

Canadian Industries

Grades 4-6

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Illustrated by S&S Learning Materials & Ric Ward

ISBN 1-55035-725-5
Canadian Industries, SSJ1-46
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15 Dairy Avenue
Napawee, Ontario
K7R 1M4

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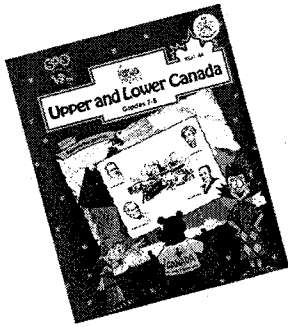
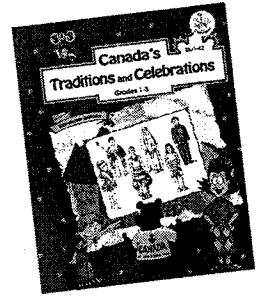
Published in Canada by:
S&S Learning Materials
15 Dairy Avenue
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www.sslearning.com

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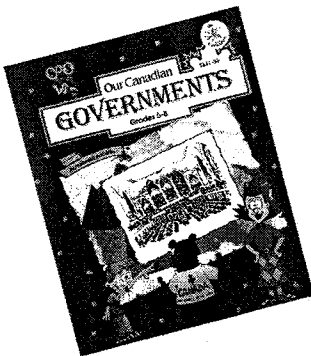
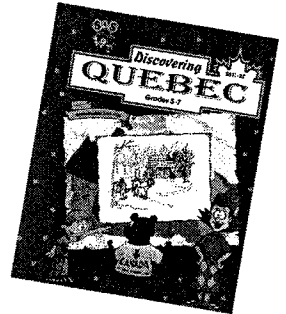


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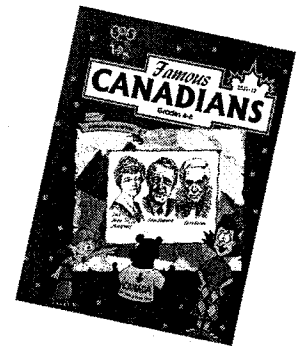


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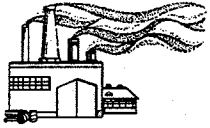
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S&S Learning Materials
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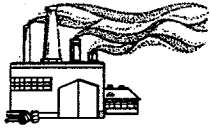


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Canadian Industries



Lesson One: What is an Industry?

Expectations:

1. Students will demonstrate an understanding of what an industry is.
2. Students will demonstrate an understanding of the three levels of industry.
3. Students will be able to give an example of each level of industry.

Discussion Time:

Ask students to give their definition of the word "industry". Record all ideas on chart paper or on the chalkboard.

Ask students to list as many industries as they can. Record the list on chart paper and keep it posted in the classroom while this unit is being taught.

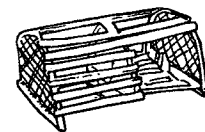
Reproduce the information card entitled "What is an Industry?" or prepare it as an overhead. Instruct the students to read the information or to follow along as you read.

Have the students answer the following questions on what they have learned.

1. What is an industry? (***An industry is the production of goods and services.***)
2. What do industries in Canada do for the people? (***Industries in Canada provide the people with the basic needs: food, clothing, shelter, health, education, transportation and communication.***)
3. What does industry depend upon? (***Industry depends on skilled workers, raw materials, money and research.***)
4. Why is money important in industry? (***Money is needed to set up an industry and to keep it running smoothly.***)
5. What are the three stages of industry? (***The three stages of industry are primary, secondary and tertiary.***)
6. What does primary industry mean? (***Primary industry means the taking of raw materials and preparing them for processing.***)
7. What does secondary industry mean? (***Secondary industry means turning raw materials into finished goods.***)
8. What does tertiary industry mean? (***Tertiary industry refers to other industries which have developed as a result of the primary and secondary industries.***)
9. Give an example of each of the three levels of industry. (***Primary - catching fish; Secondary - processing the fish; Tertiary - trucking the fish.***)
10. Why are these three levels of industry important? (***They are important because they help describe the structure of a nation's industry.***)
11. Why is it that the secondary and tertiary levels seem to be more important than the primary level? (***The secondary and tertiary levels of industry provide more jobs than the primary level.***)
12. Why has Canada always been strong in the primary industry area? (***Canada has a lot of natural resources.***)



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13. What were the first industries of Canada? (*The first industries were fishing, farming, fur-trading and lumbering.*)

Follow -Up:

1. Choose an industry other than fishing and make a list of tertiary industries which have developed because of it.
2. Write an editorial on the following topic:
“Primary industries are not as important as the secondary and tertiary industries.”

Lesson Two: The Cod Fishery

Expectations:

1. Students will understand the history of the cod fishery in Canada.
2. Students will understand the importance of the cod fishery to the settlement of Newfoundland.
3. Students will understand how the catching and processing of cod has changed during the centuries.

Discussion Time:

Ask the students if any of them have ever visited the Atlantic Provinces. Ask students which provinces they have visited. Ask if any of them have ever eaten cod fish. Ask how it was prepared.

Bring in a picture of a codfish, a picture of a fishing boat and a picture of a fish plant. Display these in the classroom and ask students if they know anything about the fishing industry.

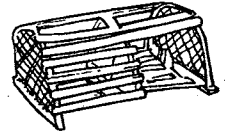
Reproduce the information card entitled “The Cod Fishery” either as a handout or as an overhead.

