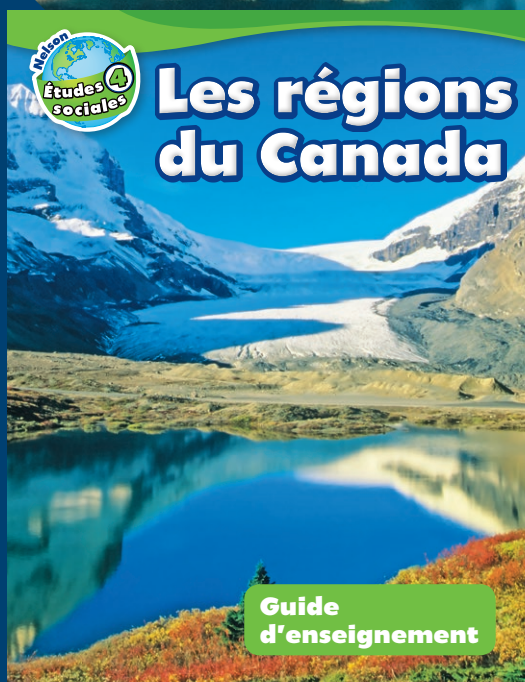




# Canada's Regions

**SAMPLE  
MATERIAL  
INSIDE**



**Teacher's  
Resource**

ALSO AVAILABLE IN FRENCH

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# Canada's Regions

Student Book pages 8–11

In this unit, students learn about the physical and political regions of Canada. They investigate and compare the regions' physical features and natural resources, as well as the major industries and social and cultural characteristics. Throughout the unit, students consider various challenges that physical and political regions face in managing sustainable use of the natural resources. At the foundation of the unit is the theme of environmental stewardship and people's responsibility to appreciate and care for Earth's resources.

## Big Ideas

Explain to students that each chapter has a Big Question and a set of Learning Goals that will help them develop their understanding of the unit's Big Ideas and thinking concepts, and guide them through the stages of the inquiry process.

## Vocabulary Development

Introduce the term *political regions*. Then introduce the term *physical regions*. Post these terms on a unit bulletin board or vocabulary wall that can be maintained throughout the unit for students' reference. Tell students that they will be learning more about Canada's regions, provinces, and territories throughout this unit.

## Introducing the Unit Map: Canada's Regions

Have students view the Unit Map on Student Book pages 8–9. Ask students some questions about it, such as What is the title? What country does the map show? What do you think the different colours across Canada are for? How many colours are used? What do you notice about where each of the photos is located?

After some discussion, point to and read the names of the regions, and show how each photo is linked by a dotted line to one region.

Tell students that they will be looking at this map many times during the unit as they learn more about Canada's seven regions. Encourage students to refer to it and talk about it with their peers. The Unit Map may also be viewed using the Online Teaching Centre and whiteboard.

## Home/School/Community Connection

Read and discuss with students the *Canada's Regions* Letter Home on Teacher's Resource page 4. Talk about how they will take this letter home and share with family members what they will be learning.



## The Unit Inquiry Task and Assessment

The Unit Inquiry: Looking for Signs of Stewardship, on Student Book pages 98–101, relates directly to the unit's Big Ideas and provides an opportunity for students to apply and demonstrate their learning about the unit content and all stages of the inquiry process. Students conduct an inquiry into an environmental issue or challenge in one region, province, or territory and compare their findings with those of another student to identify actions that need to continue, stop, and start.

To complete this inquiry at the end of the unit, students formulate three questions and begin a KWL chart to consider what they already know. Next, they will access information from the chapter that explores their chosen region, province, or territory, as well as from any information that has been investigated throughout the chapter study and stored in their *Canada's Regions* portfolios; also, they will look for information in other texts and sources and create a graphic organizer to record and organize information. Upon completion of their inquiry, students will communicate their findings to the class and reflect on their learning.

