

Ontario Grade 4/5 Blended Social Studies

Strand A: Heritage & Identity

DIGITAL

Historical Significance

What **criteria** can we use to help us decide if an event is important in the history of a community? Let's ask R.I.C.

R **Relevance** (Who needs to know about the event?)

- No one!
- One family or person
- Everyone in the area
- Everyone in the country
- Everyone in the world

relevant event helps people understand a community's past, present & future

I **Impact** (Who was affected?) How long did this event have an effect?

- How many people were affected by the event?
- How long did this event affect the community: a day? A week? A month? A year? A generation?
- Is it still affecting the community?
- Will it affect the future of the community?

C **Consequences** (How serious were the results of the event?)

- The event caused death
- The event caused loss of jobs
- The event caused great harm to the environment
- The event caused the government to be involved
- The event caused conflict between community members

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Give this map a title here



1. Give this map a title in the box at the top of this slide.
2. Drag each of these labels to the correct spot on the map.

United States Mexico

Canada

3. Take one of the shapes below and put it where the Six Nations people lived.
4. Take the other shape and put it where the Ancient Aztecs lived.

★ ●

5. Make a legend that helps readers know where each group lived. Use these

Six Nations

Ancient Aztecs

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Early Societies Timeline

Drag these letters to the correct bars on the timeline.

BCE				CE			
3000 BCE	2000 BCE	1000 BCE	500 BCE	1000 CE	1500 CE	2000 CE	3000 CE
[Orange bar]				[Green bar]			
[Purple bar]				[Blue bar]			

A - Aztecs 1325 CE - 1550 CE **D - Ancient China 500 BCE - 220 CE**
B - Six Nations 800 CE - 1722 CE **E - Ancient Rome 450 BCE - 476 CE**
C - Medieval England 1066 CE - 1485 CE **F - Ancient Egypt 3000 BCE - 250 BCE**

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Residential Schools

Many First Nations, Inuit and Métis children had to go to school far from their homes and families. These were called **residential schools** because children had to **reside** (live) at the school. In the far North some students slept in tents and then went to class in a building. Students could not keep their own names, language or clothing. Some became sick and died.

Coppermine Tent Hostel
Photo: The Anglican Church of Canada

Cross Lake Indian Residential School, Manitoba, 1940
Photo: Library and Archives Canada

Orange Shirt Day
Sept. 30

What questions do you have about residential schools?

Type here

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For Use with Google Classroom

