

On A Canadian Day by Rona Arato

TABLE of CONTENTS

Teachers Resources:

Introduction	2
Suggestions for Using the Unit	2
Suggestions for Evaluation	3
Activities for Using the Vocabulary List Words	4
Objectives and Skills	5
Student Tracking Sheets	6
Rubric for Evaluation	8
Evaluation Sheets	9
Venn Diagram	12

Stories and Activities:

I. <i>The Buffalo Hunt</i> - The Great Plains, 1620	13
II. <i>A New Life For Henri</i> - New France, 1685	16
III. <i>The Sugaring Off</i> - Upper Canada, 1795	19
IV. <i>A Big Decision</i> - Buxton, Ontario, 1863	22
V. <i>Bridget's Concert</i> - The Annex, Toronto, 1900	25
VI. <i>Hannah's Journey</i> - Nova Scotia, 1929	28
VII. <i>Stepan and the Dust Cloud</i> - Saskatchewan, 1935	31
VIII. <i>Sent Away</i> - Vancouver, British Columbia, 1942	34
IX. <i>Lan's Boat Ride</i> - Muskoka, Ontario, 1979	37

Activity Cards	40
----------------------	----

Answer Key	55
------------------	----

INTRODUCTION

This unit was written to accompany the *On A Canadian Day* by Rona Arato. This book is interesting to read and contains many details of life at specific times throughout Canadian history as told by a child of that time period. The book introduces nine fictional characters who tell about their life during important time periods in Canadian history ranging from a First Nations boy taking part in his first buffalo hunt in 1680 to the adjustment necessary for a Vietnamese girl in 1970. Each chapter opens with a fictionalized account of a morning, afternoon, and evening in a child's day in a different time period. Each story gives details of the daily life of a child of that time period and is accompanied by photographs and drawings together with facts about life as it was then. It was designed for Grades 5 to 8, but could be used for other grades with some modification.

Each story contains sections on vocabulary, comprehension, giving opinions and ideas and activities pertaining to the specific story. In addition there is a series of activity cards that can be used with any of the stories in the book. Also included are suggestions for using the novel, rubrics for evaluation, various evaluation sheets, tracking sheets and an answer key.

The novel study can be used for group work or as an independent study.

Suggestions for Using the Unit

The unit can be used with a whole class, a group of students or as independent work.

Students should read the vocabulary lists and make sure they understand the meaning of the words before reading the assigned sections. These words can also be used as spelling lists or other vocabulary activities: word searches, crossword puzzles, etc.

Students should complete the comprehension activities as they read the various sections. However, some students may prefer to read the whole novel, then go back, re-read the chapters and complete the written work.

The comprehension activities are divided into two sections. *Understanding the Novel* requires students to answer questions concerning the plot and characters. Answers are provided for these questions. *Thinking About the Novel* asks the student to give and justify his/her own opinion. Since these will vary, no answers are given, but it is important that the students explain the reasons for their answer.

II. *A New Life For Henri - New France, 1685*

A. Vocabulary

What do these words mean? Look them up if you are not sure of their meaning.

circulation	frigid	inhaling	knapsack	reassured	descended
cathedral	stench	peasants	stubborn	illuminated	

B. Read *A New Life For Henri*.

C. Understanding What You Have Read

Answer these questions. Check with the story if you are unsure of the answers.

1. What chores did Henri have to do each morning?
2. The family's house did not have glass in the windows. Why not?
3. When Papa first came to New France He was an indentured servant. What did this mean?
4. Why was Henri traveling to Québec City?
5. When was Henri going to return home?
6. What danger concerned Henri when he saw the houses in Québec City? Why was he worried?
7. Québec City was divided into two areas separated by a long stairway. What was the difference between the two parts?
8. Explain why Uncle Pierre had never married.
9. Québec City was a port and ships from France regularly docked there. What did they bring to New France? Why?
10. Henri thought he would like to make gifts to take home for his family. What gifts did he decide to make?

D. Thinking About What You Have Read

Remember to justify the reasons for your ideas and opinions to the following questions.

1. Sally enjoyed working on the farm, but Edith did not like it.
How would you feel about working on a farm at that time?
Which chores would you have enjoyed and which would you have disliked?
2. Edith and Sally were very brave in rescuing Tim.
What rules would you suggest to ensure such a thing did not happen again?
3. Edith changes her mind about wanting to live in Scotland.
Why do you think she did this?

E. Activities for *The Sugaring Off*

1. On a map of Canada locate and label the area known as Upper Canada in 1795.
What is this area called today?
Locate, mark and label the following places in Upper Canada:
 - a) Toronto
 - b) Kingston
 - c) Lake Ontario
2. Make a series of pictures or diagrams showing the process of making maple syrup in 1795.
Begin with tapping the trees and end with the final product.
Write captions to explain your pictures.
3. The pioneers had to produce their own food and this had to last through the winter months.
How did they store food for the winter?
Use the available resources to research this topic.
Present your findings as instructions to help new pioneers adapt to a new way of life.
4. Life for the pioneers was very hard, but there were advantages to be found in their new life.
Make two lists showing the advantages and disadvantages of pioneer life.
5. Draw a family portrait of Sally and her family on a sheet of 12" by 18" cartridge paper, using any medium you wish.
Some research will be needed to ensure that the clothing worn in the portrait is historically accurate.

Activity - 10

Choose one of the characters and make a list of ten questions you would like to ask him or her.

On a separate sheet of paper answer the questions as you think the character would answer.

Give your list of questions to a classmate, and ask them to answer the questions as they think the character would answer.

Compare and discuss your answers.

Activity - 11

Although the book is a work of fiction, the characters are based on historical fact.

Choose one of the stories and make a list of five things that you already knew about the life at that time period.

Make a list of ten things that you learned about that time period from reading the book.