

Ontario Social Studies



Grade 3/4 Strand B Exploring Ontario and Canada



Overview



Teachers,

- **This blended Grade 3/4 social studies unit has been created to support the 2018 Ontario Social Studies Curriculum. I have used the “big ideas” of Strand B for both grades, using the commonalities amongst the two curriculums, so that you don't need to run back and forth between the two grades.**
- In 2018 the curriculum was revised to reflect the recommendations of the Truth and Reconciliation Commission. In Strand B, which is more “geography-oriented” rather than historical, I have focused attention to how Canada's Indigenous communities look upon the land and its resources, particularly as to how it relates to current environmental issues.
- **The Grade 3s will focus on how Ontario's land regions affect job opportunities, transportation, homes, and other concepts, while the Grade 4s will look at those same concepts in Canada as a whole.**
- All lessons can be taught to both grades at the same time. Many times the students then examine different texts. In the top left hand corner of each text a number denotes the appropriate grade level.

FAQ

Question	Answer
Do I need to use every lesson in this resource?	You are free to choose those lessons that best meet the needs of your particular class. I have put a significant emphasis on mapping skills in this unit, as it is more geography-based, but you may certainly omit a lesson if you feel your students have already mastered a concept.
How do I use the “big ideas” of this unit?	Keep these big ideas at the forefront of every lesson. At the end of each lesson, refer to each of the 3 big ideas and ask students which idea most closely applies to that lesson.
Do I need to print out every page of this resource?	NO! There are many pages that are just meant for teacher reference, as well as answer keys that don't need to be printed. Sometimes I have provided both colour and b/w versions of a page, so you will have a choice as to which version you want to print.
How can I contact you directly?	You can email me directly at: coachsteachingcorner@gmail.com

Blended Big Ideas Posters



Full 3-Part Lessons

Lesson 7: Physical Regions Features

Grade 3: A2.3 Grade 4: A2.3

Materials

- Provinces, Territories & Regions Memory Game (1 set per pair)
- Compasses
- Optional: Online video: [North South East West](#)
- Gr. 3: [Ontario Regional Map](#) Gr. 4: [Canada Regional Map](#)
- Physical Regions of Ontario and Physical Regions of Canada maps from

Getting Started

covered in this unit.

2 sheets of [Provinces, Territories &](#)

them upside down on one

er 2 cards at a time. If the cards

of the Ontario map), the player

turn them over and the other

ards have been won.

Working On It

Directions:

Option B: Compasses

Show students a compass and

ask if anyone knows what it is.

Distribute compasses and have

students walk around the room

with the compass. Ask what they

notice happens as they move.

Have students locate "North" in

the room and walk in that

direction. Repeat with other

directions.

using the [Physical Regions of](#)

aps from Lesson 6.

"Maps" and review the instructions.

their maps.

Assessment

Show? Have students discuss

y need to point out the "m" that

understand our country.

ner 80

Lesson 12: Human Impact on the Environment

Grade 3: B2.1 B2.4 Grade 4: B1.2 B2.1 B3.6

Materials

- Video: [Environmental Changes: MightyOwl Science](#)
- [Human Impact: Colour by Number Legend](#)
- [Human Impact: Colour by Number worksheet](#)

Getting Started

- Ask students what they think the land their school sits on used to be like hundreds of years ago. Here are some things they may suggest:
 - Lots of trees or forest
 - Plants & flowers
 - No litter
 - Animals
 - Much quieter
 - No pollution
- You may want them to draw "Before & After" sketches to prompt their thinking.

Working On It

- If possible, show students the video: [Environmental Changes: MightyOwl Science](#).
- If you are unable to show the video, find a book from your classroom or school library that addresses how the environment is affected by human actions.
- After the video, make a class chart: Human Action | Effect
- Use the students' ideas.

Human Action	Effect
wildfire	loss of animal & plant habitat
cars	air pollution
building homes	deforestation

- Distribute:
 - [Human Impact: Colour by Number Legend](#)
 - [Human Impact: Colour by Number worksheet](#)
- Do the first question together. Read the sentence. Show students how to read the sentence twice, once with the Choice 1 in the blanks, and then with Choice 2. Ensure students understand that in this case Choice 1 is the correct answer, and that they see that they will then use green to colour in all the spaces with #1 on the colouring sheet. Let them continue to do the rest of the task independently.

