ask students to review Sam's letter, looking for things he mentions that are the same in the United States and Canada. Then, ask them to read it once again, looking for things that are different. As students offer answers, list them in the Venn diagram in the appropriate location. Are there more similarities or more differences?

Continue adding to the Venn diagram after reading Chapters 2 and 3 to get a better overall picture of the countries' similarities and differences.

Planning a Trip to Canada (RI.3.5, RI.3.8)

15 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Planning a Trip to Canada (AP 1.2)

Distribute Planning a Trip to Canada (AP 1.2). Have students work with a partner to complete the activity. If there is not sufficient time, ask students to complete the remainder of AP 1.2 for homework

Tell them to use their Student Readers to determine whether each statement is right or wrong, then to cross out any wrong statements.

As a challenge, you might have students rewrite the wrong statements to make them true.

The Story of Canada

The Big Question: What kinds of things do Canada and the United States share in their histories?

Primary Focus Objectives

- ✓ Describe the cultures of Canada’s indigenous peoples. **(RI.3.2)**
- ✓ Summarize the history of Europeans in Canada, including its French/British heritage and that the language spoken in Quebec is French. **(RI.3.2)**
- ✓ Locate the St. Lawrence River, Montreal, and Quebec City on a map. **(RI.3.7)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *settle, Arctic, Inuit, resource, igloo, totem pole, tepee, and longhouse*. **(RI.3.4)**

Materials Needed

Activity Pages



AP 1.1

AP 2.1

- Display and individual student copies of World Map (AP 1.1)
- Venn diagram from Compare and Contrast activity in Chapter 1
- Individual student copies of The Story of Canada (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

settle, v. to move to a new place and make it home **(10)**

Example: Many people came from Europe and Asia to settle in Canada.

Variation(s): settles, settled, settlers (noun)

Arctic, n. the region of the Arctic Ocean, including the land in and around it **(10)**

Example: The Arctic is one of the coldest places on the planet.

Variation: Arctic (adjective)

Inuit, n. a group of indigenous people from northern Canada, formerly known as Eskimo **(10)**

Example: The Inuit have lived in Canada for many thousands of years.

resource, n. something that people can use **(10)**

Example: Rivers are an important resource that provide water, fish, and transportation routes.

Variation: resources

igloo, n. a dome-shaped, temporary shelter made from snow blocks (12)

Example: The igloo protected the Inuit family against the harsh winter weather.

Variation(s): igloos

totem pole, n. a tall, wooden pole with carvings of people and animals used by the people of western Canada for religious purposes (12)

Example: The totem pole was carved from a cedar log and painted.

Variation(s): totem poles

tepee, n. a cone-shaped tent used by people who lived on the plains of central Canada (13)

Example: When he reached the buffaloes' new territory, the hunter set up his tepee.

Variation(s): tepees, tipi, teepee

longhouse, n. a large rectangular dwelling with doors located at each end and places for fires inside (13)

Example: The longhouse was big enough for two families to live in.

Variation(s): longhouses

THE CORE LESSON 25 MIN

Introduce "The Story of Canada"

5 MIN

Ask students to briefly recall what they learned from Sam's visit to Canada in Chapter 1.

- » Students should remember that the United States and Canada share many similarities but are also very different. They also learned that the English and the French colonized Canada but that indigenous peoples already lived there. Both the United States and Canada are multicultural nations with similar types of government.

Call attention to the Big Question. Explain that in Chapter 1, students compared Canada and the United States as they are today. As they read this chapter, they should look for details about the *histories* of the two countries.

Guided Reading Supports for "The Story of Canada"

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Two Languages” and “First Peoples,” Pages 10–13

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Two Languages” on page 10.

CORE VOCABULARY—Point out the Core Vocabulary term *settle* when it is encountered in the text and explain its meaning.

CORE VOCABULARY—Read aloud the last two paragraphs in the section on page 10. Draw students’ attention to the Core Vocabulary words *Arctic*, *Inuit*, and *resource*, and explain the meaning of each word. Have students pronounce the word *Inuit* as a class (/in*yo*it/). Remind students that they learned about Canada’s First Nations in Chapter 1. Explain that the Inuit are one of these First Nations or First Peoples.

Note: Core Knowledge students may recall the Inuit from *The Earliest Americans*.

SUPPORT—Review the meaning of *resource*. Explain that a resource can be something from nature, such as water or a tree, but it can also be something made by people, such as money or a car. Time can also be a resource. For example, to do homework, a student needs resources such as the assignment, a pen or pencil to write with, a place to work, and the time to complete the work.

CORE VOCABULARY—Read aloud the section “First Peoples” on pages 12–13. Call attention to the Core Vocabulary terms *igloo*, *totem pole*, *tepee*, and *longhouse* when they are encountered in the text, and explain the meanings of the words.

Note: Students may recall the terms *igloo* and *longhouse* from their study of the Inuit and the Eastern Woodlands people in *The Earliest Americans*.

SUPPORT—Use the illustration on page 12 to support students’ understanding of the term *totem pole*.

SUPPORT—To help students visualize the differences among an igloo, a tepee, and a longhouse, draw simple images of each on the board or chart paper. Explain how each type of dwelling was suited to the lifestyle or culture of the people who used it.

After you read the section, ask the following questions:

LITERAL—Describe how the different indigenous groups in Canada lived before the arrival of Europeans.

- » The Inuit in the north hunted sea animals, traveled on sleds, and built igloos for shelter. The people of western Canada built wood houses and carved totem poles as part of their religion. The people of central Canada were hunters who followed herds of buffalo and used tepees for shelter. In the east, indigenous people were hunters and farmers who lived in one place and built longhouses for shelter.

Chapter 1
Visiting Canada

A Letter from Sam Dear Mom and Dad, I'm having a great time here in Toronto, Ontario. Aunt Susie and Uncle Rick are taking good care of me. Cousin Joe is fun to play with, and Cousin Margaret is really smart and tells me lots of neat stuff.

The Big Question
What are some similarities and differences between Canada and the United States today?

I have to admit I was a little nervous when I came here last week. You said I'd have a great time visiting our Canadian relatives. You showed me on a map that Canada is the country just north of the United States. It was then that I saw that Toronto is very far away from our house in Liberal, Kansas. When the plane I was traveling on arrived at the airport in Toronto, I thought to myself, "I really am a long way from Kansas!"

I was afraid that when I got here, people would be wearing different clothes and speaking a language I don't understand. And what about the food? I worried that Canadians might eat

Vocabulary
province, a political area or region in Canada similar to a state

Page 10



Page 11

First Peoples

For hundreds of years, the Inuit hunted whales, walrus, seals, and polar bears. When the sea was frozen, they fished in it by cutting holes in the ice.

The Inuit traveled across the snow on sleds pulled by dogs. When they were far from home, they made shelters out of blocks of snow. These snow houses were called igloos. Today, life for the Inuit people has changed a lot.

The western coast of the country isn't as cold and snowy. Unlike the north, it is covered with trees. The people who lived there made their houses out of wood. They also used wood to make many other items. One important item was a totem pole.

