

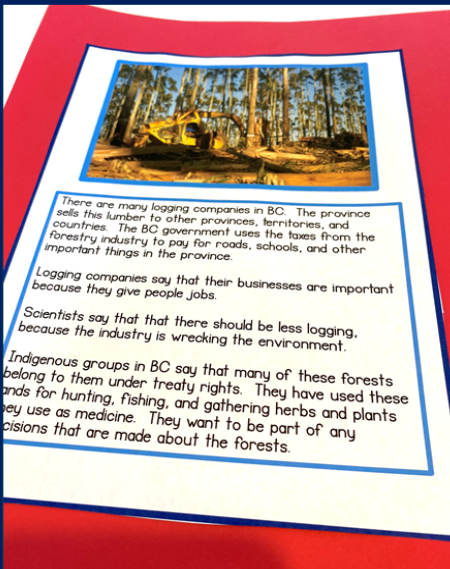
BLENDING LEARNING

Teach ONE lesson
to BOTH Grades!



Ontario Gr. 4/5 Social Studies

Strand B: Peoples & Environments



Student Friendly Texts

Canadian Shield



Where is the Canadian Shield?
The Canadian Shield covers most of the provinces of Ontario, Quebec, Manitoba, Saskatchewan, Alberta, and the Northwest Territories. It is a horseshoe shape around Hudson Bay. It is made of huge rocks that were once mountains with rivers, streams and **wetlands** (very wet and low-lying areas).

What is the climate of the Canadian Shield?
The Canadian Shield is a very large area. In the north there are long winters, and it is cold. In the southern part of the Shield, summers are warm and humid.

What resources are found in the Canadian Shield?
The Canadian Shield has many resources.

Forests

There are many forests in the Canadian Shield. Trees are used for lumber, paper, and plywood.

Hydro Electricity

Dams are built on big rivers to run turbines. The turbines make electricity.

The 2 Most Important Facts about the Region

British Columbia

Government

Title of Government: Legislative Assembly

Provincial Representation: Member of the Legislative Assembly (MLA)

Current Premier:

Capital City: Victoria



Geography

Size: 922 509 km²

Population: 5 147 700

Located: On Canada's west coast

Features:

- Large forests and mountains
- Ancient rainforests
- Pacific Ocean

Attractions



Provincial
Parliament Building
in Victoria



Stanley Park
Vancouver



- Half of Vancouver Island
- Canadian Island
- British Columbia
- 2/3 of the population

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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.

Appalachians

The **Appalachian** region has a mix of features. There are the low mountains called, of course, the **Appalachian Mountains**. It also has plains, flat uplands and marshy lowlands. This region borders the Atlantic Ocean.

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

By: _____

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Blended Learning



Lesson 13: Interpreting & Analysing Information
Grade 4: B22 B24
Grade 5: B22 B24 B36 B37

Materials

- Province/Territory student texts (**DON'T make class sets of all these texts; just make enough so that each student gets a copy of the set for his/her province or territory.**)
- Ontario student text to use as a teacher model.

Getting Started

- Use the Ontario student text as a model, and if possibly project it onto a whiteboard.
- Discuss the different ways information can be presented in a non-fiction text, and look for examples of these in the text.
 - Maps
 - Photo evidence
 - Charts and/or graphs
 - Bulleted lists
- Pay particular attention to the "Great Lakes Shipping" issue of the text, as that is the topic I've used as an example for the culminating project!

Working On It

- Give each student (or group of students) the student texts for their particular province or territory. Note that there are THREE different issues for each province or territory. Decide ahead of time whether you want students to look ONLY at their particular issue, or to read about all three issues.
- Explain that students will look at the texts for different purposes:
 - Grade 4:** What impact can human activities have on the natural environment?
 - Grade 5:** How have governments been involved in this environmental issue? How have Indigenous groups been involved?
- Allow students time to read their text and, if possible, discuss their learning with their group or a partner.

Reflecting & Connecting

Knowledge Building Circle: Bring students together to discuss the following question:

How has the environment been affected by human activities, and how have governments, Indigenous peoples and citizens been involved?

***You may want to have each group share their learning with the rest of the class, time permitting. It is this sharing that "builds knowledge" amongst your whole class, without every student needing to read or research about each individual topic.

