

Essential Question Preview

Do Canada's many regional differences strengthen or weaken the country?

Have the students consider the Essential Question and capture their initial responses.

Explore the Essential Question

- Point out that because the United States and Canada share such a long border, the two countries have some of the same physical environments. However, Canada is farther north and has a colder climate. Ask students to analyze how this might impact population distribution in Canada.
- Tell students that the four regions of Canada are separated by vast distances, economic activities, and culture. Discuss how this has impacted Canada's development. Encourage students to keep the Essential Question in mind as they work through the module.

Help students plan inquiries and develop their own supporting questions such as:

Immigrants have been an important part of American history. Do you think the same is true for Canada?

The relationship between the United States and Canada is very close. Why do you think that is?

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

Module 7
Canada

Essential Question
Do Canada's many regional differences strengthen or weaken the country?

National capital
Provincial capital
Other cities

0 200 400 Miles Kilometers

Projection: Lambert Azimuthal Equal-Area

Explore ONLINE!

HISTORY

VIDEOS, including ...

- Technology of the Ice Road
- The Vikings: Voyage to America

Document-Based Investigations

Graphic Organizers

Interactive Games

Channel One News Video: Geo Quiz: Arctic Summer

Image with Hotspots: An Early Inuit Family

Image Carousel: Canada's Diverse History

Interactive Map: Regions of Canada

In this module, you will learn about Canada, our neighbor to the north, including its history, diverse culture, and natural beauty and resources.

What You Will Learn

Lesson 1: Physical Geography 225
The Big Idea Canada is a huge country with a northerly location, cold climates, and rich resources.

Lesson 2: History and Culture 230
The Big Idea Canada's history and culture reflect Native Canadian and European settlement, immigration, and migration to cities.

Lesson 3: Canada Today 237
The Big Idea Canada's democratic government oversees the country's regions and economy.

Explore the Online Video

ANALYZE VIDEOS

Technology of the Ice Road

Invite students to watch the video to learn about the ice road for truckers created every year in Canada.

Geography How does technology play a role in the creation and maintenance of the ice road? Possible answers: Machines build up ice by exposing it to colder temperatures, and by adding water, which freezes to create a thicker road. Ice thickness is measured daily with radar and computers. Computers use ice thickness to calculate the truck weight and truck speed that the road can support.



Lesson 1 Big Idea

Canada is a huge country with a northerly location, cold climates, and rich resources.

Main Ideas

- A huge country, Canada has a wide variety of physical features, including rugged mountains, plains, and swamps.
- Because of its northerly location, Canada is dominated by cold climates.
- Canada is rich in natural resources like fish, minerals, fertile soil, and forests.

Lesson 2 Big Idea

Canada's history and culture reflect Native Canadian and European settlement, immigration, and migration to cities.

Main Ideas

- Beginning in the 1600s, Europeans settled the region that would later become Canada.
- Immigration and migration to cities have shaped Canadian culture.



Geography Canada's physical geography ranges from the rocky Atlantic coast, shown here, to vast interior plains and mountains in the west.



History Since 1867, leaders of Canada's democratic government have met in the nation's parliament building in Ottawa.

Culture Ice hockey is Canada's national sport. Many Canadians grow up playing on frozen lakes.



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Lesson 3 Big Idea

Canada's democratic government oversees the country's regions and economy.

Main Ideas

- Canada has a democratic government with a prime minister and a parliament.
- Canada has four distinct geographic and cultural regions.
- Canada's economy is largely based on trade with the United States.

Explore the Map and Images

Canada: Political Tell students that Canada has the longest coastline in the world. Have them study the map to explain what makes its coastline so long. Emphasize the many peninsulas, islands, and inlets as well as Canada's size. Ask: On which coast might ports be closed part of the year? Why?

Geography Have students identify three bodies of water that Canada and the United States share.

Culture Canadian culture reflects French, British, and indigenous influences.

History Canada was part of the British Empire, and the British monarch is still the Canadian Head of State.

Analyze Visuals

Have students examine the images and answer the following questions:

1. Why is ice hockey a popular sport in Canada? *long, cold winters with many frozen lakes for hockey games*
2. Why might the nation's capital be located in southern Canada? *warmer climate, better transportation*
3. What economic activity might be important on the Atlantic coast? *fishing*
4. Geographically, what are some of the ways that Canada is similar to the United States? *Possible answers: Canada has mountains, interior plains, and forests. Canada also has beautiful national parks that attract tourists.*

► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



Reading Social Studies

Reading Social Studies

READING FOCUS

Understand Lists

Assign students to work in pairs. Provide each pair of students with a newspaper article from the news, business, or feature section. Ask each pair to read through the article, identify key facts, and write them on a separate sheet of paper. Students should choose a title for their lists that sums up what the facts describe. Tell students that sometimes the key facts in a text might require more than one list. When students have finished, have pairs use their lists to present a summary of their article aloud to the class.

You Try It!

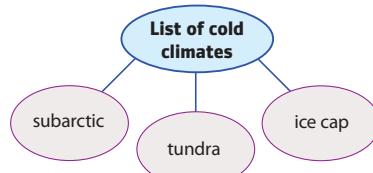
Students should list the territories that make up the Canadian North region—Yukon Territories, Northwest Territories, and Nunavut. Students' lists should have a title—Canadian North region.

Understand Lists

READING FOCUS

A to-do list can keep you focused on what you need to get done. Keeping lists while you read can keep you focused on understanding the main points of a text. In the example below, a list helps the reader identify and focus on the types of cold climates found in central and northern Canada.

The farther north you go in Canada, the colder it gets. The coldest areas of Canada are located close to the Arctic Circle. Much of central and northern Canada has a subarctic climate. The far north has tundra and ice cap climates. About half of Canada lies in these extremely cold climates.



YOU TRY IT!

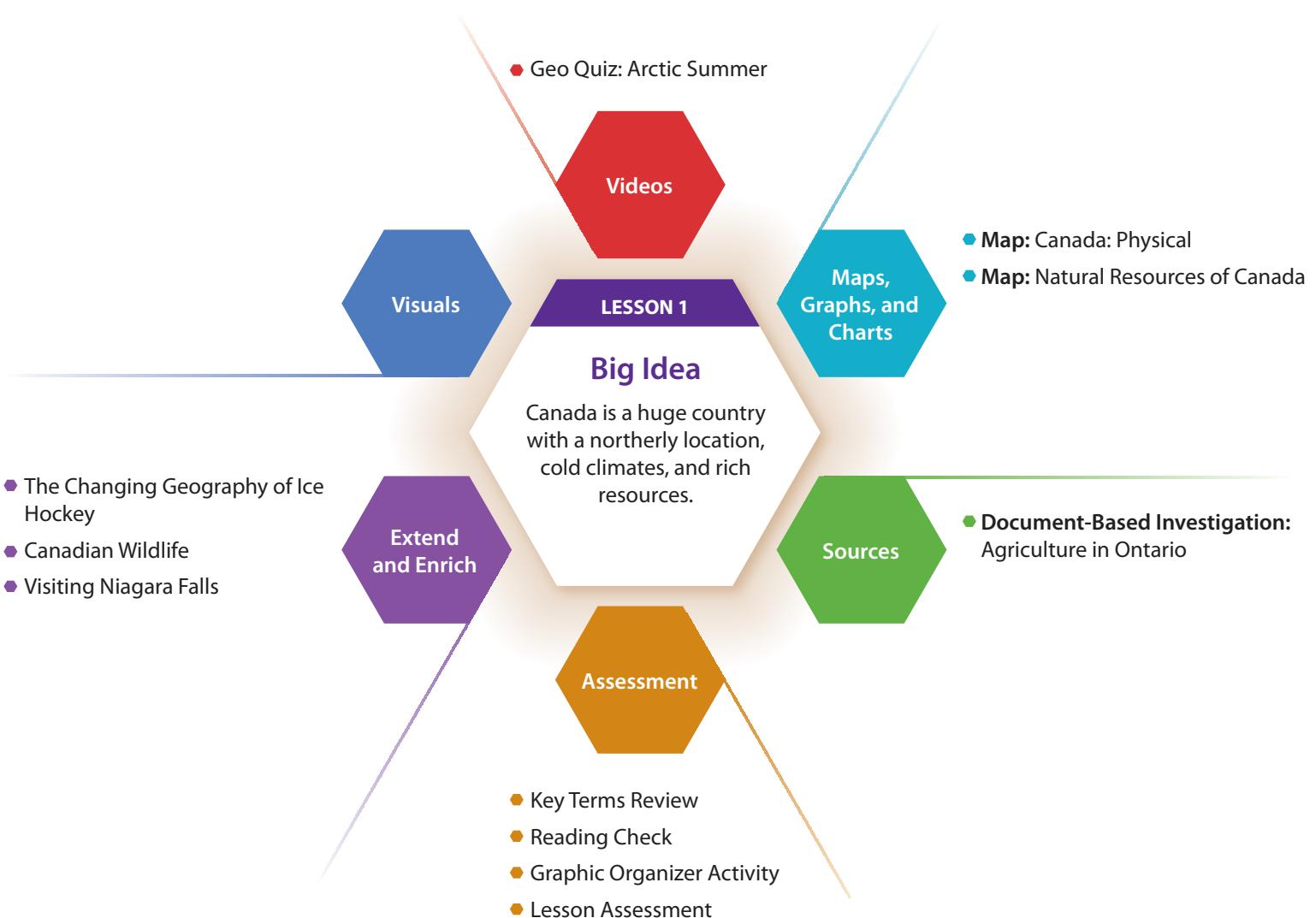
Read the sentences and then list the territories that make up the Canadian North region.

Northern Canada is extremely cold because of its location close to the Arctic Circle. The region called the Canadian North includes the Yukon Territory, the Northwest Territories, and Nunavut. These three territories cover more than a third of Canada but are home to only about 100,000 people.

As you read this module, look for lists that help you focus on the main points you are studying.



Physical Geography



► Online Lesson 1 Enrichment Activities

The Changing Geography of Ice Hockey

Article Students read an article about the history of ice hockey, then chart the expansion of the NHL outside of Canada.



Canadian Wildlife

Article Students read an article about Canada's diverse wildlife, then create a multimedia presentation about a native Canadian animal.

Visiting Niagara Falls

Article Students read about visiting Niagara Falls and then plan a group tour there.

Physical Geography

The Big Idea

Canada is a huge country with a northerly location, cold climates, and rich resources.

Main Ideas

- A huge country, Canada has a wide variety of physical features, including rugged mountains, plains, and swamps.
- Because of its northerly location, Canada is dominated by cold climates.
- Canada is rich in natural resources like fish, minerals, fertile soil, and forests.

Key Terms and Places

Rocky Mountains
St. Lawrence River
Niagara Falls
Canadian Shield
Grand Banks
pulp
newsprint

Mist rises over Niagara Falls, where the Niagara River forms a natural boundary between the United States and Canada.



Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Which place will you choose for this year's trip?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to go NORTH or WEST:

- There are vast open spaces.
- There are high mountains.
- The region has a variety of wildlife.

Consider reasons to go EAST:

- There are beautiful waterfalls.
- There are large lakes.
- The region is closer to interesting cities.

2. Direct Teach

Introduce the Big Idea: Canada is a huge country with a northerly location, cold climates, and rich resources. Ask the class to brainstorm words that relate to Canada, and write their responses on the board. After several responses have been made, ask students to identify how each one relates to geography.

3. Practice/Assess/Inquire

Have students make a three-column chart, labeling the columns *Physical Features*, *Climate*, and *Resources*. As they read the sections, have them list words or phrases that describe each aspect of Canada's geography. After completing the chart, have students circle the items that are assets or advantages for Canada and underline any geographic features that have disadvantages. Some, such as the Canadian Shield and Rocky Mountains, will have both.

4. Explore

Have students discuss both advantages and disadvantages of Canada's size, location, climate, and landforms.

5. Whole Group Close/Reflect

Have students pick one geographic feature they would change and write a paragraph telling why.

*Alternative Assessment Handbook, Rubric 7: Charts

Teach the Main Idea

A huge country, Canada has a wide variety of physical features, including rugged mountains, plains, and swamps.

Recall What are three physical features shared by Canada and the United States? What bodies of water form part of Canada's southern border? *Coast Mountains, Rocky Mountains, St. Lawrence River, Niagara Falls; St. Lawrence River, Great Lakes*

Evaluate Would the Canadian Shield be a good region for farming? Why or why not? *no; land is rocky, not flat; hard to plow; filled with lakes and swamps*

More About ...

Niagara Falls Niagara Falls is still a popular spot for honeymooners and tourists, but in the late 1800s and early 1900s it also attracted many thrill seekers. They took their chances going over the falls in barrels, boats, and rubber balls. The most celebrated was the French acrobat Blondin. He walked across a tightrope 1,100 feet long strung 160 feet above the falls for the first time in 1859. Stunting was outlawed in 1912.

