

52 Weekly Stories About Canada

— Grades 4-5 —

Written by Ruth Solski

The 52 stories in this book have been designed to familiarize and develop student awareness in Canadian Historical Sites, Famous Historical Canadian Men, Famous Historical Canadian Women, Famous Canadian Athletes, Famous Canadian Inventors and Inventions, Famous Canadian Animals, Famous Canadian Attractions and Famous Canadian Festivals. Each section contains non-fiction stories and follow-ups designed to review, strengthen, and expand students' reading and language skills while familiarizing them with different aspects of Canada. The materials in this book can be used in a variety of ways.



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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Printed in Canada

Published in Canada by:
On The Mark Press
15 Dairy Avenue, Napanee, Ontario, K7R 1M4
www.onthemarkpress.com

Funded by the Government of Canada
Financé par le gouvernement du Canada





At A Glance

Learning Expectations

	Canadian Historical Sites	Famous Historical Canadian Men	Famous Historical Canadian Women	Famous Canadian Athletes	Famous Canadian Inventors and Inventions	Famous Canadian Animals	Famous Canadian Attractions	Famous Canadian Festivals
Reading Skills:								
Recalling Details, Events / Information	•	•	•	•	•	•	•	•
Cause and Effect	•	•	•	•		•		
Expressing an Opinion / Ideas	•	•	•	•			•	•
Classifying Information	•	•		•			•	
Sequential Ordering		•	•		•		•	
Brainstorming				•				
Location Information / Finding Proof		•	•	•			•	
Context Clues			•		•			
Making Inferences						•		
Language Skills:								
Kinds of Nouns / Pronouns	•	•	•	•	•			
Kinds of Verbs / Verb Tenses	•	•		•	•			
Kinds of Sentences	•	•					•	
Subject / Predicate / Object		•	•			•	•	
Adjectives / Adverbs / Phrases		•	•		•		•	
Phrases / Prepositions		•		•	•		•	
Parts of Speech				•	•	•	•	
Paragraph Writing								•
Prefixes / Suffixes		•						
Capitalization / Punctuation							•	
Singular / Plural / Possessive Nouns				•				
Conjunctions							•	
Vocabulary Skills:								
Antonyms / Synonyms / Homonyms	•	•	•	•			•	•
Word Meanings / Spelling	•	•	•	•		•	•	•
Singular / Plural / Possessive Words		•		•				•
Suffixes / Prefixes		•			•			
Syllabication		•	•	•	•			
Root Words / Compound Words		•	•	•	•	•	•	
Vowels / Vowel Combinations			•	•	•		•	
Alphabetical Order			•					
Blends, Digraphs					•			

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become more knowledgeable with different aspects of their country such as Canadian Historical Sites; Famous Historical Male Canadians; Famous Historical Canadian Women; Famous Canadian Athletes; Famous Canadian Inventors and Inventions; Famous Canadian Animals; Famous Canadian Attractions; and Famous Canadian Festivals.
- practise and review reading, vocabulary, and language skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- practise reading and discussing information in a group situation.
- strengthen research skills using non-fiction materials.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.
- practise and strengthen written ideas, opinions, and thoughts.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following situations.

1. Independent Reading with Follow-up Activity: Reproduce the story sheet and worksheet for the students to use to practise their reading skills at school or for home study.
2. Reproduce each story and worksheet. Mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. Laminate the cards for longer usage. The cards could be placed in boxes labelled with the name of each section. Example: Canadian Historical Sites; Famous Historical Male Canadians; Famous Historical Canadian Women; Famous Canadian Athletes; Famous Canadian Inventors and Inventions; Famous Canadian Animals; Famous Canadian Attractions; and Famous Canadian Festivals.
3. Each story could be used as a teaching tool for the entire class or for small groups. Make an overhead of the story or show it on a white board. The students could read the story silently. Any new words in the story could be discussed and word attack skills should be applied by the students to figure them out. Discuss the story's content and have the students locate and read the sentences that answer the questions while applying research and comprehension skills
4. Display the worksheet for the story on the overhead or a white board. The students could record the answers in a notebook or record the answers on the white board or discuss them orally.
5. While the story is displayed, practise students' oral reading. This could be done with a group or the entire class. Direct the students' fluency and speed with your hand or a pointer. Practise reading the story several times. Reading orally is like singing. It has its own rhythm, speed, and expression.



