

52 Weekly Stories About Canada

— Grades 6-7 —

Written by Ruth Solski

The 52 non-fiction stories in this book have been designed to familiarize and develop student awareness of the various Canadian topics while reviewing and strengthening various reading, language, and word study skills. The topics are Canadian Provinces and Territories; Historical Canadian Events; Famous Canadian Disasters; Canadian Wonders; Canadian Folklore; Canadian Television Personalities; Famous Canadian Athletes; and Canadian Historical Sites.



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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At A Glance

Learning Expectations

	Canadian Provinces & Territories	Canadian Historical Events	Famous Canadian Disasters	Famous Canadian Wonders	Famous Canadian Folklore	Famous Canadian Television Personalities	Famous Canadian Athletes	Famous Canadian Historical Sites
Reading Skills:								
Classifying Information	•	•			•		•	
Recalling Information	•	•	•			•	•	•
Classification	•		•	•	•	•		•
Finding Proof	•	•	•		•	•		
Noting Details	•	•		•		•	•	•
Locating Information	•	•	•			•	•	•
Sequential Ordering	•	•	•			•		
Cause and Effect								•
Brainstorming			•					
Forming an Opinion						•		
Using Context Clues								•
Language Skills:								
Parts of Speech	•	•	•	•		•	•	
Kinds of Nouns	•							
Homonyms / Antonyms / Synonyms	•	•						
Singular / Plural Words		•						
Punctuation		•						
Verb Tenses		•	•	•	•	•	•	•
Word Study Skills:								
Antonyms / Homonyms / Synonyms	•	•	•					•
Alphabetical Ordering	•	•						•
Syllabication	•			•		•		•
Word Meanings		•		•	•		•	•
Root Words	•	•				•		•
Singular / Plural Words		•			•	•		•
Blends						•		•
Prefixes / Suffixes		•						•
Long / Short Vowels					•			
Compound Words	•							

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become more knowledgeable with different aspects of their country such as information pertaining to its ten provinces and three territories; the history of Upper and Lower Canada; Famous Canadian Disasters; Famous Canadian Wonders; Canadian Folklore; First Nations Myths and Legends; Famous Canadian Inventors; Famous Canadian Television Personalities; Famous Canadian Athletes; and Famous Tourist Attractions.
- practise and review reading, language, and word study skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- identify, practise, and use language skills correctly.
- practise reading and discussing information in a formal or informal 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 and oral 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. The students may also be able to access the teacher's website for the assignment.
2. Permanent Reading and Assignment Cards or Folders: 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. The information and activity worksheet could also be placed in a labelled folder. The cards and folders could be placed in labelled boxes and placed at a centre called 'Reading About Canada.' The boxes could be labelled Canadian Provinces and Territories; Early Settler Life in Canada; Canadian Disasters; Famous Canadian Wonders; Famous Canadian Folklore; Famous First Nations Myths and Legends; Famous Canadian Inventors; Famous Canadian Television Actors/ Performers; Famous Canadian Athletes; and Famous Canadian Places. Students could work at the centre with a partner or independently.
3. Strengthening Reading and Research Skills: Each story could be used as a teaching tool for the entire class or for small groups. The story could be displayed on a whiteboard or an overhead. The story could be read silently by the students. Any new vocabulary could then be discussed and word attack skills should be applied to figure out what it says. The story's content could be discussed and the information located by the students using and applying reading and research skills.
4. Display the worksheet for the story on the overhead or on a whiteboard. The students could record the answers in a notebook, on the whiteboard, or discussed orally.



5. While the story is displayed, have the students practise reading the information orally. 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 deciphering new, unknown vocabulary, record the words on a chart, chalkboard, or a white board and discuss them prior to reading the information story. Encourage the usage of word attack skills by asking the following questions.
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Does it resemble other words that you know?
 - Is it a compound word?
 - Does it have a root word or a word that you know inside of it?
 - Do the words in the rest of the sentence give you any clues?
7. Include mapping skills while reading about the provinces, territories, capital cities, physical features bodies of water, and other important places.
8. The stories could also be used with students who are experiencing reading difficulties and who are placed in higher grade levels. They could work with a student who has good reading skills and can help them strengthen their skills.
9. The stories could also be used with students or adults learning to read English.
10. The information cards could be mounted and laminated and used to develop teacher-directed research skills.
11. The stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.
12. The stories could be used in conjunction with Social Studies, History, and Geography topics.

