

# Exploring Canada

**H**ave you ever travelled to another part of Canada? How did you get there? Can you imagine travelling there in a wheelchair? Rick Hansen travelled through all ten of Canada's provinces this way! Hansen was a wheelchair athlete who wheeled his way around the world. His goal was to raise money to help people with spinal cord injuries, like himself.

In August 1986, Hansen began his journey across Canada, starting on the rocky shore of Cape Spear in Newfoundland. For weeks and weeks, he travelled west. He wheeled through the valleys of the Atlantic provinces. In Québec and Northern Ontario, he saw the bright colours of the trees as fall began. Soon he was on the Prairies, under a big sky. There were many kilometres still to go.

Crowds would wait for Hansen by the roadside and cheer him on when he passed by. In Alberta, Chief Clifford Big Plume of the Tsuu T'ina First Nation gave Hansen an eagle feather, a symbol of strength and courage. He would need strength, since he still had to go through the Rocky Mountains!

On May 22, 1987, Hansen reached Vancouver. It had taken him nine months to wheel across Canada.

## More About . . .

### A Big Country

Canada is the second-largest country in the world. Only the country of Russia is bigger.

# Canada: Our Stories Continue

When Rick Hansen took his journey across Canada, he explored many different **regions**. He saw coastlines, plains, lakes, forests, and mountains. He met many different Canadians. In this chapter, you will begin to explore six major regions in Canada. You will also learn about the people who live in these regions, and what affects how they live.

Rick wheeled 13 861 km in Canada. It was the longest distance he wheeled in any country on his world tour!

## words matter!

A **region** is an area of land that has unique features, such as climate, landforms, and natural resources. A region of Canada can include more than one province or territory.

## ? Inquiring Minds

Here are some questions to keep in mind as you explore this chapter.

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



# Let's Explore Canada's

To study Canada, we can divide it into six major parts, or regions. This map shows the six regions we will study. Each region has unique physical features, climate, and natural resources. Look at the map and the photos to learn more about each region.

The **Arctic region** covers Nunavut and parts of the Northwest Territories and the Yukon Territory.



The **Cordillera region** is a mountainous region in British Columbia, the Yukon Territory, and parts of Alberta and the Northwest Territories.

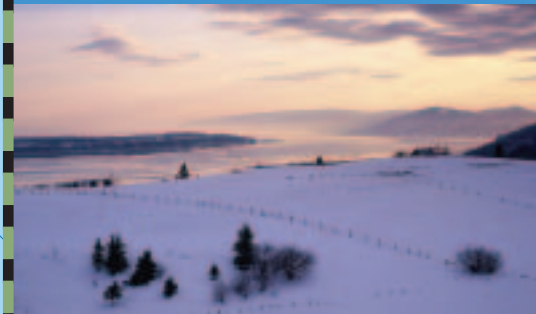
The **Interior Plains region** covers parts of Manitoba, Saskatchewan, Alberta, British Columbia, the Northwest Territories, and the Yukon.



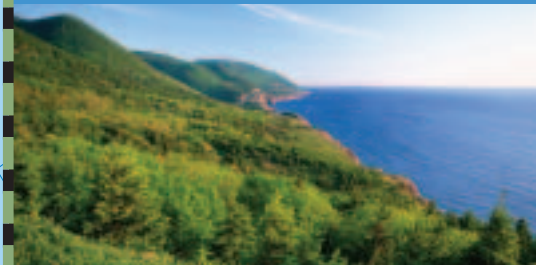
# Regions!



The Canadian Shield region covers Labrador, Québec, most of Ontario, northern Manitoba, and northern Saskatchewan. It also covers parts of Alberta and the Northwest Territories.



The Great Lakes–St. Lawrence Lowlands region follows the St. Lawrence River in Québec. It also extends to southern Ontario.



The Atlantic region is on the East Coast of Canada. It includes Nova Scotia, New Brunswick, Prince Edward Island, the island of Newfoundland, and parts of Québec.

## Skill Smart

- Choose a region that is not familiar to you. Write three inquiry questions about things you would like to know about that region.