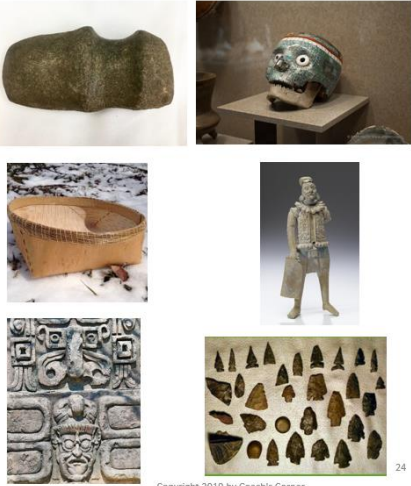
TM



Activities Adapted from Full Unit

Artifacts

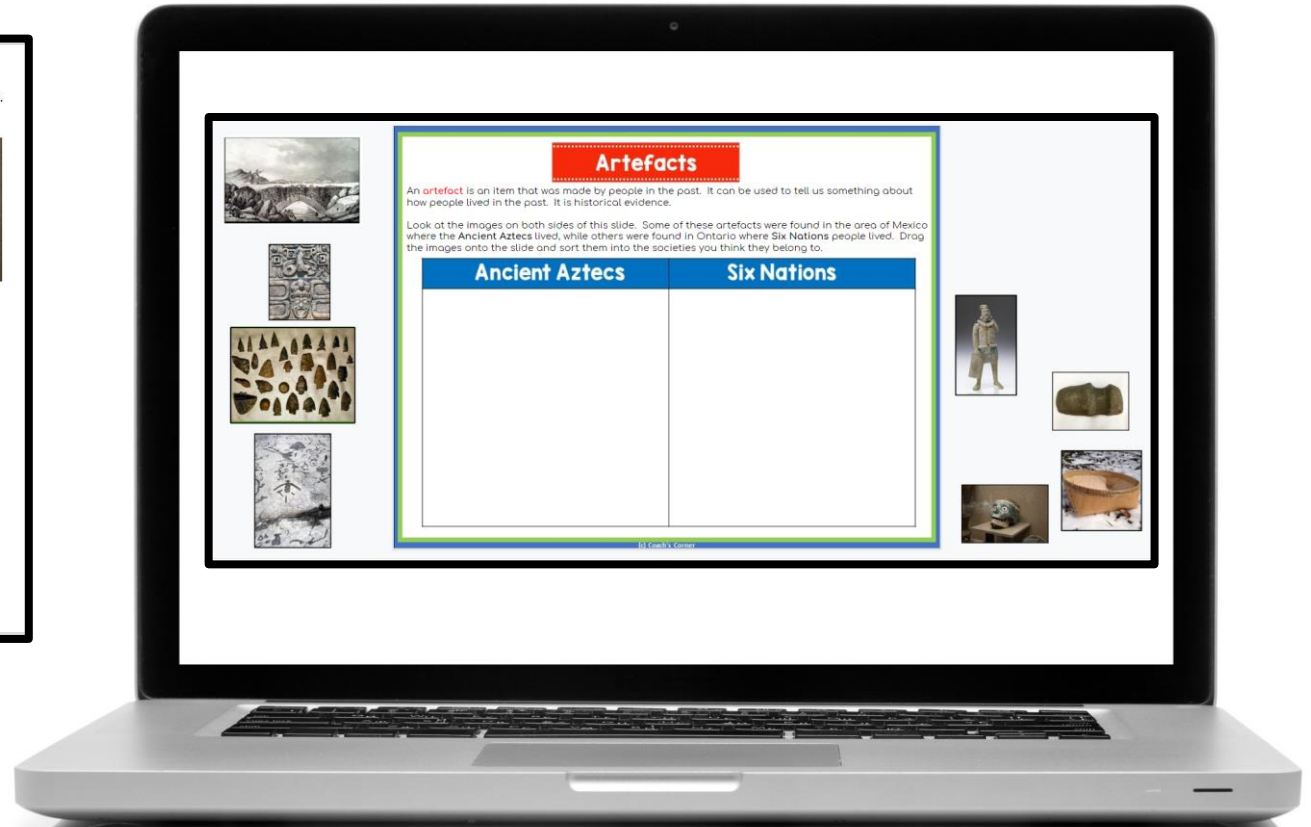
An **artifact** is an item made by people in the past. It can be used to show something about life during a certain time period in a certain past.



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Regular Unit:
Students cut out
images and sort with
a partner.