A variety of organizers and self-assessment tools are provided to support students as they complete the inquiry task. Based on evidence of student achievement, you will have the opportunity to evaluate, summarize, and communicate what the students know and can do at the end of *Canada's Regions* with respect to the overall Curriculum Expectations, as seen in the Chapter Summary Chart on Teacher's Resource pages 5–6.

## Reading and Discussing the Pages

Have students read the opening paragraph on Student Book page 8 and use the legend for a closer investigation of the map. Ask:

- **What bodies of water are labelled on this map?** (*Pacific Ocean, Arctic Ocean, Hudson Bay, Atlantic Ocean*)
- **How can you tell where the provinces and territories are?** (*the borders are marked with a grey line, and they are labelled*)
- **What is the heavy, solid black line?** (*international border*)

Ask students to share what they notice about the use of fonts for the labels (e.g., *labels for the provinces and territories are in bold and capital letters; cities have a different font and use symbols to mark them; the regions have their own font, also in all capitals, and are labelled in a different way*). Ask students to explain how the cities are labelled and to predict why those with red dots have been included on the map (*they are the capitals*). Then ask:

- **Which region is largest?** (*Canadian Shield*)
- **Which region is made up mainly of many islands?** (*Arctic*)

Ensure that students understand that some provinces and territories span more than one region. Ask:

- **What three physical regions is Yukon in?** (*Cordillera, Arctic, Interior Plains*)

Draw students' attention to the compass rose on page 9. Explain that it is a map tool that shows the cardinal and intermediate directions. Using a globe, ask a volunteer to locate Canada. Show the lines of latitude that run across Canada and to the North Pole. Say that they are imaginary lines that help us locate places on the globe. Explain that the compass rose follows lines of latitude to indicate north and south.

Have students read the Big Ideas. Discuss, making connections to other information on these pages.

Have students read the text and examine the image on Student Book page 10. Remind students that thinking about what we already know and developing questions or topics we want to know more about is an effective learning strategy. Tell students that they can refer back to the questions on this page when looking at other images in this unit.

## **Responsible Active Citizenship**

Have students read the Responsible Active Citizenship section on Student Book page 11. Explain that a *steward* is someone who takes care of something and is a guardian. An *environmental* steward makes sure that his or her natural surroundings are looked after properly. Say:

- **Describe a time that you were a good steward of Earth's resources.**

Explain that throughout this unit students will have a chance to explore the balance between people's needs and wants and their stewardship of the environment across Canada.

## **Looking Ahead to the Unit Inquiry**

Have students read this section. Discuss the task generally, noting that in each chapter, the Toolbox and the Chapter Inquiry task will help them prepare for the Unit Inquiry task. If necessary, review the stages of the inquiry process, as outlined on Teacher's Resource pages 160–161 and Student Book pages 98–101.

## Canada's Regions Letter Home

Dear Parent or Guardian,

Our class is preparing to discover the wonders, resources, physical features, people, culture, challenges, and opportunities of Canada as we study a new Social Studies unit: *Canada's Regions*.

In particular, during this unit, we will be reflecting on environmental stewardship and how we can use Earth's resources in a sustainable way. As a family, you may want to discuss your own efforts to be environmental stewards.

We will be examining many different types of maps throughout this unit. To help develop your child's mapping skills, consider the following activities:

- Create a sketch map together of a route you take daily.
- Look for maps together to plan a vacation or an outing in the community.
- Together, locate places on a map that you and your family have travelled to.
- Use the scale on a map to figure out the distance between a home and a place that you go to regularly, for example, the home of a relative in another community.
- Use the legend on a map of this community to locate different structures or facilities.

As well, we will be looking at compiling information and data in a variety of organizers. To help develop your child's learning, consider the following activities:

- Look through newspapers or online resources for graphic organizers. Discuss the information they present.
- Together, create organizers to display data you have collected, for example, a calendar of family events or a chart of the amount of precipitation in your community over a month.