## Thinking It Through

- Read the story about Rick Hansen on pages 14–15. Then look at the map and the photos describing the regions. What important landforms did he see? Which region do you think Rick did *not* visit? What might a visitor experience in that region?

# What's My Region?



In my region, Rick travelled along highways cut into pink and grey rocks. He went by lakes and muskeg, and crossed many rivers. He might have seen a moose on the edge of the forest.

*Gordie, Opaskwayak First Nation*



In my region, Rick saw the Atlantic Ocean. He saw rocky cliffs and sandy beaches. He wheeled past forests and farms. I bet he had some lobster for dinner along the way.

*Alistair, Old Perlican*



As he travelled through the valleys and mountains in my region, Rick saw heavy forests, orchards, and vineyards. He would have wheeled on high mountain roads. He ended his trip through Canada the way he began: at an ocean.

*Sunjeet, Kamloops*

Gordie, Alistair, Sunjeet, Claire, Brianne, and Katie each live in a different region of Canada. As you explore Canada's regions, they will be exploring, too.

Read what the students say about Rick Hansen's trip across Canada. Then use the map below and the photographs on the previous pages to find out which region they are from.







Rick saw cities of different sizes along a large river and the Great Lakes in my region. He travelled through places where many people speak French. He also saw farms. I hope he stopped to visit Mont Royal.

*Claire, Montréal*



If Rick had visited my region, he might have seen snow and ice-covered land, and the beautiful northern lights. In the summer, he might have seen long days when the sun never seemed to set.

*Katie, Arviat*



When Rick wheeled across my region, he saw open plains. He saw forests and rivers, too. Then he reached the foothills of the Rocky Mountains.

*Brianne, Qu'Appelle Valley*

This is Rick Hansen's route through Canada.

### Thinking It Through

- Which of the six speakers describes a region in which you live? Which description sounds totally different?

# The Students' Inquiry

## words matter!

A **highway** is a large road that connects towns and cities. The **Trans-Canada Highway** was built so that people could travel across Canada on one highway.



Why do highway signs use symbols? Look for highways with symbols where you live. What stories do they tell? Why does this sign show a maple leaf?

The 20th anniversary of Rick Hansen's trip around the world was in 2006. Although they lived in different regions, Claire, Sunjeet, Gordie, Katie, Alistair, and Brianne each took part in projects started in their different schools that would celebrate the anniversary. Each student would find out more about Rick's route through their region. The results of their projects would later be shared among schools.

For most of his trip, Rick followed the **Trans-Canada Highway**. His route took him through many towns and cities, as well as isolated areas. While he had been through almost every region, he had not visited the Arctic region.

As they worked on their projects, each student began to wonder about how people travel through their region. They asked:

- What are the major highways in my region? How long are they?
- What would be the best route to take through my region?
- How does the landscape shape the highway?
- What are other ways to travel across Canada?
- How do people travel in regions where there are no highways?

Katie discovered that the Trans-Canada Highway did not go through her region. While there are principal highways that come into the Yukon and the Northwest Territories, only the Dempster Highway reaches the Arctic region. She decided to look into how people in her region travelled without highways.

Sunjeet wanted to know about the length of the major highways in his region. He chose to measure the Trans-Canada Highway. The map on pages 16–17 shows this highway. To measure it, Sunjeet used the scale on the map. Look at the Skill Power on the next page to learn more about scale.

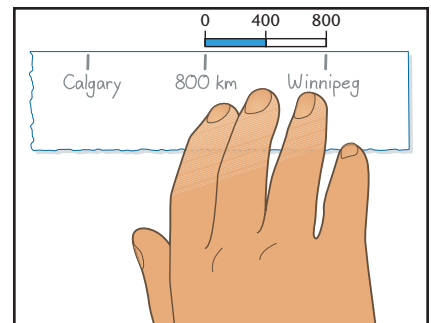
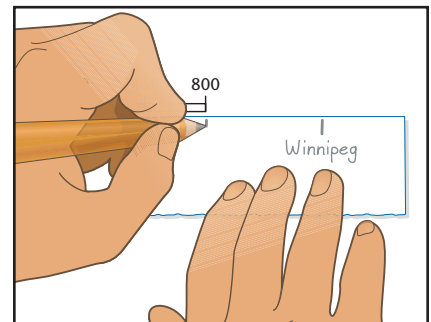
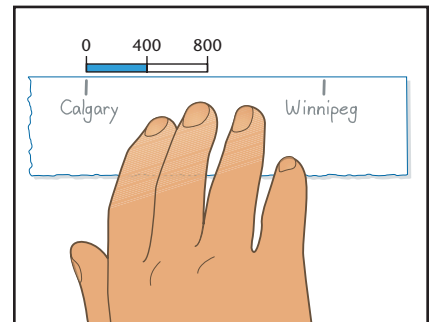
# Understanding Scale

