

# Ontario Grade 4/5 Social Studies, Strand A



## Interactions in Early Societies

### Part I: How Do Societies Survive?

Teach ONE lesson to both grades!

Grade 4: Early Societies

Grade 5: Indigenous Peoples & Europeans

**Early Societies: Aztec Civilization**

In about 1300 C.E., 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 "Tenochtitlan" or "Tenotitlan".





The Aztecs settled in the "Valley of Mexico", a swampy area that is surrounded by tropical rain forests. Because this area is 2300 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 snakes, 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 room. 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.

**PERMANENT BROWN RECLUSE SPIDER**

THIS PICTURE SHOWS THE FURNISHING OF TENOTITLAN. THE BLUE HOUSE REPRESENTS THE LAKE.



### How Do Societies Survive?

Title Page

Timeline

Wonderings

Environmental Features

Beliefs and Religions

Daily Life

How People Were Organized

Geography

# Learning Goals



## Big Ideas

So...what do we want our students to get out of our social studies classes? Why is it important that our students learn about history and geography anyway? Ultimately.... **what's the big idea?**

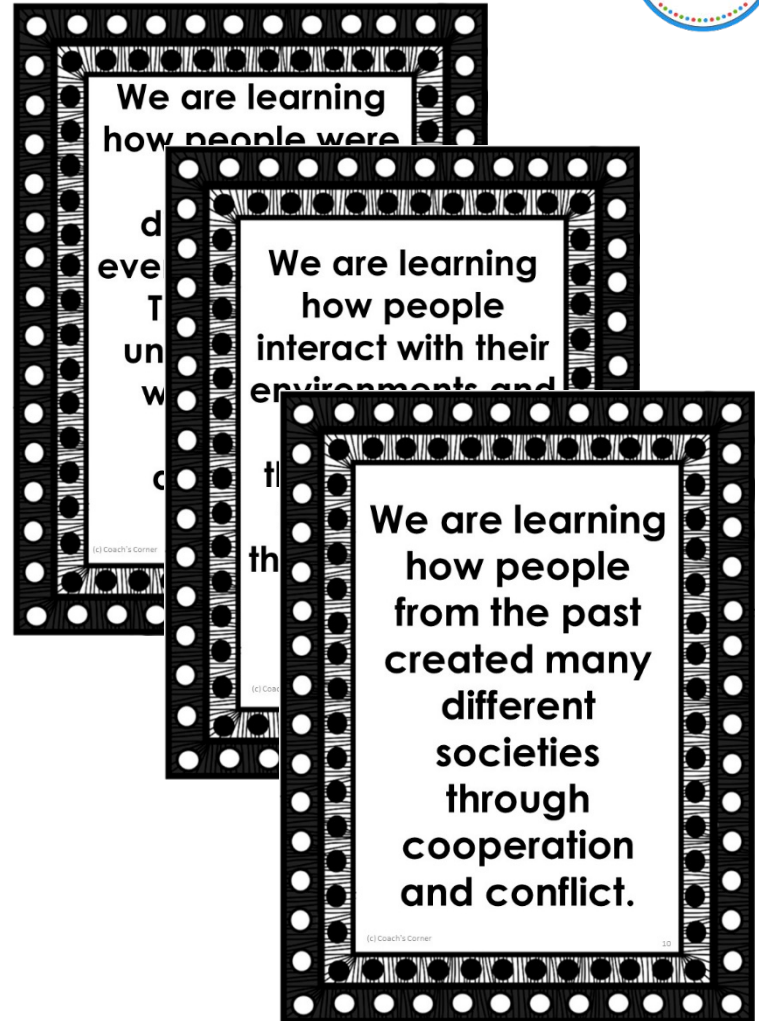
Big Ideas are the major concepts that our students need to understand in order to make sense of the world around them, and to become creative and responsible citizens of their local community as well as the global community.

In the Ontario curriculum, the "big ideas" are directly related to the overall expectations, as well as to the "Concepts of Disciplinary Thinking" (see p. 14-15 of the document). I used these resources to create blended "Big Ideas" to tie together learning for both grades in this unit.

