

# Canada's Provinces and Territories

— Grades 4-6 —

Written by Ruth Solski

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Canadian children should be exposed to and become more knowledgeable with their wonderful country. This book has been written to acquaint and to expand student knowledge of Canada's Physical Regions, Climate, Provinces, Territories, Capital Cities, Bodies of Water, Natural Resources, Industrial Growth, and its People. During this study, students will develop and strengthen reading, research, and mapping skills.



**RUTH SOLSKI** was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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## Learning Expectations

### Students will:

- describe the physical features of regions within the provinces.
- identify how regions are interdependent in relation to their economies and governments.
- demonstrate and become aware of the various relationships, economically and culturally, etc., within and between Canadian regions.
- identify the characteristics of the physical regions of their individual province/territory and all of Canada.
- name and describe the main features of a river system.
- demonstrate an understanding of the significance of the St. Lawrence River and the Great Lakes System.
- identify Canada's major natural resources and their uses.
- identify and describe types of communities in each physical region of each province and territory.
- demonstrate an understanding of the exchange of products within each province or territory and throughout Canada.
- identify the physical regions of Canada.
- describe and compare the physical environments of these regions according to land forms.
- identify the natural resources used to create Canadian products and the provinces/territories from which they originate.
- use appropriate vocabulary to describe their inquiries and observations.
- construct and read a variety of graphs, charts, diagrams, maps, and models for specific purposes such as to determine physical features, area of regions, size of populations, climate, etc.
- identify Ottawa as the capital city of Canada.
- locate and label the Great Lakes and other major bodies of water and waterways in Canada.
- identify symbols used to outline boundaries (international, national, provincial).
- locate and label the physical regions of Canada on a map.
- use cardinal and intermediate directions, non-pictorial symbols, and colour on a map to locate and describe physical regions.





## Teacher Input Suggestions

### 1. Planning Ahead:

Locate any of the following items.

Canadian atlases; reference books on Canada; reference books on the individual provinces and territories; travel brochures and pamphlets on the various provinces/territories; travel posters about Canada and Canadian places; large photographs or picture collections on places located in the provinces and territories; road maps of the various provinces and territories; wall maps of the world, North America, Canada; photos of tourist attractions across Canada; photos of different types of communities found in Canada; photographs of ethnic people to show the students that Canada is a multi-cultural nation; photos of provincial and territorial coat of arms, flags, floral emblems, animals, birds; postcards of different places located in Canada; photos of Canada's capital city, government buildings, and the present Prime Minister of Canada; puzzles of Canadian scenes and maps of Canada.

### 2. Introduction:

- Decorate your classroom door with Canadian flags, maple leaves, and a large sign that says **“WELCOME TO CANADA!”** On either side of the door, display a full size picture of an R.C.M.P. officer standing guard. On the inside of the door, display labelled pictures of Canada, copies of Canadian songs, and poetry.
- Play Canada's National Anthem, “O Canada,” and sing the words. On a chart or white board, display the words and discuss what they mean. Teach your own provincial/territorial song if there is one.
- Show a film or video that provides an overview of Canada from coast to coast. Discuss it with your students. Show a film or video on your own province/territory if possible.
- Brainstorm with your students for facts that they already know about Canada. List the facts on the chalkboard, white board, or on a chart. This could also be done by dividing the class into different groups. Provide each group with a marker and chart paper. Each group has a leader and a recorder. The leader selects students with facts and the recorder records them on the chart.
- Brainstorm with your students for questions that they would like answered about Canada or their own province. This could also be done using the same format as the exercise above. Remind the leader of each group to leave a space below each question for the answer to be recorded.

### 3. Bulletin Board Displays:

- Locate a large map of Canada. Display it on a bulletin board. Pin one end of a piece of string to each province or territory. Attach the other end to the bulletin board outside the map area. Make name cards for all the provinces and territories. Store the name cards in an envelope close to the map. Have the students practise naming them by pinning the name card at the end of each piece of string.
- Laminate a large, empty, political map that shows the divisions and borders of the various





## CANADA'S PROVINCES AND TERRITORIES

provinces and territories. This map should also show the position of each capital city. The students may use a water-soluble pen to mark on the names of the provinces and territories and their capital cities. Provide a damp cloth to remove the names after each group of students has identified the different provinces, territories, and their capital cities.