Please Note: I have not included the names of the Premiers in the province and territory sheets, because these names will change with each election. You may want to simply write in the name of each premier yourself, or have students research to find that information.

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Teach ONE lesson to both grades. Grade 4s focus more on the relationships between humans & the environment, while Grade 5s explore the role that government plays in dealing with environmental issues!

Mapping Activities

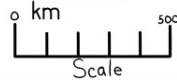
Features of Political Maps

A political map shows the boundaries between countries, provinces, territories, and municipalities.

Title

Map of _____

Scale



Compass
Rose



Key or
Legend

Lake



border

Names of Provin
Territories o
Municipalities

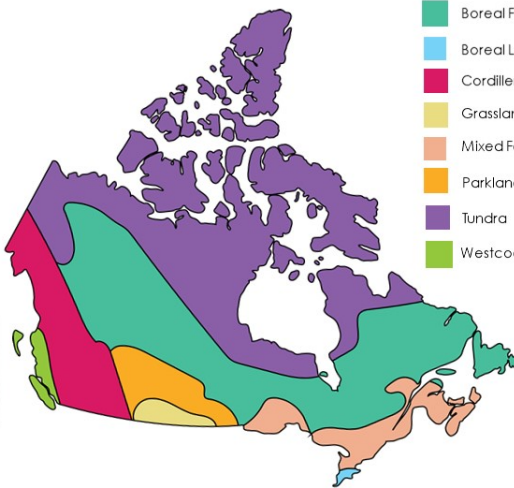
● Different Col
are Used for
● Different Are

Capital Cities



Chat Station 6

What kinds
of
information
does this
map
provide?
Who might
be
interested
in this
map?



- Boreal Forest
- Boreal Leaved Forest
- Cordilleran Vegetation
- Grassland
- Mixed Forest
- Parkland
- Tundra
- Westcoast Forest

6

Map of Canada - Version 2

Name: _____

Label the parts of Canada that you know. You may use the short forms below.



Northwest Territories
Ontario
Prince Edward Island
Quebec
Saskatchewan
Yukon Territory

3-Part Lessons

Materials

- Student maps from Lesson 2
- **Political Maps Anchor Chart** from Lesson 2
- Chat Station maps (one set only)
- **Political Map student worksheet** (class set)
- Chat Station Discussion P
- Political Map Answer Key

Grade 4

Getting Started

- Decide ahead of time whether you want to at the Chat Stations you have placed around the maps as YOU display them. If you are maps on the classroom walls.
- Review the Political Map anchor chart from
- Explain that students will be looking at a variety need to decide if each map is a "political" map
- Put students in groups and have them rotate each map up.
- Discuss why or why not each map is a political

Working On It

- Show students a large political map of Canada in your classroom, but you can also use Chat Station.
- Discuss the features of the map. Ensure that borders shown on political maps are not "real" see these borders on the actual ground. Study Canada was made into different provinces and own governments, but that the federal government decisions for the country.
- Have students use the anchor chart to find the specific political map you are using.
- Distribute the Political Map of Canada student complete neatly.

Reflecting & Connecting

- Discussion: Why are political maps important territory? A town or city?



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Materials



- **Regions charts** from Lesson 8
- Index cards
- Optional: **Classroom Q-Chart**
- Optional: List of Groups & Members
- **Inquiry Topic List**: You could either distribute one list to each group, or have an enlarged version on chart paper.

Getting Started

- Introduce the word **inquiry**, explaining that it means "the act of asking questions" or "seeking information".
- Explain that students will now be starting an inquiry about an environmental issue in a province or territory.
- As a focus for discussion, return to the topic of the Great Lakes, specifically the introduction of invasive species.
- Brainstorm, with student assistance, questions related to this topic. If you have a classroom Q-Chart, you may want to use it as a tool in creating questions.
- Possible questions for this topic might be:
 - What impact do invasive species have on the drinking water from the Great Lakes?
 - How might the federal government take action to make sure transport ships don't bring in invasive species?
 - What is the best way to balance the needs of industries around the Great Lakes with the needs to keep these lakes healthy?