## Big Ideas in Grade 4/5 Strand A: Heritage and Identity Ontario Social Studies Curriculum

Big Ideas (IDEAS THAT ARE MEANT FOR STUDENTS TO EXPLORE AND REMEMBER LONG AFTER THE UNIT IS FINISHED!)	Concepts of Social Studies Thinking (what students should be thinking about as they investigate)	Blended Big Ideas (what students should walk away from the unit with)
<b>A1: Application</b>  <b>Gr. 4:</b> By studying the past, we can better understand the present.  <b>Gr. 5:</b> Interactions between people have consequences that can be positive for some people and negative for others.	<ul style="list-style-type: none"> <li>• Interrelationships</li> <li>• Perspective</li> <li>• Cause &amp; Consequence</li> </ul>	History helps us learn how people were affected differently by events in the past, and this helps understand the ways that people today are affected by change.
<b>A2: Inquiry</b>  <b>Gr. 4:</b> The environment had a major impact on daily life in early societies.  <b>Gr. 5:</b> When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those relationships.	<ul style="list-style-type: none"> <li>• Cause &amp; Consequence</li> <li>• Interrelationships</li> </ul>	People interact with their environments and between themselves, and they bring their own points of view to these interactions.
<b>B3: Understanding</b>  <b>Gr. 4:</b> Not all early societies were the same.  <b>Gr. 5:</b> Cooperation and conflict are inherent aspects of human interactions and relationships.	<ul style="list-style-type: none"> <li>• Significance</li> <li>• Patterns &amp; Trends</li> </ul>	Through both conflict and cooperation, people from the past created many different societies.

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# Using the "Big Ideas" of the Ontario Curriculum

# Student-Friendly Text

## Mi'kmaq Beliefs & Religions

- The Mi'kmaq Indigenous people lived in the eastern part of Canada.
- They believed that there were other worlds besides earth.
- They called these worlds **lodges** and said there were five lodges. They compared the lodges to a tree.



The **ancestors' lodge** is where the spirits of people go when they die. If a person was not good when he was alive, he would be sent back to earth to learn more lessons from life.

The **sky lodge** is where birds wander. Clouds, stars, sun, moon, thunder and the "four winds" live in this lodge.

The **earth lodge** is the centre of all the worlds. It has air, grass, trees, humans, & animals

The **root lodge** can be dangerous and full of mystery. It is where things are born, like plants.

The Protector of Animals lives in the **deep root lodge**. If humans hurt animals the Protector gets angry with them. Caves in this lodge send dreams with instructions in them to people as they sleep.

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## European Beliefs & Religions

- The settlers who came to North America from Europe were Christian. This means that they believed in one God. They believed that this god sent his son, Jesus Christ, to earth long ago, to teach humans how to be good people.
- When Jesus was killed by people who did not believe he was the son of God, Christians believed that Jesus had been sent to earth to save all people from sin.
- Europeans believed that if they followed God's rules that they would go to heaven when they died.
- Most Europeans belonged to the Catholic Church, but some belonged to other kinds of Christian churches.
- Men named **priests** worked in churches helping people and telling them about God.
- Women called **nuns** also joined the church to pray and to help people. Nuns did not get married and lived in a community called a **convent**.
- Christians believed that it was their job to tell other people about God. They believed that people who did not join their church were sinners who would not go to heaven when they died.
- Men called **missionaries** were sent to North America to tell the Indigenous Peoples about God and to convince them to join the church.
- Europeans did not believe that God owned the land, but felt that people should be able to buy and sell land for their own use.



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# Grade 5 Example





# Lesson Plans



Lesson 7: Spotlight Communities  
Grade 4 Expectations: A1.4 Grade 5 Expectations: A2.3

Timeline:  
1-2 Class Period/s

## Student Tests:

- Grade 4: [Ancient Egypt](#)
- Grade 5: [Algonquians](#)
- Optional Online Video:  
➤ [Evolution of Settlements video](#)

## Materials Required:

- Student Flipbook: [Environmental Features pages](#)
- Previous Student texts:
  - [Aztecs](#)
  - [Six Nations](#)

## Getting Started:

- Remind students of previous discussions about the Aztecs and Six Nations societies. Why did they choose to live where they did? How did the environment affect them?
- If possible show the short video [Evolution of Settlements](#). Make a list of the "influences" involved in the foundation of a community.
- Ask students to consider what types of environmental features define their own community!

