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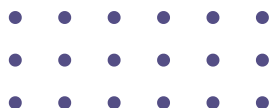
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CLASSIFICATION SYSTEMS

LEARNING INTENTION:

Students will learn about the five kingdom classification model of all living things.

SUCCESS CRITERIA:

- discuss and evaluate the benefits and disadvantages of biodiversity on planet Earth
- define classification and detail its importance to science
- sort objects according to differences and likenesses, explaining the classification rule
- recognize living things in a local area, then sort them according to a classification system
- describe the five kingdom classification model, sort living things using this model

MATERIALS NEEDED:

- a copy of “Discussing Biodiversity” worksheet 1 for each student
- a copy of “Classification” worksheet 2 and 3 for each student
- a copy of “Sorting in the Schoolyard” worksheet 4 and 5 for each student
- a copy of “Classification in the Natural World” worksheet 6 and 7 for each student
- pencils, pencil crayons, markers, chart paper
- magnifying glasses, clipboards, iPads or iPods

PROCEDURE:

***This lesson can be done as one long lesson, or be divided into four shorter lessons.**

1. Divide students into pairs and give each worksheet 1. They will engage in a ‘Think-Pair-Share’ activity to discuss the meaning of diversity of living things, the benefits of it, and the disadvantages of it. Come back together as a large group to discuss ideas.

2. Discuss with students the meaning of classification. Give examples of how to sort and classify by using some common objects around the classroom. Ask students to sort the objects and explain their reasoning for their groupings. Give students worksheets 2 and 3 to complete.
3. Give students worksheet 4, a clipboard and pencil. Take them outside to the school yard or local area to look for living things. Students can record what they see by drawing pictures or making written lists. An alternate or additional option is to take along iPods or iPads to take pictures of the living things that they see.
4. Upon returning to the classroom, give students worksheet 5. They will sort the living things that they recorded, detailing their classification system. A follow up option is to have students share their finished work with a classmate in order to promote discussion.
5. Using worksheet 6, do a shared reading with the students. Along with the content, discussion of some vocabulary would be beneficial for students to understand the passage.

Some interesting vocabulary words to focus on are:

- | | |
|-----------------|------------------|
| • organisms | • multicellular |
| • invertebrates | • photosynthesis |
| • unicellular | • kingdom |
| • vertebrates | • algae |
| • nucleus | • complex |

6. Give students worksheet 7 to complete.

DIFFERENTIATION:

Slower learners may benefit by working in a small group with teacher direction to complete worksheets 2 and 3. Worksheet 3 could be discussed and completed together on chart paper.

For enrichment, faster learners could graph the data that they collected and classified on worksheet 7.

Discussing Biodiversity

Think **Pair** **Share**

With a partner, do some thinking and sharing of ideas about the questions below. Record your ideas in the chart.

“What is biodiversity?”

<u>My Thinking</u>	<u>My Partner's Thinking</u>
_____	_____
_____	_____
_____	_____

“What are the benefits of having diversity of living things?”

<u>My Thinking</u>	<u>My Partner's Thinking</u>
_____	_____
_____	_____
_____	_____

“What could be the disadvantages of having diversity of living things?”