Working On It

- If you've planned to have students work in inquiry **groups**, tell students which groups they have been assigned. If possible, have them get into their groups before moving forward.
- Introduce the **Inquiry Topic List**, briefly explaining each issue (many are repeated).
- Each group (if you have decided on groups) or student will have three environmental issues in their province or territory.
- Allow students time to discuss the possible topics.
- Distribute index cards. Have each student create an inquiry question related to an issue in their province or territory (as you did for the Great Lakes invasive species issue). These cards should be signed and handed in to you, and can be used as an assessment piece for Expectation B2.1 (Asking Questions)

Reflecting & Connecting

- Ask for students to volunteer to read the questions they created in **Working on It**.
- Teach students how to "fine-tune" their questions to be fairly specific.
- If using groups, have each group then decide which ONE topic upon which they would like to base their inquiry. You may want to make a list of their topics for future reference.

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Materials

- [Since Time Immemorial](#) video
- Chart paper & markers
- Teacher references: [Indigenous Governance Structures](#)
- Optional: [Environmental Stewardship & My Inquiry Issue](#)

Lesson: Inquiry Groups

Grade 4: B2.1 Grade 5: B2.1

seen by the world. If students country and the many natural **stewardship** (the responsible use and go about how Canada's the environment for hundreds of deo.

they already know about all have had some exposure to this unit, where students explored "environment".) (Gr. 3 Exp. A1.2) different ways the Tla-a-Qui-Oht , becoming "**Indigenous** or carefully ensuring that trees come to endangered species.) **responsibility to consult** Indigenous peoples decisions that could affect them. t Indigenous peoples were

own governance structures, such **included a page on Indigenous background knowledge for you**

onmental stewards in their homes, dependently) to consider the tr inquiry projects, choosing 3 that or use the [Environmental](#)

[Nature Conservancy Canada](#)

Cornes

Lesson 12: Environmental Stewardship

Grade 4: B1.3 B2.1 B2.4 B3.4 Grade 5: B2.1 B3.3 B3.6

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Variety of Activities



Environmental Stewardship and My Inquiry Issue

Name: _____

My Inquiry Issue: _____

An **environmental steward** is a person who takes action to protect the plants, animals and physical environment of his or her community.

Humans use resources from the environment to:

- Create energy (fuel) to run our homes, businesses, and vehicles.
- Eat (we eat plants and animals).
- Drink.
- Have fun (boating, rock climbing, etc.).
- Create medicines.
- Make clothing.

The resources we use cannot always be replaced easily. Once some resources are used up, we will have no more.

To help make sure we don't use up all of these resources, we must be careful to protect the environment.

Think about your inquiry issue. Think of 3 different things that people can do to be environmental stewards about this issue.

1. _____
2. _____
3. _____

Worksheets

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Regions of Canada Foldable

Cordillera
The Cordillera region is found on the west coast of Canada. There are many mountains in each of which is called a cordillera. The Pacific Ocean, the Cordillera region is the land there is a...

Appalachians
The Appalachian region has a variety of features. There are the mountains called the Appalachians. It has plains, marshy areas, and borders of water.

Great Lakes - Lawrence Lowlands

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

By: _____

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Chat Station 2

What kinds of information does this map provide? Who might be interested in this map?

Chat Stations

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Licence Plate

PRINCE EDWARD ISLAND

Licence Plates

Birthplace of Confederation

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Assessment Tools

Map of _____

Name: _____

1. Label each province and territory. You may use the short forms of the names!

British Columbia (BC)	Alberta (AB)	Saskatchewan (SK)	Manitoba (MN)	Ontario (ON)
Québec (QC)	Newfoundland & Labrador (NL)	New Brunswick (NB)	Nova Scotia (NS)	Prince Edward Island (PE)
Yukon				

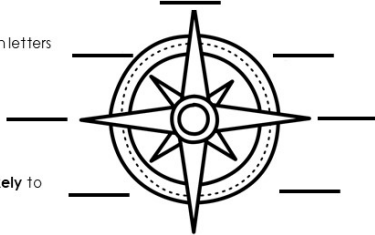
2. Colour

Exit Ticket

Name: _____

Grade 4

1. Label the Compass Rose with letters to show the directions.



2. Name something that is **unlikely** to appear on a political map.

Exit Ticket

Name: _____

Grade 5

This map shows North America, which is one of the continents of the world. It is made up of 3 countries, Mexico, Canada, and the United States.