Ask the students to read the information silently or along with you to find the answers to the following questions:

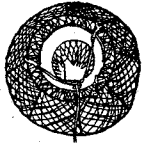
1. Name the three oceans that surround Canada. (*Atlantic, Pacific and Arctic*)
2. How did the rest of the world find out about the abundance of cod in the waters off Newfoundland? (*In 1497, John Cabot discovered that the fish was so abundant, it could be taken out of the water in baskets.*)
3. What countries took part in the cod fishery in the initial stages? (*France, England, Portugal and Spain*)
4. What type of fishery did they engage in? (*They engaged in a migratory fishery.*)
5. How did the migratory fishery in Newfoundland work? (*The fishermen came out to Newfoundland for the fishing season and returned home in the fall.*)
6. Why was the Newfoundland cod fishery so important in the 1600s? (*Cod was an important source of food for the people of Europe.*)
7. Where did the Spanish, French and Portuguese concentrate their fishing efforts? (*They concentrated on fishing the Grand Banks where the fish were always plentiful.*)



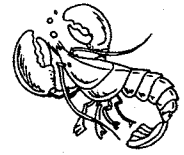
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8. How did these fishermen preserve the fish to bring it back across the Atlantic? *(They cured the fish by salting it in the holds of their ships.)*
9. How did the English fishermen preserve their fishing catches? *(They dried their fish on shore.)*
10. Why did the English have to use this method? *(They did not have access to the large amounts of salt that the Spanish and Portuguese did.)*
11. Why is salt so important in the curing of fish? *(If enough salt is not used, the fish will spoil.)*
12. What system of salting the fish did the English develop? *(They developed a system of washing and drying the fish on shore known as light-salted fish.)*
13. What kind of fishing operations did the English fishermen have? *(They set up operations that were closest to the nearby fishing grounds. They built stages, cook rooms, wharves, bunkhouses and flakes. They fished daily from small boats using hooks and lines to catch the fish and returned to shore each evening.)*
14. What happened to these operation bases? *(They eventually became a string of small settlements along the coast of Newfoundland.)*
15. How did the Spanish and Portuguese lose their importance in the Newfoundland fishery? *(Wars in the eighteenth century eliminated the Spanish and Portuguese from the Newfoundland fishery.)*
16. What happened to the salt fish industry in the 1950s? Why? *(The salt fish industry began to lose its importance as fish began to be sold fresh from the wharf and fish plants developed the ability to process fresh fish.)*
17. How did the fishermen view this change? *(They welcomed the opportunity to be able to sell their fish directly from the fishing boat and not have to work in the stages salting and drying the fish.)*
18. How did the rise of fresh fish processing affect women? *(Women became paid workers within the fishery as they were hired to work in the fish plants preparing the fish for market.)*
19. How was this different from their role in the salt fish industry? *(They had worked alongside the men in the salt fish industry, but were not paid for their work.)*
20. How did the work of the women in the plants affect the family? *(The extra money earned by the women enabled them to provide a better lifestyle for their families.)*
21. What change did the cod fishing industry see in the 1960s and 1970s? *(An offshore fishing industry developed which saw large dragnets fishing far out to sea and staying out for weeks at a time.)*
22. How did these dragnets catch the fish? *(They used large nets which dragged the ocean floor and brought everything to the surface.)*
23. What happened to the fishery in July 1992? *(A moratorium was placed on fishing for cod by the Canadian government.)*
24. What does the phrase "cod moratorium" mean? *(It means that it was against the law to catch cod for any reason.)*
25. How did this affect Atlantic Canada? *(Thousands of people were thrown out of work.)*
26. How did the federal government help the displaced fishery workers? *(An income supplement program known as TAGS was introduced to provide a wage for those who had worked in the fishery.)*



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Retraining programs were introduced to help people train for jobs outside the fishery and the government paid fishermen a lump sum payment to sell their fishing licenses and retire from the fishery.)

27. What does "TAGS" stand for? (*The Atlantic Groundfish Strategy*)
28. How has the cod fishery changed in recent years? (*Recently, a limited commercial cod fishery and a food fishery have been allowed in Atlantic Canada.*)

Follow - Up:

1. Research the collapse of the Northern Cod fishery. What problems did it cause for Atlantic Canada?
2. What are scientists doing to ensure that the cod stocks are allowed to rejuvenate?
3. What is "Foreign overfishing"? How has it affected the Northern cod stocks?

Lesson Three: The Shellfish Industry

Expectations:

1. Students will understand the importance of the shellfish industry to the economy of Canada.
2. Students will understand how the shellfish industry is carried out.
3. Students will understand what species of fish are harvested in the shellfish industry.

Discussion Time:

Ask the students to name some other species of fish that they have eaten or heard of. Ask them if they have ever tasted lobster, crab or shrimp. If possible, bring in some samples to taste, but be careful because there may be some students who are allergic to shellfish. Pictures of these fish should be displayed on the bulletin board, as well as the kinds of traps, nets and boats used in this fishery.

Reproduce the information card entitled "The Shellfish Industry" as a handout or as an overhead. Have the students read along with you or silently to find the answers to the following questions:

1. What are the three main facets of the shellfish industry? (*Lobster, crab and shellfish*)
2. Why has the lobster fishery been slow to develop? (*It was regarded as the fishery of the poor. There were problems in transporting and preserving the lobster to enable fishermen to sell their catch to a broad market.*)
3. What method of preserving the lobster began in Prince Edward Island? How did this benefit the industry? (*A method of canning lobster began in Prince Edward Island which enabled the lobster to be sold all over the world.*)
4. To what extent is lobster fished in Prince Edward Island and Nova Scotia? (*The lobster fishery is the most important part of the economy of Prince Edward Island and is one of Nova Scotia's top export products.*)
5. How are lobsters caught? (*They are caught in traps called pots where the lobster enters and cannot escape because it spreads its claws and gets caught.*)