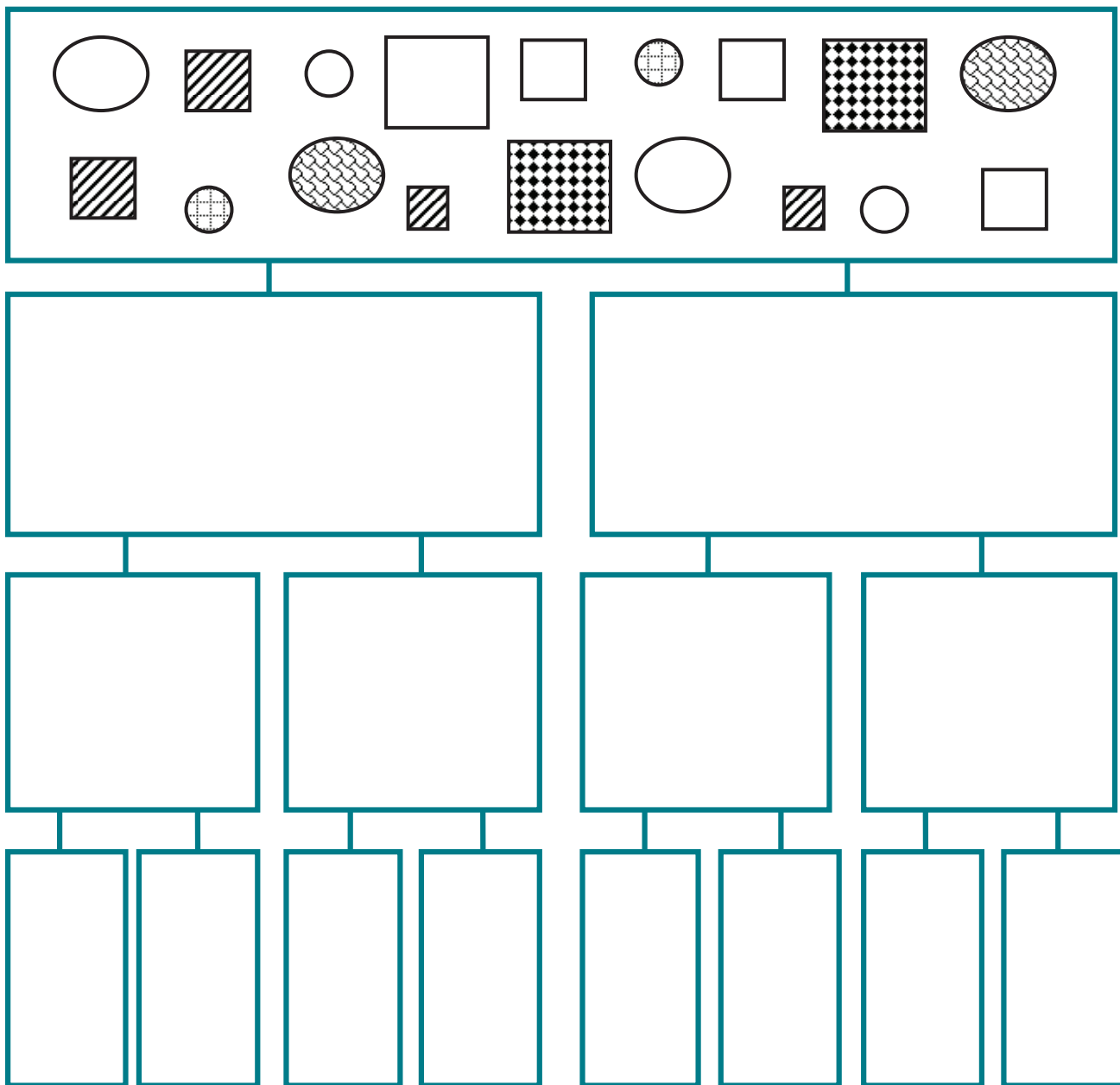
<u>My Thinking</u>	<u>My Partner's Thinking</u>
_____	_____
_____	_____
_____	_____



Classification

There is such diversity of living things on our Earth. Scientists keep track of the different types of living species by using a classification system. A classification system uses a set of criteria to sort things into groups, considering differences as well as similar characteristics. Let's try it!

Tree diagrams are often used to sort and classify items. Sort the shapes below by drawing them in the tree diagram. Be ready to explain your reasoning.



We use classification systems in our everyday lives all the time. Classification helps us with organization. Location of items can be found more easily and quicker when they are classified into categories.

Complete the chart below to explain the classification systems used in these everyday life situations. Add an idea of your own in the last row.

Everyday Item/ Situation	How is classification used?
Books in a library	
Groceries in a supermarket	
Sporting goods in a sporting goods store	
Recipes in a cook book	
Menu items in a restaurant	



Sorting in the Schoolyard

Go out into your schoolyard or local area. Search for as many living things as you can. Record the things that you see in the box below.