A totem pole is a tall post with carved designs of animals and people. Totem poles are part of the

Vocabulary
igloo, a dome-shaped temporary shelter made from snow blocks
totem pole, a tall wooden pole with carvings of people and animals used by the people of western Canada for religious purposes



Page 12

CHALLENGE—Which groups that you studied during *The Earliest Americans* unit are similar to the indigenous peoples of Canada?

- » The Inuit are the same in both units. The hunters of the Canadian plains are similar to the Plains Indians of America. The people of the eastern coast are similar to the people of the Eastern Woodlands in the United States, called the Haudenosaunee.

“Europeans Come to Canada,” Pages 13–14

Scaffold understanding as follows:

Read aloud the first paragraph of “Europeans Come to Canada” on page 13.

Activity Page



AP 1.1

In the center of Canada are wide open plains. The people in this area survived by hunting buffalo. The people of the plains were always moving, following the buffalo herds. So they invented a kind of house that they could pick up and take with them. This was a cone-shaped tent called a **tepee**.

The eastern coast of Canada was home to people who lived by hunting and farming. Unlike the people of the plains, the people of the eastern coast of Canada settled in one place. They lived in big homes called **longhouses**. These were the people the European explorers and settlers met when they sailed across the Atlantic in the late 1400s and early 1500s.

Europeans Come to Canada

Before the 1400s, the Vikings reached the coastal areas of northeastern Canada, and in particular northern Newfoundland. Then in the late 1400s, explorers trying to get to Asia bumped into the huge continents of North and South America. These European explorers hoped to find a way to Asia by sailing across the Atlantic Ocean. Asia had valuable things that Europeans wanted—gold, jewels, and spices. Instead of Asia, they found North and South America—and therefore Canada. First English and then French explorers came to Canada.

Vocabulary


tepee, n. A cone-shaped tent used by people who lived on the plains of central Canada.

longhouses, n. A large rectangular dwelling with others located at each end and places for fires inside.


Page 13

At first the English and the French were disappointed not to find gold and jewels. But soon they found that Canada had other things to offer, such as fish and beaver fur. Fish and beaver fur don't sound as exciting as gold and jewels. Still, they were valuable. The Atlantic Ocean off the coast of Canada was full of fish that could be dried and sent back to Europe for people to eat. Rich Europeans were willing to pay a lot of money for hats made from beaver fur.


The English and the French settled in different places. The English settled mainly on the Atlantic Coast. The French settled the area along the St. Lawrence River. On the banks of the St. Lawrence, they built two cities, Montreal and Quebec (/kwuh*bek/). They called their part of this land New France.



Page 14

 **SUPPORT**—Display the World Map (AP 1.1). Use it to review the meaning of the term *continent* and to have students identify the seven continents on Earth.

Have students read the last two paragraphs of “Europeans Come to Canada” on page 14 with a partner or to themselves.

 **SUPPORT**—Have students turn to the map on page 4. Explain that the French and English settled in different geographic locations in Canada. The English settled along the Atlantic Ocean and the French along the St. Lawrence River. Have students locate these two bodies of water on the map. Tell students that the French built two cities along the St. Lawrence River: Quebec City and Montreal. Have students find these two cities on the map and identify the province in which they are located (*Quebec*). Have the class pronounce the word *Quebec* (/kwuh*bek/).

After students read the text, ask the following questions:

LITERAL—Who were the first Europeans to reach Canada?

- » the Vikings

EVALUATIVE—Why might it be said that Europeans found Canada by accident in the 1400s?

- » Europeans were looking for a way to get to Asia by crossing the Atlantic. They found North and South America instead.

LITERAL—What resources did the French and English find in Canada?

- » They found fish and beaver fur.

LITERAL—Where did the French and English first settle in Canada?

- » The French settled along the St. Lawrence River. The English settled along the Atlantic Coast.

“War in Canada” and “Rebellion,” Page 15

War in Canada

Then, in the 1700s, war broke out between the British and the French. At first they fought only in Europe. Eventually, British and French armies were fighting in Canada, too. In 1759, the British attacked Quebec, the main city of New France—the name given to the French settled area at this time. The French soldiers had a strong position, on top of a tall cliff. But the British had a plan! They sailed up the river at night and climbed the cliffs. The fighting left many soldiers dead. In fact, both the British general and the French general were killed. The British won the battle and took control of all of New France.

Now all of Canada was ruled by the British, even though many French people still lived there. The British promised that the French people could keep their culture, including their language. And that is what they did!

Rebellion

As you know, people in the British colonies to the south of Canada rebelled in 1776. They declared that they were then a new country called the United States of America.

However, not all of the American colonists wanted to break away from Britain. Thousands of these colonists moved north to Canada. There, they could stay under British rule. These people became known as Tories or Loyalists. The Americans thought these people were traitors. The Canadians thought they were being true to their king.

Page 15

15

Scaffold understanding as follows:

Invite volunteers to read aloud the sections “War in Canada” and “Rebellion.”

SUPPORT—Note that the Student Reader uses the terms *English* and *British*, but not interchangeably. *British* refers to the country of Great Britain, of which England is one part. At the time of European exploration and colonization of Canada, *English* is the correct term. However, from 1707 onward, when England, Wales, and Scotland united to form Great Britain, *British* is the correct term.

After volunteers read the text, ask the following questions:

LITERAL—Who fought in the war that started in Europe and spread to Canada?

» the British and the French

LITERAL—Who won the war?

» the British

LITERAL—What promise did the British make after they won the war?

» They promised that the French people could keep their culture.

EVALUATIVE—Why did some American colonists come to Canada after 1776?

» They did not want to break away from Britain. They wanted to stay under British rule.

“Canada Expands West” and “Independence for Canada,” Pages 16–17

Canada Expands West

In the 1800s, Canada spread westward, all the way to the Pacific Ocean. (The United States was spreading westward at the same time.) European Canadians settled areas where only indigenous peoples had lived before. They often treated these people badly, pushing them off their land. But one group of Canadians became known for treating the indigenous peoples with respect. This group was the Royal Canadian Mounted Police, or Mounties.



The Royal Canadian Mounted Police, or Mounties, were organized in the late 1800s.

In the late 1800s, western Canada was like the Wild West in the United States. It was a violent place, where people often broke the law because there was no one to stop them. The Mounties were set up to bring law and order to the area and to help protect the people. Wearing bright red uniforms, the Mounties were easy to spot. They were so brave and so

Page 16

Scaffold understanding as follows:

Read aloud the section “Canada Expands West” on pages 16–17.

SUPPORT—Draw students’ attention to the image of the Royal Canadian Mounted Police on page 16. Read aloud the caption. Explain that the word *mounted* means to get on top of something, in this case a horse. Tell students that Mounties can be identified by their red uniforms and tan-colored hats.

good at catching criminals that they became heroes to people all over the country.

Independence for Canada

Over time, Canada, like the United States, broke away from Britain. But it did so without a revolution. In the late 1800s and early 1900s, the British government gave Canadians more say in running their country. Today Canada is an independent country like the United States.

Page 17

Invite a volunteer to read aloud the section “Independence for Canada” on page 17.