ONLINE DOCUMENT-BASED INVESTIGATION

Canada

Agriculture in Ontario is the first of three document-based investigations that students will analyze in Canada. A satellite image of Ontario and the surrounding region reveals what is important to the area's economy.

► ONLINE GRAPHIC ORGANIZER

Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Recall How does Canada's climate affect its resources? *Canada's climate is good for growing forests. The climate near its Atlantic coast is good for fishing because it's good for plankton, which fish eat. Canada's climate is not good for growing certain kinds of fruit and vegetables.*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Rocky Mountains, St. Lawrence River, Niagara Falls, Canadian Shield, Grand Banks, pulp, newsprint.**

► ONLINE INTERACTIVE MAPS

Canada: Physical

Have students explore the map using the interactive features and answer the associated questions.

Interpret Maps What physical feature has the highest elevation? *Coast Mountains*

In print edition, see map of same title.

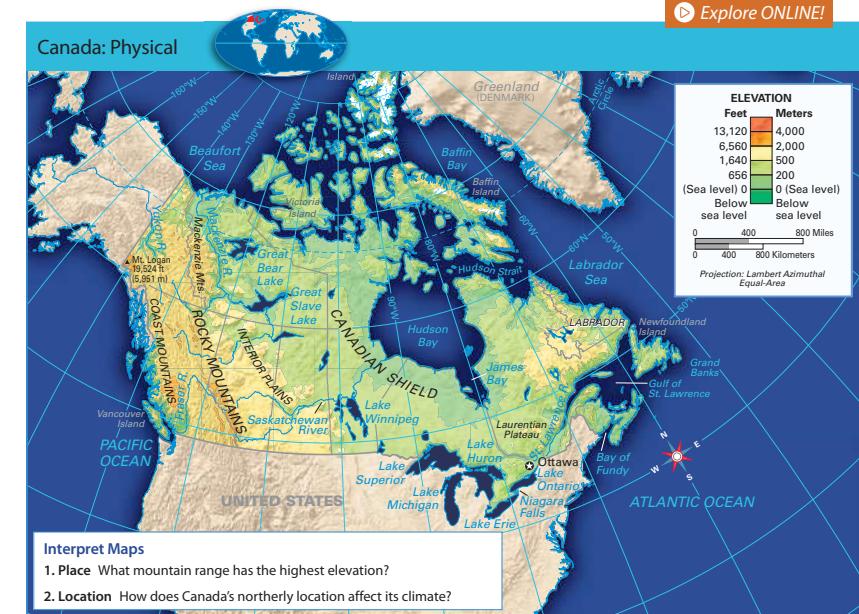
1. Place What mountain range has the highest elevation? *Coast Mountains*

2. Location How does Canada's northerly location affect its climate? *It provides Canada with cool to freezing temperatures year-round.*



READING CHECK

Summarize What are the major physical features of Canada? *rugged mountains, broad plains, Canadian Shield, Niagara Falls*



Reading Check

Summarize
What are the major physical features of Canada?

State. Created by the waters of the Niagara River, the falls flow between two of the Great Lakes—Lake Erie and Lake Ontario. The falls here plunge an average of 162 feet (49 m) down a huge ledge. That is higher than many 15-story buildings!

Canada has a region of rocky uplands, lakes, and swamps called the **Canadian Shield**. See on the map how this feature curves around Hudson Bay. The Shield covers about half the country.

Farther north, Canada stretches all the way up to the Arctic Ocean. The land here is covered with ice year-round. Ellesmere Island is very rugged, with snow-covered mountains and jagged coastlines. Very few people live this far north, but wildlife such as the polar bear and the Arctic wolf have adapted to the harsh environment.

Climate

Canada's location greatly influences the country's climate. Canada is located far from the equator at much higher latitudes than the United States. This more northerly location gives Canada cool to freezing temperatures year-round.

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STRUGGLING READERS

Design a Postcard

1. Have students take turns locating Canada's physical features, including those shared with the United States, on a wall map of North America.
2. Then have students work in pairs to design a postcard. Ask each pair to draw a physical feature from Canada on one side of a note card. On the other side, have students write a note to a friend identifying the feature and describing where it is located in Canada.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ADVANCED/GIFTED

Locks and Canals

1. Have students use the library, Internet, or other resources to find out how locks and canals are used on the St. Lawrence Seaway.
2. Have each student give an oral presentation on how the system of canals and locks works, using an illustration or diagram to explain the process of raising or lowering ships.
3. Encourage listeners to ask questions for clarification as needed.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research



Banff National Park

Some of Canada's most spectacular scenery is found here in the Rockies at Banff National Park.

Reading Check
Categorize
What are Canada's climates?

The farther north you go in Canada, the colder it gets. The coldest areas of Canada are located close to the Arctic Circle. Much of central and northern Canada has a subarctic climate. The far north has tundra and ice cap climates. About half of Canada lies in these extremely cold climates.

The central and eastern parts of southern Canada have a much different climate. It is humid and relatively mild. However, the mildest area of Canada is along the coast of British Columbia. This location on the Pacific coast brings rainy winters and mild temperatures. Inland areas of southern Canada are colder and drier.

More than 80 percent of Canadians live in urban areas. Many of these cities are located in provinces that border the United States, where the weather is relatively mild.

Resources

Canada is incredibly rich in natural resources such as fish, minerals, and forests. Canada's Atlantic and Pacific coastal waters are among the world's richest fishing areas. Off the Atlantic coast lies a large fishing ground near Newfoundland and Labrador called the **Grand Banks**. Here, cold waters from the Labrador Sea meet the warm waters of the Gulf Stream. These conditions are ideal for the growth of tiny organisms, or plankton, that fish like to eat. As a result, large schools of fish gather at the Grand Banks.

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COLLABORATIVE LEARNING

Predict Effects

- Divide the class into three groups called *Physical Features*, *Climate*, and *Natural Resources*. Have each group make predictions that answer these questions: What effect might Canada's physical features/climate/natural resources have on where people live, how they earn a living, and the kinds of sports and recreation they enjoy?

- Have each group create a cause-and-effect chart showing its predictions. Have the groups share their charts with the class, giving reasons for choices.
- Conclude by asking students which geographic factor they think most heavily influences how people in their community live today.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 13: Graphic Organizers

Teach the Main Idea

Because of its northerly location, Canada is dominated by cold climates.

Explain Why does Canada have a colder climate than the United States? *farther from equator, at much higher latitudes*

Analyze Why does southern Canada have a warmer climate than northern Canada? *closer to equator, at lower latitudes*

Make Inferences What is one factor that contributes to the mild climate along the coast of British Columbia? *location on Pacific Ocean*

More About . . .

Connect to Science: Equator to Poles The sun's rays fall most directly at the equator and less directly closer to the poles. The farther away from the equator the sun shines, the more indirect, slanted, and diffuse its rays are. Less intense rays produce lower temperatures, resulting in colder climates.

ONLINE ANALYZE VIDEOS

Geo Quiz: Arctic Summer

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos How is summer in the Arctic Circle different from winter in the Arctic Circle? *Summer is June through September, while winter is December through March. Summer is warmer, while winter is colder. During parts of the summer, the sun does not set, while during parts of the winter, the sun does not rise.*

Watch Channel One News



READING CHECK

Categorize What are Canada's climates? *far north has tundra and ice cap climates; central and northern Canada have subarctic climate; central and eastern humid and relatively mild; British Columbia coast mild; inland southern is colder and drier*

Teach the Main Idea

Canada is rich in natural resources like fish, minerals, fertile soil, and forests.

Identify What are the Grand Banks? *fishing grounds off the Atlantic coast near Newfoundland and Labrador*

Explain What resources come from Canada's forests? *lumber and pulp*

Draw Conclusions What makes the Canadian Shield a valuable resource? *It contains many mineral deposits.*

More About . . .

Connect to Today: All Fished Out For centuries, fishing boats traveled from Japan, Russia, Europe, and elsewhere to fish for cod and other fish in the Grand Banks. In the 1970s declining fish catches led Canada to ban foreign fishing in its waters. Some foreign ships ignored the ban, and some Canadian fishers continued to overfish. By the 1990s cod had all but disappeared. From 1992 to 1998 Canada closed the Grand Banks to cod fishing. Some fishing is now allowed, but fish stocks are not yet back to normal.

► ONLINE DOCUMENT-BASED INVESTIGATION

Agriculture in Ontario

A satellite image of Ontario and the surrounding region reveals what is important to the area's economy.

Analyze Sources What is the economy of southern Ontario based on? *Because of its fertile soil, southern Ontario's economy is based on agriculture.*

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Agriculture in Ontario

Aerial views sometimes reveal important details about an area's economy. Learn more about what this image of Ontario and the surrounding region reveals.



► ONLINE INTERACTIVE MAPS

Natural Resources of Canada

Have students explore the map and answer the associated question.

Place According to this map, how many sources of uranium does Canada have? *two*

Agriculture in Ontario

In this satellite image, crop fields in different stages of growth appear scattered throughout the province of Ontario. These rectangular fields of vegetation appear red at their height of growth and white after the crops are harvested. Rich soils and a mild climate in this region, which lies north of Lake Erie, make it one of Canada's most fertile regions. Crops grown here include wheat, soybeans, corn, and a variety of vegetables. Some of these crops are exported to the United States through the Canadian port of Windsor to Detroit, Michigan, just across the Detroit River. Both cities appear in this image as shades of blue and brown.



Analyze Information

What is the economy of southern Ontario based on?

Canada faces challenges protecting some of its water-related resources. For instance, recent overfishing of the Grand Banks region has left many fishers in Canada unemployed. Also, acid rain has harmed its lakes and rivers, including the Great Lakes region. Acid rain is a form of pollution in which rain becomes acidic because of the particles that are released when cars, factories, and power stations burn fuels. In response to this problem, Canada passed a law limiting this kind of pollution and instituted a program to watch for and measure it. The goal of the law is to protect this sensitive area from acid rain.

Minerals are also valuable resources in Canada. The Canadian Shield contains many mineral deposits. Canada is a main source of the world's nickel, zinc, and uranium. Lead, copper, gold, and silver are also important resources. Saskatchewan has large deposits of potash, a mineral used to make fertilizer. Alberta produces most of Canada's oil and natural gas.

Canada's climate supports vast areas of forests, which stretch across most of the country from Labrador to the Pacific coast. These trees provide lumber and pulp. **Pulp**—softened wood fibers—is used to make paper. The

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SPECIAL NEEDS STUDENTS

Canada's Natural Resources

1. Pair special needs learners with high-ability students. Have each pair choose a natural resource discussed in this section and learn more about it.
2. Have each pair create flashcards with words and images of products that are made from that natural resource.

3. Ask pairs to share their flashcards with the class. Have students guess the natural resource based on the products that are shown and described on the flashcards.

*Alternative Assessment Handbook, Rubric 29: Presentations

Reading Check
Draw Conclusions
How do Canada's major resources affect its economy?

United States, the United Kingdom, and Japan get much of their newsprint from Canada. **Newsprint** is cheap paper used mainly for newspapers. Canada's many exports allow it to trade for items that it cannot produce as readily due to its climate, such as some kinds of fresh fruit and vegetables.

Summary and Preview In this lesson you learned that Canada shares many physical features with the United States. However, Canada's geography is also different. Due to its northerly location, Canada has a cold climate. Fish, minerals, fertile soil, and forests are all important natural resources. In the next lesson, you will learn about the history and culture of Canada.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What river links the Great Lakes to the Atlantic Ocean?
b. **Explain** What physical features does Niagara Falls flow between?
c. **Geographic Questions** Look at the map in this lesson. Pose and answer a question about Canada's physical geography.
2. a. **Describe** How is Canada's climate related to its northerly location?
b. **Draw Conclusions** Locate Canada on the map in this lesson. Where would you expect to find Canada's coldest climate? Why?

3. a. **Define** What is the Grand Banks?
b. **Interpret** How are Canada's forests a valuable resource?

Critical Thinking

4. **Generalize** Using your notes on Canada's resources, identify the location of each type of resource.