Sort the objects you recorded on Worksheet 4, using your own classification system.

Explain your classification system.



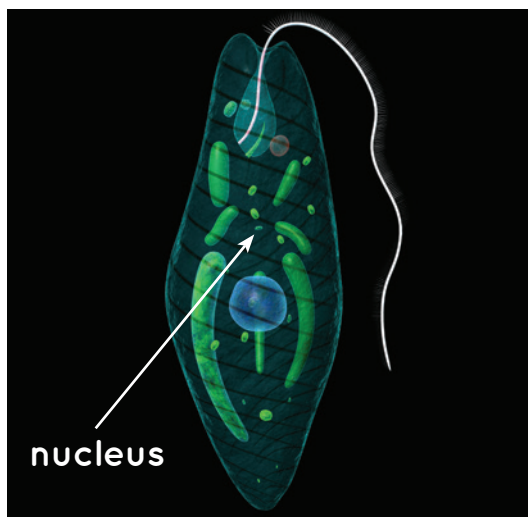
Classification in the Natural World

Modern day scientists group all living things into five kingdoms. These kingdoms are called the Animal Kingdom, the Plant Kingdom, the Protist Kingdom, the Monera Kingdom, and the Fungi Kingdom. Each kingdom has important characteristics that all of its members have in common.

Members of the **animal kingdom** make up the largest group of living things. Living things belonging to this kingdom are made up of more than one living cell, making them multi-cellular. They feed off other living things for survival. Scientists classify animals in this group even further, based on their internal and external structures. Vertebrates are animals with a backbone, and the invertebrates are animals without a backbone.

The second largest group of living things, belong to the **plant kingdom**. They are multi-cellular. Plants range from tiny simple algae to large plants such as trees. Plants can be found growing almost anywhere on Earth where there is light and water. Plants are different from animals because they trap energy from the sun to make their own food. This process is called photosynthesis.

The **fungi kingdom** members feed off other living things, and are mostly multi-cellular in structure. Mushrooms, yeasts, and molds are examples of fungi.



The **protist kingdom** is made up of living things that are mostly made of one cell, making them unicellular. These cells have a nucleus. They are complex cells and they can move around.

The **monera kingdom** is made up of single celled organisms. These cells do not have a nucleus. Bacteria, which can be found almost anywhere, belong to this kingdom.



Refer back to the data that you collected on Worksheet 4. Re-sort the living things in your data using the Five Kingdom classification model.

The Animal Kingdom

The Plant Kingdom

The Fungi Kingdom

In which kingdom did most of your living things belong to?

The Protist Kingdom

Why do you think that is?

The Monera Kingdom



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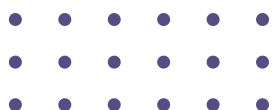
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Long Vowel Activities/Reviews of the Letters 'a, e, i, o, and u'

Review Suggestions:

1. Use picture cards of objects that contain long vowel sounds. Display the cards where all can be seen. The students are to locate the pictures that contain the long vowel sound heard in the word said by the teacher.
2. Discuss the following vowel rules pertaining to long vowels. Record the rules on a chart for the students to read and discuss.

Rule #1: If a word has two vowels walking together in a word, the first one does all the talking while the second one is silent. Examples: boat, lie, heat, main

Rule #2: If a word ends with an 'e', the 'e' pinches the vowel ahead of it and makes it shout out its long sound. Examples: time, globe, cone, tube

On a chart record the following words: tie, cane, tape, bone, peas, tube, vase, seal, nail, boat. Have the students record the number of the rule that describes the vowels in each one. Answer Key: Rules - (1), (2), (1), (1), (2), (1), (1), (2), (2)