6. If you feel that your students will have difficulty with any of the words in the story, record them on a chart, white board or chalkboard and discuss them prior to the reading of the story. Encourage the usage of word attack skills. Ask any of the following questions:
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Is it a compound word?
 - Does it look like another word that you know?
 - Do the words in the rest of the sentence give you any clues?
7. Some of the stories could be used during social studies lessons and geography lessons.
8. Many of the stories about Canada could be used during indoor recesses as an oral activity for fun.
9. The stories could also be used with students who are experiencing reading difficulties and are placed in higher grade levels.
10. They could also be used with students or adults learning to read English.
11. Any story and follow-up activity can be reproduced and sent home as homework to strengthen the reading ability of a student.
12. The information cards could be mounted and laminated and used to develop various teacher-directed research skills.
13. Stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.

Pier 21

Canada's National Museum of Immigration



Imagine, being a child in 1945, boarding an ocean liner with your mother in England that is heading for a port in Canada to get away from a war that has been raging for six years. There are several hundred other mothers and their children travelling aboard the ship as well. Many of the women are British and are married to Canadian soldiers. They will be travelling for a week-long trip across the frigid Atlantic Ocean. This trip is being done secretly because German U-boats patrol the North Atlantic Ocean waiting to torpedo unprotected passenger ships. When they reach Halifax's Pier 21, they disembark with all the other passengers

The passengers are taken inside Pier 21 and must sit and wait on benches to be processed by the Canadian Immigration Officials. After waiting for an entire day the little girl and her mother are processed and then taken to a train heading for Toronto by a Red Cross Worker. When they arrive in Toronto they are welcomed by her father's family.

Pier 21 operated as an ocean liner terminal and immigration shed from 1928 to 1971. It was the main point of entry for over one million immigrants and refugees from Europe and other countries. It was also a departure point for 496 000 military personnel and Canadian troops during World War II. It was often called 'The Gateway to Canada.'

Pier 21 was a welcoming sight to the immigrants. It was brightly lit with many windows, highly polished floors, and benches to sit and wait on. Pier 21 was a group of buildings that contained a waiting room, a restaurant-dining room, a canteen where people could buy supplies for their train trip, a nursery, a hospital, a detention centre, a kitchen, dormitories, and a walkway overlooking the harbour.

Many times officials had to deal with immigrants that brought food such as wines, pepperoni, salami, and cheeses from their native lands. Most of the food had spoiled during the trip on board the ship and it smelled terrible. One time, officials noticed a man sitting on a bench with a towel rolled up on his lap. No one would sit on the bench near the man. Officials discovered the towel contained a dried up octopus that had decayed.

Today, Pier 21 is an immigration museum and a National Historic Site of Canada. It was closed in 1971 as immigrants chose to travel on jet airliners instead of ocean-going-ships. At the museum, visitors will find 2 000 stories, 500 oral history interviews, 700 donated books, 300 films and thousands of historical photos and scans of immigration and World War II documents and newspaper articles.

There is also a memorial called the 'Wheel of Conscience.' It is in memory of the German passenger liner MS St. Louis's 1939 voyage from Europe to North America. The 900 Jewish passengers fleeing from the Holocaust were not allowed to enter North American ports due to Antisemitism in Canada and the United States. This memorial is a polished, stainless steel wheel with four words engraved on it that caused the passengers to be turned away. The words are 'antisemitism, xenophobia, racism, and hatred.'



Pier 21

Canada's National Museum of Immigration

A READING

Complete the following exercises.

1. Give three good reasons why you think immigrants leave their country and come to live in Canada.

2. List the feelings an immigrant might feel while sitting on a bench waiting to be processed.

3. Why were trips on passenger ships kept secret at one time.

4. List some problems immigrants would face coming to a new land.

5. How do you feel about the treatment received by the Jewish people at Pier 21?

6. How do you feel about Pier 21 being made into a museum? Was it a good idea or was it a waste of time and money?

B LANGUAGE

Locate verbs in the story that match these meanings.