Reflecting & Connecting

- Ask students to chat with an elbow partner about what humans can do to reduce the negative impact they have on the environment. What things are already occurring in this regard at your school? In your neighbourhood? In students' homes?

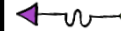
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Tied to Ontario
Curriculum Expectations

Format

No Jumping Between Grades!

Materials List



Working On It: Using Parallel Texts and Tasks



Materials

- Jobs texts (***There are 7 different texts. Students do not need a copy of each text. Each student needs a copy of ONE of the texts. Grade levels are in the top corner of each text.)
- Jobs student sheets (Each student should get the sheet for the region he/she is learning about.)
- Jobs cut & paste cover sheets (about 2 copies per group).

Getting Started

- Have students brainstorm jobs that are available in your local community, and list their suggestions.
- Discuss which of the jobs are directly related to the local environment, and which jobs can be found anywhere. For example, downhill ski instructors will likely only find jobs in snowy, hilly areas, while dentists can work anywhere.

Working On It

Grade 3 Texts

- Jobs in Hudson Bay Lowlands
- Jobs in the Canadian Shield
- Jobs in the Great Lakes – St. Lawrence Region

Grade 4 Texts

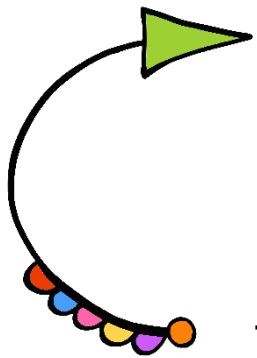
- Jobs in the Arctic
- Jobs in the Cordillera
- Jobs in the Interior Plains
- Jobs in the Appalachians

- Distribute the Jobs student sheets. Have students put their names on.
- After reading their text, students are to:
 - Choose 4 jobs that could be found in their assigned region from the Jobs cut & paste coversheets.
 - Cut each job cover out.
 - Colour each job cover sheet.
 - Fold each sheet on the dotted line.
 - Put glue on the flap where it says "Glue Here".
 - Glue each flap on onto one of the boxes on the Jobs student sheet.
 - In the empty boxes, write about each job.

Reflecting & Connecting

- Have students discuss what they have learned about how many jobs are connected to the local environment.
- If time, ask students to consider how some jobs might be affected by a change in environmental conditions. For example, what might happen if a fire was to destroy a forest that had been being used for logging?

Reflecting & Connecting: Ties Back to
the "Big Idea" of Lesson



Getting
Started:
Using the
Big Ideas as
Basis of
Lesson



Mapping

Grade 3: Physical Regions of Ontario

Name: _____ /7

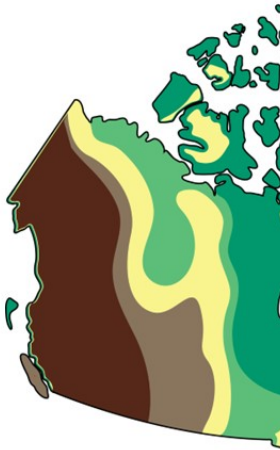
Colour each physical region a different colour. /3



How many physical regions are there in Ontario? _____ /1

Which physical region is the largest?

Write two sentences about the physical regions of Ontario.

What Does This Map Show?



-  High (850-1450m)
-  Highest (1450-2500m)
-  Low (50-250m)
-  Lowest (0-50m)
-  Medium (250-850m)

Political Maps

- ✓ Shows land divided into different countries or areas
- ✓ Shows important cities
- ✓ May show important roads and water features



NORTH
AMERICA

Land Use Chat Stations

Chat Station

1

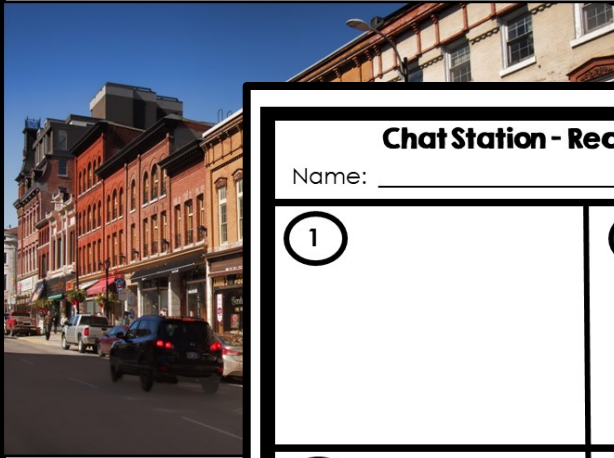


- How is this land being used?
- How many different types of land use are you seeing?