SUPPORT—Tell students that Canada and the United States both broke away from Great Britain but did so on different terms. Canada broke away peacefully, but the United States fought a war with Great Britain for its independence. Today, both countries are independent, meaning they are no longer under British rule. Canada, however, still acknowledges the British monarch as a figurehead.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—What caused the lawlessness in western Canada in the 1800s? What was the response to it?

- » The lawlessness came from European Canadians treating the indigenous people poorly. There was no one to stop them and make them behave properly. The Royal Canadian Mounted Police, or Mounties, were set up to establish law and order and protect indigenous people.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- Turn and Talk—Have students tell a partner the answer to the Big Question, “What kinds of things do Canada and the United States share in their histories?”
 - » Key points students should cite, based on the text in this chapter, include: English is spoken in both countries; indigenous peoples lived there before the arrival of foreign settlers. Students in Core Knowledge schools may also add the following information from their studies of earlier units: both countries were colonized in part by the English; both countries gained their independence from Great Britain; both countries experienced war: both were in the French and Indian War, and the United States gained its independence by fighting the Revolutionary War.
- Choose one of the Core Vocabulary words (*settle, Arctic, Inuit, resource, igloo, totem pole, tepee, or longhouse*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Compare and Contrast (RI.3.1, RI.3.8)

15 MIN

Materials Needed: Venn diagram started in Chapter 1

Return to the Venn diagram you created in Chapter 1, and review the similarities and differences that were recorded previously. Elicit ideas from this chapter to add to the chart. Allow students to refer to “The Story of Canada” as needed.

The Story of Canada (RI.3.1, RI.3.7, RI.3.8)

30 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of The Story of Canada (AP 2.1)

Distribute copies of The Story of Canada (AP 2.1) to students. Review the directions. Instruct students to work independently or with partners to complete the activity.



Totem Poles (RI.3.7)

30 MIN

Material Needed: drawing paper and crayons, colored markers, or colored pencils



Background for Teachers: This activity is based on the creation and use of totem poles, so it would be helpful to gain an understanding of totem poles before beginning the activity. Use this link to download the CKHG Online Resources for this unit, where the specific links to websites about totem poles may be found:

www.coreknowledge.org/ckhg-online-resources

Begin by explaining that totem poles were sometimes used in religious ceremonies. However, totem poles also depicted legends, stories, and important events in a tribe’s history. The stories told by the totem poles were often passed down from generation to generation.

Tell students that totem poles were carved by tribes living in the western parts of Canada and the United States where wood was abundant. Totem poles were carefully carved out of cedar wood, as cedar trees were abundant in the northwest.

Totem poles can include representations not only of animals, but of people as well. Many non-indigenous people once believed that the most important

figure of a totem pole was found at the top, but this is not the case. There is no order of importance. In fact, since people viewing a totem pole are usually standing on the ground, the most beautiful and intricate carvings are often those on the bottom of the pole rather than on the top.

Next, discuss the symbolism of the different figures often carved into totem poles. Dozens of animals held meaning to indigenous peoples and could be carved into a totem pole. The following are some of the most popular:

- Bear: symbolized strength, protection, and leadership.
- Wolf: symbolized the teaching of wisdom, new ideas, and cooperation; loyal.
- Eagle: symbolized courage, freedom, and wisdom.
- Coyote: symbolized the possibility of unpleasant things to come; trickster.
- Elk: symbolized power, freedom, and strength.
- Crane: symbolized independence, and solitude.
- Deer: symbolized speed, patience, and family protection.


Have students design and color their own totem poles made up of four or five different animals. The figures they choose should be reflections of their personalities. Ask students to take a moment to think about who they are and what animals would best represent them. Ask students to share their totem pole drawings, explaining which animals they chose and what each animal symbolizes.

Uncharted Territory (RI.3.7)

ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access; questions, enumerated below, written on the board or chart paper

Note to Teachers: Time allotted for this activity should cover two class periods as the video lasts for one hour. Divide the video into two segments (one for each class period): Segment 1—from the beginning to 28:35; Segment 2—from 28:36 to the end.

 **Background for Teachers:** Before sharing the video with students, preview the clip and note where each segment begins and ends. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce the video by explaining that David Thompson was a British explorer who mapped out much of western Canada. This video describes Thompson's life.

Before showing each segment, list the questions below on the board or chart paper. Have students listen for the answers to these questions as they watch the video. Students could answer the questions in writing or as part of a class discussion.

Segment 1

1. What tool did David Thompson use most on his journeys? (*a sextant*)
2. How many total miles did Thompson travel during his expeditions? (*fifty-five thousand*)
3. In what year was Thompson born? (*1770*)
4. What was the name of the first company that hired Thompson as a surveyor? (*Hudson's Bay Company*)
5. How old was Thompson when he first learned astronomy? (*nineteen*)
6. What was the name of the river Thompson searched for in 1807? (*Columbia River*)
7. What was the name of the second company Thompson worked for in Canada? (*Northwest Company*)
8. What tribe in the Rocky Mountains did Thompson work with? (*Kootenai*)
9. What was the name of the canoe the Kootenai built? (*sturgeon-nose canoe*)

Segment 2

1. What kind of boat did David Thompson use to navigate rivers and lakes in Canada? (*a canoe*)
2. What was the name of the trade post David Thompson built in 1809? (*Kullyspel*)
3. What two items did Thompson use to cross the Athabasca Pass in 1811? (*snowshoes and a toboggan*)
4. What was the name of the fort built at the mouth of the Columbia River? (*Fort Astoria*)
5. How many miles of the Columbia River did Thompson survey? (*nine hundred*)
6. How many days did it take Thompson to travel down the Columbia River? (*ten*)
7. What did Thompson create at the end of his expeditions? (*a giant map*)
8. In what year did Thompson die? (*1857*)

Places in Canada

The Big Question: How might people take advantage of the resources found in the places where they live?

Primary Focus Objectives

- ✓ Describe the different regions in Canada. **(RI.3.2)**
- ✓ Explain the significance of the Rocky Mountains, Hudson Bay, the St. Lawrence River, and the Yukon River. **(RI.3.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *climate*, *capital*, *industry*, *lumber*, and *caribou*. **(RI.3.4)**

Materials Needed

- Venn diagram from Compare and Contrast activity in Chapters 1 and 2
- Internet access for Visiting Canada Virtual Field Trip

Core Vocabulary (Student Reader page numbers listed below)

climate, n. the usual weather of a place, including its temperature and precipitation **(18)**

Example: The climate of northwestern Canada includes a lot of rain and snow during the winter.

Variation(s): climates

capital, n. the home of a country's government and a main city in a country **(18)**

Example: Many people move to the capital when they want to work for the government.

Variation(s): capitals

industry, n. a business that manufactures a product or provides a service **(22)**

Example: Canada has a strong oil industry because of the large oil deposits found beneath its soil.

Variation(s): industries

lumber, n. wood that has been cut and is used for building (22)

Example: Large quantities of lumber are used for framing houses in western Canada.

caribou, n. a species of deer native to North America (23)

Example: Caribou have been a source of food for the Inuit for centuries.