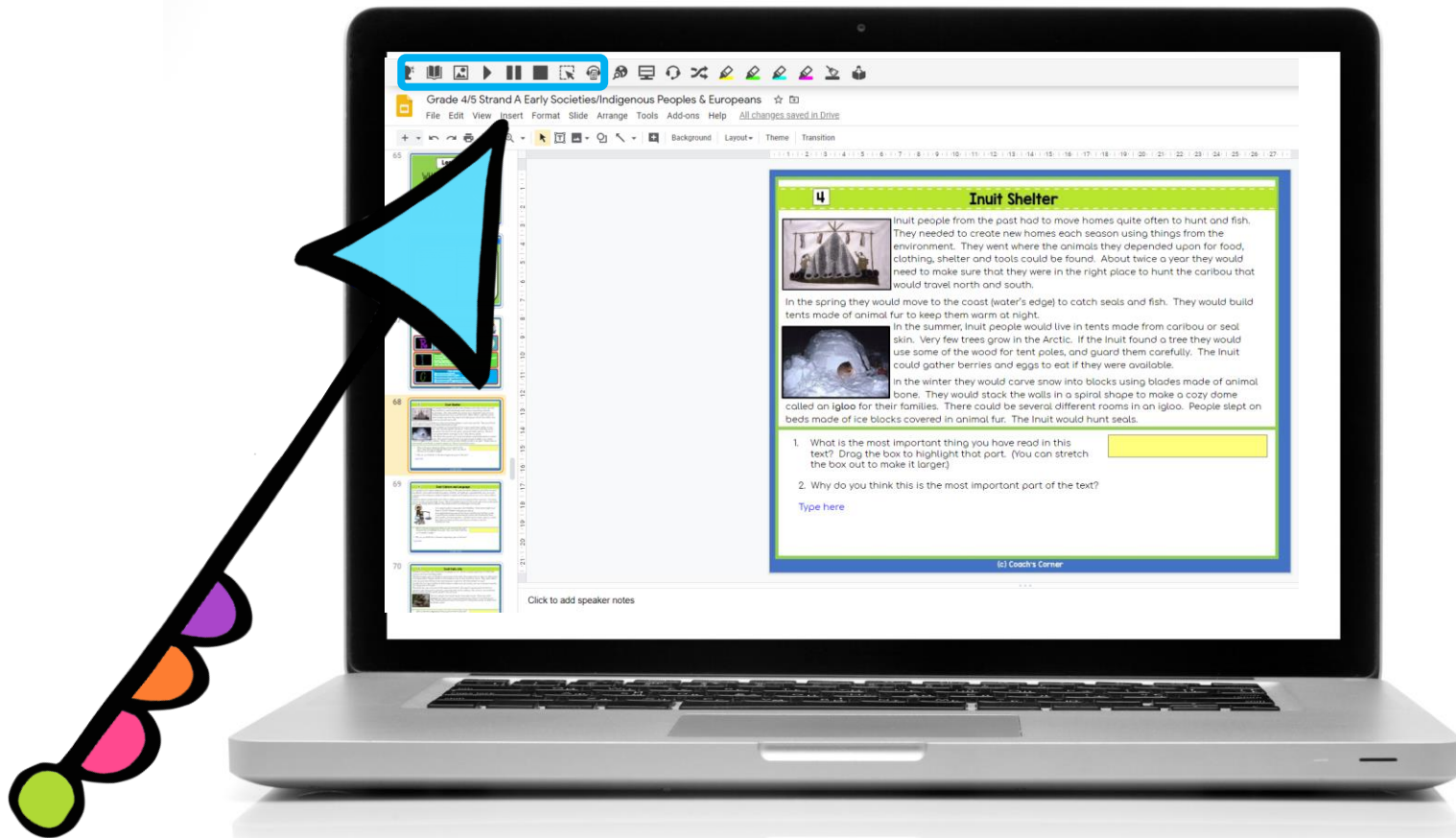


Digital Unit: Students drag the artefacts onto the
screen to sort into early society categories.

Perfect for Students with IEPs



Students Can Use Google Read & Write



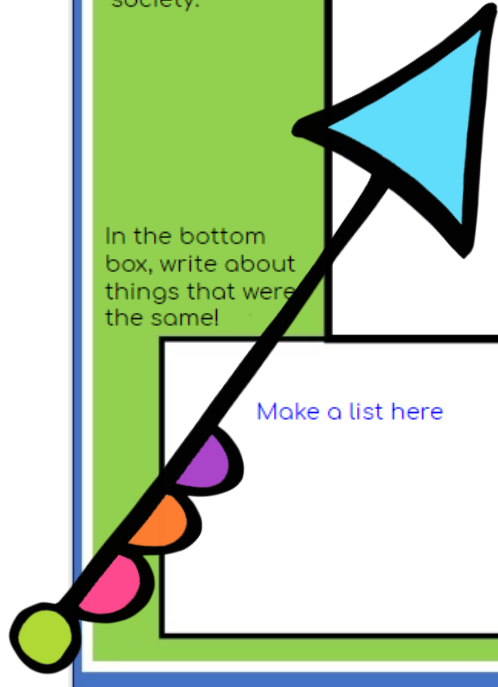
Students can listen to text.