3. Teach your students the long vowel symbol (-) that is seen over long vowel sounds in a dictionary. Explain that the mark is a pronunciation symbol to help someone to know how to pronounce the word. On a chart record the following group of words. The students are to record the long vowel symbol over each long vowel heard in the words. **Words:** cane, heat, boast, dime, cube, poke, main, use.
4. Across the top of a chart record the vowels 'a, e, i, o, u.' Below the vowels record the following words with missing vowels. The students are to name and record the missing vowel in each word.
Words: 1. r _ de, r _ de 2. m _ le, m _ le, m _ le, m _ le 3. r _ ke 4. d _ me, d _ me 5. m _ te, m _ te 6. l _ af, l _ af 7. dr _ ve, dr _ ve 8. l _ me, l _ me 9. p _ re, p _ re, p _ re 10. t _ me, t _ me, t _ me

Worksheets

- #1. **Review of Long Vowel Sounds:** Page: 33 **Picture Key:** Row 1: globe, teeth, grapes, bride, whale, Row 2: nose, fire, tube, kite, leaf Row 3: toad, music, heel, rope, rake Row 4: donkey, cane, vase, key, cube, Row 5: bike, seal, tape, five, bone **Instructions:** The students are to record the long vowel sound heard in each picture on the line under each one. **Answer Key:** Row 1: long o, long e, long a, long i, long a Row 2: long o, long i, long u, long i, long e Row 3: long o, long u, long e, long o, long a Row 4: long u, long a, long a, long e, long u Row 5: long i, long e, long a, long i, long o
- #2. **Review of Long Vowel Sounds:** Page: 34 **Picture Key:** Row 1: nail, seal, bone, boat, toad Row 2: rake, cane, kite, leaf, mule Row 3: mice, horse, tube, bike, cake Row 4: key, cube, rope, tape, notes Row 5: cape, dime, road, corn, nose **Instructions:** The students are to spell each picture's name on the line and to circle the long vowel sound heard in it. **Answer Key:** See Picture Key.
- #3. **Review of Long Vowels:** Page: 35 **Picture Key:** Row 1: pane, plane, cane, seal Row 2: beak, man, tape, cape **Instructions:** A. The students are to circle the name of each picture. B. Students are to complete each sentence with a word that rhymes with one of the two words in the brackets. The first letter of each unfinished word is given. C. The students are to circle each word in the sentences that has a long vowel sound. **Answer Key:** A. 1. pane 2. plane 3. cane 4. seal 5. beak 6. man 7. tape 8. cape B. 1. hike 2. weeds, 3. fuse 4. cute 5. late 6. cape 7. beak 8. meat 9. cubes 10. kite C. 1. tired, hike 2. needed, weed 3. fuse, lights 4. Judy's, baby, cute 5. late, night 6. wore, cape 7. beak, pointed 8. ate, potatoes, fried, meat 9. ice, cubes, colder 10. kite, high
- #4. **Test on Long Vowels:** Page: 36 **Instructions:** The students are to choose the correct word located in the brackets and record it in the sentence. **Answer Key:** 1. crane 2. dome 3. pine 4. bone 5. tune 6. cream 7. ruler 8. dunes 9. peel 10. cape 11. smile 12. toe 13. fair 14. ears 15. piles



Review of Long Vowel Sounds: Worksheet #1

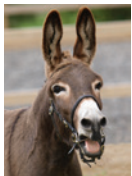
Many words have long vowel sounds.

Examples: boat, beet, cane, glue, nice

A. Record the long vowel sound heard in each picture on the line under it.



Wolverine



Name: _____

Date: _____



Review of Long Vowel Sounds: Worksheet #2



Bison

Listen for the long vowel sound heard in each picture.

Spell each picture's name on the line.

Circle the long vowel sound that you hear in each one.























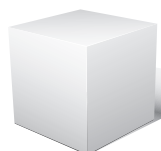




























Name: _____

Date: _____



Review Of Long Vowel Sounds: Worksheet #3

How well do you know the long vowel sounds?

A. Can you use them to name the following pictures?



Prairie Dog



pan pane



plan plane



can cane



seal seat



beat beak



man mane



tap tape



cap cape

B. Complete each sentence with a word that rhymes with one of the two words in the brackets. The first letter of the word is on the line.