THE CORE LESSON 25 MIN

Introduce “Places in Canada”

5 MIN

Review what students learned in Chapter 2 about Canada’s indigenous peoples. How did they adapt to the environments in which they lived? (*They built different types of shelters and developed different lifestyles based on the areas in which they lived.*)

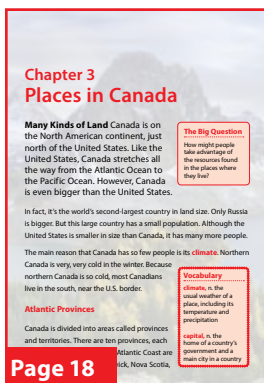
Tell students that in this chapter they are going to learn more about how Canada’s climate and geography influence the ways people live. Call attention to the Big Question, and encourage students to look for ways in which the environment may influence where and how people live in Canada.

Guided Reading Supports for “Places in Canada”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Many Kinds of Land” and “Atlantic Provinces,” Pages 18–20



Scaffold understanding as follows:

Invite a volunteer to read aloud the section “Many Kinds of Land” on page 18.

CORE VOCABULARY—Draw students’ attention to the Core Vocabulary term *climate* and explain its meaning. Ask students to briefly describe the climate where they live.

Read aloud the section “Atlantic Provinces” on pages 18–20.

CORE VOCABULARY—Reread the second sentence of the section: “There are ten provinces, each with its own **capital**.” Point out the Core Vocabulary term *capital* and explain its meaning. Use the capital of your state as an example to help students understand the concept.



SUPPORT—Draw students’ attention to the map on page 20. As you name each Atlantic province (New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador), have students locate it on the map. Note that Newfoundland and Labrador are part of the same province, even though they are two separate geographic locations. Help students notice that the Atlantic Provinces are generally smaller in size than the other provinces and territories.

After you read the text, ask the following questions:

EVALUATIVE—How does climate influence where people live in Canada?

- » Because northern Canada has such a cold climate, most Canadians live in the southern part of the country.

LITERAL—Which provinces are the Atlantic Provinces?

- » The Atlantic Provinces are New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador.

EVALUATIVE—How do people of the Atlantic Provinces use the resources of the Atlantic Ocean?

- » The Atlantic Ocean provides fish that people can sell as food to make a living. The region has a lot of fishing villages and boats. These boats are also used to look for whales and other sea mammals in the ocean.

Prince Edward Island, and Newfoundland and Labrador. These provinces were settled in the 1500s by the English and French. These settlers caught fish to send back to Europe. Today, many people there still make a living fishing.

A visitor to this area would see lots of fishing villages and small harbors full of boats. You also might see something very exciting—a whale. This area of the Atlantic Ocean is home to these huge mammals. Many people take boats out to sea, hoping to get a close-up look at a whale.

Canada has ten provinces and three territories.

Quebec and Ontario

West of the Atlantic Provinces is a large province called Quebec. It is a very beautiful place, full of old buildings from the 1700s and 1800s. Some of the buildings look like the ones you would see in European cities.

More people live here than in any other province. Canada's capital city, Ottawa, is in Ontario. So is its largest city, Toronto. Toronto is full of tall, modern buildings.

Page 20

“Quebec and Ontario,” Pages 20–21

language and traditions. So if you meet someone in Quebec, say “bonjour” (l’bon’zhoor) instead of “hello!”

Quebec is home to two important cities, Montreal and Quebec City. Both are located on the St. Lawrence River. Quebec City is the capital of Quebec. It’s a very beautiful place, full of old buildings from the 1700s and 1800s. Some of the buildings look like the ones you would see in European cities.

To the west of Quebec is the province of Ontario. More people live here than in any other province. Canada’s capital city, Ottawa, is in Ontario. So is its largest city, Toronto. Toronto is full of tall, modern buildings.

Middle and Western Provinces

In the middle of Canada is the province of Manitoba. Manitoba has huge lakes and beautiful forests. Its capital city is Winnipeg. Manitoba was once a center for beaver trapping. But the most famous animal from Manitoba wasn’t a beaver; it was a little black bear who became the pet of a Canadian soldier. The soldier took the bear to London, England, and gave it to the London Zoo.

One day, an English writer saw the bear in the zoo. He noticed that the bear’s name was Winnie. (The Canadian soldier had named her

Page 21

Scaffold understanding as follows:

Have students read the section “Quebec and Ontario” on pages 20–21 to themselves or with a partner.

SUPPORT—Ask students to refer to the map on page 20. Have them locate the places mentioned in this section: the provinces of Quebec and Ontario and the St. Lawrence River. Then, ask students to return to the map on page 4 of their Student Readers and find the cities of Montreal, Quebec City, Ottawa, and Toronto. According to the map key, which of those cities are capitals? (*Ottawa and Quebec City*)

After students read the text, ask the following questions:

LITERAL—What is special or unique about the culture of Quebec?

- » Most people speak French. Street signs are also often in French.

LITERAL—What is Canada’s capital city? In what province is it located?

- » Canada’s capital is Ottawa, located in the province of Ontario.

“Middle and Western Provinces,” Pages 21–22

after his hometown, Winnipeg). When the writer A.A. Milne wrote a story about an imaginary bear, he called his bear Winnie-the-Pooh.

West of Manitoba are the provinces of Saskatchewan (sah-sack-huh-wen) and Alberta. Saskatchewan has wide, flat plains on which farmers grow wheat. In Alberta they grow wheat too, and they also raise cattle. As in the United States, people who help raise cattle are called cowboys. Now, the oil **industry** has become very important in this area.

On the western coast of Canada is the province of British Columbia. The Rocky Mountains run through the eastern part of the province. These are the same Rockies that run through the western United States. Much of the land is forest. Many people there cut down trees for **lumber**.

Northern Territories

The northwestern part of Canada is divided into three territories. These are the Yukon Territory, the Northwest Territories, and Nunavut (nu-nuh-wut/). The Yukon Territory is named for the Yukon River, which flows through Canada and Alaska. In the late 1800s, gold was discovered there. People from all over the world hoped to get rich by finding gold. But most of them went home disappointed. Today the Yukon has a small population. Even fewer people live in the Northwest Territories and Nunavut.

Ice and snow for eight months of the year cover the large body of water south of Nunavut.


Page 22

Vocabulary
industry is a business that manufactures a product or provides a service.
lumber is wood that has been cut and is used for building.

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Middle and Western Provinces” on pages 21–22.

CORE VOCABULARY—Explain the meanings of the Core Vocabulary words *industry* and *lumber*.

 **SUPPORT**—Have students return to the map on page 20 and locate the provinces discussed in this section: Manitoba, Saskatchewan, Alberta, and British Columbia.

After volunteers read the text, ask the following questions:

LITERAL—What industries and activities are important in Saskatchewan and Alberta?

» Farming is important in both provinces. In Alberta, the oil industry and raising cattle are also important.

LITERAL—What is the name of the mountain range in western Canada?

» This range is called the Rocky Mountains, also known as the Rockies

LITERAL—How do people in British Columbia use the forests in their province?

» They cut down some of the trees for lumber.