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Chat Station

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- What are the different types of land use being used?
- What type of land use do you find the most interesting?

Chat Station - Recording Sheet

Name: _____

1

2

3

4

5

6

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Employment Activity

3 Jobs in the Hudson Bay Lowlands

Mining

The land in the Hudson Bay Lowlands is very wet and mossy. Under this land some important minerals have been found, such as copper and nickel.

A company wants to start getting minerals out of the land. They want to hire lots of people to:

- Build roads in and out of the area.
- Use machines to get the minerals under the ground.
- Make buildings to store the minerals.
- Inspect the mine to make sure it is safe.

Ecotourism

Some people like to go on trips to learn about the plants and animals in an environment. These people are called **ecotourists**. Ecotourists travel carefully to make sure they don't hurt the environment.

Hunting

This region has swampy wet areas that are almost always hard to grow crops here. Hunters use their skills to find food.

Hunters:

- Learn where animals live.
- Learn how to use guns, bows, arrows, and traps safely.
- Respect what they are hunting.
- Make sure they are not hunting too many animals.

Hudson Bay

Job Opportunities

glue here

Diver

glue here

Driver

Lesson 11

Employment

Jobs in the Great Lakes

Name: *Kate*

Farmer

Mechanics

Mechanics work in factories and in energy plants. They make sure all the turbines and other machines work safely.

Driver

Construction Worker

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Assessment

Grade 3 Strand B Environmental Issues Flipbook Rubric

Name: _____




Issue: _____ Region: _____

- ☐ Describes what human and natural resources are in an Ontario region.
- ☐ Describes what humans are doing to the environment.
- ☐ Describes the effects of human actions on the environment.
- ☐ Offers actions that humans can take to protect the resources of this region are respected.

Categories	Level
Knowledge of Content	Shows little understanding of how human actions affect the environment.
Thinking (Planning Skills)	Gathered & organized evidence & information with limited effectiveness.
Communication (Expression & Organization of Ideas)	Expressed & organized ideas and information with limited effectiveness.
Application (Making Connections)	Makes connection between environmental issue and how these issues might be addressed with limited effectiveness.

★ Exit Ticket

In the last box on each row, write at least one sentence.

	Littering
	Logging
	Exhaust Fumes

★ Exit Ticket

In the last box on each row, write at least one sentence.

	Pollution
	Oil Slick
	Hazardous Waste

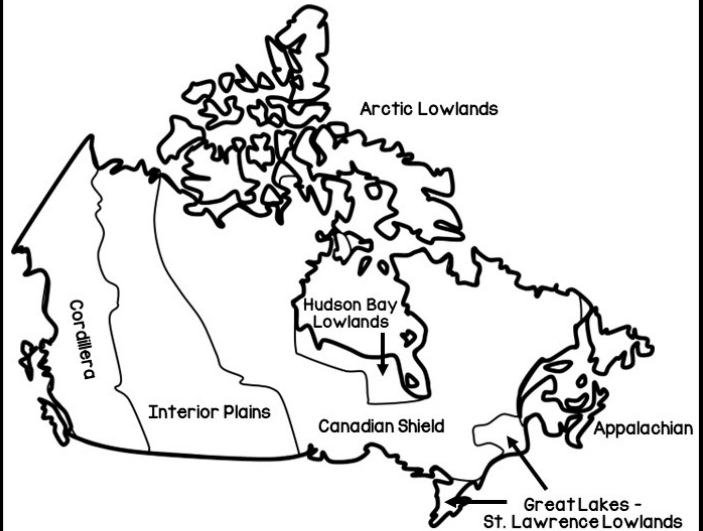
Grade 4: Physical Regions of Canada

Name: _____

Colour each physical region a different colour. /7

How many physical regions are there in Canada? _____ /1

Which physical region do we live in? _____ /1



Write two sentences to tell how a physical map of Canada is different than a political map. /2

Exit Tickets

Environmental Issue Flipbook

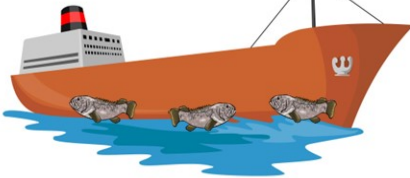
Sample Environmental Flipbook

You may want to copy these sample flipbook pages to use as a model for your students. Emphasize the type of information required on each page. Ensure students understand how to assemble the booklet so that the inner pages "cascade" from each other after the cover page.