- Display pictures of famous tourist attractions around a large map of Canada. Connect each picture with string to its location in Canada. The pictures should be labelled.
  - Around a large map, display pictures of various communities found in Canada. Use large paper arrows to show where the communities are located.
4. **White Board Displays:** Many of the above bulletin board displays could be done using a white board.
5. **Music Ideas:**
- Teach your class songs that pertain to Canada and the different provinces.
  - Listen to Canadian folk music and popular music sung by professional Canadian artists.
  - Incorporate ethnic music during the theme to familiarize students with multicultural music.
6. **Art Ideas:**
- Students may paint a mural to show different types of communities located in Canada.
  - Individual pictures of places in Canada, tourist attractions, flags, coats of arms, and floral emblems could be painted, crayoned, or chalked.
  - Collages may be made using photos of different parts of Canada.
  - Post cards and tourist brochures could be designed advertising different tourist attractions in Canada.
7. **Creative Writing Ideas:**
- Students could source out a Canadian pen pal living in a different province/territory, and begin writing to him or her. The students would tell them facts about their province or territory and ask them questions about theirs. Letters could be read aloud in class.
  - A classroom in one province could communicate using a computer with other classes in different provinces or territories to find out facts and information.
  - Students could read different Canadian legends and then rewrite one to make a storybook for younger students to listen to or read.
  - Adventure stories could be created about different places located in Canada.
  - Descriptive stories could be written about unique places in Canada. For example: Niagara Falls, Rocky Mountains, Whistler, Royal Tyrell Museum, Casa Loma, CN Tower, Fort Henry, Black Creek Pioneer Village, etc.
8. **Organization of this Book:**  
This book has been divided into lesson plans with reproducible follow-ups. Each lesson may need to be adapted or the ideas may be used to design you own lesson plans in order to suit the needs of your own students.





# Rivers of Canada



## Lesson Plan #7: Rivers of Canada

### Expectations:

The students will:

- identify and describe the main features of a river system.
- identify major rivers of Canada.
- demonstrate an understanding of the significance of the St. Lawrence River.
- understand the terms *mouth*, *source*, *branch*, *delta*, *flow*, *tributary*, etc.

### Discussion Time:

Reproduce the Information Sheets entitled “**What is a River?**” pages 34 to 35 for your students to read, or display them on an overhead or white board. Read the information with the students and discuss the following terms. Record the terms on the chalkboard or a chart. Have the students give a meaning for each term. The students may copy the terms and their meanings on their own chart.

### River Terms

1. **river:** a large body of flowing water that moves over the land in a long channel
2. **source of a river:** the beginning of a river, usually found in the mountains
3. **headwaters:** small streams found at the beginning of a river
4. **rills:** tiny, narrow channels of flowing water
5. **brooks:** wider and deeper channels of flowing water
6. **streams:** made from brooks joining together
7. **tributaries:** all the rills, brooks, and streams that carry water to a river
8. **river system:** of a river and all its tributaries
9. **drainage basin:** the area of land that a river system drains
10. **Continental Divide:** an imaginary line in the Rocky Mountains that divides North America into two large drainage basins
11. **river channel:** the land on either side of and beneath the flowing water
12. **river bed:** the bottom of the channel
13. **river banks:** the sides of the channel
14. **waterfalls:** a steep drop in the river’s channel caused by erosion
15. **rapids:** water tumbling over large boulders in a river
16. **canyon:** a deep channel with high walls cut by a fast flowing river
17. **flood plain:** a flat area found on one or both sides of the banks of a river covered by water during a flood
18. **meander:** a snake-like bend in a river
19. **mouth of a river:** the place where the river empties its water into another body of water
20. **delta:** dirt and rock left by a river at its mouth to form a body of land
21. **river’s load:** dirt and rock that the river carries as it travels to its mouth





# Rivers of Canada



## Follow-Ups:

1. Reproduce map entitled “**The Rivers of Canada**” on page 33 for each student or use it to make an overhead or on a white board for student viewing. The students are to locate the names of rivers on the map. Have them trace in blue each river that they find. Discuss the sizes and locations of as many rivers as you can.
2. Reproduce Worksheet #1 entitled “**Important Rivers of Canada**” page 37. The students are to complete the worksheet using the map entitled “The Rivers of Canada” found on page 33.
3. Reproduce Worksheet #2 entitled “**Where is Each River Located?**” on page 38. The student is to research to find the location of each river. They are to record the name of the province or territory on the line provided.
4. Reproduce Worksheet #3 entitled “**How Long Are the Rivers of Canada?**” page 39. The students are to arrange and record on the chart the names of the rivers in the order of size, from the largest to the smallest.