- | | |
|--|-----------------------------|
| 1. getting on a ship _____ | 5. running away _____ |
| 2. going from one place to another _____ | 6. rotted _____ |
| 3. gone bad, rotten _____ | 7. getting off a ship _____ |
| 4. found out _____ | 8. checked, inspected _____ |

C WORD STUDY

Locate the meanings of the four words on the “Wheel of Conscience” in the dictionary. Record the meanings beside the words.

1. antisemitism: _____

2. xenophobia: _____

3. racism: _____

4. hatred: _____

Sir John A. Macdonald (1815-1891)

First Prime Minister of Canada



John Alexander Macdonald was born in Glasgow, Scotland on January 11 in 1815. He was the third of five children of Helen and Hugh McDonald. His father's many failed business ventures caused the family to immigrate to Kingston in Upper Canada in 1820. His family lived over the store that his father ran. When this business failed his family moved to Hay Bay west of Kingston and his father was given a new job as a magistrate.

John attended local schools and when his parents had enough money he was sent to Midland Grammar School in Kingston. At 15, he was finished with school as his parents could not afford to send him to university. They decided he should become a lawyer and Macdonald knew he needed money to help support his family as his father's businesses were failing again. John Macdonald grew up not having any boyhood and at the age of 15, he was employed as an apprentice lawyer with George Mackenzie, a prominent lawyer, in Kingston.

Highlights of Sir John A. Macdonald's Political Career

- elected as a municipal alderman in Kingston, Ontario in 1843.
- was a member of the Legislative Assembly of the Province of Canada from 1844 to 1867.
- appointed Receiver General or Treasurer of the Province of Canada in 1847.
- was an opposition member of parliament from 1847 to 1854.
- helped to create the Conservative Party in 1854.
- was Attorney General of Canada West for 12 years and looked after law and order in the country.
- served as Joint Premier of the province of Canada with Étienne-Paschal Tiche for two years and George Étienne Cartier for five years.
- sat as an Opposition member of parliament in 1858 to 1864.
- attended all three conferences on Canadian Confederation and was responsible for writing most of the B.N.A. Act
- was knighted by Queen Victoria and was asked to become the first Prime Minister of Canada in 1867.
- during the building of the Pacific Railway there was a huge scandal and Sir John A. Macdonald had to resign as Prime Minister in 1873.
- in 1878, he became Prime Minister again and during this period of time the Pacific Railroad was completed.
- Sir John A. Macdonald won three more elections in 1882, 1887, and 1891.
- unfortunately three months after his 1891 election, Sir John A. Macdonald died.

Sir John A. Macdonald's accomplishments as Prime Minister were incredible. Two very important accomplishments were completed during his years as Prime Minister. They were the building of the Canadian Pacific Railway and Confederation which linked Canada as a country from coast to coast.

Thanks for a job well done Sir John A.! We do have a great country!



Sir John A. Macdonald (1815-1891)

First Prime Minister of Canada

A

READING

Record the date(s) when Sir John A. Macdonald held the following positions or completed the following accomplishments.

1. _____ • had to resign as Prime Minister of Canada.
2. _____ • was an opposition member of parliament.
3. _____ • helped to create the conservative party.
4. _____ • won three more elections as Prime Minister.
5. _____ • appointed Receiver General or Treasurer of the Province of Canada.
6. _____ • was knighted and asked to be Canada's first Prime Minister.
7. _____ • died three months after his election.
8. _____ • elected as a municipal alderman in Kingston.

B

LANGUAGE

Divide the subject and predicate of each sentence with a vertical line. Put one line under the bare subject and two lines under the bare predicate.

1. John A. Macdonald lived in Glasgow, Scotland.
2. His father ran a store.
3. John needed money for his family.
4. Queen Victoria knighted John A. Macdonald in 1873.

C

WORD STUDY

Use a dictionary to find and record the meaning for each of the following words. Use each word in a good sentence.

1. apprentice: _____

2. magistrate: _____

3. scandal: _____

4. confederation: _____

5. opposition: _____