Resource	Location

READING CHECK

Draw Conclusions How do Canada's major resources affect its economy? Until recently, fishing provided jobs and income for many Canadians. Oil, gas, and many minerals are key exports. Forests provide lumber and pulp. The United States, the United Kingdom, and Japan get newsprint from Canada.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What river links the Great Lakes to the Atlantic Ocean? St. Lawrence River
b. **Explain** What physical features does Niagara Falls flow between? Niagara River flows between Lake Erie and Ontario and drops over a steep ledge.
c. **Geographic Questions** Look at the map in this lesson. Pose and answer a question about Canada's physical geography. Student questions and answers will vary but should be about Canada's physical geography.
2. a. **Describe** How is Canada's climate related to its northerly location? Canada is located far from the Equator and at high latitudes, giving it cool to freezing temperatures year-round.
b. **Draw Conclusions** Locate Canada on the map in this lesson. Where would you expect to find Canada's coldest climate? Why? far north, because the farther north one travels, the colder it gets; coldest areas are closest to the Arctic Circle
c. **Define** What is the Grand Banks? a large, rich fishing ground near Newfoundland and Labrador
d. **Interpret** How are Canada's forests a valuable resource? source of lumber and pulp, which is used to make newsprint

Critical Thinking

4. **Generalize** Using your notes on Canada's resources, identify the location of each type of resource. Possible answers: fishing—Grand Banks; minerals—Canadian Shield; oil and natural gas—Alberta; forests—stretch across most of Canada

ENGLISH LANGUAGE LEARNERS

Explorer Journals

1. To help students apply their knowledge of Canada's physical geography, organize the class into pairs. Tell them to imagine they are a team of explorers on an expedition in Canada and they are keeping a log of their experiences.
2. Have students work in pairs to write a journal documenting their exploration of Canada's physical features (Rocky Mountains, the St. Lawrence River, Niagara Falls, the Canadian Shield, and the Grand Banks). Ask students to include information about the climate and natural resources they encounter on their expedition.

3. Students may include drawings, diagrams, or maps in their journals to help make their meaning clearer.

*Alternative Assessment Handbook, Rubric 15: Journals

► Online Assessment

1. Which geographic features do the United States and Canada share?

Select the three correct answers.

- Hudson Bay
- Niagara Falls
- Labrador Sea
- Canadian Shield
- Rocky Mountains
- St. Lawrence River

Alternate Question Which body of water forms part of the border between the United States and Canada?

- Hudson Bay
- Labrador Sea
- St. Lawrence River
- Gulf of St. Lawrence

2. Which climate can be found in northern Canada?

- desert
- subarctic
- subtropical
- tropical

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Because much of Canada lies in northern latitudes, a **subarctic** ▼ climate dominates much of northern and central Canada.

3. What is the Grand Banks region best known for?

- an excellent fishing location
- a petroleum-producing area
- an area with large deposits of potash
- a main source of the world's uranium

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Grand Banks is an important region for Canada's **fishing** ▼ industry.

4. **Analyze Information** Why do few people live in the northern part of Canada?

The northern part of Canada is covered in ice for the majority of the year. Living in the Arctic region is very difficult; therefore, few people live in the northern part of Canada.

5. **Draw Conclusions** Why do the majority of Canadians live in provinces that share a border with the United States?

The majority of Canadians live in provinces that border the United States because the climate in the south is milder than in other parts of the country.

6. **Draw Conclusions** How have Canada's natural resources affected its industrial development? Describe two industries.

Canada is a nation rich in mineral resources. Canada's Alberta province produces most of the nation's oil and natural gas. As well, Canada has vast forests that provide lumber and pulp for making paper. Canada exports newsprint to the United States, the United Kingdom, and Japan.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 227

TIERED ACTIVITY

Write About Living in the Canadian North

Below Level—Have students research the location of the Arctic Circle and the periods of extended darkness and daylight the region experiences in the winter and summer. Ask students to write paragraphs explaining how they would like living within the Arctic Circle on the shortest and longest days of the year.

At Level—Going beyond the Below Level activity, students should:

- Explain why the phenomenon of extended darkness and daylight occurs.
- Research and report on the geography of Canada above the Arctic Circle: physical features, wildlife, climate, and resources.

Above Level—Going beyond the Below and At Level activities, students should:

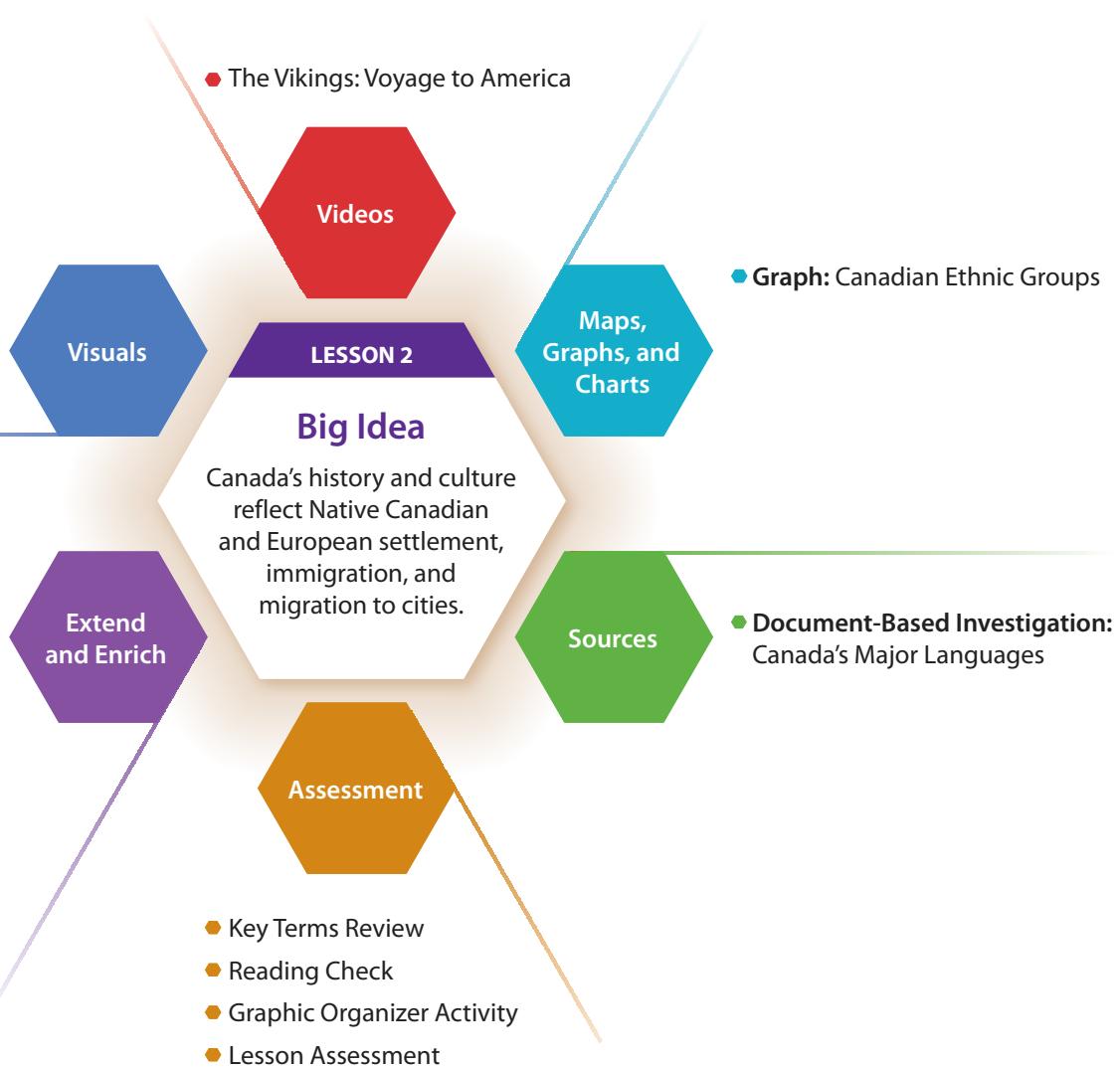
- Research life in the settlement of Inuvik, the largest Canadian community north of the Arctic Circle.
- Speculate on future settlement of the Canadian North, based on factors such as climate and available resources.



History and Culture

- An Inuit Family
- Canada's Diverse History
- Toronto

- Time Traveler Game
- Focus on Culture: Vancouver's Chinatown
- Douglas Jung, 1925–2002
- "O Canada," the Canadian National Anthem



► Online Lesson 2 Enrichment Activities

Douglas Jung, 1925–2002

Biography Students read about Douglas Jung, the first Chinese-Canadian member of Parliament. Then they research people who lived during Jung's time who might offer background information on him and his life story.

"O Canada," the Canadian National Anthem

Article Students read an article about the history and background of the Canadian national anthem, then answer some questions about the song.

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How will the railroad change your life?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider how the railroad will affect your FAMILY:

- It will be easier for you to visit family in Ontario.
- It will be easier for family to come to Calgary.
- Some family members might want to move to Calgary.

Consider how the railroad will affect your BUSINESS:

- More people will come to Calgary.
- The store should get more business.
- You may be able to expand the store.

2. Direct Teach Introduce the Big Idea: Canada's history and culture reflect Native Canadian and European settlement, immigration, and migration to cities. Ask students if they know which languages are commonly spoken in Canada. If necessary, include languages not mentioned by students. Then ask them to speculate on the reasons those languages are used there. Tell students they will learn about many more aspects of Canadian culture in this lesson.

3. Practice/Assess/Inquire Point out that just as wind, rain, and other physical forces shape landforms, historical events shape culture. As students read, have them list one way each of these events helped to shape Canadian culture: French settlement, British settlement, creation of the Dominion of Canada, construction of the transcontinental railroad, immigration from Europe and Asia, and movement from farms to cities.

4. Explore (Collaborative Exploration) Have students write a short paragraph explaining the causes and effects of one of the events chosen.

5. Practice/Homework Have students write newspaper headlines for three historical events. Have students exchange headlines with each other and write short articles on headline topics.

*Alternative Assessment Handbook, Rubric 37: Writing Assignment

History and Culture

If YOU lived there ...

You own a general store in Calgary, Alberta, in the early 1880s. Your town is a center for agriculture and ranching on the prairies around you. Still, it sometimes feels very isolated. You miss your family in Ontario. Now the news comes that the Canadian Pacific Railway will soon reach Calgary. It will connect the town with all of central and eastern Canada.

How will the railroad change your life?

History

As the ice sheets of the ice ages melted, people moved into all areas of what is now Canada. As they did elsewhere in the Americas, these ancient settlers adapted to the physical environment.

Native Canadians Native peoples such as the Inuit (IH-nu-wuh) peoples and others were the first Canadians. Over the years, some of these native peoples divided into groups that became known as the First Nations. One group living on Canada's vast interior plains, the Cree, were skilled bison hunters. In the far north, the Inuits adapted to the region's extreme cold, where farming was impossible. By hunting seals, whales, walruses, and other animals, the Inuits could feed, clothe, and house themselves. Today more than 1 million Aboriginals and Inuits live in Canada.



Native Canadians
Thousands of years ago, ancestors of Native Canadians and the Inuits settled Canada.

European Settlement Other people migrated to Canada from Europe. The first Europeans in Canada were the Vikings, or Norse. They settled on Newfoundland Island in about AD 1000 but later abandoned their settlements. In the late 1400s other Europeans arrived and explored Canada. Soon more explorers and fishers from western Europe began crossing the Atlantic.

Trade quickly developed between the Europeans and Native Canadians. Europeans valued the furs that Native Canadians supplied. The Canadians wanted European metal goods like axes and guns. Through trading, they began to also exchange food, clothing, and methods of travel.

ONLINE GRAPHIC ORGANIZER

History and Culture

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

Summarize What are some ways immigrants built Canada? French settled in area that became Quebec; British built forts; Chinese worked on the railroads; Asian businesspeople grew businesses and brought wealth to Canada's economy.

ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: Quebec, provinces, British Columbia, Toronto.



British settlement

The British built forts throughout Canada, like this one in Halifax, Nova Scotia.

Academic Vocabulary
establish to set up or create

New France France was the first European country to successfully settle parts of what would become Canada. The French **established** Quebec City in 1608. They called their new territories New France. At its height, New France included much of eastern Canada and the central United States.

New France was important for several reasons. It was part of the French Empire, which provided money and goods to French settlers. It also served as a base to spread French culture.

France had to compete with Britain, another European colonial power, for control of Canada. To defend their interests against the British, the French built trade and diplomatic relationships with Native Canadians. They exported furs, fish, and other products from New France to other parts of their empire. In addition, the French sent manufactured goods from France to New France. French missionaries also went to New France to convert people to Christianity.

All of these efforts protected French interests in New France for 150 years, until the British finally defeated the French. Although it did not last, New France shaped Canada's cultural makeup. The descendants of French settlers form one of Canada's major ethnic groups today.



New France
Known as the founder of New France, explorer Samuel de Champlain established Quebec in 1608.

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Teach the Main Idea

Beginning in the 1600s, Europeans settled the region that would later become Canada.

Recall Who were the first Canadians? *Indians and Inuit, also known as the First Nations*

Explain What was New France? Why was New France important? *French territories in North America; provided a base for spreading French culture in North America; provided money and goods to settlers*

Draw Conclusions How did trade with Native Canadians and other parts of the French Empire help the French compete with their British rivals? *helped economy of New France grow; helped French build alliances with Native Canadians and avoid conflict*

Explain How did the French and Indian War affect New France? *After the French defeat, Britain took control of New France and divided Quebec into two colonies.*

Draw Conclusions What did Canada's leaders hope to achieve by building a railroad across the country? *increase trade, open up new areas for settlement, and build a national identity*

More About . . .