**Scale** is a tool we use to compare the distance on a map to the actual distance on Earth's surface. By using scale, a small distance on a map can show a larger distance on Earth's surface. Look at the map of Rick's journey on pages 18–19. This map uses a bar scale.

## Measuring Distance with Scale

Measure the distance of Rick's journey between Winnipeg and Calgary. First mark the locations of the two cities on the edge of a piece of paper.

1. Place the edge of the paper against the map scale, with the first mark at zero.
2. Make a mark on the paper at the right end of the scale.
3. Move the paper so the mark lines up with 0 on the bar scale. Measure the next distance, and add the two distances together. In this example,  $800 + 200 = 1200$ . Rick travelled 1200 km between the two cities.



## Practise the Skill

Use these steps to measure the distance of Rick's journey from St. John's to Vancouver. Use the map on pages 18–19 and the bar scale to measure the distance. How many kilometres did Rick travel across Canada?



# What Makes a Region?



I wonder what other physical features can be found in my region.

## words matter!

**Physical features** include landforms, such as mountains, hills, and plains. Physical features also include bodies of water, such as oceans, rivers, and lakes.

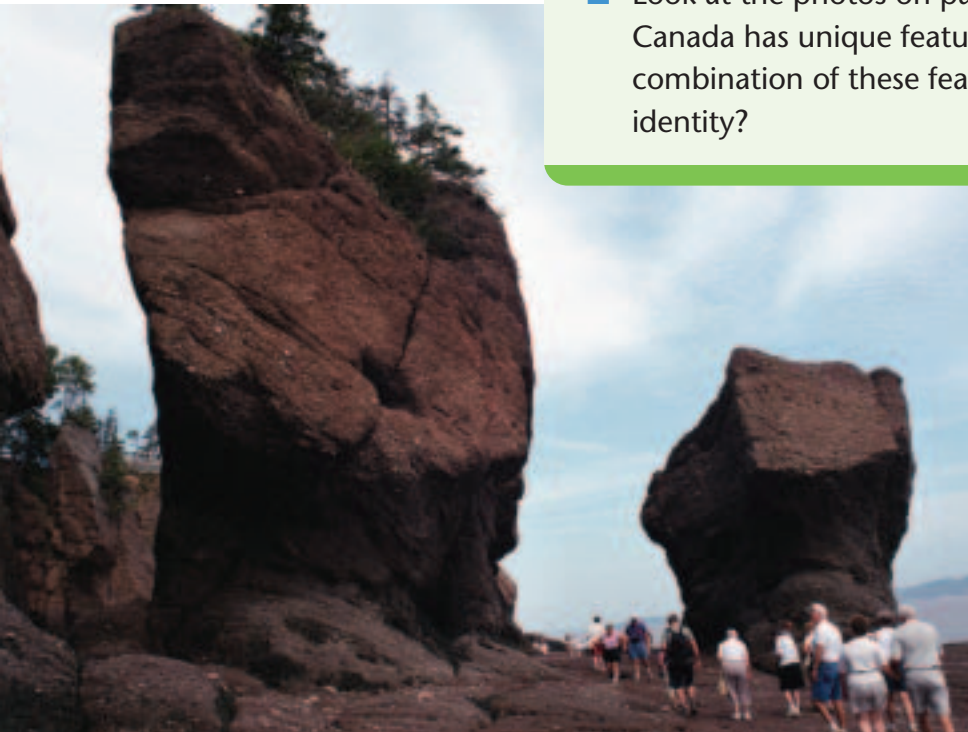
How would you describe the region where you live? Physical features, climate, and natural resources are things that can be used to describe each of the major regions in Canada. These things also affect how people live in each region.