## Answer Key for Worksheet #1: Important Rivers of Canada page 37

1. Ottawa River, St. Maurice River, Saguenay River
2. Albany River, Moose River, Rupert River, Eastmain River
3. Churchill River, Nelson River, Severn River, La Grande River
4. St. Lawrence River
5. Fraser River, Skeena River
6. North Saskatchewan River, South Saskatchewan River
7. Mackenzie River, Peel River, Coppermine River, Back River
8. Yukon River, Questions 9, 10, and 11 Answers will vary.

## Answer Key for Worksheet #2: Where is Each River Located? page 38

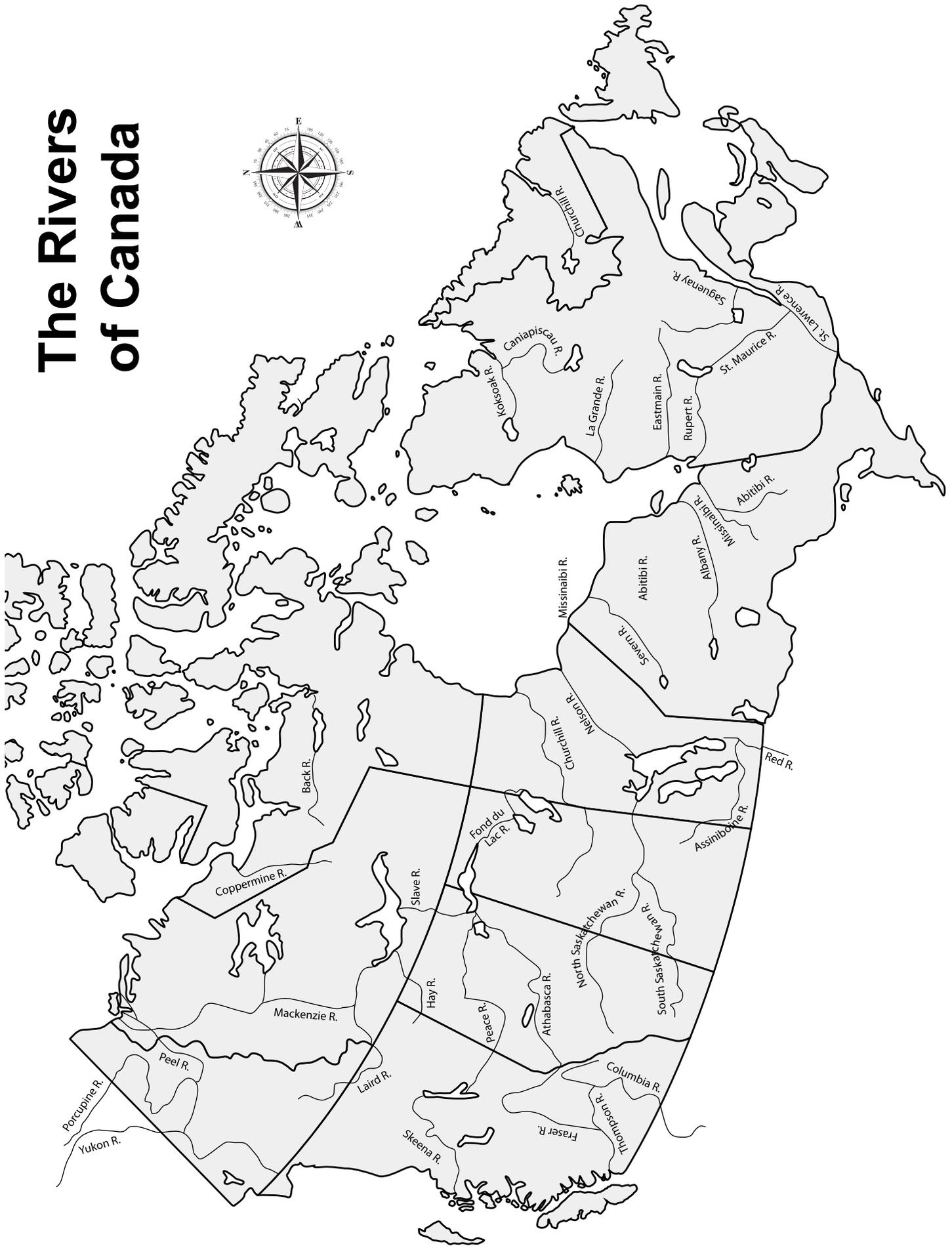
1. Québec
2. Ontario
3. Ontario
4. Ontario
5. Alberta, British Columbia
6. British Columbia
7. Manitoba, Saskatchewan
8. Saskatchewan, Alberta
9. Ontario
10. Québec
11. Ontario, Québec
12. Ontario
13. Alberta, Northwest Territories
14. British Columbia
15. Ontario
16. British Columbia
17. Saskatchewan
18. British Columbia
19. New Brunswick
20. Newfoundland and Labrador