1. The children were tired after their long h _____. (beak, bike)
2. The w _____ in the garden needed to be pulled out. (seeds, sides)
3. During the thunderstorm a f _____ blew and all the lights went out. (raise, use)
4. Judy's new baby sister is very c _____. (flute, funny)
5. My dad was l _____ coming home last night. (date, down)
6. The witch wore a long black c _____. (dress, tape)
7. The bird's b _____ was long and pointed. (pile, leak)
8. At supper we ate potatoes, carrots and fried m _____. (hate, heat)
9. I put some ice c _____ in my drink to make it colder. (tubs, tubes)
10. The wind made my k _____ fly very high. (bite, bit)

C. Circle each word in the sentences that contains a long vowel sound.

Name: _____

Date: _____



Test on Long Vowel Sounds: Worksheet #4

Name: _____

Date: _____

Complete each sentence with a word found in the brackets at the end of each one.

1. A _____ is a large machine that lifts heavy beams to build tall buildings.
(cream, crane, crow)
2. That tall building has a _____ at the top of it. (done, dome, corn)
3. We bought a real _____ tree to decorate for Christmas. (pain, pine, park)
4. Most dogs enjoy gnawing on a _____. (bean, bone, bike)
5. The little girl sang a pretty _____ at the Christmas concert. (tune, time, tame)
6. Ice _____ is one of my favourite treats. (crown, crime, cream)
7. A _____ is used to draw straight lines on paper. (roller, rider, ruler)
8. Sand _____ are often seen on beaches near the ocean. (dine, done, dunes)
9. Will you please _____ this orange for me. (pile, pole, peel)
10. The queen wore a purple velvet _____ when she was crowned.
(cape, cute, crate)
11. It is better to have a _____ on your face than a frown. (small, smell, smile)
12. Billy cut his _____ on a piece of glass. (toad, toe, toast)
13. We enjoyed riding on the merry-go-round at the _____. (fair, fire, fear)
14. We use our _____ for listening to many things. (eats, each, ears)
15. In the fall, we rake the leaves into _____ and put them into bags.
(peels, piles, pails)



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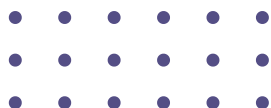
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Name: _____

Correct these sentences.

1. who gived you that there grate prezint asked pete

2. it looks likes you is in four a big suprise agreed bruce

3. **Write the plural of “shelf”:** _____

4. **Write the singular of “butterflies”:** _____

Use context clues to explain the underlined word.

5. Our history teacher asked us to make a timeline to show the chronological events of the war of 1812.

WEEK

1

ACTIVITY

1

TOTAL

/5

Name: _____

Write the best word to complete this sentence.

1. I _____ going to be late again today. **doesn't / wasn't / don't / isn't**

Correct these sentences.

2. we was tyred out after hour long hike up mount henry

3. we is riting a story about hour hike in our jurnals tomorow

Common or proper noun?

4. red-winged blackbird _____

5. Thunder Bay _____

WEEK

1

ACTIVITY

2

TOTAL

/5

Name: _____

What reference source would you use to find:

1. an antonym for “seldom”? _____
2. the location of Queen Charlotte Islands _____

Correct these sentences.

3. last sumer my best frend sally moved to prince albert saskatchewan

4. me and my sisiter like to watch kids can cook on saterdays

Complete this analogy.

5. pretzel is to salty as candy is to _____

WEEK

1

ACTIVITY

3

TOTAL

/5

Name: _____

Divide each word into syllables.

1. volleyball _____
2. Lloydminster _____

Correct these sentences.

3. i drewed a desighn on the cover of me scince notbook

4. we is studying about diferent froms of marine live

What do the words in this group have in common?

5. sun, moon, planet, star, comet, meteor _____

WEEK

1

ACTIVITY

4

TOTAL

/5

Name: _____

Explain the meaning of the underlined expressions.

1. Get real! You will never win that race.

2. Johnny has his nose in everyone's business.

3. After all that fresh air, I feel fit as a fiddle.

4. Our teacher said she would get to the bottom of the situation of the missing money.

5. Dad said that long table will fill the bill as a workbench in his shop.

WEEK
1

ACTIVITY
5

TOTAL
/5

Name: _____

Bonus Activity: Famous Parks: Where Am I?