“Northern Territories” and “A Close Neighbor,” Pages 22–23


and named after English explorer Henry Hudson, is frozen part of the year. Many of the people who live in these territories are Inuit. In fact, Nunavut has been set aside as a special Inuit homeland. (Nunavut means “Our Land” in the Inuit language.) In many ways, the lives of the Inuit have changed. Today most Inuit houses are made of wood, not snow. And the Inuit now are more likely to ride around on snowmobiles than dogsleds. But the Inuit still hunt the same animals their ancestors hunted. If you were invited to an Inuit dinner, you might be served walrus, seal, or **caribou**.

A Close Neighbor

It's important for Americans to know about Canada because this country is our next-door neighbor. It's always good to know your neighbors. But Canada and the United States aren't just neighbors—they're also close friends. If you visit Canada, you will get a warm welcome. Canadians will be eager to show you around and tell you more about their country. If you go in the winter, remember to dress very warmly. Bring your coat and gloves. And your head warm—but it doesn't have to

Page 23

Vocabulary
caribou is a species of deer native to North America.



Scaffold understanding as follows:

Read aloud the section “Northern Territories” on pages 22–23.

CORE VOCABULARY—Call attention to the Core Vocabulary term *caribou* at the end of the section. Use the photograph and definition on page 23 to explain what a caribou is.

Note: Core Knowledge students may recall the word *caribou* from *The Earliest Americans*.

SUPPORT—Have students turn to the map on page 20 and ask them to point to Canada's three northern territories: the Yukon Territory, the Northwest Territories, and Nunavut. Then, have them locate Hudson Bay. What provinces and territories border Hudson Bay? (*Nunavut, Manitoba, Ontario, and Quebec*)

Invite a volunteer to read aloud the section “A Close Neighbor” on page 23.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why do you think the population is lower in Canada’s territories than it is in the provinces?

- » The population is probably lower in the territories because of the colder climate.

EVALUATIVE—How have the lives of the Inuit changed over time? How have their lives stayed the same?

- » The Inuit now live in wood houses instead of igloos. They travel on snowmobiles instead of dogsleds. However, they still hunt the same animals as their ancestors did.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- Turn and Talk—Tell a partner the answer to the Big Question, “How might people take advantage of the resources found in the places where they live?”
 - » Key points students should cite include: residents of the Atlantic Provinces work in the fishing industry; farmers in the Middle and Western Provinces grow crops and raise cattle; people living in British Columbia work in the lumber industry; and the Inuit living in Nunavut continue to hunt and fish to sustain their way of life.
- Choose one of the Core Vocabulary words (*climate*, *capital*, *industry*, *lumber*, or *caribou*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Compare and Contrast (RI.3.1, RI.3.8)

10 MIN

Materials Needed: Venn diagram from Chapters 1 and 2

Return to the Venn diagram you created earlier, and review the similarities and differences that were recorded previously. Elicit ideas from this chapter to add to the chart. Allow students to refer to “Places in Canada” as needed.

Map of Canada (RI.3.7)

30 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Map of Canada (AP 3.1)

Distribute copies of Map of Canada (AP 3.1) to students and review the directions. Instruct students to work independently or with a partner to complete the activity, or students may complete the activity as homework.

Domain Vocabulary: Chapters 1–3 (RI.3.4, L.3.6)

30 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.2)

Distribute copies of Domain Vocabulary: Chapters 1–3 (AP 3.2) to students. Tell students to use the words in the Word Bank to complete each sentence.

You may choose to have students complete the activity in class or as homework.



Visiting Canada (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before beginning the Visiting Canada virtual field trip, preview the video to familiarize yourself with its contents.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

As you preview the video, note the markers for each segment:

Segment 1: The Geography of Canada (0:10)

Segment 2: The Prairie Provinces (5:52)

Segment 3: British Columbia: Pacific Gateway (10:47)

Segment 4: Cultures of the Atlantic Provinces (15:03)

Segment 5: Life in the Northern Territories (18:30)

Introduce the virtual field trip to students by explaining that they are going to “visit” Canada. Their trip will be in the form of a video, through which they will explore many of Canada’s different regions.

Show each segment in sequence, and use the questions below to guide discussion.

Segment 1: The Geography of Canada (0:10)

What is Canada's geography like?

- » Canada has interior plains that are covered with grasslands. The Great Lakes provide passage from Lake Superior to the Atlantic Ocean. One-third of Canada is barren, Arctic land.

Where do most Canadians live?

- » Most Canadians live in southern Canada, within two hundred miles of the U.S. border. Included among the largest cities are Quebec City, Montreal, Ottawa, Toronto, and Vancouver, which are located in southern Canada in areas with temperate climates.

How do we know Canada is a multicultural nation?

- » Canada's population is 44 percent British, 25 percent French, and includes Asian and Native American cultures also. Canada is a bilingual country: English and French.

Segment 2: The Prairie Provinces (5:52)

How do the plains of Canada support the people and the economy?

- » The farms in these provinces grow wheat, sunflower seeds, oats, corn, and barley that feed the majority of Canadians, even if only 8 percent of land in Canada is fertile enough for growing crops. In fact, more than 90 percent of wheat grown in Canada comes from the Prairie Provinces, earning them the name "Canada's Bread Basket."

What challenges affect the Prairie Provinces' ability to produce food?

- » Farmers must deal with pests such as grasshoppers and beetles that eat the crops and multiply when the winter isn't cold enough. Drought (lack of water) is a problem too.

Segment 3: British Columbia: Pacific Gateway (10:47)

Why is British Columbia called the "gateway to the Pacific"?

- » Its location next to the Pacific Ocean allowed it to develop as a center for trade, especially trade with Asia. Water in Vancouver's harbor never freezes, so trade across the Pacific Ocean can occur year-round.

How did Vancouver become an important trading city?

- » The building of the Canadian Pacific Railway in 1885 transformed shipping in Canada. The city of Vancouver became a leading center of finance and industry. Goods were shipped from Vancouver to the rest of the country.

Segment 4: Cultures of the Atlantic Provinces (15:03)

How has the location of the Atlantic Provinces influenced its culture?

- » Fishing and shipping are major industries in these provinces. 75 percent of all fish caught in Canada comes from the Atlantic Provinces.

Which European groups have most influenced the culture of the Atlantic Provinces, and how are their influences evident?

- » Vikings landed on Newfoundland in 1000 CE. In the 1600s, the French were interested in beaver fur and called this region Acadia.
- » Later, the Scots, Irish, and English settled in these provinces. Today, there remains a strong Scottish/Irish/British culture. The food, sports, and recreation, and even weather in the Atlantic Provinces, are similar to those of the British Isles. In Newfoundland, 95 percent of the population is of British origin.

Segment 5: Life in the Northern Territories (18:30)

What are the challenges of living in the harsh climate of the Northern Territories?

- » Much of the land is tundra, with little vegetation, and is covered in snow most of the year. The climate is cold and dry. Lakes and rivers freeze, making roadways for cars and trucks. People drill through ice to fish.
- » In Yellowknife, the capital of the Northwest Territories, the average summer temperature is 50 degrees Fahrenheit, compared to -16 degrees in winter.