Connect to Today: Royal Canadian Mounted Police

Police Beginning in 1873, Canada's national police force was first known as the North West Mounted Police, or Mounties. They began establishing law and order on the western plains and in the Yukon as miners, settlers, and the railroad moved west across Canada. They are still the nation's top law enforcement officials.

The Canadian Pacific Railway

Chinese, Italians, and workers of other nationalities helped build the Canadian Pacific Railway. It was hard and dangerous work. Risks included rockslides, disease, dynamite explosions, searing heat, and bitter cold. Chinese workers laid tracks east through the canyons and passes of British Columbia, fulfilling a pledge by the central government to complete a railroad to the Pacific coast. In return, British Columbia agreed to join the Canada Confederation.

ONLINE ANALYZE VIDEOS

The Vikings: Voyage to America



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos According to the video, what evidence is there that Vikings lived in Canada in about AD 1000? *Possible answers: Ruins that look Icelandic in form and size; artifacts found on site were dated to the right age; artifacts are typical of Norse or Icelandic people.*

ONLINE DOCUMENT-BASED INVESTIGATION

Canada

Canada's Major Languages is the second of three document-based investigations that students will analyze in Canada. Students will learn how a map indicating what languages are spoken in specific areas in Canada reflects the country's history. Students can explore the map using its interactive features.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: An Inuit Family

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

Analyze Visuals Why do you think tools were so highly valued? *Possible answers: Tools helped people survive in a harsh climate; the material to make the tools was hard to get; tools had to be made carefully by hand.*

For additional instruction, go to end of lesson.

ONLINE DOCUMENT-BASED INVESTIGATION

Canada's Major Languages

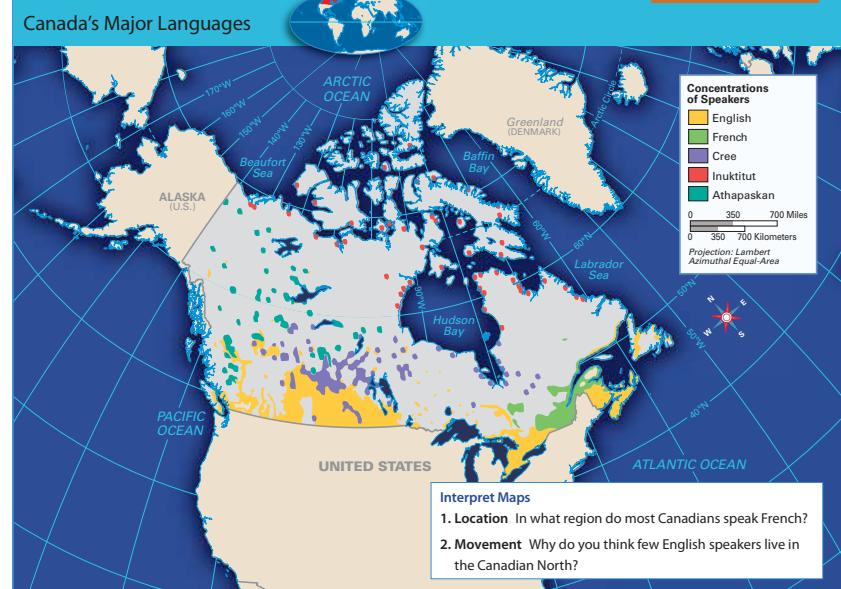
Students learn how a map indicating what languages are spoken in specific areas in Canada reflects the country's history. Students can use the interactive features to explore the map and answer the associated question.

Analyze Sources In what region do most Canadians speak French? *in the east, in and around Quebec*

In print edition, see map of same title.

1. Location In what region do most Canadians speak French? *in the east, in and around Quebec*

2. Movement Why do you think few English speakers live in the Canadian North? *Possible answer: Because of the harsh climate, few English immigrants likely settled there.*



British Conquest In the mid-1700s the rivalry between France and England turned to war. The conflict was called the French and Indian War. This was the war that resulted in the British taking control of New France away from the French.

A small number of French went back to France. However, the great majority stayed. For most of them, few changes occurred in their daily activities. They farmed the same land, prayed in the same churches, and continued to speak French. England's passage of the Quebec Act in 1774 supported the French-speaking colonists by making it legal for Roman Catholics in Quebec to hold public office. Most of the French in Quebec were Roman Catholic, while English-speaking Canadian settlers tended to be Protestant. Few English-speaking settlers came to what is now called **Quebec**.

The British divided Quebec into two colonies. Lower Canada was mostly French-speaking, and Upper Canada was mostly English-speaking. The boundary between Upper and Lower Canada forms part of the border between the provinces of Quebec and Ontario today. **Provinces** are administrative divisions of a country. To the east, the colony of Nova Scotia (noh-vuh SKOH-shuh) was also divided. A new colony called New Brunswick was created where many of the British settlers lived.

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COLLABORATIVE LEARNING

Create an Illustrated Timeline

- Divide the class into groups. Assign each group one of these periods in Canadian history: Inuit and Native Canadian settlement, New France, British Conquest and Rule, Independent Canada, Twentieth-Century Canada.
- Have each group create "Snapshots of History" collages showing events, people, maps, or artifacts from the period. Each collage should have a caption that explains the drawings and why these events were important to Canada's history.

- Have students put their collages together to make an illustrated timeline of Canadian history.

*Alternative Assessment Handbook, Rubrics 3: Artwork; and 36: Timelines

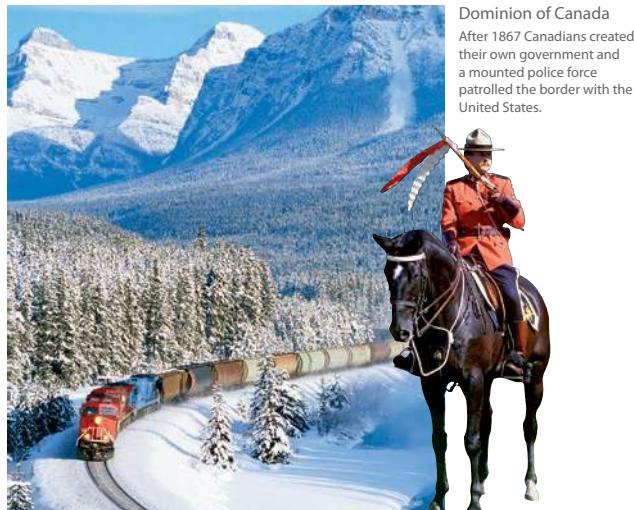
Creation of Canada For several decades, these new colonies developed separately from each other. The colonists viewed themselves as different from other parts of the British Empire. Therefore, the British Parliament created the Dominion of Canada in 1867. A dominion is a territory or area of influence.

This founding document encouraged the colonists to look at themselves in a slightly different light. For Canadians, the creation of the Dominion was a step toward independence from Britain. Now the colonists needed to make some changes that might better help to unite their sprawling land. The motto of the new Dominion was “from sea to sea.”

How would Canadians create a nation from sea to sea? With railroads. When the Dominion was established, Ontario and Quebec were already well served by railroads. **British Columbia**, on the Pacific coast, was not. To connect British Columbia with the provinces in the east, the Canadians built a transcontinental railroad. Completed in 1885, the Canadian Pacific Railway was Canada’s first transcontinental railroad.

After the Canadian Pacific Railway linked the original Canadian provinces to British Columbia, Canada acquired vast lands in the north. Much of this land was bought from the Hudson’s Bay Company, a large British fur-trading business. Most of the people living in the north were Native Canadians and people of mixed European and native ancestry. With the building of the railroad and the signing of treaties with Native Canadians, early Canadian settlers created a way for more people to settle Canada’s new territories.

Reading Check
Summarize How was Canada linked from sea to sea?



Canadian Pacific Railroad
Since 1885 the Canadian Pacific Railway has snaked through the Canadian Rockies on its way to the Pacific coast.

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ONLINE INTERACTIVE VISUALS

Carousel: Canada’s Diverse History

Have students navigate through the carousel and note the different aspects of Canadian history. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How did each of these contribute to Canada becoming the country it is today? *Possible answer: The Inuit proved it was possible to live in the harsh north and traded with the British and French. The British built forts and settled much of Canada. French explorer Samuel de Champlain founded Quebec. The Canadian Pacific Railway united the country by linking east and west. And the Canadian Mounties patrolled the border with the United States.*

Canada's Diverse History



Native Canadians Thousands of years ago, ancestors of Native Canadians and the Inuit settled Canada.

READING CHECK

Summarize How was Canada linked from sea to sea? *by railroads*

ADVANCED/GIFTED

Canada’s Transcontinental Railroad

1. Have students research the route of Canada’s transcontinental railroad. Ask them to compare this route with a physical map of Canada and identify the obstacles that railroad builders encountered as they moved west. Engineers had to solve problems of laying tracks through swamps and muskeg, finding passes through high mountains, and building bridges over deep, icy rivers.

2. Have students work in pairs to research the problems the physical environment posed and how the railroad builders solved these problems.
3. Ask student pairs to choose a location on the Canadian Pacific Railway and create a historical marker honoring a person or group that took part in building the railroad.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments

Teach the Main Idea

Immigration and migration to cities have shaped Canadian culture.

Recall In the late 1800s where did the first wave of immigrants to Canada come from? *Britain, Russia, Germany, and the United States, as well as China, Japan, and India*

Analyze How did immigrants contribute to the economic boom of the early 1900s? *worked on farms and railroads and in factories, mines, and forests*

Explain How has the movement to cities affected rural Canada? *Many smaller settlements disappeared because so many people left.*

More About . . .

Connect to Today: Language of the Law In the 2001 Census, almost 60 percent of Canadians reported English as their first language. About one-fourth of the population listed French as their first language. The Canadian government implements its bilingual policy through many different laws. Some give all Canadians the right to appear before the federal courts speaking either English or French. All federal laws, statutes, and official documents must be printed in both languages. Lawmakers can use English or French in Parliament. French is spoken throughout the Quebec province, but many French speakers also speak English. Only a small percentage of English speakers outside of Quebec can speak French. Chinese is Canada's third most commonly spoken language. In the 2001 Census, about 3 percent of Canadians reported that one of the Chinese languages was their first language.

A Changing Population Canada is the world's second-largest country in area, but it has slightly fewer citizens than the state of California. Increasingly, immigration is the key factor in Canada's population growth. Today, close to three-fourths of Canada's population growth comes from immigration. In the 1950s about nine out of every ten immigrants came from the United Kingdom or other European countries. In the 1990s only two in ten did. More than half of newer immigrants came from Asia and the Middle East.

ONLINE INTERACTIVE GRAPHS

Canadian Ethnic Groups

Have students explore the graph and answer the associated question.

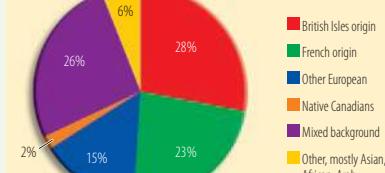
Analyze Graphs Which ethnic group makes up the largest percentage of Canada's population?
British Isles origin

Quick Facts

Canadian Ethnic Groups

Canada's ethnic diversity reflects its history, with settlers and immigrants coming to the country from all over the world. Many Canadians see the country's diversity as one of its strengths.

Canadian Ethnic Groups



Source: Nations Encyclopedia

Analyze Graphs

Which ethnic group makes up the largest percentage of Canada's population?

Culture

Canada's people reflect a history of British and French colonial rule. In addition, the country has experienced waves of immigration. The country is home to a great variety of people who belong to different ethnic groups and cultures. Although individual groups still keep their own cultural ways, many Canadians have tried to create a single national identity.

Immigration During the late 1800s and early 1900s, many immigrants came to Canada from Europe. Most were from Britain, Russia, and Germany. Some people also came from the United States. While most of these immigrants farmed, others worked in mines, forests, and factories. Other immigrants were lured to Canada in 1897 by the discovery of gold in the Yukon Territory. Many people from the United States migrated north in search of Canada's gold.

Immigrants also came to Canada from Asian countries, especially China, Japan, and India. British Columbia became the first Canadian province to have a large Asian minority. Many Chinese immigrants migrated to Canada to work on the railroads. Chinese immigrants built most of the Canadian Pacific Railway, one of the railroad lines linking eastern Canada to the Pacific coast.

All of these immigrants played an important part in an economic boom that Canada experienced in the early 1900s. During these prosperous times, Quebec, New Brunswick, and Ontario produced wheat, pulp, and paper. British Columbia and Ontario supplied the country with minerals and hydroelectricity. As a result, Canadians enjoyed one of the highest standards of living in the world by the 1940s.