Newfoundland and Labrador

One of the Oldest Places in Canada

Newfoundland and Labrador are Canada's most eastern province. It consists of one island, a larger mainland, and thousands of other smaller islands. The island of Newfoundland is surrounded by the Gulf of St. Lawrence and the Atlantic Ocean. Labrador is located on the eastern coast of the mainland and is bordered by Québec. It is the seventh largest province in area in Canada.

Newfoundland and Labrador's first people were the Beothuk (now extinct), Micmac, Inuit, and Innu. They lived along the coastlines of the island and the mainland and hunted caribou, seals, and polar bears and fished in the ocean's waters. The Vikings were the first visitors to live for a short period of time in the northern part of Newfoundland and had a settlement at a place called L'Anse aux Meadows. In 1497, John Cabot was the first explorer to claim the 'new found isle' for the King of England. Eventually, settlers came from the British Isles and built homes and villages along the island's coast.

People living in Newfoundland and Labrador experience cool summers and long winters. There are often storms, fog, strong winds, rain, and cold temperatures caused by the Atlantic Ocean. Newfoundland experiences more fog than any of the other Atlantic Provinces. Some of the people live in fishing villages or in small rural communities along the coast. Most of its people live in towns and cities. Fewer people live in Labrador. Newfoundland and Labrador's population is 508 410 (2011)

Newfoundland and Labrador's coastlines contain many bays and deep fiords. Thick forests, rivers, and lakes cover much of the land. Labrador has the most spectacular mountains east of the Rockies called the Torngat Mountains. Two famous national parks can be found on Newfoundland's coasts. On the west coast is the Gros Morne National Park which contains mountains, forests, lakes, and sand dunes. The Terra Nova National Park is located on the east coast and contains rocky cliffs, rolling hills, forests, lakes, and ponds. The Continental Shelf, off the coast, contains shallow areas called banks and deeper areas called troughs and channels. The Grand Banks are a shallow part of the Continental Shelf.

St John's is Newfoundland and Labrador's capital city and it is the largest one in the province. Its older section is filled with colourful wooden houses painted in different styles. Tourists enjoy visiting Cabot Tower on Signal Hill which stands on a high cliff above the ocean. This is where the Italian inventor Marconi received the first wireless signal from across the Atlantic. Cape Spear is also visited as it is the oldest lighthouse in Newfoundland and is one of the oldest in Canada. People often travel to the tip of the Northern Peninsula to visit L'Anse aux Meadows, a Viking settlement that has been restored. The sighting of whales and huge icebergs floating in the ocean amazes many of Newfoundland's visitors.

Many of the people living in Newfoundland and Labrador catch fish such as cod, herring, Atlantic salmon, flounder, halibut, tuna, and haddock. Some work in factories that use the fish to make fish products. Oil and gas are found under the Grand Banks. Labrador produces iron ore, which is used to make steel, and it has the second largest underground hydroelectric power plant in the world.

Newfoundland and Labrador attract many visitors who enjoy the rugged scenery, clean water and air, and the warm and friendly people who live there. Did you know that it became Canada's tenth province in 1949?



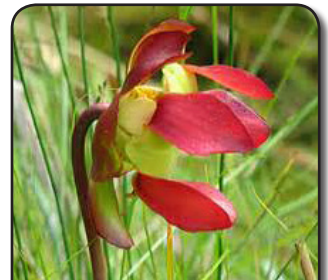
*Newfoundland/
Labrador*



*Newfoundland/
Labrador Flag*



*Newfoundland/
Labrador Bird
The Puffin*



*Newfoundland/
Labrador Flower
Pitcher Plant*

Newfoundland and Labrador

One of the Oldest Places in Canada

A
THINKING ABOUT

Classify the following sentences using the following headings.

Location Size History Climate Vegetation Geography Industry Population

- Newfoundland was discovered by an English explorer by the name of John Cabot.

- Newfoundland is located off the eastern coast of Canada in the Gulf of St. Lawrence and the Atlantic Ocean. _____
- The Atlantic Ocean often causes storms, fog, strong winds, and cool temperatures in Newfoundland and Labrador. _____
- Newfoundland and Labrador's coastlines are indented with many bays, inlets, and deep fiords.

- Different types of fish are caught and processed in factories in the province. _____
- Newfoundland and Labrador have rugged areas that contain forests, mountains, sand dunes, and lakes. _____
- Many of the people are descendents of early settlers from England, Ireland, and Scotland.