1. Label each of the countries.
2. Colour North America so that each country is a different colour.



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Grade 5: Governments and Economic Sectors

Answer Key

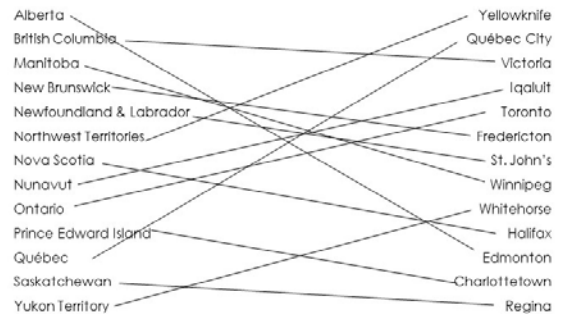
Each level of government is responsible for different areas. Each area is called a "Ministry" and the Prime Minister chooses a Member of Parliament to be in charge of each ministry. For example, the person chosen to be in charge of issues related to "veterans" (people who have served in the military) is called the **Minister of Veterans' Affairs**.

1. Read this list of some of the ministries of the federal (Canadian) government.
2. Print each Ministry under the type of Economic Sector it fits best. **NOTE: YOU MAY END UP WITH ONE EMPTY BOX!!**

Gr. 4: Canada's Capital Cities - ANSWER KEY

Name: _____

Match the province or territory with its capital city.



Fill in the blanks using the words from the box below.

Saskatchewan east north
Prince Edward Island west Nunavut



1. British Columbia is on the west coast of Canada.
2. Nunavut is north of Manitoba.
3. Prince Edward Island is the smallest province.
4. Saskatchewan is between Alberta and Manitoba.
5. Iqaluit is the capital city of Nunavut.
6. Québec is east of Ontario.

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Answer Keys



Culminating Projects

Grade 4 Strand B Culminating Project

Name: _____

Issue: _____

- ☐ Includes information about how the natural environment affects industry in your assigned province or territory.
- ☐ Explains how human actions have affected the environment.
- ☐ Describes some important actions taken by both industries and citizens to protect the environment while still meeting human needs.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of how human	Shows some understanding of how human	Shows a good understanding of how human	Shows thorough understanding

Gr. 4 Projects

It is important that Canadians learn about the issues affecting the environment. Choose ONE of the projects below.

Your project must:

- ✓ Include information about how the natural environment affects industry in your assigned province or territory.
- ✓ Explain how human actions have affected the environment.
- ✓ Describe some important actions taken by both industries and citizens to protect the environment while still meeting human needs.

Gr. 5 Projects

It is important that Canadians look at many perspectives on environmental issues. They need to be aware of how to affect these issues. Choose ONE of the following projects below.

Your project must:

- ✓ Explain what the environmental issue is and why it is important.
- ✓ Describe what 1 or more levels of government have done about the issue.
- ✓ Describe at least 2 actions you feel government(s) should take to improve the issue further.
- ✓ Includes at least 3 different perspectives on the issues.
- ✓ Describe how Indigenous people are involved in or affected by this issue.

Poster

- Standard Bristol board size.
- Includes at least 5 pieces of information.
- Clear title.
- Includes words and images
- Student name on back.

Scrapbook

- Cover has a meaningful title, with student name.
- Has at least 5 pages.
- Each page has at least 1 picture.
- Each page has at least 3 sentences.

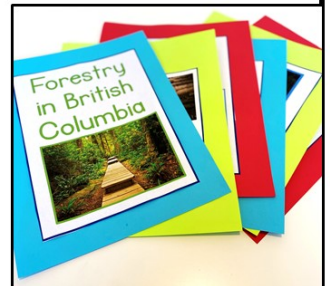
Report

- At least 5 paragraphs.
- At least 3 sentences in each paragraph.
- Includes at least 3 images with captions.

Cube

- All six sides of the cube must be filled with information.
- Name must be printed neatly at the bottom of one of the sides of the cube.