## A Region Shares Physical Features

The **physical features** of a region can show what a region looks like. They can also affect things like climate, and what people do for work and for fun. What physical features did Claire, Sunjeet, Alistair, Brianne, Gordie, and Katie talk about when they described their regions?

### Thinking It Through

- Imagine that someone who has never visited your region is about to travel through the area where you live. How would you describe it to them? What physical features might they see there?
- Look at the photos on pages 16–17. Each major region in Canada has unique features. How do you think the combination of these features help contribute to Canada's identity?



Physical features, such as the Hopewell Rocks beside the Bay of Fundy in New Brunswick, often become part of a region's identity. Features like this help people recognize a certain region. What physical features could be used to recognize your region?

# A Region Shares Climate

Different regions in Canada may have different **climates**. For example, the **weather** may be muggy in the Great Lakes–St. Lawrence Lowlands region in the summer, but hot and dry in the Interior Plains region. Canada’s climate is different from place to place because of different latitudes, landforms, bodies of water, and elevation.

Lines of **latitude** are imaginary lines around Earth. On a map, lines of latitude run from east to west. Places that are farther north are farther away from the equator. They are usually colder than places closer to the equator. Check the map on pages 16–17. Find the communities of Grise Fiord in the north and Pelee Island in the south. What do you notice about their latitudes? How do you think this affects the climate in these places?

**Landforms** and large **bodies of water** can also affect climate. For example, mountains can stop rain or snow from moving into or out of a region. Lakes and oceans can warm or cool an area.

**Elevation** is the height of the land compared to sea level or the ocean surface. Have you ever hiked up a mountain or gone up in a gondola? If you have, then you already know that the higher you go, the cooler the temperature gets.

## words matter!

**Climate** is the kind of weather an area has over a long period of time.

**Weather** is daily conditions: for example, rain, sunshine, or snow.



Toronto is located on the shore of Lake Ontario. Why do you think people might want to live next to a lake?



The climate at higher elevations is good for pine forests. Why?




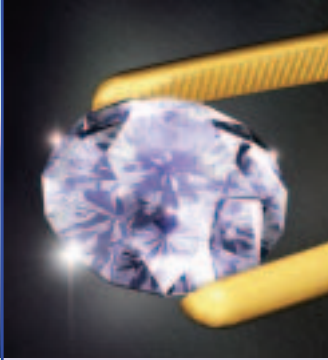
# A Region Shares Natural Resources

## words matter!

**Industries** are businesses that produce goods or services.

Natural resources are connected to both the physical features and the climate of a region. Each region has unique qualities that affect the kinds of natural resources found there. For example, the ocean in the Atlantic region provides fish. Animals, forests, lakes, rivers, land, minerals, and mountains are also examples of natural resources.

## SOME OF CANADA'S NATURAL RESOURCES

Basic Resources	Animals	Plants	Land
			
<ul style="list-style-type: none"> <li>• air</li> <li>• water</li> <li>• soil</li> </ul>	<ul style="list-style-type: none"> <li>• fish</li> <li>• birds</li> <li>• mammals</li> </ul>	<ul style="list-style-type: none"> <li>• trees</li> <li>• wildflowers</li> <li>• grasses</li> </ul>	<ul style="list-style-type: none"> <li>• metals</li> <li>• non-metals</li> <li>• fuels</li> </ul>

If there were a lot of one of these resources in one region, how might it affect ways of life? What if there were very few resources?

## More About...

### Natural Resources

Some natural resources are **renewable**, which means the resource can be replaced. Other natural resources are **non-renewable**, which means the resource can never be replaced once it is used up.

## Resources and People

Natural resources are an important source of jobs in many communities. People work in different **industries** that are connected to resources. Some industries produce paper and wood products from trees. Other industries produce food, clothing, fuel, and minerals from other natural resources.

Resources are more than a source of jobs. Clean air and water are necessary for good health. Forests, rivers, animals, and plants can be enjoyed by everyone. We learn to interact with nature. We enjoy the animals and plants that are part of our environment. This enjoyment can add to our quality of life.