As we work on this unit, I will be sending home other activities that you and your child can work on together.

Thank you for your partnership in your child's learning.

Sincerely,

## Chapter Overview

This chapter examines the Cordillera and features the province of British Columbia and the territory of Yukon. Students learn about the region's physical features, climate, and natural resources. As they consider how resources are used, students begin to see connections among a region's physical features, natural resources, economy, and people and culture. This chapter's Toolbox lesson is about analyzing maps, and the Spotlight lesson is on these political regions: British Columbia and Yukon. The chapter examines the challenges in balancing human needs and protecting the region's natural resources, with a specific focus on the environmental impact of the logging industry. To conclude, the chapter reaffirms the importance of environmental stewardship in protecting and sustaining Earth's resources.

**Big Question:** How can we help protect and manage Earth's resources?

**Toolbox:** Analyze Maps

## Learning Goals

- evaluate the effects that using natural resources has on the environment
- analyze maps
- identify the characteristics of the Cordillera and the human activities that take place there

## About the Chapter Inquiry

The Chapter Inquiry at the end of the chapter has students investigate possible locations for a summer camp. They gather information from various sources, including maps, and record and organize their findings in a chart. They then analyze the information to arrive at a conclusion for the best location.

## Chapter Summary Chart

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
<b>The Cordillera</b> Student Book page 12 Teacher's Resource pages 7–8	<b>Understanding Context</b> <ul style="list-style-type: none"> <li>• identifies, compares, and contrasts physical regions, and describes their locations</li> <li>• identifies some of the main human activities, including industry and recreation, in Canada's physical regions</li> </ul>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>	
<b>What Are the Physical Features and Climate of the Region?</b> Student Book pages 13–14 Teacher's Resource pages 9–11	<b>Application</b> <ul style="list-style-type: none"> <li>• analyzes ways in which the natural environment of Canada's regions affected industrial development</li> </ul> <b>Inquiry</b> <ul style="list-style-type: none"> <li>• interprets and analyzes information and data, using a variety of tools</li> </ul> <b>Understanding Context</b> <ul style="list-style-type: none"> <li>• identifies, compares, and contrasts physical regions, and describes their locations</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and Consequence</li> <li>• Perspective</li> <li>• Significance</li> <li>• Patterns and Trends</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Who Are the People of the Region?</b> Student Book page 15 Teacher's Resource pages 12–14	<b>Application</b> <ul style="list-style-type: none"> <li>• analyzes ways in which the natural environment of Canada's regions affected industrial development</li> </ul> <b>Understanding Context</b> <ul style="list-style-type: none"> <li>• identifies some of the main human activities, including industry and recreation, in Canada's physical regions</li> </ul>	<ul style="list-style-type: none"> <li>• Cause and Consequence</li> <li>• Interrelationships</li> <li>• Significance</li> <li>• Patterns and Trends</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> </ul>