## Working On It:

### Part 1

- Have students refer back to their previous texts on the Aztecs and Six Nations communities. Ask them what were the most important features, and what causes and consequences developed because of these features.
- Distribute the grade-appropriate [Environmental Features](#) flipbook pages, and have students work in grade-specific pairs or small groups to complete the left hand side of the sheets OR work on this task together, using chart paper or a projector.
- Have students from each grade explain their findings to each other.

### Part 2

- Explain that students will now learn about two new "Spotlight" societies. The Grade 4s will explore Ancient Egypt, while the Grade 5s will explore another Indigenous Peoples group, the Algonquians.
- Distribute the new student texts for each grade group.
- Explain that students are to read their new, one-page text, and then complete the right-hand side of their [Environmental Features](#) page. If you feel your students would benefit, you may want to provide additional resources such as library books or websites.

## Reflecting & Connecting:

- Gather students together in a Knowledge Building Circle.
- Remind students that the overarching goal for this unit is to **determine what societies need to survive**, and that they will now be sharing their thoughts about how the **environment** itself helped early societies grow and thrive.
- Ask students from Grade 4 what they learned about where the Ancient Egyptians lived, and how their environment helped them survive. How did this compare to Aztec society? Where there some similarity in the types of environmental features?
- Ask the Grade 5 students to share what they learned about the Algonquians. What kinds of causes and consequences were connected to the environment? How was this group similar or different from the Six Nations groups?
- As the discussion progresses, encourage students to challenge and learn from each other. At this point of the lesson you are there to facilitate the learning, but the students should be getting most of their learning from each other!

Lesson 9: Daily Life/Organizing Information  
Expectations: A1.2 A1.4 Grade 5 Expectations: A3.1

Timeline:  
2 Class Period/s

## Materials Required:

- Video – [Angry Aztecs Historical Masterchef](#)
- Book Templates
- All Student Texts

## Getting Started:

Return to an elbow partner and discuss how the daily life of people in the early societies might have been different from their own. Group discussion concerning the key points of their partner. On the board or on chart paper, write a list of topics they bring up (transportation, etc.)

View the online video [Angry Aztecs Historical Masterchef](#). Students will see this humorous video about the types of food Aztecs would have eaten at that time period.

Consider their "wonderings" about early societies. Had anyone ever tried the types of food people from long ago ate? What did they eat? Video that might help them understand how historical people grew?"?

## Working On It:

Today students will be reading about the daily lives of two early societies. They will be reading to **compare** (similarities) and **contrast** (differences) aspects of these societies. The Grade 4s will read about the Aztecs and the Grade 5s will explore the Six Nations (Iroquois) and the Algonquian Peoples of North America. Students will be able to **organize** the information we read is an important skill, and they will be using a special "top hat" organizer.

**Presented 2 different options for today's work. Option 1 would work best for a more independent class.**

### Option 1

Grade level into 2 groups, so that you have 4 groups altogether.

- Grade 4: Aztecs/Ancient Rome
- Grade 5: Six Nations/Algonquian

Provide relevant information to each group.

Within each group to find a partner from their groups.

Assign ONE segment from their texts. For example, one pair could learn about clothing while another pair from the same group could read about

After each group has finished their reading, have them gather together and each pair can share what they have learned with their group.

Option 2: See next page!

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# Includes Relevant Hyperlinks

# Teach ONE Lesson to BOTH Grades



## Lesson Plan

### Lesson 5: Cause & Consequence in Early Societies

Grade 4 Expectations: A1.4 A2.3 Grade 5 Expectations: A2.3 A2.5

Timeline: 1-2 Class Period/s

#### Materials Required:

- Early Societies student texts (Gr. 4: **Aztec Civilization** Gr. 5: **Six Nations**)
- Causes & Consequences Poster
- Cause & Consequence Worksheet
- Climate Map

#### Getting Started:

- Review the Cause & Consequence conversation from Lesson 1, ensuring that students understand that every event has both causes & consequences.
- Distribute and/or display the **Causes & Consequences** poster. Discuss the concepts it contains, perhaps relating it to recent classroom or school events if your students need additional support in their understanding.