# People Feel Connected to Regions

People often share a feeling that they are connected to their region. They work and play in their region. They enjoy the beauty of the land, and have adapted to the climate. Being from a certain region can add to their sense of identity. They can share this identity with everyone else who lives in that region.

## Communities Within Regions

In each of Canada's regions, there are many sorts of communities, large and small. Each community has formed for a reason. Look at the diagram below to find out more.



When forming communities, people look for locations with natural advantages. How might these advantages be different in the six regions?

People can feel very deeply about where they live. You might feel that you belong to the town or city in which you live. But you can also be part of a much larger picture—you can belong to Canada. What are some things that you could tell someone who asks, “What’s it like to live in Canada?”

### Skill Smart

- Research two cities in Canada. Why are these cities located where they are?
- What things other than those listed here might help create a community? Why do you think some communities grow, while others do not?



I love living in the Interior Plains region. I love the open skies and the beauty of the Qu’Appelle Valley. I wonder how other people feel about where they live. I think I’ll ask my cousins in British Columbia.



Volunteers and supporters feel that the Trans Canada

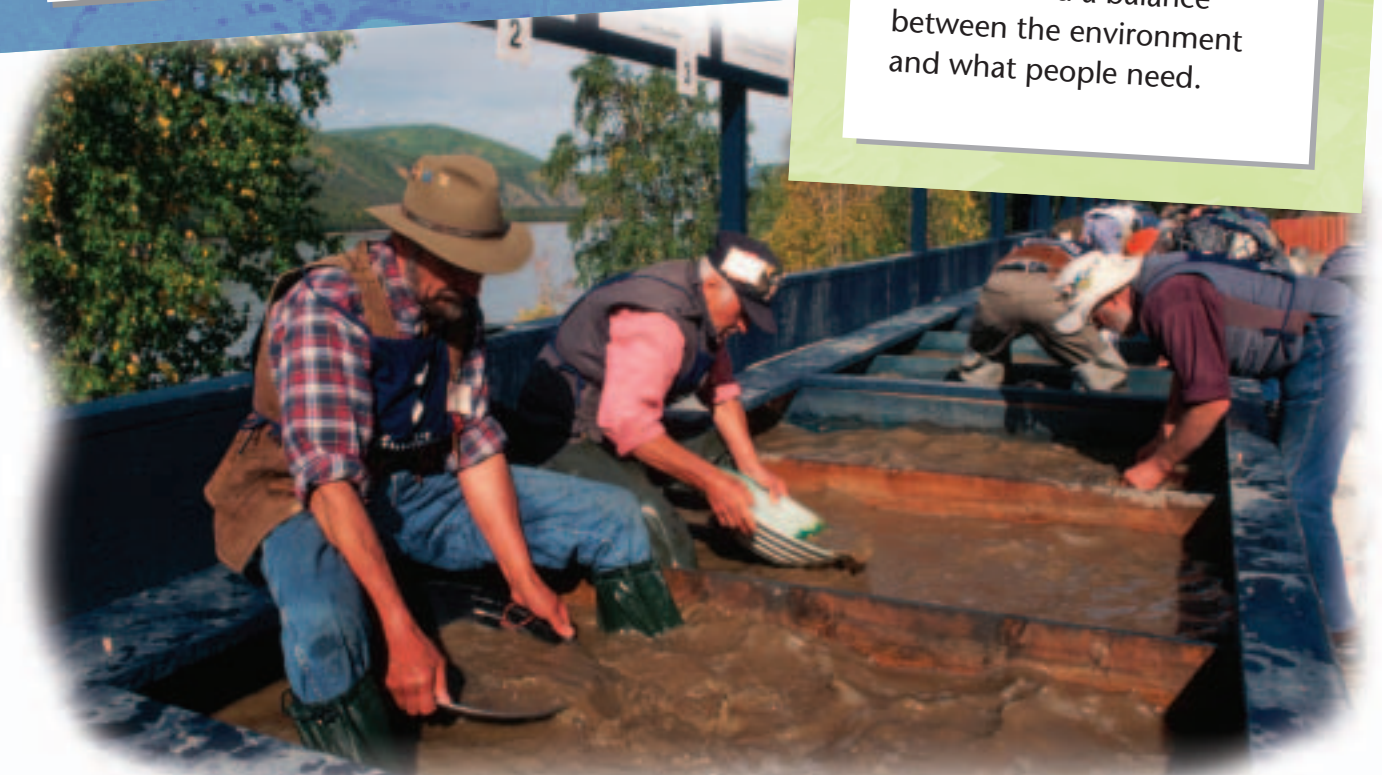
Trail is creating links between Canadian communities from coast to coast, and giving Canadians a way to experience Canada’s natural beauty close up.