## Answer Key for Worksheet #3: How Long are the Rivers in Canada? page 39

1. Mackenzie River – 4,241 km – Arctic Ocean
2. Yukon River – 3,185 km – Bering Sea
3. St. Lawrence River – 3,058 km – Atlantic Ocean
4. Columbia River – 2,000 km – Pacific Ocean
5. Peace River – 1,923 km – Lake Athabasca
6. Churchill River – 1,609 km – Hudson Bay
7. Fraser River – 1,370 km – Pacific Ocean
8. Ottawa River – 1,271 km – St. Lawrence River
9. Athabasca River – 1,231 km – Lake Athabasca
10. Laird River – 1,115 km – Mackenzie River.



# The Rivers of Canada



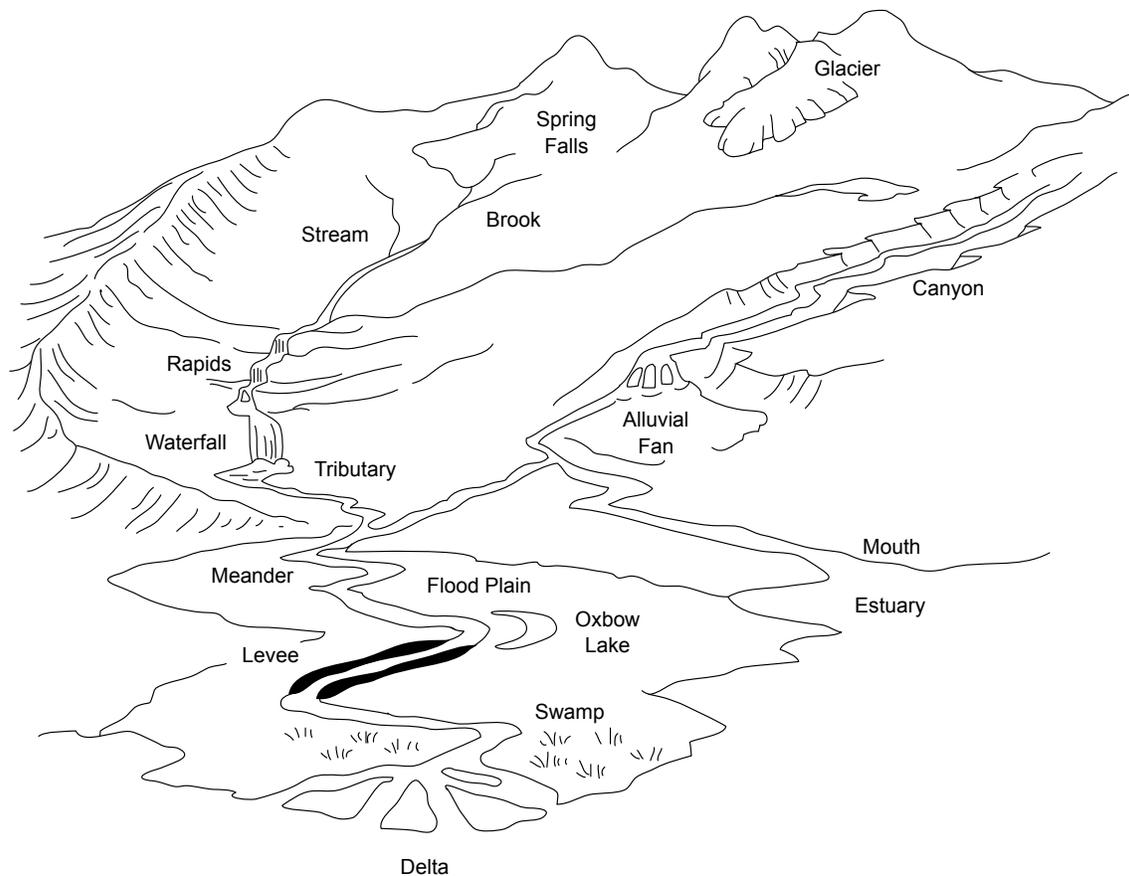


# What is a River?



A “river” is a large body of water that moves in a long channel. The “source” of a river usually begins high up in mountains or hills. The river’s water comes from a combination of rainfall, lakes, springs, and melting ice and snow. Small streams flow from the river’s source. These streams are called “headwaters.” The headwaters flow into tiny narrow channels called “brooks.” The brooks then join together to make “streams,” and the streams join to form “rivers.” All the rills, brooks, and streams that carry water to a river are called “tributaries.” The river and its tributaries form a “river system.” Some river systems have several small rivers that flow into larger ones.