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STRUGGLING READERS

Understand Key Vocabulary

1. Help students understand key vocabulary before they read about Canada's culture. List the following terms on the board: *immigrant, migrated, minority, and generations.*
2. Explain the meaning of each word to students and give an example using each word in context.
3. Then have students draw a picture that helps show the meaning of each word. Students can use the pictures to help them remember the meanings of the words as they read the text.

*Alternative Assessment Handbook,
Rubric 3: Artwork

Today, Canada values its immigrants. The government recognizes not only that immigrants historically helped build the country but continue to help build it today. In 2010 the country launched the Canadian Immigrant Integration Program (CIIP) to help immigrants prepare for success in their new country even before they leave their old one. The program connects them directly with resources they need, including employers and colleges, so that they are better prepared to take their place as part of the national fabric.

Many immigrant families strongly encourage their children to excel in school. While a good education often helps these second-generation Canadians to succeed, it can have less intended consequences. Immigrant children often learn and adopt the language and culture of their new country faster than their parents. In some families, parents depend on their children as translators in certain situations, but still expect their children to submit completely to their authority. This expectation, often seen in families from countries with strict cultural beliefs surrounding family roles, can lead to tension between the generations.

Movement to Cities After World War II, another wave of immigrants from Europe arrived in Canada. Many settled in Canada's large cities. For example, **Toronto** has become one of the most culturally diverse cities in the world. The Europeans were joined by other people from Africa, the Caribbean, Latin America, and particularly Asia. Asian businesspeople have brought a great deal of wealth to Canada's economy.

Toronto

With about 6 million people, Toronto is Canada's largest city.



Analyze Visuals

How is Toronto's history reflected in this city square?

Canada 235

ONLINE INTERACTIVE VISUALS

Toronto

Have students study the image and answer the associated question.

Analyze Visuals How is Toronto's history reflected in this city square? *Many modern glass-and-steel buildings and one older brick building reflect how Toronto has changed over time.*



GAME

Time Traveler

Have students play the game to test their knowledge of Canadian history by answering the questions.



UNDERSTAND CAUSE AND EFFECT

Write an Editorial

- Explore with students the effects of immigration and urbanization on Canadian life. Begin by discussing how these trends are changing the United States. Then have students describe reasons why immigrants come and suggest ways cultural diversity and the growth of cities have changed Canada. Consider both positive and negative aspects of these changes.

- Have students describe how they think life in Canada would be different if immigration and urbanization had not occurred.

- Ask students whether they think these trends will continue in this century and, if so, how Canada might change in the future as a result. Have students write a short editorial expressing an opinion on this question and giving reasons for their opinion.

*Alternative Assessment Handbook, Rubric 41: Writing to Express



FOCUS ON CULTURE

Vancouver's Chinatown

Have students read the Focus on Culture feature about Vancouver's Chinatown. You may wish to use the associated question as a discussion prompt.

Analyze Sources What details in this picture tell you that it takes place in Chinatown? *signs on buildings, the way the dancers are dressed*

In print edition, see feature of same title.

Draw Conclusions How is Vancouver's Chinatown a unique neighborhood? *many signs in Chinese, people speaking Chinese, restaurants serving Chinese foods, shops selling Chinese imports, people wearing traditional Chinese dress for Chinese New Year*

Focus on Culture

Vancouver's Chinatown

If you walked around Vancouver, British Columbia, you would quickly realize when you entered the neighborhood of Chinatown. First you would notice that most signs are in Chinese and you would hear some people speaking Chinese. Then you would realize most restaurants serve Chinese food and shops sell colorful silk clothing, herbs, and art imported from China. If you were in the city for the Chinese New Year, you would probably see a parade of people in traditional Chinese dress. Vancouver's Chinatown is a unique place where Chinese culture is kept alive in Canada today.



Draw Conclusions

How is Vancouver's Chinatown a unique neighborhood?

Reading Check
Analyze How has immigration changed Canada?

Many Canadians have recently moved from farms to the country's cities. Some settlements in rural Canada have even disappeared because so many people left. Many Canadians have moved to cities in Ontario to find jobs. Others moved to Vancouver, British Columbia, for its good job opportunities, mild climate, and location near plentiful resources. Resources such as oil, gas, potash, and uranium have provided wealth to many cities in the Western Provinces. However, the political and economic center of power remains in the cities of Ottawa, Toronto, and Montreal.

Summary and Preview In this lesson you learned that Canada was greatly influenced by British and French settlement, the building of the railroad to the Pacific coast, immigration, and movement to cities. In the next lesson, you will learn about Canada's regions and economy today.

READING CHECK

Analyze Effects How has immigration changed Canada? *Immigrants played a key role in the economic boom that began in the early 1900s and have helped large cities like Toronto become more culturally diverse.*

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What is a province? *an administrative division of a country*
- b. **Evaluate** What are some cultural contributions of groups in Canada's past? *Possible answer: Native peoples, British and French settlers, and immigrants from Europe and Asia have all helped build and shape Canada's government, culture, and economy.*
- c. **Elaborate** How do you think the Canadian Pacific Railway changed Canada? *united the country by linking the original provinces to British Columbia; provided an easier way for people and goods to get across rugged terrain and through harsh weather more safely and quickly*

2. a. **Identify** What immigrant group helped build the railroads?
- b. **Draw Conclusions** Why did people migrate to Canada?
- c. **Elaborate** Why do you think many Canadians moved from farms to the cities?

Critical Thinking

3. **Analyze** Draw a diagram. Using your notes, write a sentence in each box about how each topic influenced the next topic. *Possible answer: The railroad made immigration across Canada easier; immigration added to the population and cultural diversity of cities; the cities of Ottawa, Toronto, and Montreal are economic centers of power.*

Railroad	Immigration	Cities

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Critical Thinking

3. **Analyze** Draw a diagram. Using your notes, write a sentence in each box about how each topic influenced the next topic. *Possible answer: The railroad made immigration across Canada easier; immigration added to the population and cultural diversity of cities; the cities of Ottawa, Toronto, and Montreal are economic centers of power.*

ENGLISH LANGUAGE LEARNERS

Discussion of Culture

1. To help students understand various aspects of culture, have students participate in a discussion about their own experiences. Ask students to describe the ways families mark events in their personal histories through birthday parties or other celebrations.
2. Discuss the term *culture*. Have students describe holidays or festivals in their local communities or countries of origin.
3. Pick a Canadian holiday (e.g., Victoria Day, Canada Day, Labour Day) and talk about how it is celebrated.

*Alternative Assessment Handbook, Rubric 11: Discussions

For additional instruction, go to end of lesson.

► Online Assessment

1. How did the Inuit adapt to living in the north of Canada?
 - They became good at farming in the Arctic.
 - They hunted bison on the vast interior plains.
 - They traded with the French and English settlers.
 - They hunted seals and whales to feed and clothe themselves.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Inuit adapted to living in the far north of Canada by hunting seals, **whales** , and walruses that provided them with food, clothing, and shelter.

2. Why did many American immigrants come to Canada in 1897?
 - to buy farms
 - to work in factories
 - to search for gold in the Yukon Territory
 - to work on the Canadian Pacific Railway

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Many immigrants came to Canada from the United States after **gold** was discovered in the Yukon Territory in 1897.

3. **Make Generalizations** How did the creation of the Dominion of Canada change the country? Give two effects.

Throughout much of Canada's early history, Canada was a region comprised of many provinces with people of mainly French, British, and Native American ancestry. The creation of the Dominion of Canada signaled the first step in the creation of a Canada separate from Great Britain. Another effect was that it began the process of uniting the people of Canada.

4. **Evaluate** How does Canada encourage immigration to the country?

Canada recognizes that immigrants are good for the economic growth of the nation. In 2010 Canada's government created the Canadian Immigrant Integration Program (CIIP) to encourage immigration to the country by connecting people with possible employment and educational opportunities to help them move to Canada.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 231

SPECIAL NEEDS STUDENTS

Sequence Events

1. Make a large drawing of a graphic organizer sequence chart on the board. List six events from Canadian history on the board in random order. Define vocabulary terms such as *First Nations* and *New France*.
2. Identify the first event in the sequence and list it first in the graphic organizer. Then have students take turns selecting the event that occurred next and entering this information on the graphic organizer.
3. After all six events have been placed on the graphic organizer, ask each student to add one more event to the chart and place it chronologically.

*Alternative Assessment Handbook, Rubric 13: Graphic Organizer

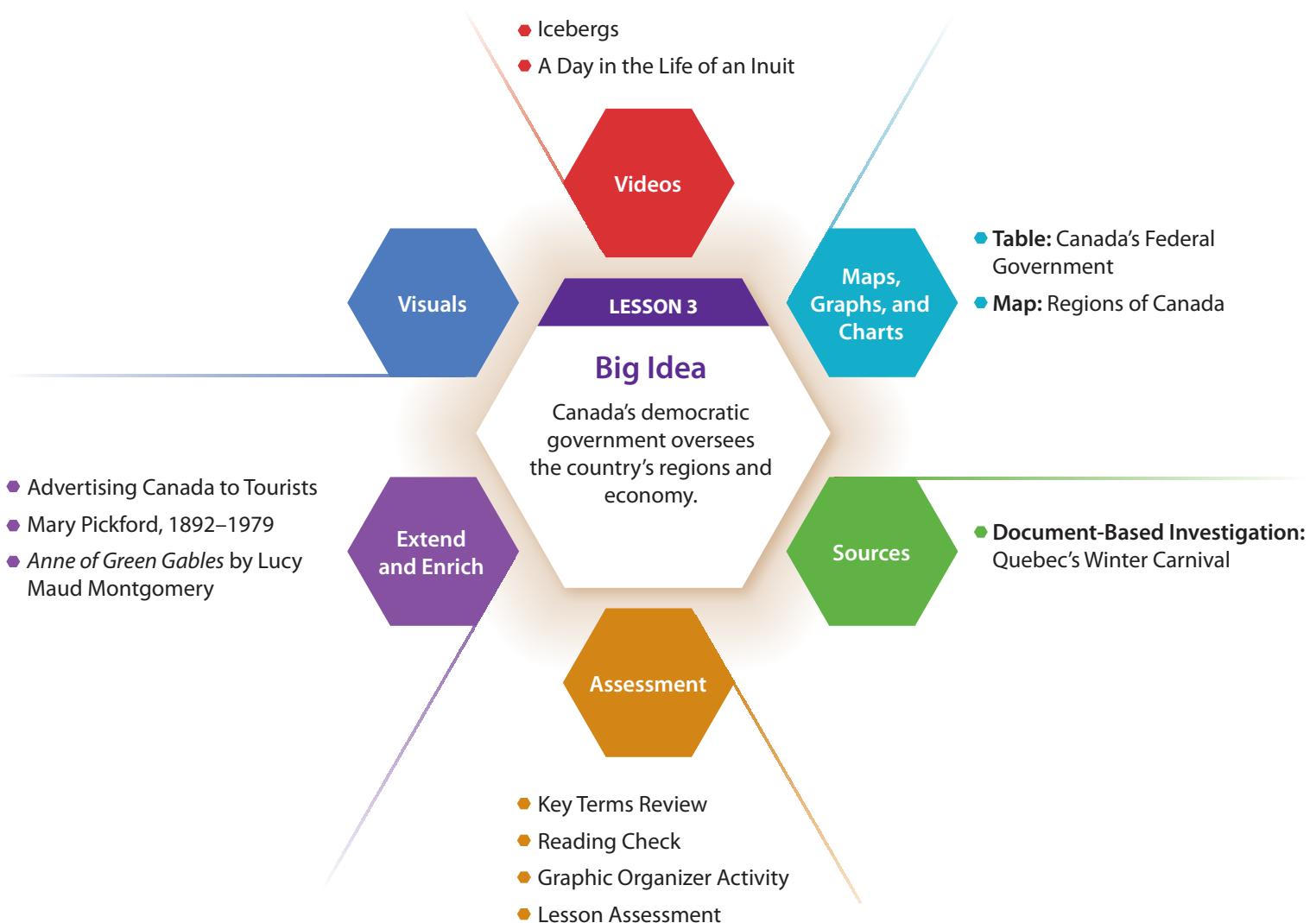
continued from page 236

More About . . .

Canadian Immigrants Today, more than half of all Canadian immigrants live in Toronto, Vancouver, or Montreal. Immigrants cite diverse reasons for choosing each city. Many say their main reason for choosing Toronto is job opportunities. Immigrants choose Montreal for its French language and culture and Vancouver for its mild climate. Ask students why they think many immigrants choose to live in big cities rather than small towns.



Canada Today



► Online Lesson 3 Enrichment Activities

Mary Pickford, 1892–1979

Biography Students read a biography of one of the first big movie stars, Canada's Mary Pickford. Then they create a collage about her career.