Teacher Resources

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Name _____

Date _____

Unit Assessment: *Canada*

A. Circle the letter of the best answer.

1. Canadian money is counted in
 - a) pounds and pence.
 - b) shillings and crowns.
 - c) dollars and cents.
 - d) loons and bucks.

2. Canada, like the United States, was once ruled by
 - a) Washington.
 - b) England.
 - c) Spain.
 - d) North America.

3. Canada's top official is the
 - a) president.
 - b) prime minister.
 - c) king of Canada.
 - d) governor.

4. The two main languages of Canada are
 - a) French and English.
 - b) French and Inuit.
 - c) English and Inuit.
 - d) English and American.

5. The Canadian flag shows
 - a) the queen of England.
 - b) a maple leaf.
 - c) a loon.
 - d) a star for each province.

6. A group's way of living and doing things is called its
 - a) language.
 - b) culture.
 - c) personality.
 - d) religion.

- 7.** Who are the Inuit?
 - a)** the indigenous people of northern Canada
 - b)** Canada's most popular hockey team
 - c)** the indigenous people of western Canada
 - d)** the people elected to run the Canadian government

- 8.** The first Europeans to settle in Canada came from
 - a)** Spain.
 - b)** the United States.
 - c)** England and France.
 - d)** Holland and Sweden.

- 9.** The first European settlers wanted to make money from Canada's
 - a)** maple syrup and tobacco.
 - b)** lumber and buffalo hide.
 - c)** bacon and loon feathers.
 - d)** fish and beaver fur.

- 10.** Why did the Tories, or Loyalists, move to Canada?
 - a)** They were loyal to the United States.
 - b)** They were loyal to France.
 - c)** They wanted to live under English rule in Canada.
 - d)** They wanted Canada to be independent.

- 11.** The Royal Canadian Mounted Police became known for
 - a)** maintaining law and order.
 - b)** fighting the Americans.
 - c)** fighting for independence.
 - d)** violent and lawless behavior.

- 12.** Today, Canada is
 - a)** a colony of Great Britain.
 - b)** a colony of France.
 - c)** a part of the United States.
 - d)** an independent country.

- 13.** In area, Canada is
 - a)** the biggest country on Earth.
 - b)** the second-biggest country on Earth.
 - c)** smaller than the United States.
 - d)** the same size as the United States.

- 14.** Where do most Canadians live?
- a)** in northern Canada
 - b)** in southern Canada
 - c)** in central Canada
 - d)** in western Canada
- 15.** Canada is divided into
- a)** provinces and territories.
 - b)** states and colonies.
 - c)** kingdoms.
 - d)** capitals.
- 16.** Many people in the Atlantic Provinces make their living by
- a)** mining.
 - b)** growing wheat and raising cattle.
 - c)** hunting whales and seals.
 - d)** fishing.
- 17.** The capital of Canada is
- a)** Montreal.
 - b)** Toronto.
 - c)** Ottawa.
 - d)** Vancouver.
- 18.** The first language of most people in Quebec is
- a)** Canadian.
 - b)** English.
 - c)** Inuit.
 - d)** French.

B. Match each word or phrase on the left with its definition on the right.

Terms

Definitions

_____ 19. capital

a) native to a particular area or environment

_____ 20. indigenous

b) a country's leader

_____ 21. Inuit

c) a species of deer native to North America

_____ 22. caribou

d) a business that manufactures a product or provides a service

_____ 23. symbol

e) a political area or region in Canada, similar to a state

_____ 24. head of state

f) the home of a country's government and a main city in a country

_____ 25. industry

g) a picture or object that is a sign for something

_____ 26. province

h) a kind of government where people elect representatives to rule for them

_____ 27. republic

i) a group of indigenous people from northern Canada

Performance Assessment: *Canada*

Teacher Directions: Remind students that Canada has a rich and diverse history. Canada was inhabited by indigenous peoples for centuries prior to the arrival of European settlers. In this performance assessment, students will write a story through the eyes of a person living in Canada in the 1700s or 1800s. Students should tell their stories from the perspective of:

- a European settler (either English or French),
- an indigenous person, or
- a Canadian Mountie

Writing should accurately reflect what the student has learned about the history of Canada. The story should be written from a first-person perspective and should detail the choices a person living in that era would make. Where would he or she choose to live? What kind of home would he or she build? What kind of food would he or she eat?

Encourage students to use their Student Reader to take notes and organize their thoughts in the Notes Table provided.

Performance Assessment: *Canada (Continued)*

A sample table, complete with possible notes, is provided below to serve as a reference for you, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five ideas that relate to their character’s way of life and enough detail to create a complete story.

Canada Story Notes Table	
Setting	<ul style="list-style-type: none"> • Canada in the <u>1800s</u>
Possible Characters	Choose one and circle: <ul style="list-style-type: none"> • European settler (English or French) • Indigenous person • <u>Mountie</u>
Questions to Answer	<ul style="list-style-type: none"> • What language would I speak? English • Where would I live? western Canada • What would the environment look like? mountains, lots of trees • What food would I eat? whatever I got hunting or fishing • What kind of house would I live in? log cabin • What animals would I encounter in the wild? bears • What clothes would I wear? my uniform: blue pants, red jacket, hat • How would I deal with groups of people who are not like me? I would protect them. • What traditions and customs would I practice? I would ride horseback to do my job. I would be brave. • What difficulties would I encounter? European settlers who don’t treat indigenous people with respect. Harsh winters.

Performance Assessment Scoring Rubric

Note: Students should be evaluated on the basis of their stories using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they think through their written responses. Their goal is to list three to five ideas that relate to their character's way of life.

Above Average	Student's story is accurate, detailed, and engaging. The student demonstrates exceptional background knowledge of the historical era, the environment, and their character's way of life. The writing is clearly articulated and focused and demonstrates a strong understanding of the subjects discussed; a few minor errors may be present. The story has a strong opening and a clear beginning, middle, and end.
Average	Student's story is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of the historical era, the environment, and their character's way of life. The writing is focused and demonstrates control of conventions; some minor errors may be present. The story has a clear beginning, middle, and end.
Adequate	Student's story is mostly accurate but lacks detail. The student demonstrates some background knowledge of the historical era, the environment, and their character's way of life. The writing may exhibit issues with organization, focus, or control of standard English grammar. The story has a clear beginning and middle, but the ending may not be an adequate conclusion to the story.
Inadequate	Student's story is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the historical era, the environment, and their character's way of life. The writing may exhibit major issues with organization, focus, or control of standard English grammar. The story is difficult to follow.

Name _____

Date _____

Performance Assessment Activity: *Canada*

You will assume the role of a person living in Canada in the 1700s or 1800s, and write your story from the perspective of:

- a European settler (French or English),
- an indigenous person, or
- a Mountie

Your story should have a clear beginning, middle, and end. Use the Notes Table on the next page to take notes and organize your thoughts. You may refer to the chapters in the *Canada* Student Reader.