Perfect for distance learning!

5 **Comparing Daily Life in Two Societies**

<p>Under <u>Six Nations</u> write about things that were only true about that society.</p>	<p>Six Nations</p> <ul style="list-style-type: none">• Make a list here	<p>Algonquians</p> <ul style="list-style-type: none">• Make a list here	<p>Under <u>Algonquians</u> write about things that were only true about that society.</p>
<p>In the bottom box, write about things that were the same.</p> <p>Similarities</p> <p>Make a list here</p>			


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Students can type in answers

Helpful Teacher Tips

Teachers:
The Grade 4 Ontario Social Studies Curriculum stresses the connection between the environment and the survival of a society. This activity is meant to have students think about how people used their environment to meet their needs.



How Does the Physical Environment Affect a Society?

Read each box. Drag the numbers in front of the boxes to order the physical features of a society by how important they are to survival.

<ul style="list-style-type: none">Farming toolsboatsbuildings	<u>Wood</u> <ul style="list-style-type: none">Heats homesCookingHelped keep soil in place for farming
<ul style="list-style-type: none">Farming toolsCoinsdishes	<u>Metals</u> <ul style="list-style-type: none">Cutleryjewelry
<ul style="list-style-type: none">FarmingFishingtransportation	<u>Water</u> <p>Lakes, rivers and ponds could become polluted very easily, so a constant source of FRESH water was important. People needed to be able to use well water drawn from the ground.</p> <ul style="list-style-type: none">Drinkingwashing
<u>Fertile Soil</u> <ul style="list-style-type: none">Growing crops such as grains, fruits, vegetables, and nut treesGrains grown in rich soil would also feed farm animals which provided meat, eggs, milk and wool	
<u>Stone and Clay</u> <ul style="list-style-type: none">Stones were used in making buildings such as homesClay was used for dishes, pots and jugs.	

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Students:

- Read each box.
- Decide which physical feature is most important for a society to survive. Drag the number 1 in front of it.
- Keep ordering the boxes to show most important (1) to least important (5) for a society's survival.



Links & Instructions for Students

Lessons

1. Cause & Consequence
2. What Do We Know About Early Societies?
3. Mapping
4. Introduction to Early Societies Timeline
5. Cause & Consequence in Early Societies
6. Asking Questions
7. Spotlight Communities
8. Beliefs and Religions in Early Societies
9. Daily Life
10. How Were People Organized in Early Societies?
11. Continuity and Change
12. Mapping New Communities
13. What is Significant About a Society?
14. Asking Questions: Chat Stations
15. Residential Schools/Gathering Resources
16. Becoming Experts
17. Presentations

Timeline Videos

1 Watch this video.

a **TIMELINE** is

2 Watch this video.

What is a timeline?

How Does the Environment Influence Where People Live?

- 1 Watch the video reading of the book *Weslandia* by Paul Fleischmann. Click [here](#).
- 2 When new civilizations begin, they must use the natural resources around them. Make a list of the different ways Wesley uses his new plant to meet his needs.
 - [Make a list here](#)

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Mexico

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★ ●

Make a legend that helps readers know where each group lived. Use these

Type here


How Were Six Nations Peoples Organized?

- Clan**
 - A group of families related by a common relative.
 - Each clan had a name related to nature.
- Family**
 - Parents and their children.
- Clan Mother**
 - Responsible for her village.
 - Chose the sachem (chief) who would represent the clan in a village council.
- Sachems**
 - War sachem was leader of the clans when making decisions about war.
 - Civil Sachem was leader of clans when making decisions about other things.
- Village Council**
 - Sachems from each clan came together to discuss important matters.
 - A decision was made when most of the sachems agreed.