Anne of Green Gables by Lucy Maud Montgomery

Literature Students read an excerpt from *Anne of Green Gables*, a tale of an orphan girl sent to live on Canada's Prince Edward Island. Then they compare the island to other parts of Canada.

Canada Today

The Big Idea

Canada's democratic government oversees the country's regions and economy.

Main Ideas

- Canada has a democratic government with a prime minister and a parliament.
- Canada has four distinct geographic and cultural regions.
- Canada's economy is largely based on trade with the United States.

Key Terms and Places

regionalism
maritime
Montreal
Ottawa
Vancouver

If YOU lived there ...

You and your family live in Toronto, Ontario. Your parents, who are architects, have been offered an important project in Montreal. If they accept it, you would live there for two years. Montreal is a major city in French-speaking Quebec. You would have to learn a new language. In Montreal, most street signs and advertisements are written in French.

How do you feel about moving to a city with a different language and culture?

Canada's Government

"Peace, order, and good government" is a statement from Canada's constitution that Canadians greatly value. The country's 1867 founding document provided the framework for Canada's current government. It has been amended and modified a number of times since then, but the constitution has maintained its basic structure. It still holds the force of the highest law in the land.

In part for historical reasons, Canada's government can be characterized as a constitutional monarchy. The monarch in the United Kingdom inherits the right to rule. Laws strictly limit the monarch's role in government. On the other hand, the royal influence can be seen in the often ceremonial duties of the governor general as the Queen's representative and head of state.

It's more accurate, however, to describe the country as a parliamentary democracy. Canadians are proud of their democratic government, which is led by a prime minister. Similar to a president, a prime minister is the head of a country's government.

Canada's prime minister oversees the country's parliament, Canada's governing body. Parliament consists of the House of Commons and the Senate. Canadians elect members of the House of Commons. Using the prime minister's recommendations, the governor general appoints senators. Legislation is proposed and debated in Parliament and must be approved by both the House and the Senate to become law.

Canada 237

Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How do you feel about moving to a city with a different language and culture?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons to MOVE:

- It would be a good opportunity for your parents.
- You would get a chance to learn a new language.
- You would be exposed to a new culture.

Consider reasons to STAY:

- There is no language barrier.
- You won't have to leave friends and neighbors.
- You are familiar with the culture.

2. Direct Teach

Introduce the Big Idea: *Canada's democratic government oversees the country's regions and economy*. Ask students if they believe the government of Canada is similar to the United States government or if it is different. Remind students that the United States has different levels of government: national, state, and local. Ask students what they know about the administrative division of Canada; see how many Canadian provinces students can name. Tell students they will learn about Canadian government in this lesson.

3. Practice/Assess/Inquire

Have students make a three-column chart labeled *Government*, *Regions*, and *Economy*. Before teaching the section, have them describe what they already know about each of these topics. Refer back to the Direct Teach discussion as needed. Then have them list three questions about each topic. As they read, have them write down what they learned about each from reading the section.

4. Explore

As a review of the section, have students create five completion questions. Then have students quiz each other with the questions they have created.

5. Whole Group Close/Reflect

Have students write down one big idea sentence for each section heading.

*Alternative Assessment Handbook, Rubric 1: Acquiring Information

Teach the Main Idea

Canada has a democratic government with a prime minister and a parliament.

Identify What is the role of the prime minister? *head of government*

Contrast How is the Canadian Parliament different from the U.S. Congress? *Canadian senators are appointed by the prime minister.*

Infer What common roots do the Canadian and U.S. political systems have? *Both countries had ties to Britain and British settlers, who brought British political traditions to North America.*

More About ...

Canada and Britain In many ways, Canada's government resembles the British system. Like Britain, the executive legislative functions are combined in the parliament and cabinet ministries. Canada's ceremonial head of state is Britain's monarch. The monarch chooses a Canadian governor general to represent the Crown in Canada.

ONLINE DOCUMENT-BASED INVESTIGATION

Canada

Quebec's Winter Carnival is the third of three document-based investigations that students will analyze in Canada. Students can use the interactive hotspots to explore the customs this carnival brings to life.

► ONLINE GRAPHIC ORGANIZER

Canada Today

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

What are some items that Canada likely exports to the United States? *Possible answers: planes, automobiles, petroleum, lumber, plane and auto parts*

► ONLINE LESSON FLIP CARDS

Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **regionalism, maritime, Montreal, Ottawa, Vancouver.**

► ONLINE INTERACTIVE TABLES

Canada's Federal Government

Have students explore the table to learn about Canada's federal government.

Interpret Charts Which of these is a function only of Canada's prime minister? *appoints members of the cabinet*

Prime Minister and Parliament

PRIME MINISTER | HOUSE OF COMMONS | SENATE

- Which branch of government?
- How are they chosen, and how many are there?
- What are their functions?
- Interpret Charts

READING CHECK

Compare How is Canada's government similar to that of the United States? *Both have a democratic government, federal system, strong central government, two-house legislature, and strong head of state.*

Reading Check

Compare
How is Canada's government similar to that of the United States?

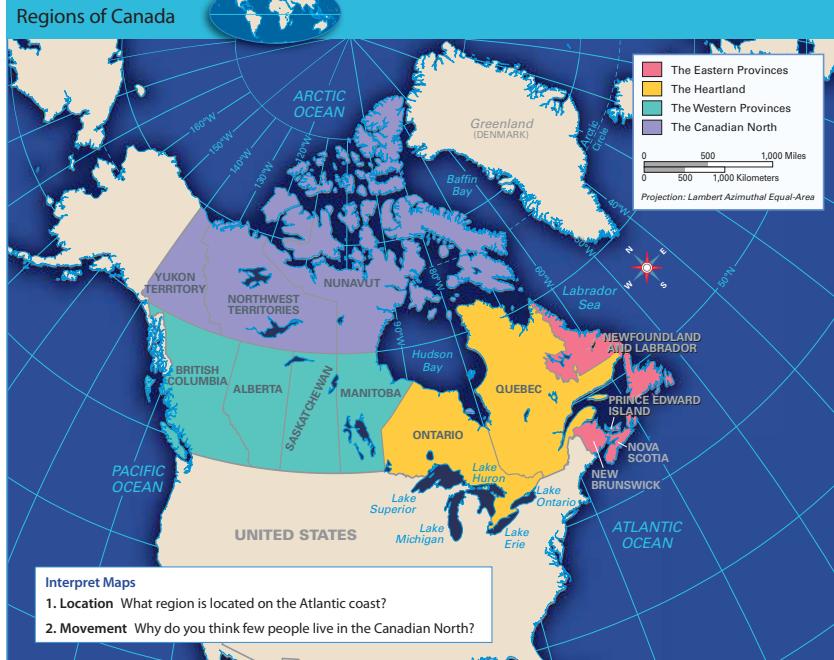
Canada's provincial governments are each led by a premier. These provincial governments take responsibility for education, health and social services, highways, the administration of justice, and local government within their province. They are much like our state governments.

Canada's central government is similar to our federal government. A federal government, or federation, unites several partially self-governing areas under one central (federal) umbrella. This idea was built into Canada's constitution right from the beginning. The Canadian federal system lets people keep their feelings of loyalty to their own province.

Canada's Regions

Canada's physical geography separates the country into different regions. For example, people living on the Pacific coast in British Columbia are isolated from Canadians living in the eastern provinces on the Atlantic coast. Just as geographic distance separates much of Canada, differences in culture also define regions.

► Explore ONLINE!



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ENGLISH LANGUAGE LEARNERS

Chart of Canada's Regions

- To help students understand different aspects of Canada's various regions, organize the class into pairs.
- Have students prepare a chart with four columns labeled *The Eastern Provinces, The Heartland, The Western Provinces, and The Canadian North*. Have them include four rows labeled *Climate, Economy, Language, and Culture*.

- Have students work in pairs to complete their charts. Remind them to use context clues, their partners, and dictionaries to understand new vocabulary.

*Alternative Assessment Handbook, Rubric 7: Charts

Regionalism The cultural differences between English-speaking and French-speaking Canadians have led to problems. English is the main language in most of Canada. In Quebec, however, French is the main language. When Canadians from different regions discuss important issues, they are often influenced by regionalism. **Regionalism** refers to the strong connection that people feel toward the region in which they live. In some places, this connection is stronger than people's connection to their country as a whole. To better understand regionalism in Canada, we will now explore each region of the country. As you read, use the Regions of Canada map to locate each region.

The Eastern Provinces The region called the Eastern Provinces lies on the Atlantic coast. The provinces of New Brunswick, Nova Scotia, and Prince Edward Island are often called the Maritime Provinces. **Maritime** means on or near the sea. The province of Newfoundland and Labrador is usually not considered one of the Maritime Provinces. It includes the island of Newfoundland and a large region of the mainland called Labrador.

A short growing season due to Canada's climate limits farming in the Eastern Provinces. However, farmers in Prince Edward Island grow potatoes. Most of the economy in Canada's Eastern Provinces is related to the forestry and fishing industries.

Many people in the Eastern Provinces are descendants of immigrants from the British Isles. In addition, French-speaking families have moved from Quebec to New Brunswick. Most of the region's people live in coastal cities. Many cities have industrial plants and serve as fishing and shipping ports. Along the Atlantic coast lies Halifax, Nova Scotia, the region's largest city.

The Heartland Inland from the Eastern Provinces are Quebec and Ontario, which together are sometimes referred to as the Heartland. More than half of all Canadians live in these two provinces. In fact, the chain of cities that extends from Windsor, Ontario, to the city of Quebec is the country's most urbanized region.

The provincial capital of Quebec is also called Quebec. The city's older section has narrow streets, stone walls, and French-style architecture. **Montreal** is Canada's second-largest city and one of the largest French-speaking cities in the world. About 3.8 million people live in the Montreal metropolitan area. It is the financial and industrial center of the province. Winters in Montreal are very cold. To deal with this harsh environment, Montreal's people use underground passages and overhead tunnels to move between buildings in the city's downtown.

In Canada many residents of Quebec, called Quebecois (kay-buh-KWAH), believe their province should be given a special status. Quebecois argue that this status would recognize the cultural differences between their province and the rest of Canada. Some even want Quebec to become an independent country. Indeed, referendums have been held twice in Quebec on that very issue, in 1980 and 1995. A third one was discussed, though not held, as recently as 2014. This separatist movement at times puts Quebec at odds with Canada's central government.

ONLINE INTERACTIVE MAPS

Regions of Canada

Have students explore the map using the interactive features and answer the associated questions.

Regions What region is located on the Atlantic Coast? *the Eastern Provinces*

In print edition, see map of same title.

- Location** What region is located on the Atlantic Coast? *the Eastern Provinces*
- Movement** Why do you think so few people live in the Canadian North? *harsh climate, fewer job opportunities*

Teach the Main Idea

Canada has four distinct geographic and cultural regions.

Recall Why are three of the Eastern Provinces called the Maritime Provinces? Why do many people in the Eastern Provinces live near the coast? *They are "on or near the sea"; they can find jobs in coastal cities that serve as fishing and shipping ports and have industrial plants.*

Describe What makes the Heartland unique? *more than half of all Canadians live there; country's most urbanized area*

Analyze Why might so many Canadians live in the Heartland? *milder climate and more job opportunities in Canada's major cities*

Recall What are the most important resources of the Western Provinces? *prairie provinces—fertile soil, oil, natural gas; British Columbia—forests, salmon, minerals*

Analyze How has Vancouver's location helped its economy? *The Pacific coast location has enabled it to trade more easily with Asia.*

Drawing Conclusions What evidence can you find that Canada's population is not equally distributed? *Northern Canada makes up more than one-third of the land area but has only about 100,000 people, while more than half of all Canadians live within the Heartland.*

More About . . .

Connect to Today: Separatists For over 40 years, Quebec has had a separatist movement that favors independence for Quebec. Its political party, the Parti Quebecois, once had strong support throughout Quebec. In the 1970s and 1980s, many English speakers left Quebec. In 1995 voters narrowly defeated a referendum on separation. Since then, support for the movement has declined. Quebec now has many immigrants from Eastern Europe, Africa, the Caribbean, and Asia who do not support this cause.

Canada's Newest Territory Canada's newest territory was created in 1999 as the result of a land claims settlement with the Inuit people. Nunavut is a vast territory. It is one-fifth the size of Canada, but it is sparsely populated. Its population density is only one person for every 70 square kilometers. Nunavut consists of 26 communities, that range in size from 25 people in Bathurst Inlet to almost 6,000 in the capital Iqaluit. Many communities cannot be reached by road or rail, so everything that residents need from fuel to food must be brought in by plane. The government is the largest employer in the territory.



ONLINE DOCUMENT-BASED INVESTIGATION

Quebec's Winter Carnival

Have students explore the image using the interactive hotspots to learn about the customs this festival brings to life.