Where would you find each one of these? Draw a line to connect your answers.

- | | |
|--|----------------------|
| 1. Glacier National Park | Nova Scotia |
| 2. Algonquin Provincial Park | Saskatchewan |
| 3. P.E.I. National Park | British Columbia |
| 4. Jasper National Park | Newfoundland |
| 5. Mont – Sainte – Anne Park | Ontario |
| 6. Riding Mountain National Park | New Brunswick |
| 7. Wascana Park | Prince Edward Island |
| 8. Fundy National Park | Manitoba |
| 9. Cape Breton Highlands National Park | Alberta |
| 10. Gros Morne National Park | Québec |

WEEK
1



Scientists believe that *Canada geese* have at least 13 different calls

for every action from greetings to warnings.

MY CANADA

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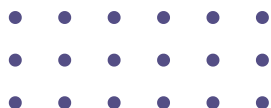
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Lesson Five: Local Government

LESSON OBJECTIVE:

Students will learn about the responsibilities of the local or municipal government. They will make connections between their town/city and the content to complete group and individual activities.

TEACHING INSTRUCTIONS:

1. Discuss the terms “local government” and “municipal government” with students. What prior knowledge do they have on the topic?
2. Discuss the responsibilities of the local government. Do students already have an understanding of what is/is not managed by the local government.
3. Have students read “Governville: A Fictional Local Government” as a shared reading, guided reading, or independent reading.
4. Have students fill out the “Examples of Local Government Responsibilities in _____ (fill in name of town/city)” chart using information from the text and their prior information about local/municipal government. They can do this individually, in partners, or in groups.
5. Discuss the information students included in the chart. Encourage students to listen to the ideas of their peers and make connections to the community around them.
6. Complete a class compilation of the various ideas, developing an anchor chart for students to use during other lessons/activities.
7. Discuss: why might these responsibilities be connected to the local government and not provincial or federal? This may be a diagnostic discussion that provides information about prior knowledge of provincial and federal governments.
8. Discuss: how are local representatives chosen? How does this connect to the knowledge students have gained about the democratic process?
9. Have students complete Activity A and/or B.



EXTENSION ACTIVITIES

- Go on a walk to explore evidence of local government responsibilities in your town/city.
- Have students interview employees of municipal services to gain further insight about the responsibilities.
- Create a research project based on the various responsibilities of local government. Students could specialize in one type of responsibility and share with their peers as “experts.”
- Develop a list of questions students have about local government and seek answers from government employees.

ACCOMMODATIONS/MODIFICATIONS

- Students can work in pairs, groups to support different learning styles/needs in the classroom.
- Use assistive technology to support students during the reading activity.
- Students can complete Activity A only or both.
- Extend learning for students who need a challenge through one of the extension activities above.

ANSWER KEY

Activity A

1. Answers should include different responsibilities of the local government. For example: Three responsibilities of the local government are police services, the maintenance of local parks, and the management of utility buildings.
2. Another name for “local government” is “municipal government.” Municipal government is the most common form of local government.
3. The mayor of a city or town is in charge of the local government.
4. The representatives elected to the local council are called councillors.
5. The democratic process is used to elect the councillors and mayor.

Activity B

Answers will vary as these questions depend on students making connections within the text and outside of the text. Students should include evidence from the text to support their thinking.



Governville: A Fictional Local Government

Welcome to the fictional town of *Governville, Alberta*! On this journey, you will learn about the responsibilities of the local government, which is also referred to as the “municipal” government. Since it is the level of government that helps organize your city or town, it is at work in so many different ways, all around you! This photo tour will show you the many different ways that the local government impacts your daily life.

Our first stop on our tour of *Governville* is the Emergency Services Building! Most local governments are in charge of protecting the people that live in that specific area (a city, town, or village) and their property. Police and firefighters are important emergency services that are organized and funded by the local government!