The "People of the Longhouse" were organized by clan (a group of families related by a common relative). Each clan lived in its own longhouse, which meant that 10 or 20 families would sometimes share one longhouse. For bigger clans, more than one longhouse would be used. Each clan had a name related to nature, such as the Turtle Clan or the Beaver Clan. The head of a clan was the clan mother, a woman respected for her views. She would choose the sachem (chief) who would represent the clan in a village council. Each clan had two sachems: a war sachem and a civil sachem. The sachems of each clan would come together in a village council to discuss important issues, and a decision would be made only when most of the sachems agreed with the decision. While each family, clan had its own longhouse within a village, there would be other families that were part of the same clan living in other villages. For example, members of the Bear Clan might live in longhouses in many different villages, and members could travel between villages to visit their relatives.

4 Aztec Civilization

In about 1000 CE, a large group of people arrived in the middle of a land that is now known as Mexico. While most people now call these people "Aztecs", they called themselves "Mexica" or "Tenochca".



The Aztecs settled in the "Valley of Mexico", a swampy area that is surrounded by tropical rainforests. Because this area is 2000 metres above sea level, it is not as hot and humid (full of water vapor) as many tropical rain forests. The land was not very good for growing fruits and vegetables. In the early years of the Aztec Empire people likely caught frogs, fish, and wild fowl (birds) to eat. They needed to find better ways of making sure they had enough to eat.




The Aztecs built a city they called Tenochtitlan. This city was on an island in Lake Texcoco. They thought it was hard for other people to attack them because it was so hard to travel to. Nearly 500,000 people lived there at one point in time. They had to build walkways across the shallow lake in order to reach the mainland.


This island was filled with thousands of canals, and there was a volcano nearby that let off poisonous gas. Poisonous plants and spiders were also found there. Lake Texcoco was very swampy. There was no place on the island to grow the food they needed. There was often not enough rain. It could be very hot, and sometimes earthquakes could be felt. The Aztecs had to work very hard to make this island into a city that was safe for people to live.

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Copperville Tent Hostel
Photo: The Anglican Church of Canada



Cross Lake Indian Residential School, Manitoba, 1940
Photo: Library and Archives Canada

Orange Shirt Day
Sept. 30


What questions do you have about residential schools?

Type here


Population of Métis People in Canada's Cities

Population of Metis People in Canada's Cities

- What do the tents represent?
- How is this map different from others you have seen?
- What are some other ways the information could be presented?



The first Métis people lived across what would become Western Canada, Ontario, and parts of the United States.



The shaded part of this map shows the area where Métis people could be found soon after fur traders began to explore these regions. The animals shown above could be found in that area. How might these animals have helped the Métis?

Moose Salmon Buffalo


Answer the questions from above.
Type here

Type here


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Conquest

Conquest



This painting shows an event from an area of what would become Mexico in 1519. Hernán Cortés arrived to claim that the land now belonged to Spain.



The painting on the right shows an event that happened in the year 1534 in an area that would become Canada. Jacques Cartier arrived to claim that the land now belonged to France.

What questions do you have about what is happening in these paintings?
Type here

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Helpful, detailed
set-up
instructions for
teacher!

Becoming an Expert

Inquiry Question
Type your inquiry question here.

Consultants
Type the names of people who you can interview about your inquiry question.

Resources
Type the names of books or magazines you have used to gather information. If you used a website, include a hyperlink to the site.

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Ontario Grade 4/5 Blended Social Studies: **Strand A** For Use with Google Classroom

Instructions for Teachers

Teachers:

If this is your first time purchasing a digital resource from my **Coach's Corner** store on TPT, you may appreciate some help in assigning this unit to your students.

Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

This digital unit was created for use with my Grade 4/5 BLENDED unit [Early Societies AND Interactions of Indigenous Peoples and Europeans](#).

The activities/lessons in this digital resource follow with the 3-part lesson plans found there!