## Chapter Summary Chart *(continued)*

Lesson	Social Studies Expectations	Concepts of Social Studies Thinking	Cross-Curricular Expectations
<b>How Do People Use the Resources of the Region?</b> Student Book pages 16–17 Teacher’s Resource pages 15–17	<b>Application</b> <ul style="list-style-type: none"> <li>assesses the environmental impact of industries in two or more of Canada’s regions</li> <li>describes key actions of industries and citizens toward sustainable land and resource use</li> </ul> <b>Understanding Context</b> <ul style="list-style-type: none"> <li>identifies some of the main human activities, including industry and recreation, in Canada’s physical regions</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Interrelationships</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>
<b>Toolbox: Analyze Maps</b> Student Book pages 18–19 Teacher’s Resource pages 18–20	<b>Inquiry</b> <ul style="list-style-type: none"> <li>analyzes and constructs print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs, wants, and activities with environmental stewardship</li> </ul> <b>Understanding Context</b> <ul style="list-style-type: none"> <li>identifies, compares, and contrasts physical regions, and describes their locations</li> <li>demonstrates an understanding of cardinal and intermediate directions, and uses them as well as number and letter grids to locate Canada’s regions on a variety of maps</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Patterns and Trends</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics</li> <li>Health and Physical Education</li> </ul>
<b>Spotlight on Political Regions</b> Student Book pages 20–21 Teacher’s Resource pages 21–23	<b>Understanding Context</b> <ul style="list-style-type: none"> <li>identifies various types of political regions in Canada and describes some of their basic similarities and differences</li> <li>identifies Canada’s provinces and territories and their capital cities, and describes them with reference to their location and people</li> <li>describes quality of life opportunities and challenges in some of Canada’s political regions</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> <li>Patterns and Trends</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>Mathematics</li> </ul>
<b>Pulling It Together</b> Student Book pages 22–23 Teacher’s Resource pages 24–26	<b>Application</b> <ul style="list-style-type: none"> <li>analyzes ways in which the natural environment of Canada’s regions affected industrial development</li> <li>assesses the environmental impact of industries in two or more of Canada’s regions</li> </ul> <b>Inquiry</b> <ul style="list-style-type: none"> <li>analyzes and constructs print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs, wants, and activities with environmental stewardship</li> </ul>	<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Interrelationships</li> <li>Perspective</li> </ul>	<ul style="list-style-type: none"> <li>Science</li> </ul>



# What Are the Physical Features and Climate of the Region?

Student Book pages 13–14

## Purpose

This lesson focuses on the physical features and climate of the Cordillera. Students are encouraged to think about the environment, our part in it, and our responsibility to care for it.

## Lesson Planning Chart

Social Studies Expectations
<b>Application</b> <ul style="list-style-type: none"> <li>analyzes ways in which the natural environment of Canada's regions affected industrial development</li> </ul>
<b>Inquiry</b> <ul style="list-style-type: none"> <li>interprets and analyzes information and data, using a variety of tools</li> </ul>
<b>Understanding Context</b> <ul style="list-style-type: none"> <li>identifies, compares, and contrasts physical regions, and describes their locations</li> </ul>
Concepts of Social Studies Thinking
<ul style="list-style-type: none"> <li>Cause and Consequence</li> <li>Perspective</li> <li>Significance</li> <li>Patterns and Trends</li> </ul>
Cross-Curricular Expectations
<b>Mathematics</b> <ul style="list-style-type: none"> <li>collects and organizes discrete primary data and displays the data using charts and graphs, including double-bar graphs</li> </ul>

## BEFORE

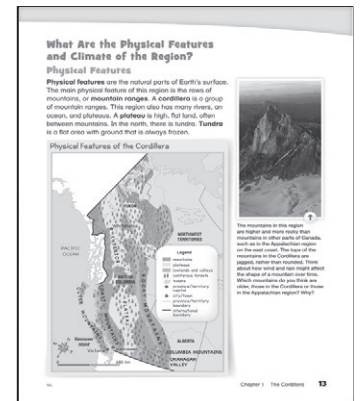
### Accessing Prior Knowledge

Ask students about the meaning of *physical features*. If necessary, explain that physical features are the natural parts of Earth's surface, such as mountains, rivers, or grasslands. To check their understanding of the term, list a series of words (e.g., *rivers, airplanes, valleys, schools*), and have students put up their hand or stand when they hear a feature that they think is *not* a physical feature.

As a class, discuss the difference between *weather* (daily conditions in the atmosphere) and *climate* (weather patterns over many years). Ask students to share any knowledge or predictions they might have about the physical features and climate of the Cordillera, based on what they have learned so far.

### Previewing the Text

Ask students to preview Student Book page 13 and work with a partner to locate the following text features: headings, main text, map, map title, photo, and caption. Explain that these features appear throughout their book and that they will become used to recognizing them and understanding their purpose.