## What Do People Share in Common About the Resources in Their Region?

Many communities in Canada begin and grow as a result of natural resources. Some of these resources are renewable, but others are not. How might this affect people who depend on natural resources?

Dawson City grew very quickly when gold was discovered in the past. Prospectors once swarmed here hoping to find gold and get rich. Today, the gold is almost all gone. But the story of the Gold Rush still brings visitors to this region. I show these tourists how my ancestors used to pan for gold.

So many people in British Columbia work in the forestry industry. Most are passionate about protecting the forest and the animals that live there. We must find a balance between the environment and what people need.





In 1992, the Canadian government closed the 500-year-old cod fishery in Newfoundland. There were too few left to support the fishing industry. I decided to stay in Newfoundland and train for other work. Now I have a new job.

I'm helping to find ways to use renewable resources. I work on a wind farm in Murdochville, Québec. I'm glad our whole community can get together to make these decisions.

In the past few years, there have been many droughts in southern Saskatchewan. My family is taking part in a study on how to adapt to drought. We are planting trees and grass in some areas of our farm to protect dry soil. We really need more irrigation plans, though.

### Over to You

1. As a group, discuss the points of view. Why do you think these people have formed their opinions?
2. Why are the resources in a region so important to the people who live there?



# What Affects Life in a Region?

## Skill Smart

- Make a comparison chart to show how Canadians are the same across the country, and how they are different. Use the categories on these pages to get started.

Think about the physical features, climate, and natural resources where you live. How do they affect what you do each day? How do they affect how you dress, travel, play, and eat?

There are many ways of life across Canada, both in the past and today. Not everyone in Canada lives the same way. There are people who live on boats, people who eat whale meat, and people who travel to school on the subway. But there are things that we all have in common, too.

Look at the photos on this page. Which ones show ways of life that are similar to how *you* live?



### Clothing

We live in North Bay. We have to be ready for all kinds of weather here in the Canadian Shield. That's why I wear lots of layers when we go hiking.



It can rain really suddenly in Vancouver. I almost always carry my umbrella and raincoat.



### Transportation

In Igulik, more people get around on snowmobiles than in cars.



We live in Montréal. My dad works on a ship on the St. Lawrence River. It's a great way to move things from place to place.



## Recreation



In Pond Inlet, we need to play inside during the coldest days of the winter.

I could spend all day sailing near Montréal.



## Housing



My house is in Harling Point, on the coast of British Columbia. My friend lives on the mountain nearby.

We live in a farmhouse near Saskatoon, Saskatchewan. We can't see our neighbour's house because it is so far away.



## Jobs



My uncle works on a lobster boat in West Dover. With the ocean so near, fishing is a big industry here in Nova Scotia.

There are minerals in the ground near Thunder Bay, Ontario. Many people work in the mining industry.

# Exploring Canada's Peoples

## words matter!

**Heritage** is what has been passed down to you from the past.

**Ancestors** are the people in your family who came before you.

**Diverse** means made up of people from a variety of cultures, backgrounds, and beliefs.

## More About . . .

### Canada's Diversity

Hundreds of languages are spoken in cities like Montréal, Toronto, and Vancouver. Montréal is the second-largest French-speaking city in the world, after Paris.