## Parts of a River System



A river receives most of its water from rainfall. The rain flows over the land into the waters of the river system. The water eventually reaches the largest river in the system by way of rills, brooks, streams, and smaller rivers. The rain also soaks into the ground and gathers as ground water. The ground water seeps into the river system and keeps the water flowing in most rivers during dry periods.

The waters of a river system drain an area of land. This is called the system’s “drainage basin.” North America is split into two large drainage basins by an imaginary line called the “Continental Divide.” Water from the eastern side of the divide flows toward the Atlantic Ocean, Arctic Ocean, or the Gulf of Mexico. Water from the western side of the divide flows toward the Pacific Ocean.

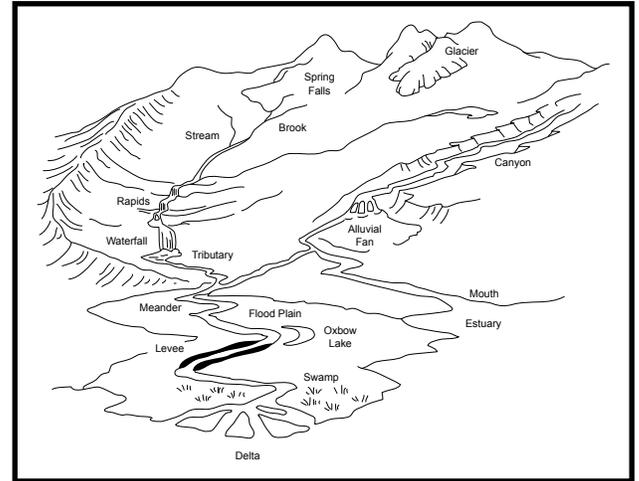




# Rivers of Canada



The “channel” of a river consists of the land on either side of and beneath the flowing water. The bottom of the channel is the “bed” and the edges are the river “banks.” The channel slopes steeply near the “source” of the river and almost flat at the “mouth.” The flow of water of most rivers is faster in the middle course. The “mouth” of a river is where the river empties its waters into another body of water such as a lake, ocean, or larger river. The flow of the river’s water slows down dramatically at the river’s mouth. Sometimes this decrease in speed causes a body of land called a “delta” to form. Deltas are made of rock and dirt carried by the river. The rock and dirt settle where the river slows down. This material is called the river’s “load.”



“Waterfalls” and “rapids” are found in a river. A waterfall occurs when the river crosses a layer of strong resistant rock. Downstream, the rock has been worn away by the river’s flow which leaves a steep drop in the river’s channel. The water passes over the edge of the harder layer and falls to the lower part of the channel.

“Rapids” occur when water tumbles over large boulders or rock ledges in the river channel. Fast-flowing rivers sometimes cut a canyon, which is a deep channel with high walls worn into the river’s bed. A river’s flow may also cut “valleys” through the land. The force of the river erodes the land to create a steep “v-shaped valley” that rises from the river’s banks. A flat area may occur on one or both sides of the banks of a river. This area is called the “flood plain” and is covered by water during floods.

Some rivers have flood plains hundreds of kilometres wide. In a flood plain, the river channel tends to curve from one side of the plain to another. These snake-like bends are called “meanders.”

There are many large rivers found in Canada. They are:

- |                   |                        |                    |                 |
|-------------------|------------------------|--------------------|-----------------|
| Athabasca River   | Nelson River           | Saint Mary’s River | Churchill River |
| Niagara River     | Saskatchewan River     | Columbia River     | Ottawa River    |
| Skeena River      | Detroit River          | Peace River        | Winnipeg River  |
| Fraser River      | Red River of the North | Yukon River        | Mackenzie River |
| Restigouche River | Richelieu River        | Miramichi River    | Saguenay River  |
| Saint John River  | St. Lawrence River     |                    |                 |

The Mackenzie River is the longest river in Canada and its length is 1,724 kilometres. The St. Lawrence River is the second longest measuring 1,300 kilometres.