## Canada's Regions Resources

- Student Book pages 13–14
- Activity Card 1: How Do Mountains Affect Climate in the Cordillera?
- BLMs 1.1, 1.2, 1.3, 1.10
- Online Teaching Centre

## Classroom Resources

- mural paper

## Vocabulary

climate  
climate zone  
coniferous  
mountain ranges  
Okanagan (oh-kuh-NAH-guhn)  
physical features  
plateau  
precipitation  
tundra

If students notice that the compass rose on the map is tilted and north is not straight up, you may want to explain that a compass rose may be slanted depending on where it is placed on a flat map.

## DURING

### Reading and Discussing the Text

Together, read the first two headings and main text on Student Book page 13. Then ask students to stand and use their bodies and body movements to show the main physical features as you call them out (e.g., mountain [arms above their heads and hands touching]; plateau [arms outstretched to the side]).

Ask students to examine the photo and read the caption. For the caption question, ask students to give their reasoning. If necessary, explain that the rounded shape of the mountains in the Appalachian region suggests that they are older, with more years of being worn down by wind and rain.

Have students explain what the map shows. If necessary, point out that it uses symbols and a legend to show the location of physical features in the region. Have students work with a partner to identify and locate the features listed in the legend.

Have students read the Climate heading and paragraphs on Student Book page 14. Ask:

- **What makes the winters mild and wet along the coast?** (*warm, wet winds from the Pacific Ocean*)
- **Why do you think different parts of the region have different climates?** (*distance from the coast, location of mountains*)

Explain that a region does not always have just one climate; a region can have areas with different climates. These areas are called *climate zones*. Draw students' attention to the map on Student Book page 14, and explain that it shows the climate zones of the Cordillera.

Have students study the map with a partner to answer these questions:

- **What are the three climate zones?** (*North Mountain, South Mountain, Pacific*)
- **How do you know where a climate zone is located on the map?** (*different colour shading*)
- **What connections can you make between the text and the map?** (*e.g., the teal colour is an interior zone, and, in winter, it is cooler and lots of snow falls there*)

Explain to students that the three graphs beside the map show the average daily temperature and the average monthly precipitation for different seasons for the three cities shown on the map. Check that students understand all these terms (e.g., *average, precipitation*).

Choose one graph to read together, and ask students to identify its parts (e.g., title, labels, axes, scale, line, bars, and use of colour). Have them match the graph to the city on the map. Explain that the graph is a combination of a bar graph (precipitation) and a line graph (temperature). Model how to read and interpret the information using a think-aloud. As you do so, make connections between the map and the graph. Have students work in small groups to study the other two graphs.

### Math Connection

Talk with students about double-bar graphs and their purpose. Challenge students to select data from the graphs on Student Book page 14 to create a double-bar graph that compares precipitation or temperature for two of the cities. For visual and kinesthetic learners, you could provide four graduated cylinders, or measuring cups, and have students pour the correct amount of water in each to reflect the average rainfall in different seasons in one city.

Draw students' attention to the photo and caption on Student Book page 14. Ask:

- **Why do the physical features and climate of this region make it an ideal place to ski?**

## AFTER

### Inquire and Apply

1. **How do you think the physical features and climate affect what people do for work and recreation in this region?**

Confirm students' understanding of recreation. To help students explore this question, use BLM 1.1: Effects of Climate on Work and Recreation in the Cordillera. They can complete the BLM with a partner or individually.

2. **Create a chart to show how the physical features of the Cordillera compare with those where you live.**

As a class, review the physical features of the Cordillera. Then, together, make a list of the physical features in your area, so students can refer to it for their chart. Students might use headings such as Landforms, Water, and Vegetation.

**DI: To Support:** Model how to create a table, Venn diagram, or t-chart to compare the features.

For additional tasks related to this lesson, please see BLM 1.10.