On your left, you'll see the next attraction on the tour: the bus station! Local governments are in charge of how people travel around the municipality. The people in *Governville* travel in cars, buses, and trains. The local government manages the stations, the roadways, the tracks, and the workers that keep all of this running. Other cities may have other forms of transport, like subways, that

are organized by the local government but *Governville* is a smaller city and does not have a subway system.

On the right, you will see *Governville's* utility buildings. There's the Water Treatment Plant, the Sewage Management Centre, and the Electrical Utility Centre. Local governments manage all of their own public utilities. These utilities provide the necessities of living to the citizens of the town.



Vadim Gouda / Shutterstock.com



Next, on the left, you will find *Governville's* library, an important place for all citizens! It's up to the local government to keep these buildings clean, safe, and accessible for the citizens of *Governville*.

Finally, the green space! Our final attraction on the tour is the City Park! *Governville* has many small parks and a very big city park. All of these are protected and managed by the local government. In these parks, many art and cultural events take place, and the citizens of *Governville* play and relax.



There are many other responsibilities of the local government at which we didn't stop at on this tour, such as economic and industrial development, licensing, and taxation. Yes, the local government has taxation power! It is in charge of property and real estate taxes. Keep that in mind if you decide to buy property in our lovely, fictional town!

As the tour ends, you might be wondering: who is in charge of *Governville*? Who *runs* the local government itself? *Governville* has a local council which is made up of members who were elected through a democratic process. These members are called councillors. The leader of these councillors is called the mayor. Together, they make decisions that represent the interests of the citizens who elected them.

Now that you have seen the local government at work in *Governville*, what evidence can you find of *your* local government, hard at work around *you*?



A Local Government Photo Tour

Examples of Local Government Responsibilities in _____ (city/town)

Student Directions:

Fill in the chart below with examples of local government in your city/town.
This could be the name of a building or company, or a description of a service.

Type of Responsibility	Building Name/Evidence
Example: protecting people/ property	<i>Governville</i> fire station <i>Governville</i> police station

Local Government: Short Answer Questions**Student Directions:**

Answer the questions below in complete sentences. Remember to use information from the text and your own ideas.

1. Give three examples of local government responsibilities.

2. What is another name for a “local government?”

3. Who is in charge of a local government?

4. What is the name of the representatives elected to the local council?

5. What process is used to elect the members of the local council?

Local Government: Open Response Questions

Student Directions:

Answer the questions below in complete sentences. Remember to use information from the text and your own ideas.

1. Why might there be so many different types of responsibilities for the local government to manage? Explain.

2. How might the local government be a model of the democratic process? Explain.

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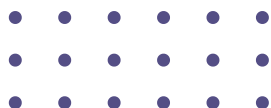
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Jacques Cartier (1491-1557)

Discoverer of Canada



Many countries in Europe began hearing wonderful stories about the New World on the other side of the Atlantic Ocean that various explorers had discovered. When King Frances of France heard these stories, he became keenly interested in learning more about the explorers' experiences and the land that they had discovered. In 1534, two small French vessels set sail from the seaport called St. Malo on the English Channel. The vessels were under the command of Jacques Cartier, an experienced sea captain.

On his first voyage of 1534, Cartier passed through the Strait of Belle Isle between Newfoundland and Labrador and then explored the Gulf of St. Lawrence. When he reached the island of Anticosti, he then realized that he was not on the ocean, but on the mouth of a river flowing out of North America. He did not explore the river upstream but did land on the shore of the Gaspé and claimed the country for the King of France before returning home.

In 1535, Cartier set out again for North America. It took his fleet of three vessels seven weeks to cross the North Atlantic. When Cartier reached the Gulf of St. Lawrence, he sailed upstream and discovered a First Nations' village, called Stadacona, situated at the base of the great rock that Québec City is built on today. The First Nations People did not want him to travel any further, but Cartier was curious and determined to go inland as far as was possible.

As Cartier travelled further inland, he was amazed and delighted to see how beautiful the countryside was. Here were the finest forests in the world, filled with many kinds of birds and animals. Along the way, Cartier discovered a large island in the middle of the river with another First Nations group of people living in a village they called Hochelaga. While he was on the island, the people led Cartier to the top of a steep mountain. He was able to see for miles farther up the St. Lawrence River, and it was here that he discovered he would not be able to travel any farther, as the river's course was broken by foaming rapids.