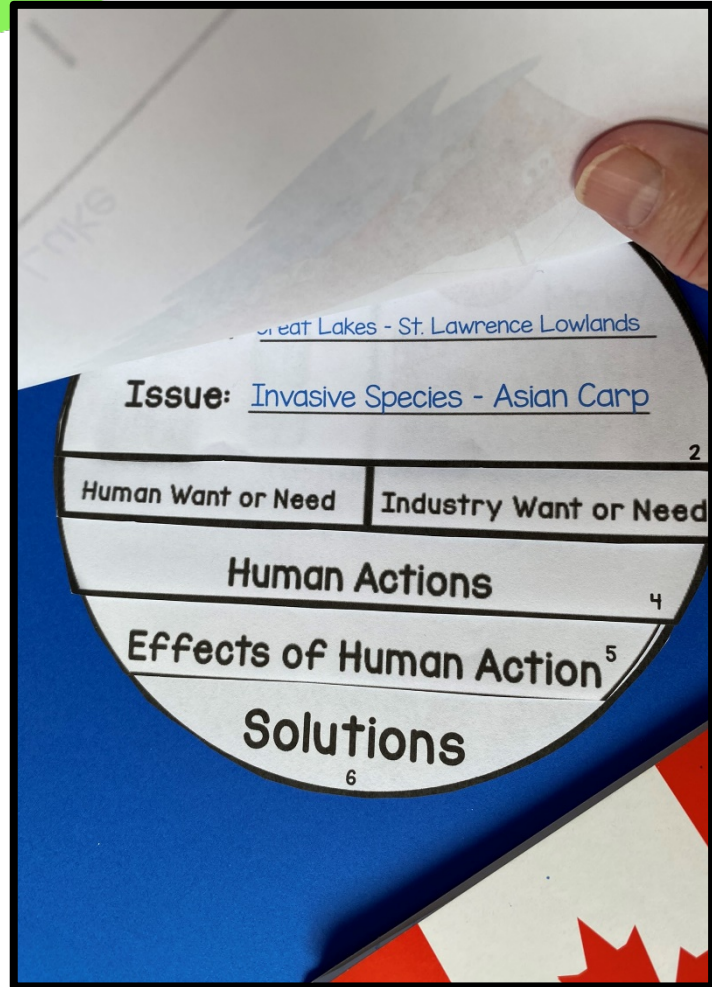


Page 1

Invasive Species: Asian Carp



By: Luke



Culminating Task

Student Texts

4

Nova Scotia: Fishing

3

Ottawa

Population: 1 017 449

If Ottawa Had Only 100 Workers....



Industry	OTTAWA
Agriculture, Forestry, Fishing & Hunting	1
Manufacturing (Factory Workers)	3
Construction	4
Government Office Workers	22
Store Workers	10
Health Care	11
Hotels and Food	7
Transportation	3

- Ottawa is the capital city of Canada. It is in the southeastern part of Ontario.
- The prime minister, deputy prime minister, and Members of Parliament (MPs) all live or work in Ottawa. Many of them work in the Parliament Buildings.
- There are three rivers here, the Ottawa, the Gatineau and the Rideau Rivers
- Over 7 million people visit Ottawa every year. They:
 - Take boat tours on the rivers.
 - Take bus tours to see and learn about the city.
 - Skate on the Rideau Canal.
 - Visit the Parliament Buildings.
 - Visit the Canadian War Museum and Parliament Buildings.
- Ottawa is right across the river from the city of Gatineau, in the province of Québec.
- There is a horseshoe-shaped "greenbelt" around the southern side of Ottawa. Homes and businesses cannot be built in this space.
- The Algonquin First Nations have been living in the Ottawa valley for at least 7000 years.



people caught fish
grocery stores all

caught. This is
than being born.

their jobs. They
t catch as many

oil industry.

species, such as
ge tanks. When the
its.

Grade Level
Indicators

Variety of Activities

Human Impact: Colour by Number Legend

1. Read each sentence in Column 1.
2. Read the two possible "fill in the blank" choices in Column 2 and 3.
3. Circle the correct choice for each sentence.
4. Colour the I Love The Earth picture. Colour each section according to the answer that you have chosen.