## Assessment for Learning

Assessment opportunities may be used with individual students, small groups, or the whole group, as appropriate for the expectation and the student.

Assessment Opportunities		
Task	Look Fors	Assessment Tools
Assessment <i>for</i> Learning <b>Identifying Physical Features</b> <ul style="list-style-type: none"><li>• Have students use BLM 1.2: Describing the Cordillera to name two physical features of the Cordillera.</li><li>• They should then identify a job or recreational activity related to each physical feature.</li></ul>	<ul style="list-style-type: none"><li>• identifies two physical features of the Cordillera</li><li>• identifies human activities related to the physical features</li></ul>	<ul style="list-style-type: none"><li>• BLM 1.2: Describing the Cordillera</li><li>• BLM 1.3: Gathering Evidence of Learning</li></ul>

### Home/School/Community Connection

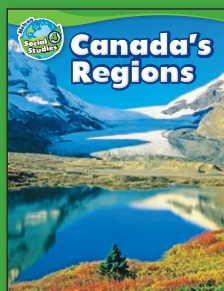
Encourage students to ask family members how climate affects their lives (e.g., heating, clothing for different temperatures).

### Activity Card Connection

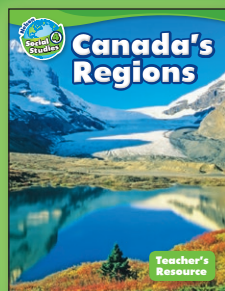
Students can work with a partner or in small groups to read the information on the front of Chapter 1, Activity Card 1: How Do Mountains Affect Climate in the Cordillera? Students may work independently to complete the haiku. They can work with a partner to edit and revise the haiku. Brainstorm ways to publish their haiku (e.g., a school newsletter, a hallway bulletin board with photos, an illustrated poetry book).

## Components at a Glance

### People and Environments



Canada's Regions  
Student Book  
978-0-17-659177-9

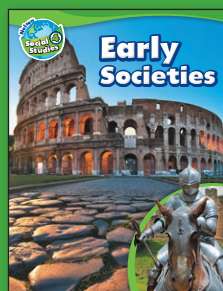


Canada's Regions  
Teacher's Resource  
978-0-17-659179-3

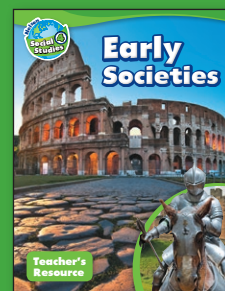


Canada's Regions  
Activity Card Set  
978-0-17-659183-0

### Heritage and Identity



Early Societies  
Student Book  
978-0-17-659178-6



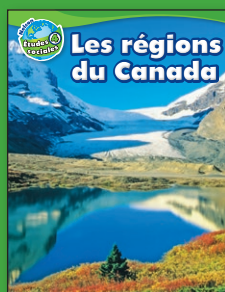
Early Societies  
Teacher's Resource  
978-0-17-659181-6



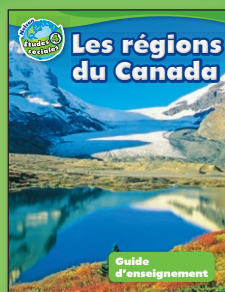
Early Societies  
Activity Card Set  
978-0-17-659185-4

## Coup d'œil sur les composantes

### Communauté et environnement



Les régions du Canada  
Manuel de l'élève  
978-0-17684478-3



Les régions du Canada  
Guide d'enseignement  
978-0-17684533-9



Les régions du Canada  
Cartes d'activités  
978-0-17684531-5

### Identité et patrimoine



Les sociétés anciennes  
Manuel de l'élève  
978-0-17684477-6



Les sociétés anciennes  
Guide d'enseignement  
978-0-17684532-2



Les sociétés anciennes  
Cartes d'activités  
978-0-17684530-8

### Digital Support for Both Units

myNelson Online Teaching Centre  
978-0-17-659250-9

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