Analyze Sources From the clues you see in this scene, what do you think is unique about French Canadian culture? *Possible answer: The old coexists with the new.*

DOCUMENT-BASED INVESTIGATION VISUAL SOURCE

Quebec's Winter Carnival

At the annual Winter Carnival in the city of Quebec, millions of Canadians and visitors from around the world brave below-freezing temperatures to celebrate French Canadian culture.

READING CHECK

Draw Conclusions How does geography affect the location of economic activities in the Western Provinces? *Prairies are good for growing wheat, a key export; British Columbia's coastal location has helped it build strong trade ties with Asia.*

ONLINE ANALYZE VIDEOS

A Day in the Life of an Inuit



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

Analyze Videos What problems do Inuit elders face in Canada today? *Many elders were born in tents and lived a nomadic life in their younger years. Now they must adjust to living a settled life in towns. This different lifestyle has made many Inuit elders feel that they are losing a sense of purpose and identity.*

Daily Life in Nunavut
Even in June, snow covers the small town of Pond Inlet, Nunavut. The Inuits here travel by snowmobile and enjoy ice fishing.



Academic Vocabulary
distinct separate

Reading Check
Draw Conclusions
How does geography affect the location of economic activities in the Western Provinces?

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The Canadian North Northern Canada is extremely cold because of its location close to the Arctic Circle. The region called the Canadian North includes the Yukon Territory, the Northwest Territories, and Nunavut (NOO-nuh-voot). These three territories cover more than a third of Canada but are home to only about 100,000 people.

Nunavut is a new territory created for the native Inuit people who live there. Nunavut means "Our Land" in the Inuit language. Even though Nunavut is part of Canada, the people there have their own *distinct* culture and government. About 30,000 people live in Nunavut.

The physical geography of the Canadian North includes forests and tundra. The frozen waters of the Arctic Ocean separate isolated towns and villages. During some parts of the winter, sunlight is limited to only a few hours.

SPECIAL NEEDS STUDENTS

Plan a Vacation

1. Tell students that they will plan a vacation to Canada. Read aloud the section on Canada's regions to students, or invite volunteers to read aloud the section one paragraph at a time. Then guide students in a brief discussion about what they heard.
2. Have students list or draw pictures of items that they would take with them to one of Canada's regions.

3. Have students share their lists and/or pictures with the class and explain their choices.

*Alternative Assessment Handbook, Rubrics 18: Listening; and 29: Presentations

Canada's Economy

As you learned in Lesson 1, Canada has many valuable natural resources. Canada's economy is based on the industries associated with these resources. In addition, Canada's economy also benefits from trade. Like the United States, Canada has a market-based, though mixed, economy. Some observers have noted that Canada's government involves itself more with its country's economy than the U.S. government involves itself with the U.S. economy.

Industries Thanks in part to the Canadian Shield, Canada is one of the world's leading mineral producers. Canadians mine valuable titanium, zinc, iron ore, gold, and coal. Canada's iron and steel industry uses iron ore to manufacture products like planes, automobiles, and household appliances. However, most Canadians work in the services industry. For example, tourism is Canada's fastest-growing services industry. Canada's economy also benefits from the millions of dollars visitors spend in the country each year.

Trade Canada's economy depends on trade. Many of Canada's natural resources that you have learned about are exported to countries around the world. Industries successful in trading grow and hire more workers. Trade also allows foreign companies to invest in Canada, which provides jobs to Canadians. Canada's leading trading partner is the United States.

As the world's largest trading relationship, Canada and the United States rely heavily on each other. About 50 percent of Canada's imported goods are from the United States. About 75 percent of Canada's exports, such as lumber, go to the United States.

However, the United States has placed tariffs, or added fees, on Canadian timber. American lumber companies accused Canada of selling their lumber at unfairly low prices. Canada argued that the tariffs were unfair according to the North American Free Trade Agreement (NAFTA).

The export of cattle to the United States has also been an area of dispute between the two countries. When a Canadian cow was discovered with

Trade with the United States

Major Exports	Major Imports
• Petroleum products	• Automobiles and parts
• Automobiles and parts	• Chemicals
• Lumber	• Plastics

Lumber is just one of many items that make up the trade between Canada and the United States.



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Teach the Main Idea

Canada's economy is largely based on trade with the United States.

Recall What is Canada's major type of export to other countries? What is Canada's fastest-growing service industry? *natural resources; tourism*

Analyze What country is Canada's top trading partner? Why do you think it is Canada's top trading partner? *United States; share similar culture and a relatively open border*

Analyze How have the Heartland's many large cities affected the region's growth? *helped it grow by attracting people to jobs in manufacturing, industry, finance, education, and government*

More About ...

Connect to Today: Environment Besides trade, Canada and the United States have also disagreed about a number of environmental issues, including air pollution. Acid rain is a serious concern for southeastern Canada. It has damaged forests and lakes. The pollution is caused in part by automobiles, factories, and power plants across the border in the Midwest. To solve this problem, both countries will have to cooperate to regulate and reduce pollutants. Ask students to create a political cartoon about one of the issues on which the two countries disagree.

ADVANCED/GIFTED

Canada's Imports and Exports

1. Have students use the library or the Internet to research Canada's imports and exports.

2. Ask students to create an infographic with information on the following topics: Canada's top five trading partners; Canada's top five exports; Canada's top five imports; the amount of money Canadians have spent on imported resources and goods each year since 2010; and the amount of money Canadian businesses have made on exporting resources and goods each year since 2010.

3. Have students share their infographics with the class.

*Alternative Assessment Handbook, Rubric 30: Research

LINK TO ECONOMICS

Advertising Canada to Tourists

Have students read the feature about tourism in Canada. You may wish to use the associated question as a discussion prompt.

Draw Conclusions Why did tourism from the United States to Canada drop off between 2010 and 2015? *Canada stopped advertising itself in the U.S. as a vacation spot, so vacationers from the U.S. were less likely to think of vacationing in Canada.*

READING CHECK

Summarize What goods does Canada export? *minerals such as titanium, zinc, iron ore, gold, and coal; timber and wood pulp, automobiles and parts, aircraft, beef*

Link to Economics

Advertising Canada to Tourists

Tourism is a huge part of Canada's economy. According to the country's national tourism marketing organization, tourism-related businesses supported more than 608,000 jobs in the Canadian economy. In 2010 the organization stopped promoting Canada as a vacation spot in the United States, focusing on China and other markets instead.

Canada did see more tourists from these developing markets, but visits from the U.S. declined. The head of Canada's national tourism marketing organization noted in 2015 that the country saw 3.8 million fewer international visitors since 2002, and 80 percent of those tourists lost were from the U.S. In response, Canada launched a three-year, \$30 million advertising campaign, "Connecting America," to encourage more travelers from the United States to vacation in Canada.



Canoeing is just one activity popular with tourists in Canada's Lake Algonquin National Park.

Draw Conclusions

Why did tourism from the United States to Canada drop off between 2010 and 2015?

mad cow disease in 2003, the United States placed an embargo, or ban, on the import of all cattle from Canada. Canadian ranchers now claim that all their cows are free of the disease. As of 2015, more than half of all Canadian meat exports go to the United States.

Canada does trade with a wide range of other countries for the commodities they offer. For example, in 2016 Canada began implementing a trade agreement with the European Union. Under this agreement, Canada increased its import quota for cheese. This agreement allows the EU to export more cheese to Canada.

Summary In this lesson you learned that Canada has distinct regions that are separated by both geography and culture. The United States and Canada share a common history, a border, and the English language.

Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Recall** What office heads Canada's government? *prime minister*
- b. **Summarize** How is Canada's parliament structured? *It is made up of a House of Commons and the Senate.*
2. a. **Define** What is regionalism? *strong connection that people feel toward their region*
- b. **Contrast** How are Canada's Western Provinces different from the Canadian North? *Western Provinces—farming areas in prairies, British Columbia has many resources, milder climate, large city (Vancouver); Canadian North—much colder, harsher climate, fewer resources, no large cities, large Inuit population*
- c. **Evaluate** Why do you think the Quebecois want to break away from Canada? *Students might suggest that they want to maintain their French identity and culture.*

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Critical Thinking

4. **Compare and Contrast** Use your notes to complete this chart. List the similarities and differences between the Eastern Provinces and Western Provinces.

Similarities	Differences
1.	1.
2.	2.

COLLABORATIVE LEARNING

Create a Television Commercial

1. Organize the class into small groups. Ask students to imagine that they are public affairs directors for their province. Their job is to promote economic development and tourism for their region.
2. Assign each group a region. Have groups create a television commercial that highlights their region. Encourage groups to come up with a creative and catchy slogan for their ad. The commercial should tell viewers where the region is located and why it is a good place to live and work.

3. Have each group record its commercial or perform it live for the class.

*Alternative Assessment Handbook, Rubrics 2: Advertisements; and 29: Presentations

Critical Thinking

4. **Compare and Contrast** Use your notes to complete the chart. List the similarities and differences between the Eastern Provinces and Western Provinces. *Possible answers: similarities—north of the equator, English main language, influenced by regionalism; differences—levels of population, climate, economy, physical geography*

► Online Assessment

1. Which of the following is granted to Canada's prime minister by the country's constitution?

- the power to appoint senators
- the ability to administer justice in Ontario
- the ability to pass legislation in Parliament
- the power to choose members of the House of Commons

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

Canada's Parliament consists of elected members of the House of Commons and senators who are chosen by the prime minister ▾.

2. How do Montreal citizens deal with the extreme cold of their winters?

- They rarely go outside during the winter.
- They travel by dogsled between neighborhoods.
- They move to other Canadian cities during the winter.
- They use underground passageways to travel between buildings.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The citizens of Montreal ▾ use underground passageways and covered tunnels to travel between buildings during their harsh winters.

3. How does the Canadian Shield region benefit the country's economy?

- The region is a major tourism destination.
- Most of Canada's crops are farmed there.
- Most of Canada's timber is harvested there.
- The region is a major producer of valuable minerals.

Alternate Question Select the answer choice from the drop-down list to complete the sentence correctly.

The Canadian Shield is an important region for Canada's mining ▾ industry.

4. **Summarize** How does proposed legislation become federal law in Canada?

Canada's federal government consists of a House of Commons whose members are elected by the people and a Senate whose members are appointed by the prime minister. Legislation is proposed in Parliament and debated by members of both the House of Commons and the Senate. If legislation is approved by both houses of Parliament, it becomes federal law.

5. **Analyze Issues** How has regionalism been a problem for Canada? Give one example.

Canada is a country made up of many regions. Often, people feel a stronger connection to their region than to Canada as a whole. This sentiment is especially strong in the French-speaking province of Quebec. Many people from Quebec feel that their province should be independent from Canada, and the country has held two referendums to vote on the issue of an independent Quebec.

6. **Analyze Issues** Why do the United States and Canada dispute the sale of Canadian timber to the United States?

Canada's economy relies heavily on exports. About 75 percent of Canada's exports go to the United States, and one of its major exports is timber. Recently, the two countries have disputed the sale of Canadian timber to the United States. The United States believes that Canada is selling its timber at artificially low prices, while Canada believes United States' tariffs violate the North American Free Trade Agreement.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 239

IDENTIFY POINTS OF VIEW

Debate Regionalism

1. Discuss the term *regionalism* with students. Ask them to describe the ways the Quebecois have expressed their regionalism. Explain that Quebec has a political party that wants Quebec to separate from Canada.
2. Divide the class into groups. Have each group create a list of advantages and disadvantages of regionalism for Quebec and for Canada. Discuss why it is important to recognize and appreciate cultural differences and identify ways regionalism can sometimes cause problems for the nation.
3. Ask each group to prepare arguments supporting and opposing the following statement: Because of its special heritage, Quebec should be allowed to separate from Canada. Pick two (or more) students to debate this question.

*Alternative Assessment Handbook, Rubric 10: Debates

STRUGGLING READERS

Citizen's Handbook

1. Organize the class into three groups. Have each group create a page for a Citizen's Handbook for new immigrants to Canada.
2. One group can write the introduction explaining why it is important for immigrants to understand how Canada's government works if they want to become citizens. A second group can make drawings or a chart showing how the government is organized. The third group can create a cover for the book and a glossary explaining these terms: *Prime Minister, Parliament, Senators, and House of Commons*.
3. Have students share their pages and assemble the Citizen's Handbook.