	Sentence	Choice 1	Choice 2
1	Human activities can harm _____ and _____.	GREEN plants and animals	PINK cars and plants

Human Impact: Colour by Number

Name: _____



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Comparing Areas

Name: _____

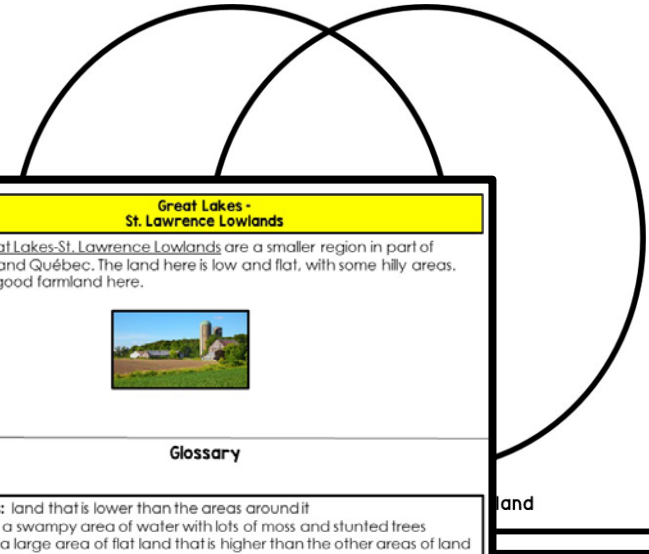
How are these photos alike and different?
Compare these two areas using a Venn Diagram.



Yoho National Park
British Columbia



Ontario Farmland



Great Lakes - St. Lawrence Lowlands

The Great Lakes-St. Lawrence Lowlands are a smaller region in part of Ontario and Québec. The land here is low and flat, with some hilly areas. There is good farmland here.



Glossary

Lowlands: land that is lower than the areas around it

Muskeg: a swampy area of water with lots of moss and stunted trees

Plateau: a large area of flat land that is higher than the other areas of land around it

Uplands: an area of high or hilly land

Wetlands: land where there is much moisture in the soil

Regions of ONTARIO

By: _____

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Answer Keys



Exit Ticket

Answers

Draw lines to match each image to the type of environment it shows.



Natural Environment

Constructed Environment

Comparing Moosonee and Windsor - ANSWER KEY

Name: _____

Moosonee

Windsor

town

city

small population
few factory jobs

large
ma

no roads out
of
community,
except for
winter ice
roads

about the
same amount of
construction and
store jobs

almost no jobs in
farming, forestry,
fishing or hunting

la
h

many healthcare jobs

hunting & fishing
for own use

What questions do you have about these communities?

1. Why are there so many more healthcare workers in Moosonee?
2. Why are there so few jobs in farming, forestry, fishing or hunting?

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Canada: Political Map - ANSWERS

Name: _____

Colour each province or territory the colour shown in the legend.

Legend

Yukon Territory: Light Brown
Northwest Territories: Dark Purple
Nunavut: Light Yellow
British Columbia: Dark Red
Alberta: Dark Green
Saskatchewan: Brown
Manitoba: Light Purple

Ontario: Light Pink
Quebec: Light Green
Newfoundland and Labrador: Dark Pink
New Brunswick: Dark Yellow
Nova Scotia: Dark Blue
Prince Edward Island (PEI): Red



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Parallel Texts

Gr. 3 focus on Ontario regions.

3 Jobs in the Canadian Shield

Mining

Many people who live in the Canadian Shield work at mines. A **mine** is a place where minerals (important chemicals) can be found and used in many ways.

There are many jobs in a mine:

- Miners go deep in the ground to dig up the minerals.
- Construction workers make the buildings around the mine.
- Mechanics keep mining machines working.
- Inspectors make sure the mine is safe.



- Transport drivers move the minerals long distances to factories.

Forestry, Pulp and Paper

There are many forests in the Canadian Shield. The millions of trees provide jobs to many people who live in this region.

- Business people hire people to work in their companies.
- Loggers cut down trees.
- Transport drivers carry the wood to factories to be turned into furniture or paper.
- Pulp-and-paper workers use machines to turn some of the tree wood into the paper that we use in books and newspapers.



- Mechanics keep all the tools and machines safe for other workers.

Tourism

Tourists come here to boat, swim, fish, camp, and hike in the warm summers. In the winter they come to ski and snowmobile.