Cartier and his men left Hochelaga and returned to Stadacona for the winter. During their stay, many of his men fell sick with a disease called 'scurvy' that was caused by a lack of fresh fruit and vegetables. Many of the men died. Cartier was then told about a remedy used by the First Nations People that was made from the bark of the white spruce tree. When the sick men drank the remedy, it cured them in six days. In the spring, the Frenchmen were very anxious to set sail for France. With them, they took valuable furs that the First Nations People had given them during their stay. Before they left, Cartier invited First Nations Chiefs to come aboard his ship. Several of the chiefs were not allowed to leave, and were kidnapped and taken back to France where they later died.

In 1541, the King of France sent Cartier to Canada once more. Later on, he sent a French leader by the name of Sieur de Roberval, who was taking colonists to the new country to establish a new settlement. When Cartier arrived in Canada, the First Nations People did not welcome them and were not very friendly, so Cartier and his men spent the winter upstream from the village of Stadacona and waited for the arrival of Roberval and his colonists. When spring came and Cartier had not heard from Roberval, he decided to return to France. On his way home, Cartier met Roberval off the coast of Newfoundland with his ships and the colonists. Roberval ordered Cartier to accompany them back to the St. Lawrence. Cartier decided not to obey Roberval's order, and during the darkness of night, he gave orders to raise the anchor and quietly disappeared back to France.

Roberval and the colonists did continue on and tried to build a settlement where Cartier had stayed. During the winter, many of the colonists died of scurvy and Roberval decided to return to France with the remaining colonists before a second winter came. Cartier was admired by many for his skill and the thoroughness he used while exploring the St. Lawrence River, which was the key to North America. He has also been called the "Discoverer of Canada."

Jacques Cartier (1491-1557)

Discoverer of Canada

A READING

1. Think of reasons why the King of France would be interested in hearing about a new land found by explorers.

2. On a map of North America, locate the following places and put a check mark beside its name when you have found it.

Atlantic Ocean	_____	Strait of Belle Isle	_____	Newfoundland	_____
The Gulf of St. Lawrence	_____	Labrador	_____	Anticosti Island	_____
St. Lawrence River	_____	Montreal	_____		

3. Do you think the First Nations People were happy to see Cartier return? Tell why.

4. Why do you think Cartier and his men captured some of the First Nations Chiefs and took them back to France?

5. On which of Cartier's trips did each of the following events take place?

The First Trip

The Second Trip

The Third Trip

- a) Cartier found people living in a village called Stadacona. _____
- b) Cartier discovered the water he was travelling on was the mouth of a large river. _____
- c) Cartier was to show Roberval and the colonists where to establish their settlement. _____
- d) Cartier captured First Nations Chiefs and took them back to France. _____
- e) Cartier was amazed at all the beautiful sights he could see in the new land. _____
- f) Cartier's three vessels took seven weeks to cross the ocean. _____
- g) The First Nation People did not welcome Cartier and his men when they returned this time. _____

B LANGUAGE

A word group modifier (phrase) describes a subject or a predicate in a sentence.

Example: The buds [of trees] open (in the spring).

Place a single line under the subject and a double line under the predicate. Then, bracket the modifiers of the subject and predicate.

- The sails of the ship billowed in the wind.
- Many of Cartier's men died from a disease called scurvey.
- The course of the river was broken by foaming rapids.
- Several of the First Nations Chiefs were kept on the ship.

C WORD STUDY

Locate and record the words in the story that have similar meanings to the following ones.

- | | | | |
|--------------|-------|-------------|-------|
| 1. listening | _____ | 6. best | _____ |
| 2. tales | _____ | 7. ill | _____ |
| 3. coast | _____ | 8. sickness | _____ |
| 4. ships | _____ | 9. cure | _____ |
| 5. captured | _____ | 10. colony | _____ |