Culminating Presentations



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Lessons List

1. Introduction
2. Features of Maps
3. Political Map of Canada (1)
4. Political Map of Canada (2)
5. Physical Regions of Canada
6. Canada's Environmental Resources
7. Levels of Government
8. How the Environment Affects Industry
9. How Humans Affect the Environment
10. Canada's Economic Sector/Levels of Responsibility
11. Inquiry Groups
12. Environmental Stewardship
13. Interpreting & Analyzing Information
14. Introduction of Culminating Activity
15. How Citizens Create Change
16. Perspectives

Project Presentations



Unit Overview

In creating this **blended Grade 4/5 Strand B** social studies unit, I once again turned to the big ideas of the curriculum as the starting point for my unit design.

Grade 4 Big Idea	Grade 5 Big Idea	Blended Big Idea
Human activity and the environment have an impact on each other.	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	Human activity and the environment impact on each other, so citizens and governments must work together to solve environmental issues that occur.
Human activity should balance environmental stewardship with human needs and wants.	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Citizens must be good environmental stewards who balance their own needs, wants, and perspectives, with the protection of the environment we live in.
A region shares a similar set of characteristics.	To be active and effective citizens, Canadians need to understand their rights and responsibilities, as well as how governments work.	Citizens must understand how government action and their own rights and responsibilities affect the environment of each region of Canada.

Instead of using the grade-specific "expert group" models I have used in my blended Grade 5/6 units, I decided to have students from both Grades 4 and 5 working on the same issues.

- **The Grade 4s will look at how human activity affects the environment, and vice versa, in different regions, provinces, and territories.**
- **The Grade 5s will look at how governments are involved in these environmental issues.**

For a culminating task, students create a project showcasing their learning. Ideally, a small group of Grade 4 and 5 students would work together creating their project, about ONE issue in ONE province or territory. The Gr. 4s would focus on the interactions of humans and the environment on the issue, while the 5s explore government action on the issue.

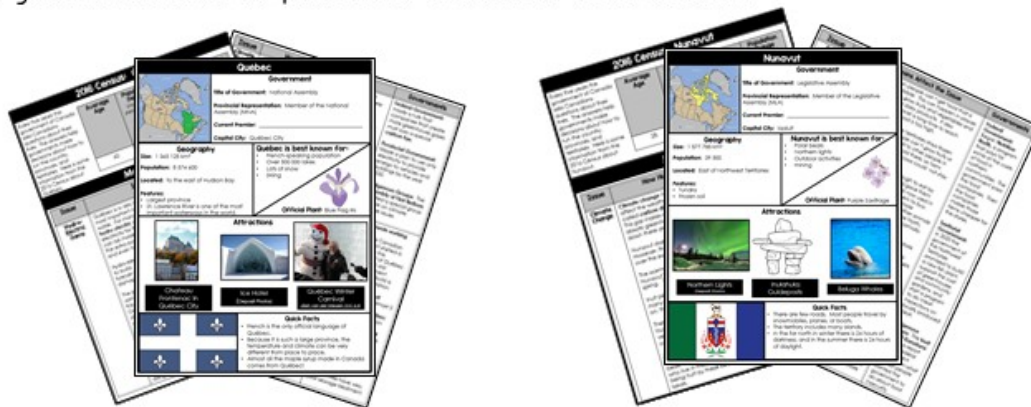
While the group could create the project/presentation as a group, it is also fine for students to create individual projects. (NOTE: I am writing this in the fall of 2020, when the Covid-19 pandemic has made group projects challenging)

I know this unit looks long...Don't panic!

While this unit does, indeed, look long, that doesn't mean that there are a ton of sheets for you to print out and photocopy!

This unit focuses on the 7 physical regions of Canada, but you only need to have each student focus on ONE of those 7 regions. You don't need to print out all 7 region sheets to each student.

The unit also focuses on the 13 provinces and territories of Canada. I have created sets of student information sheets for each of these areas. Each group of students (or individual students) will focus on only ONE of those 13 provinces and territories, so you will **not** need to print each section for each student.



Each student or group of students focuses on ONE issue in ONE province or territory!

Similarly, there is a set of "Chat Stations" that, depending on your particular teaching situation, you could print out and display only ONE set of stations.

If you have any questions or concerns regarding this unit, please feel free to email me directly at: coachsteachingcorner@gmail.com



Teachers Pay Teachers
\$10.00

Send a photo of this unit (or any of my Coach's Corner units) "in-action" in your classroom, and you will win a \$10 TPT gift card if I am able to use it on my blog or in a social media post. (No student faces, please!)