

# Countries Around the World™

## Canada

### Program Summary

Meet 11-year-old Arabelle. She and her family live in Ottawa, the capital of Canada. Join Arabelle as she and her mother pass by the headquarters of the Royal Mounted Police before snowshoeing along the wintry trails of Gatineau Park. Next, Arabelle enjoys Winterlude, Canada's winter carnival, by watching dog-sled races at Rideau Hall, the residence of Canada's governor general. Experience the culture of the First Nations when Arabelle visits the Canadian Museum of Civilization and spends time at the exhibits dedicated to the Inuit people. Finally, Arabelle introduces us to the popularity of winter sports and activities in Canada when she and her friend Sabrina go ice skating on Ottawa's famed Rideau Canal before they enjoy a tasty snack of maple taffy and gaze at all of the fantastic ice sculptures in Confederation Park.

### Country Information

- **location:** northern North America, bordering the North Atlantic Ocean to the east, the North Pacific Ocean to the west and the Arctic Ocean to the north; bordered by the contiguous United States to the south and Alaska to the northwest
- **capital:** Ottawa
- **official languages:** English and French
- **type of government:** constitutional monarchy that is also a parliamentary democracy and a federation
- **total area:** approximately 9,984,670 sq km
- **climate:** varies from temperate in the South to sub-arctic and arctic in the North
- **terrain:** mostly plains with mountains in the West and lowlands in the Southeast
- **natural resources:** includes iron ore, nickel, zinc, copper, gold, lead, molybdenum, potash, diamonds, silver, fish, timber, wildlife, coal, petroleum, natural gas and hydropower
- **industries:** includes transportation equipment, chemicals, processed and unprocessed minerals, food products, wood and paper products, fish products, petroleum and natural gas
- **agricultural products:** includes wheat, barley, oilseed, tobacco, fruits, vegetables, dairy products, forest products and fish

### Vocabulary

**First Nations** — A term referring to the different groups of indigenous people living in Canada.

**Canadian dollar** — The currency of Canada.

**Inuit** — A native people who live primarily in northern Canada, who can also be found in the Arctic region from Alaska to Greenland.

**inhospitable** — A place that is unfavorable to life or growth.

*(Continued)*

**caribou** — Any of several large reindeer that are native to northern North America.

**tundra** — A treeless area of Arctic regions that is characterized by permanently frozen subsoil and low-growing vegetation.

**canal** — A man-made waterway that is created to connect two or more existing waterways.

**maple taffy** — A sweet treat made from pouring boiled maple syrup over snow. It is eaten after it hardens.

### Pre-viewing Discussion

- Discuss how regions in the world are divided by different factors, like language, people, geography and politics. Questions to ask include: What is a border? What are some geographic features that could constitute natural borders? What are some examples of other types of borders? Why do borders sometimes change? Can you think of any examples from your community where places are divided by things like language, food or geography?
- Lead a discussion about how climate affects where and how people live. Begin by having students talk about how the weather in their area affects their lives. Expand the conversation with questions, such as: How would you have to adapt your lifestyle if you lived in a place that was really hot? What about a place that was really cold? How do people who live in such extreme conditions adapt to the climate? Would you like to live in a place like that? As they prepare to watch the program, instruct students to watch for references to how climate affects people living in Canada.
- Distribute outline maps of Canada to the students. Have students find and label the Canadian provinces, the capital and other major cities. Ask questions, such as: Since Canada is such a large country, do you think there are differences among the people who live there? How might people who live on the border with Alaska be different from the people living in Montreal or Toronto? What might be some similarities? How might the climate be different in the northernmost part of the country as opposed to the places along the border with the United States? How might those differences in climate affect the way people live?

### Follow-up Activities

- Encourage students to write and illustrate an informational class book about Canada. They can include facts about Canada's geography, history, culture, wildlife and people. Divide the class into groups and assign each group a topic. Each group can produce a few pages that include pictures or illustrations, time lines, maps and other relevant information pertinent to its topic. As a resource, visit [www.pocanticohills.org/canada/canada.htm](http://www.pocanticohills.org/canada/canada.htm).
- Students can discover some of the folklore of Canada, including ancient tales told by the First Nations and ghost stories cooked up by rugged, Canadian trappers, by visiting [www.americanfolklore.net/canada.html](http://www.americanfolklore.net/canada.html). Then, have students recreate one of these tales in the classroom by acting it out. This can be done as a puppet show, a mime skit, a student play, etc. Divide the students into small groups and have each one prepare its own production by choosing a format and thinking about the story's elements of character, setting and plot. After each performance, conduct a question and answer session in which students explain why they chose to retell the stories in the ways that they did. As an extension, have students tell their own folktales and ghost stories based on the Canadian ones.
- Find out firsthand what life is like in Canada by starting a pen-pal program with students who live there! Correspondence can take many forms — handwritten letters, emails, postcards or video mail. Keep track of when messages are received and share them with the class. For a school with the technological means, see if an Internet-based teleconference can be arranged.