Tourism creates many jobs for people living in this region.

- Business people create companies for tourists to learn to ski and fish.
- Business people create summer camps for children to spend a week or more.
- Landlords rent cottages to tourists.



- High school & university students work as camp counselors.
- Restaurants and hotels provide food and shelter for tourists.

Recreation

Both tourists and people who live in this region all year enjoy many ways to keep busy and have fun.

Many people in the Canadian Shield make money helping people have fun:

- Ski instructors teach people how to ski safely.
- Marina owners rent kayaks, paddle boats, and motor boats to people.
- Lifeguards keep people safe in pools and on beaches.



- Camp leaders teach children games and crafts.

Gr. 4 focus on regions in all of Canada.

4 Jobs in the Interior Plains

Farming and Ranching

The Interior Plains have low, flat lands that are good for farming. There are many farming jobs.

- Farmers plant and take care of fruits and vegetable crops.
- Farm workers pick the crops.
- Transport drivers deliver the crops to markets and stores.

There are many **ranches** in this region. A **ranch** is a large farm for horses, sheep, and cattle. Ranches also create jobs.

- Ranch workers take care of the animals.
- Workers clean the animal stalls.



- Office workers order food for the animals.
- Gardeners cut down weeds.

Processing

The Interior Plains produce fruits, vegetables, oil, gas, milk, and meat. These items must be processed (turned into) products that will be sold.

Many people work in processing plants.

- Millers turn wheat into flour.
- Dairies turn cow and goat milk into milk, cheese, and yogurt.
- Meat processing plants take meat from animals to make steaks and chops. These are sold to grocery stores.
- Oil company workers heat the oil to



- turn it into electricity, lubricants for cars, and many other things.

Mining

This area has many natural resources such as oil, natural gas, and coal. These resources help run our cars and heat buildings. They are taken out of the ground in mines. Oil and natural gas are the most important industries in this area.

Mines are built to get oil and gas out of the ground. There are many jobs in this industry.

- Mine owners hire workers.
- Engineers design the mines.
- Construction workers build the mines.
- Miners go down into the ground to dig up the natural resources.



- Mechanics keep the mine machines safe for all workers.

Research

Farmers, ranchers, and mining companies are always looking for new ways to improve how they do things. They depend on other people to find the best way of doing their work.

- Scientists from universities and private companies study the environment to see what things are working well.
- Governments hire researchers to find new ways of getting oil out of the ground without harming the environment as much as using older methods.



- Researchers watch the feeding habits of cattle. The research helps ranchers make sure their pastures are very healthy for animals to eat.

Grade-Level Curriculum Text for Independent Work

Parallel Tasks

Great Lakes - St. Lawrence Lowlands

The Great Lakes-St. Lawrence Lowlands are a smaller region in part of Ontario and Québec. The land here is low and flat, with some hilly areas. There is good farmland here.



Glossary

Lowlands: land that is lower than the areas around it

Muskeg: a swampy area of water with lots of moss and stunted trees

Plateau: a large area of flat land that is higher than the other areas of land around it

Uplands: an area of high or hilly land

Wetlands: land where there is much moisture in the soil

Regions of ONTARIO

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Hudson Bay Lowlands

The Hudson Bay Lowlands go along the coasts of James Bay and Hudson Bay. They consist of muskeg, permafrost, rivers, and streams. The area is so wet that trees don't grow very tall here.



Great Lakes - St. Lawrence Lowlands

The Great Lakes-St. Lawrence Lowlands are a smaller region in part of Ontario and Québec. The land here is low and flat, with some hilly areas. There is good farmland here.



Appalachians

The Appalachian region has a mix of features. These are the low **Appalachian Mountains**, but also plains, flat uplands, and marshy lowlands. This region borders the Atlantic Ocean. Many people fish here.



Glossary

Foothill: a low hill at the base of a mountain or mountain range

Grassland: a large open area of land covered with grass

Lowlands: land that is lower than the areas around it

Mountain range: a series of mountains in a line connected by high grounds

Muskeg: a swampy area of water with lots of moss and stunted trees

Permafrost: a thick layer of soil that stays frozen all year

Plains: a large area of flat land with few trees

Tundra: a cold area of frozen land with no trees

Uplands: an area of high or hilly land

Wetlands: land where there is much moisture in the soil

Regions of Canada

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Text