- Newfoundland and Labrador is the seventh largest province in Canada. _____

B
LANGUAGE

A sentence is made up of a word or group of words called a *subject* and a group of words called the *predicate*. The *subject* is the person or thing spoken about and the *predicate* tells what is said about the person or thing.

Example: Cabot discovered Newfoundland in 1497.

Subject: Cabot Predicate: discovered Newfoundland in 1497.

In each sentence below, separate the subject and the predicate with a slanted line (/).

- People catch fish in the Atlantic Ocean.
- The people experience cool summers and long winters.
- Large icebergs are often seen floating in the ocean.
- Visitors enjoy the province's rugged scenery.

C
WORD STUDY

Underline the *root* word in each of the following words.

- | | | | |
|---------------|-------------|----------------|-------------|
| 1. eastern | 2. smaller | 3. settlement | 4. explorer |
| 5. eventually | 6. national | 7. continental | 8. largest |
| 9. rugged | 10. scenery | 11. rocky | 12. enjoy |

Prince Edward Island

Home of the Spud

Prince Edward Island is Canada's smallest province.

Rivers and streams flowing from the interior meet salt water at their mouths.

Islanders fish for flounder, mackerel, red fish, herring, and cod.

Native People called Mikmaq were the first people to live on the island.

Charlottetown is the home of Confederation and it is the largest and the capital city of the island.

English, Irish, and Scottish settlers came to live on the island when it became a British territory.

Everywhere along the shoreline, there are sandy beaches with sand dunes where tourists love to swim, play, and explore.

Dolphins, sperm whales, Minke whales, and humpback whales may be seen swimming in the island's surrounding ocean waters.

West Point Lighthouse Museum is located on the southwest tip of the island and it has logs and records of the history of other lighthouses.

Agriculture and fishing are the two most important industries on the island.

Red soil that grows great potatoes can be seen in farmers' fields and on the country roads.

Driving across the Confederation Bridge for 12.9 km is an exciting and much easier way to reach P.E.I.

In Cavendish, tourists like to visit the green and white house called 'Green Gables' which was the home of Lucy Maud Montgomery's famous character 'Anne.'

Summerside is the second largest city on the island, and it has stately historic homes, museums, and a boardwalk by the ocean.

Lobsters and other shellfish are an important part of the fishing industry.

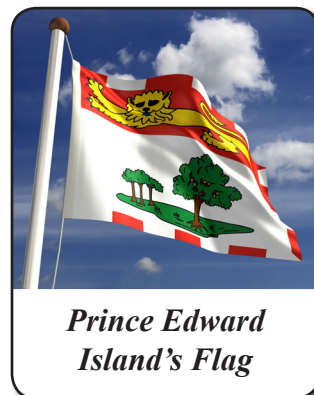
Avonlea Village is an old-fashioned place built like the one in the book called 'Anne of Green Gables' with a school that has a pot belly stove, old desks, and blackboards.

Nicknames such as 'Garden of the Gulf, Spud Island, and The Million Acre Farm' are often seen on the license plates of islanders, cars.

Days in the summer are cool and damp, while in the winter, snowfall is heavy and winds are cold and severe.



Prince Edward Island



*Prince Edward
Island's Flag*



*Prince Edward
Island's Bird
Bluejay*



*Prince Edward
Island's Flower
Pink Lady Slipper*

Prince Edward Island

Home of the Spud

A

THINKING ABOUT

Classify facts that you find in the acrostic poem about Prince Edward Island on the chart in point form.

<i>Early People</i>	<i>Cities</i>	<i>Land Forms</i>
<i>Bodies of Water</i>	<i>Climate</i>	<i>Main Industries</i>
<i>Types of Fish</i>	<i>Famous Places</i>	<i>Famous People</i>

B

LANGUAGE

Underline the *subject* and circle the *predicate* in each of the following sentences.

1. The island has cold and windy winters.
2. A group of humpback whales swam by the beach.
3. Potatoes grow well in the red soil on the island.
4. The lobster was caught in a trap.

C

WORD STUDY

Locate and record the *compound word* in the acrostic poem that matches each description.

1. a place named after a royal lady
2. the place where land and water meet
3. a building that was used to warn ships
4. a direction in which to travel
5. a pathway made out of wood
6. a fun title given to a person, place, or thing
7. a name given to a bump found on the back of a body
8. a place used to write on with chalk