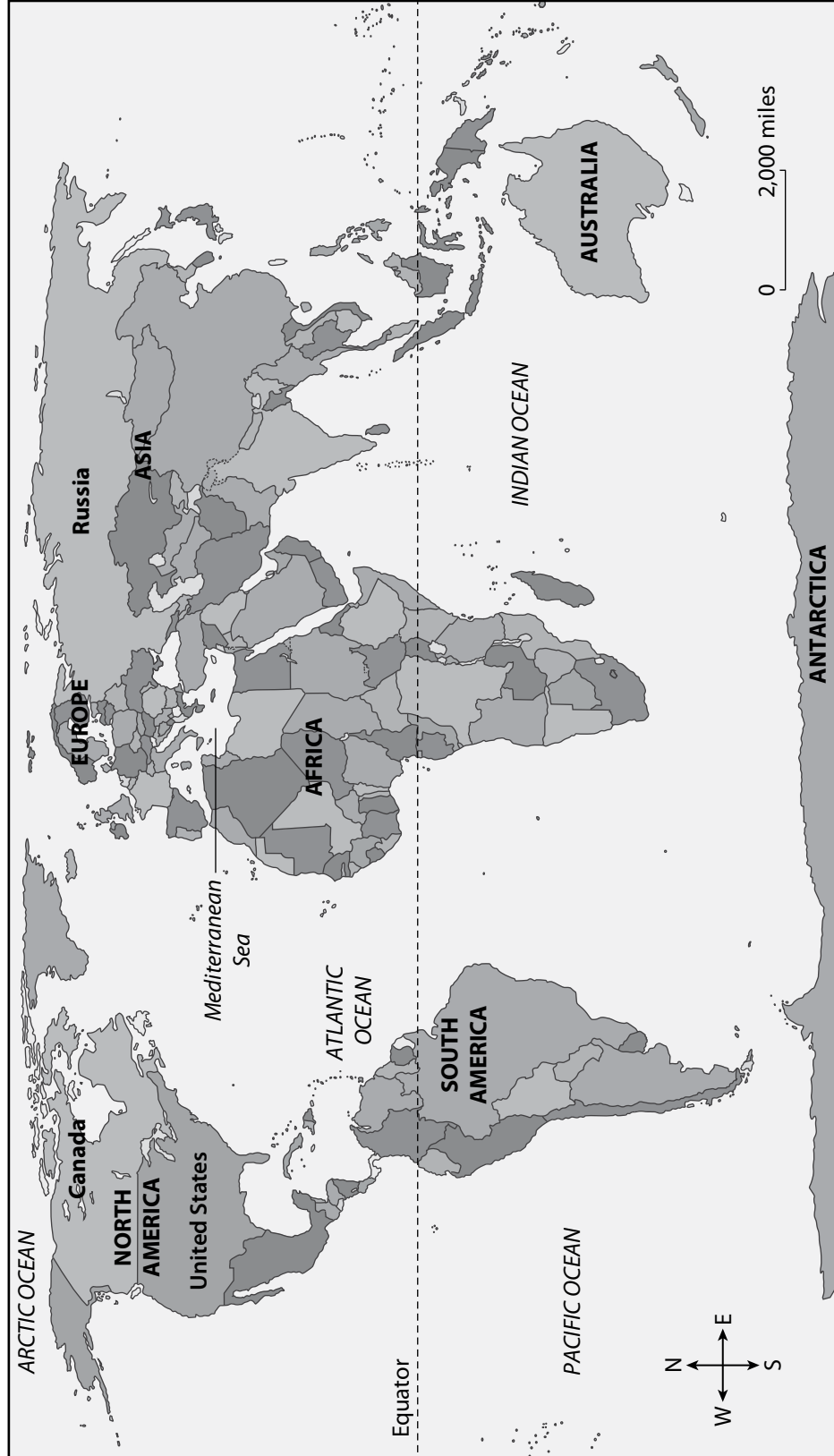
Canada Performance Assessment Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in the *Canada Student Reader*. You do not need to complete the entire table to write your essay, but you should try to have three to five specific ideas that relate to your character’s way of life.

Canada Story Notes Table	
Setting	<ul style="list-style-type: none"> • Canada in the _____ (1700s or 1800s)
Possible Characters	<p>Choose one and circle:</p> <ul style="list-style-type: none"> • European settler (English or French) • Indigenous person • Mountie
Questions to Answer	<ul style="list-style-type: none"> • What language would I speak? • Where would I live? • What would the environment look like? • What food would I eat? • What kind of house would I live in? • What animals would I encounter in the wild? • What clothes would I wear? • How would I deal with groups of people who are not like me? • What traditions and customs would I practice? • What difficulties would I encounter?

Name _____ Date _____

World Map



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

Planning a Trip to Canada

Suppose you're going on a trip to Canada. Two friends are trying to help you get ready. However, their advice is very confusing. Most of the time, they don't even agree. And some of their ideas are just plain wrong!

Cross out the wrong ideas below.

- Most Canadians speak English, but take a French dictionary on your trip.
- Better brush up on speaking Canadian!
- Bring your own food so you don't starve.
- You'll fit in with your own clothes, but pack some warm ones.
- Remember, the British monarch makes all the laws there.
- Expect to find the food you are used to.
- You'll need to use Canadian money.
- You'll see that there are no differences between Canada and the United States.
- Be ready to live in a house of snow!
- You won't find television or any shopping malls.
- Expect many cities and neighborhoods to look like what you're used to.
- You'll meet people from many backgrounds in Canada.
- Most of Canada has big, crowded cities.
- Canada has lots of wild animals. Take your camera.

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

The Story of Canada

Match each phrase on the left with one on the right to make a true statement about Canada. Write the correct letter on the line.

- | | |
|---|---|
| _____ 1. Native peoples on the eastern coast of Canada lived in | a) fish and beaver. |
| _____ 2. A war in the 1700s was fought between the | b) houses that they could pick up and take with them as they followed the buffalo. |
| _____ 3. The first Europeans to explore Canada were looking for | c) Tories by the Americans and Loyalists by the Canadians. |
| _____ 4. Canada achieved independence through | d) gradual and peaceful methods. |
| _____ 5. People who moved to Canada after the American Revolution were called | e) big homes called longhouses. |
| _____ 6. Native people in the middle of Canada lived in | f) French and English. |
| _____ 7. The western part of Canada was settled with | g) violence and lawlessness. |
| _____ 8. The first Europeans who settled Canada came because of the | h) gold, jewels, and spices. |