Physical features, climate, and natural resources in Canada's regions affect ways of life. What else affects how people live? Think about

- the languages you speak at home and at school
- the holidays you celebrate

Part of the way you live is a reflection of your **heritage**. If your heritage is Ukrainian, your holidays might include some traditions that are different from those that someone with a Chinese heritage might celebrate. If your **ancestors** were Inuit, you might speak a different language than someone whose ancestors were Scottish.

People from many different countries have settled in Canada. This makes the population of Canada **diverse**. Different groups of people have made Canada what it is today. You will learn about the First Nations, the Métis, the Inuit, the Francophones, and the English in Canada. You will also learn about the Loyalists and people who immigrated to Western Canada.

## The First Nations, Inuit, and Métis

First Nations and Inuit have always been living in the land we call Canada. You will learn about how these groups lived before contact with the Europeans, and how they live today. Look at the map on pages 336–337 of the atlas section. What does it tell you about where First Nations and Inuit lived in the different regions?

You will also learn about the Métis, who were the descendants of European and First Nations people. The Métis played an important role in the development and exploration of Canada during the fur trade.

Students use library computers in Cambridge Bay, Nunavut. How has technology changed ways of life for the Inuit?



# The French and the English

The Vikings were the first Europeans to arrive in Canada. Later, European explorers from countries such as England, France, and Spain came. The French were the first to build European settlements, towns, and forts. English explorers and settlers came later. The two groups spoke different languages and had different beliefs and customs. Today, Canada is officially **bilingual**, using English and French as its official languages.

## Coming to Canada

Like the English and the French, people have come to Canada from around the world. They brought with them different languages, customs, and beliefs. People continue to immigrate to Canada today.

Compare the two Voices of Canada on this page. What do they tell you about the experience of each speaker?

### words matter!

Someone who is **bilingual** is able to understand, speak, and write two languages.

### Voices of Canada

#### *French Settlement*

From every point of view the site is fair, [and] the narrow entrance easy to defend. Upon the heights could be built a town. A very pretty place, [where] each family might in great comfort dwell and find a certain joy in life.

*Sieur de Dièrville, describing Port Royal, the first permanent French settlement in New France, 1699*

### Voices of Canada

#### *Our New Homeland*

Suddenly a black stripe appeared above the fog... everyone cheered, "Land ahoy!" What was visible were dark green wooded hills. I thought I could even smell the wonderful fragrance of the distant forests. Nova Scotia, Canada, our new homeland, was spread out before our eyes in the sunshine.

*Peter Hessel, German immigrant, 1952*

### More About...

#### **New France**

New France was the name given to certain areas of Canada by French settlers. To them, the area was "new." The First Nations did not view the land as "New France."

There are many bilingual signs in Canada. What does this say about Canada's identity?



# Build Your Skills!

## Use Scale to Explore Canada

Imagine that you are going on a tour of Canada's provincial and territorial capitals. On the map on pages 16–17, use scale to discover the distance between the capitals of each province and territory.

- Which provincial and territorial capitals are closest together?
- Which are the most isolated from other provincial and territorial capitals? How might this affect life in those cities?
- Use your findings to describe the size of Canada.

## Study Ways of Life

Start a scrapbook about ways of life in Canada. You could show the different ways people play, work, and travel in each region. Begin with your own community. You can use photographs or your own drawings. Find newspaper clippings that tell you about ways of life in another region, or conduct interviews with someone you may know in another community.

## Create a Display

Our identity is shaped by many things. Make a display to show how the geography of Canada's regions helps to shape the identity of Canadians. Think about Canada's

- size
- diverse landscape
- climate
- natural resources
- diverse communities



## Putting It All Together

Using information in a chart is one way to present the results of an investigation of the Trans-Canada Highway. Katie's chart looked like this.



My Question	Trans-Canada Highway	Dempster Highway
How do highways affect how people live?	Connects big cities and towns and makes it easy to travel between them.	Connects some communities, such as Inuvik, with other communities in other regions. With no highways in Nunavut, people must find other ways to travel.

Review the inquiry questions for this chapter:

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

### Take Time to Reflect



Think about what you have learned in this chapter. If you were to travel across Canada to raise money like Rick Hansen did, what criteria would you use to decide what your cause would be? How would you travel? Design a poster to promote your journey and describe your cause. Save your work for your Canada Collection.