*(Continued)*

- *Bonjour!* French is one of Canada's official languages. Students can learn some basic French words and phrases that deal with topics, such as ordering food at a restaurant and talking about the weather, by visiting [www.bbc.co.uk/languages/french/lj/menu.shtml](http://www.bbc.co.uk/languages/french/lj/menu.shtml). Have students pair up and write and perform short skits in French. Then, students can "rewind" their skits and perform them again — in English, Canada's other official language.
- Students can experience the fun of some of Ottawa's outdoor activities and festivals by visiting [www.canadacapital.gc.ca/bins/ncc\\_web\\_content\\_page.asp?cid=16297&lang=1](http://www.canadacapital.gc.ca/bins/ncc_web_content_page.asp?cid=16297&lang=1). After exploring this site, students can write a series of journal entries and create a narrative as if they had been on vacation in Ottawa. Each entry can include some information about the sites (e.g., "Today, I skated through Rideau Canal, all 7.8 kilometers of it!"). Encourage students to share their entries with the class. Then, students can choose three images from the places they "visited" and draw pictures of them to create triptychs of their travels. Each panel of the triptych can include a caption that describes the place being depicted.
- National symbols, like the flag and the national anthem, can tell a lot about a country's history and identity. Have students investigate the story of how the Canadian flag was designed. Then, share the words of the national anthem, "O Canada," in both French and English. Discuss what these symbols say about Canada and its people. Visit [www.thecanadapage.org/Canadian\\_Symbols.htm](http://www.thecanadapage.org/Canadian_Symbols.htm) for information about Canada's national symbols. Next, have students choose Canadian national symbols and design stamps based on them. Students can share their stamp designs with the class, explaining why they chose the symbols that they did.
- Forests cover much of Canada, with coniferous trees, like pine, cedar and hemlock as well as deciduous trees, such as birch, poplar, ash, oak and the tree that is synonymous with Canada — the maple! Engage students in a study of the forests of Canada by having them investigate the different types of trees found there. Students can compare and contrast coniferous trees, create fact posters, sketch and label different trees in Canada's forests and even build dioramas that feature the different types of trees. As a culmination, students can work together to build a classroom display dedicated to Canada's forests.
- Invite students to learn about the types of wildlife found in the different geographic regions of Canada. Students can choose a particular animal and, using the information they gather, create informational booklets. For an interactive tool, visit [www.readwritethink.org/materials/animal-inquiry/](http://www.readwritethink.org/materials/animal-inquiry/). Students can take turns sharing their booklets with the class. As an extension, students can collect pictures of their animals and create a classroom collage that features the wildlife of Canada.
- Many places in Canada, such as Winnipeg, Ontario and even the capital, Ottawa, have names derived from the various languages of the First Nations, or as they're more commonly known in the United States, the Native Americans. In fact, places in the United States, like Manhattan, Massachusetts and Minnesota, also get their names from Native American words. Have students investigate place names in both Canada and the United States that have Native-American origins. Students can write each First Nation or Native-American place name they find on a note card and include its original definition. Students can mount their cards on a word wall dedicated to places with Native American names. As an extension, students can work together to mark a classroom map with all of the places they discover with Native-American names.

## Suggested Internet Resources

- [atlas.nrcan.gc.ca/site/english/index.html](http://atlas.nrcan.gc.ca/site/english/index.html)  
This site provides information on the culture, history, people, economy and geography of Canada.
- [www.timeforkids.com/TFK/specials/goplaces/0,12405,397588,00.html](http://www.timeforkids.com/TFK/specials/goplaces/0,12405,397588,00.html)  
Discover Canada and what it is like to live there! This web site by Time Inc. presents information about Canada's famous sites, history and culture. A quiz is also included.
- [www.ainc-inac.gc.ca/ks/index\\_eng.asp](http://www.ainc-inac.gc.ca/ks/index_eng.asp)  
Indian and Northern Affairs Canada sponsors this "Kids' Stop" site that offers information about Canada's native people, including a story about a native child, games and audio files of native languages.
- [library.thinkquest.org/CR0212302/canada.html](http://library.thinkquest.org/CR0212302/canada.html)  
Learn about the culture and customs of Canada from the perspective of a child who lives there! The students of Roosevelt School in Wauwatosa, Wisconsin present this award-winning site to teach people about different cultures.
- [www.cia.gov](http://www.cia.gov)  
The CIA World Factbook web site presents detailed and up-to-date information on Canada and many other countries. Topics include geography, people, government, economy, transportation and communication. On the main page of the CIA site, click on the "World Factbook" link.

## Suggested Print Resources

- Braun, Eric. *Canada in Pictures*. Lerner Publications, Minneapolis, MN; 2003.
- Corriveau, Danielle. *The Inuit of Canada*. Lerner Publications, Minneapolis, MN; 2001.
- McCurdy, Michael. *An Algonquian Year: The Year According to the Full Moon*. Houghton Mifflin, Boston, MA; 2000.
- Pang, Guek-Cheng. *Canada*. Marshall Cavendish, Tarrytown, NY; 2004.
- Rogers, Barbara Radcliffe and Stillman D. Rogers. *Canada*. Children's Press, Danbury, CT; 2000.

Teacher's Guide written by Brian Wales, Curriculum Specialist, Schlessinger Media

Teacher's Guides for titles in this series are available at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- Algeria
- Argentina
- Australia
- Austria
- Belgium
- Bolivia
- Brazil
- Cambodia
- Canada
- Chile
- China
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Guatemala
- Iceland
- India
- Indonesia
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Lebanon
- Madagascar
- Mali
- Malta
- Mexico
- Mongolia
- Morocco
- Myanmar (Burma)
- Netherlands
- Norway
- Peru
- Portugal
- Romania
- Russia
- Rwanda
- South Africa
- Spain
- Sweden
- Switzerland
- Turkey
- United Kingdom
- United States
- Venezuela
- Vietnam



Teacher's Guide Copyright 2007 by Schlessinger Media, a division of Library Video Company  
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Program © Marathon and Pixcom Productions - MMIV All Rights Reserved