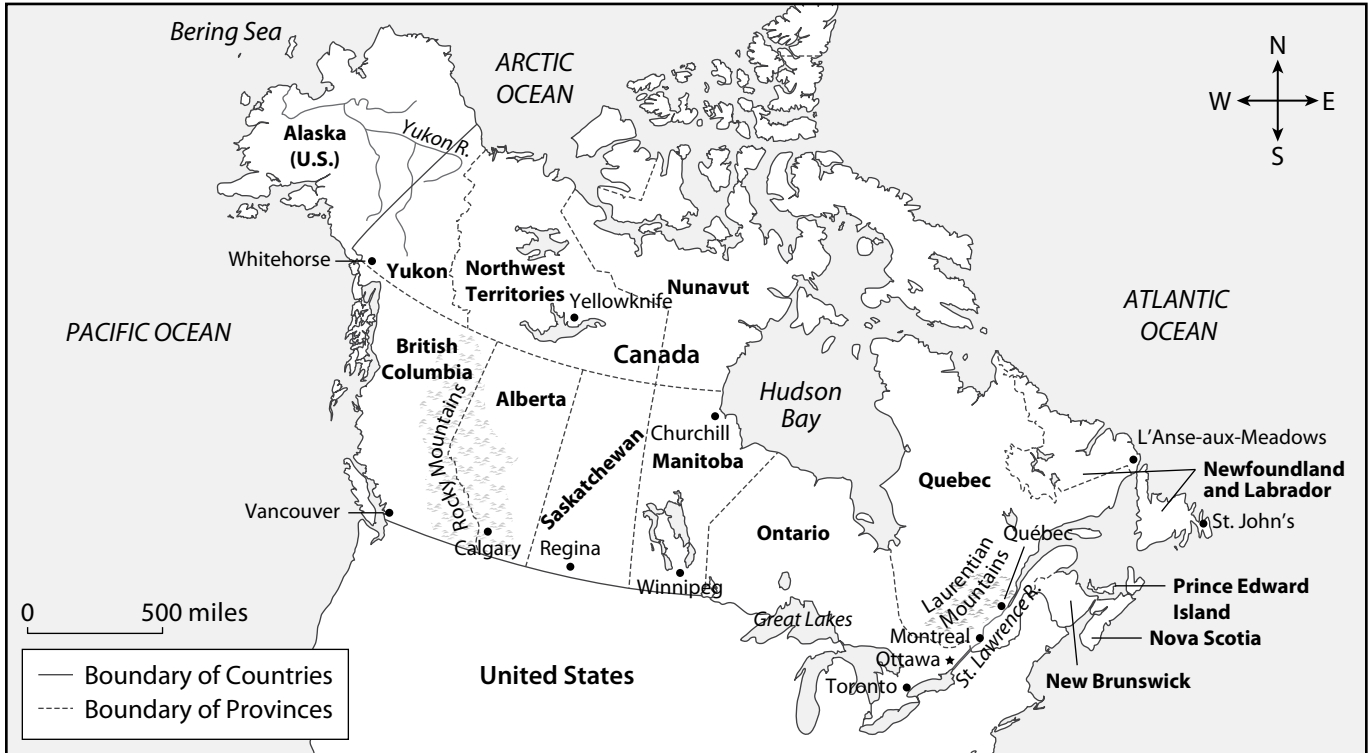
Activity Page 3.1

Use with Chapter 3

Map of Canada

Directions: Study the map below, and then answer the questions that follow.

Canada Today



1. How many mountain ranges are shown on the map, and what are their names?

2. In which province is Ottawa, the capital, located?

3. In which province is Vancouver located?

4. The Yukon River flows through Canada and which U.S. state?

Name _____

Date _____

Activity Page 3.1 *Continued*

Use with Chapter 3

Map of Canada

5. Into which body of water does the Yukon River empty?

6. Where is Canada located in relation to the United States?

7. In which province is Quebec City, a major French-speaking city, located?

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Directions: Use the Core Vocabulary terms in the box to complete the sentences below. Each word will only be used once. Not all terms will be used.

Arctic	capital	“elected representative”	head of state	igloo	
longhouse	multicultural	republic	tepee	caribou	indigenous
lumber	prime minister	settle	territory	climate	symbol
industry	province	totem pole	colony	Inuit	culture

1. Canada’s _____ can be cold and harsh but also mild and sunny depending on the season.
2. Canada is a _____ country, made up of people from different backgrounds.
3. A(n) _____ is a temporary shelter made out of blocks of snow.
4. The leader of Canada’s government is called the _____.
5. Ottawa is Canada’s _____, the home of its government and a main city in the country.
6. The people of western Canada carved _____(s) made out of wood and depicting people and animals.
7. A(n) _____ is a person chosen, by vote, by the people to speak for them.
8. The Canadian flag is a _____ of Canada.
9. Canada is divided into _____(s), regions or political areas similar to a state.
10. When the French came to Canada for the first time, they established a(n) _____.

Name _____

Date _____

Activity Page 3.2 Continued

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

11. A(n) _____ is a form of government where people elect other people to rule over them.
12. Many people cut down trees in western Canada's forests for _____.
13. The _____ people of Canada lived there long before the French and the English arrived.
14. The people living in the central plains of Canada lived in cone-shaped tents called _____ (s).
15. The oil _____ brings lots of business to the provinces of Saskatchewan and Alberta.
16. The _____ is a large area in northern Canada around and including the Arctic Ocean.
17. An indigenous group called _____ lives in the Arctic region of northern Canada.
18. Indigenous people living on Canada's eastern coast lived in large homes called _____ (s).
19. Some areas in northern Canada, such as the _____ of Nunavut, are governed by the Canadian parliament.
20. Language, customs, religion, traditions, and material possessions are all part of a country's _____.
21. Beginning in the 1600s, people from France and England _____ (d) in Canada and made it their home.
22. To this day, the Inuit continue to hunt _____, a species of deer found in North America.

Answer Key: Canada

Unit Assessment (pages 35–38)

1. c 2. b 3. b 4. a 5. b 6. b 7. a 8. c 9. d 10. c 11. a
12. d 13. b 14. b 15. a 16. d 17. c 18. d 19. f 20. a
21. i 22. c 23. g 24. b 25. d 26. e 27. h

Activity Pages

Planning a Trip to Canada (AP 1.2) (page 45)

Wrong Ideas:

- Better brush up on speaking Canadian!
- Bring your own food so you don't starve.
- Remember, the British monarch makes all the laws there.
- You'll see that there are no differences between Canada and the United States.
- Be ready to live in a house of snow!
- You won't find television or any shopping malls.
- Most of Canada has big, crowded cities.

The Story of Canada (AP 2.1) (page 46)

- | | |
|------|------|
| 1. e | 5. c |
| 2. f | 6. b |
| 3. h | 7. g |
| 4. d | 8. a |

Map of Canada (AP 3.1) (pages 47–48)

- | | |
|--|------------------------------------|
| 1. Two: Rocky Mountains and Laurentian Mountains | 4. Alaska |
| 2. Ontario | 5. the Bering Sea or Pacific Ocean |
| 3. British Columbia | 6. north |
| | 7. Quebec |

Domain Vocabulary: Chapters 1–3 (AP 3.2) (pages 49–50)

- | | |
|-----------------------------|----------------|
| 1. climate | 12. lumber |
| 2. multicultural | 13. indigenous |
| 3. igloo | 14. tepees |
| 4. prime minister | 15. industry |
| 5. capital | 16. Arctic |
| 6. totem pole | 17. Inuit |
| 7. "elected representative" | 18. longhouses |
| 8. symbol | 19. territory |
| 9. provinces | 20. culture |
| 10. colony | 21. settled |
| 11. republic | 22. caribou |



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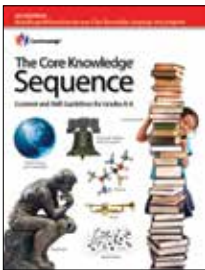
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