*Alternative Assessment Handbook, Rubric 42: Writing to Inform

continued from page 241

ANALYZE INFORMATION

Make a Chart and Map

1. Organize the class into four groups. Have each group create a chart with four columns and four rows. Have students label the columns *Eastern Provinces, Heartland, Western Provinces, and Far North*. Label the rows *Location, Climate, Natural resources, and Economic activities*.
2. After groups have completed their charts, ask: How are the economic activities of each region linked to its natural resources and location? Have each group make a map of one of Canada's regions, showing the provincial capital and a symbol for each region that reflects its economy, resources, or other unique feature. Maps should include a title, a compass rose, and a scale.
3. Conclude by having each student pick the region he or she would like to live in and explain why.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 20: Map Creation

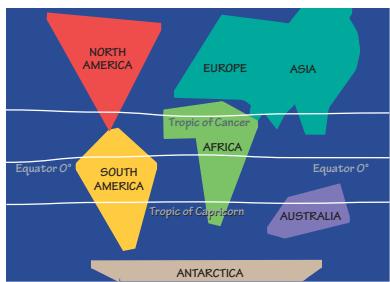
Social Studies Skills

Use Mental Maps and Sketch Maps

Define the Skill

We create maps in our heads of all kinds of places—our schools, communities, country, and the world. These images, or mental maps, are shaped by what we see and experience.

We use mental maps of places when we draw sketch maps. A sketch map uses very simple shapes to show the relationship between places and regions and the relative size of places and regions. Notice the sketch map of the world shown here. It may not look like any other map in your book, but it does give you an idea of what the world looks like.



Learn the Skill

Does your mental map of the world look like the sketch map here? It is all right if they do not look exactly alike. Now think about the places in your own neighborhood. Use your mental map to draw a sketch map of your neighborhood. Then use your sketch map to answer the following questions and discuss your answers with a partner.

1. What are the most important features of your map? Describe these features to your partner.
2. What is the largest building in your neighborhood? Describe the building to your partner.
3. What labels did you use on your map?

Practice the Skill

Draw a sketch map of Canada. Make sure to include the cities, regions, and physical features you learned about in this module. Then exchange your map with another student. Ask your partner to make corrections to your map if he or she does not understand it.

Social Studies Skills

Drawing Sketch Maps

1. Ask students to think about a place that they could draw a sketch map of, such as their school, country, or community.
2. Once students decide what their maps will show, have them determine how much space it needs to cover.
3. Students should use art supplies to create their sketch maps. Remind them that sketch maps show the relative size and shape of places.
4. Encourage students to shade different parts of their maps. Students should include at least five shapes on their maps. Remind them to include a compass rose.

*Alternative Assessment Handbook, Rubric 20: Map Creation

Learn the Skill

1. What are the most important features of your map? Describe these features to your partner.
2. What is the largest building in your neighborhood? Describe the building to your partner.
3. What labels did you use on your map?

Answers will vary, but students should note the most important features on their map and be able to describe them to their partner.

Practice the Skill

Draw a sketch map of Canada. Make sure to include the cities, regions, and physical features you learned about in this module. Then exchange your map with another student. Ask your partner to make corrections to your map if he or she does not understand it.

Students' sketch maps of Canada will vary but should include cities such as Montreal, Ottawa, and Vancouver and physical features such as the Rocky Mountains, St. Lawrence River, and Niagara Falls.

Module 7 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Choose the letter of the answer that best completes the statement or answers the question below.

1. A physical feature of rocky uplands, lakes, and swamps in Canada is called the
 - a. Niagara Falls.
 - b. Great Lakes.
 - c. Grand Banks.
 - d. **Canadian Shield.**
2. Which part of Canada did the French settle?
 - a. Ontario
 - b. New Brunswick
 - c. **Quebec**
 - d. British Columbia
3. What province was the first to have a large Asian population?
 - a. Manitoba
 - b. **British Columbia**
 - c. Quebec
 - d. Saskatchewan
4. A strong connection that people feel toward their region is called
 - a. maritime.
 - b. province.
 - c. heartland.
 - d. **regionalism.**

Comprehension and Critical Thinking

LESSON 1

5. a. **Define** What is pulp? *softened wood fibers used to make paper*
- b. **Make Inferences** What is the coldest area in Canada? *areas close to the Arctic Circle*
- c. **Evaluate** What makes the Grand Banks an ideal fishing ground? *The cold water from the Labrador Sea meets with the warm water of the Gulf Stream, creating ideal conditions for growing organisms that fish like to eat. Large schools of fish gather to eat here.*

LESSON 2

6. a. **Identify** Who were the first Canadians? *Native Canadians and Inuit people*
- b. **Draw Conclusions** Why did Canadians build a rail line across Canada? *to link British Columbia with the provinces in the east*
- c. **Predict** Do you think Canada's cities will increase or decrease in population in the future? Explain your answer. *Answers will vary, but students may answer that Canada's cities will probably grow in the future due to continuing immigration and more job opportunities.*

LESSON 3

7. a. **Recall** What kind of government does Canada have? *a democratic government led by a prime minister*

Review Vocabulary, Terms, and Places

Choose the letter of the answer that best completes the statement or answers the question below.

1. A physical feature of rocky uplands, lakes, and swamps in Canada is called the
 - a. Niagara Falls.
 - b. Great Lakes.
 - c. Grand Banks.
 - d. Canadian Shield.
2. Which part of Canada did the French settle?
 - a. Ontario
 - b. New Brunswick
 - c. **Quebec**
 - d. British Columbia
3. What province was the first to have a large Asian population?
 - a. Manitoba
 - b. British Columbia
 - c. Quebec
 - d. Saskatchewan
4. A strong connection that people feel toward their region is called
 - a. maritime.
 - b. province.
 - c. heartland.
 - d. regionalism.

Comprehension and Critical Thinking

Lesson 1

5. a. **Define** What is pulp?
 - b. **Make Inferences** What is the coldest area in Canada?
 - c. **Evaluate** What makes the Grand Banks an ideal fishing ground?
- Lesson 2**
6. a. **Identify** Who were the first Canadians?
 - b. **Draw Conclusions** Why did Canadians build a rail line across Canada?
 - c. **Predict** Do you think Canada's cities will increase or decrease in population in the future? Explain your answers.

Lesson 3

7. a. **Recall** What kind of government does Canada have?
- b. **Compare and Contrast** How are the Eastern Provinces different from the Western Provinces?
- c. **Evaluate** Why do the Quebecois see themselves as different from other Canadians?

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ONLINE DOCUMENT-BASED INVESTIGATION

Canada

Have students complete and review all the DBI activities in Part 1.

Use this Informative/Explanatory Essay Rubric to score students' work in Part 2.

RUBRIC

- Students' essays should
- focus on the topic and support it with explanations and facts
 - present information logically, clearly, and accurately
 - cite at least two sources of relevant, informative text evidence from Part 1 in support of their topic
 - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

Write an Informative Essay Using the exhibits in Part 1 and your knowledge of the history and geography of Canada, write an informative essay that answers the following question: how does Canada's heartland contribute to the country's economy and unique character? Be sure to cite specific evidence from at least two sources in your response.

Module 7 Assessment, continued

Reading Skills

Understand Lists Use the Reading Skills taught in this module to answer a question about the reading selection below.

Canada is one of the world's leading mineral producers. Canadians mine valuable titanium, zinc, iron ore, gold, and coal. Canada's iron and steel industry uses iron ore to manufacture products like planes, automobiles, and household appliances.

8. What minerals does Canada produce?

Social Studies Skills

9. **Use Mental Maps and Sketch Maps** Without looking at a map of Canada, think about what the Eastern Provinces look like. Then create a sketch map of the Eastern Provinces. Make sure to include a compass rose and important physical features.

Map Activity



10. **Canada** On a separate sheet of paper, match the letters on the map with their correct labels.

Rocky Mountains Manitoba
Nunavut St. Lawrence River
Vancouver

11. **Create a Tourism Ad** Now that you have collected notes on Canada's geography, history, and culture, choose the information you think will most appeal to visitors. Write a one-minute radio script using descriptive and persuasive language to convince your audience to visit Canada. Consult the Internet and other sources for more information or examples of tourism ads. Describe Canada in a way that will capture your audience's imagination. Ask the class to listen carefully as you read your radio ad to them. Then ask the class to evaluate your ad on how persuasive it was or was not. When viewing other ads, make sure to listen and take note of any basic or academic vocabulary terms you may hear.

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b. **Compare and Contrast** How are the Eastern Provinces different than the Western Provinces? *The Eastern Provinces are on or near the sea; farming is difficult due to a short growing season and poor soils; the region's economy is related to farming and fishing. The Western Provinces are the prairie provinces and British Columbia; prairies are part of a rich wheat belt; British Columbia has rich resources and trades with Asia.*

c. **Evaluate** Why do the Quebecois see themselves as different from other Canadians? *They believe that their province should be given special status that would recognize the cultural differences between Quebec and the rest of Canada.*

Reading Skills

8. **Understand Lists** Use the Reading Skills taught in this module to answer a question about the reading selection below.

Canada is one of the world's leading mineral producers. Canadians mine valuable titanium, zinc, iron ore, gold, and coal. Canada's iron and steel industry uses iron ore to manufacture products like planes, automobiles, and household appliances.

What minerals does Canada produce? *titanium, zinc, iron ore, gold, and coal*

Social Studies Skills

9. **Use Mental Maps and Sketch Maps** Without looking at a map of Canada, think about what the Eastern Provinces look like. Then create a sketch map of the Eastern Provinces. Make sure to include a compass rose and important physical features. *Students' sketch maps will vary but should resemble Canada and include important physical features and a compass rose.*

Essential Question ESSAY

Do Canada's many regional differences strengthen or weaken the country?

RUBRIC

- respond to the Essential Question with a specific position
- illustrate valid reasoning supporting their position
- cite persuasive evidence supporting their position
- identify key people, events, and/or turning points that demonstrate understanding of the module content
- be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about Canada's history, diversity, immigrants, regions, and economy. Be sure to cite evidence to support your point, and organize your essay into an introduction, body, and conclusion.

Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

Print Assessment (*continued*)

Map Activity



10. **Canada** On a separate sheet of paper, match the letters on the map with their correct labels.

Rocky Mountains	Manitoba
Nunavut	St. Lawrence River
Vancouver	

A. St. Lawrence River	D. Rocky Mountains
B. Manitoba	E. Nunavut
C. Vancouver	

Focus on Writing

11. **Create a Tourism Ad** Now that you have collected notes on Canada's geography, history, and culture, choose the information you think will most appeal to visitors. Write a one-minute radio script using descriptive and persuasive language to convince your audience to visit Canada. Consult the Internet and other sources for more information or examples of tourism ads. Describe Canada in a way that will capture your audience's imagination. Ask the class to listen carefully as you read your radio ad to them. Then ask the class to evaluate your ad on how persuasive it was or was not. When viewing other ads, make sure to listen and take note of any basic or academic vocabulary terms you may hear.

RUBRIC Students' radio ads should

- be one minute long
- have an introduction, body, and summary
- use persuasive and descriptive language
- include vivid details

► Online Assessment

- How is the climate of the central and eastern parts of southern Canada different from the climate of northern Canada?
 - The climate of this part of southern Canada is humid and relatively mild, while northern Canada is cold and dry.
 - The climate of this part of southern Canada is cold and dry, while northern Canada is humid and relatively mild.
 - The climate of this part of southern Canada has tundra and ice caps, while northern Canada is humid and has rainy winters.
 - The climate of this part of southern Canada is humid and has rainy winters, while northern Canada has tundra and ice caps.
- Use the map to answer the question.



Which of the following statements about Canada's natural resources are supported by the information in the map?

Select the **three** correct answers.

- Canada's timber industry is limited to the Pacific coastline.
 - Canada's natural resources are spread out across the country.
 - There are many industries located in the Arctic region of the country.
 - There are many industries located along the border with the United States.
 - Much of Canada's iron production is located in the southeast part of the country.
 - Canada's oil and natural gas industries are limited to the southwest of the country.
- What mixes with rain to produce acid rain?

lead

uranium

minerals in the soil

particles from burning fuels

- Which of the following resulted from the French and Indian War and the Quebec Act of 1774?

Select the **three** correct answers.

- Some French Canadians left Quebec.
- The British took control of New France.
- Most French Canadians became Protestants.
- The English settled in large numbers in Quebec.
- Catholics were allowed to hold public office in Quebec.
- French Catholics adopted English as their native language.

- Why are most of Canada's French speakers located in the southeast part of the country?
 - This is the location of the current province of Ontario.
 - This is the location of the former colony of New France.
 - French settlers used this as a base to trade with Inuktitut speakers.
 - French settlers used this as a base to trade with Athapaskan speakers.

- Which immigrant group built most of the Canadian Pacific Railway?

- British
- Chinese
- French
- Russians

- Canada has historically been a(n) **constitutional monarchy**, but Canadian laws limit the **British queen's** role in government.

- Drag the names of the regions into the spaces provided.



- Drag the term(s) associated with the geographic region into the box next to the name of the region.

the Heartland	Ontario and Quebec
the Canadian North	Nunavut
the Eastern Provinces	Maritime Provinces
the Western Provinces	British Columbia