#### Working On It:

- Review artifact work from Lesson 1.
- Distribute **Early Societies** texts; have students work in grade-like groups or partners to read texts.
- Remind students of the cause & consequence hockey activity from the previous lesson.
- Distribute and/or display the **Causes & Consequences** Poster. Discuss the concepts.
- Distribute the **Cause & Consequences** worksheet. Explain that students will work in pairs or small groups to find 2-3 causes & consequences from the **Early Societies** texts they have read.
- Have students get in their working groups or pairs (you may choose to assign students to groups or allow them to choose their own groups. You know your students best!).

#### Reflecting & Connecting:

- Gather your students together in a Knowledge Building Circle (KBC). Explain that the Grade 4s will share what they have learned about how the environment affected the early Aztecs, and the Grade 5s will share their insights into how the early Indigenous Peoples were affected by the environment in the Great Lakes-St. Lawrence Lowlands.
- Share the **Climate Map** with your students, either giving students individual copies OR displaying it with a projector. What new information does this map give? How is it the same as or different from other maps they have examined?
- Encourage students to question and challenge each other as they work towards an understanding of how the environment affects people, and people affect the environment.

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## Grade 5 Text

### Early Societies: Aztec Civilization

In about 1300 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 "Aztec", they called themselves "Mexica" or "Tenochca".



The Aztecs settled in the "Valley of Mexico", a swampy area that is surrounded by tropical rain forests. Because this area is 2300 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, people likely caught frogs, fish, and birds (birds to eat). They had to find other 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 snakes, 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.



POISONOUS BROWN RECLUSE SNAKE



THE PYRAMID SHOWS THE FOUNDING OF TENOCHTITLAN. THE BLUE SQUARE REPRESENTS THE LAKE.

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## Grade 4 Text

### Cause & Consequence

Name: \_\_\_\_\_

**Cause:** an action or condition that contributes to a result

**Consequence:** an outcome that results from actions or conditions

Think about the **environment** of the early society you are studying. What causes and consequences can you find?

Circle the early society that you are studying: **AZTECS** or **SIX NATIONS IN CANADA**. Events sometimes occur as a result of people interacting with their environments. People take actions that lead to certain events. Sometimes people act in response to the conditions in their environments. Other times the environment changes in response to human actions.

#### Possible Causes

#### Possible Consequences

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## Common Task

### Early Societies: Six Nations

The **Great Lakes - St. Lawrence Lowlands** region is now part of the provinces of Ontario and Quebec. Provinces and countries did not exist during this early time period. Several different Indigenous Peoples groups lived in this area, in what is now southern Ontario (Canada) and New York (United States). Five of these groups joined together to become part of the "Haudenosaunee Confederacy" (also known as "Five Nations").

These groups were:

- Oneida
- Mohawk
- Onondaga
- Seneca
- Cayuga

Much later a sixth group, the **Tuscarora**, joined the confederacy.



Some people call the area the **Five Nations** people lived in the "Eastern Woodlands". We also call this area the **Great Lakes - St. Lawrence Lowlands** region in modern-day Canada.

The Six Nations people lived in the **Great Lakes - St. Lawrence Lowlands** region of what is now Canada.

#### CONFEDERACY: A LARGE GROUP OF SMALLER GROUPS WITH COMMON IDEAS



**Important features of Great Lakes - St. Lawrence Lowlands:**









- Flat lands broken by hills and deep river valleys
- The soil is very **fertile** (good for farming)
- Lots of trees
- The weather can be very **humid** (contains lots of moisture)
- Winters can be cool and snowy
- Summers can be hot and humid, with many thunderstorms
- Has a long growing season
- Has many forests

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# QR Codes for Easy Research



Grade 4 Early Societies Beliefs & Religions	
 Aztecs	 Ancient Egypt
 Ancient China	 Medieval England
Grade 5 Early Societies Beliefs & Religions	
 Six Nations (Haudenosaunee)	 Algonquians
 Mi'kmaq	 Christianity

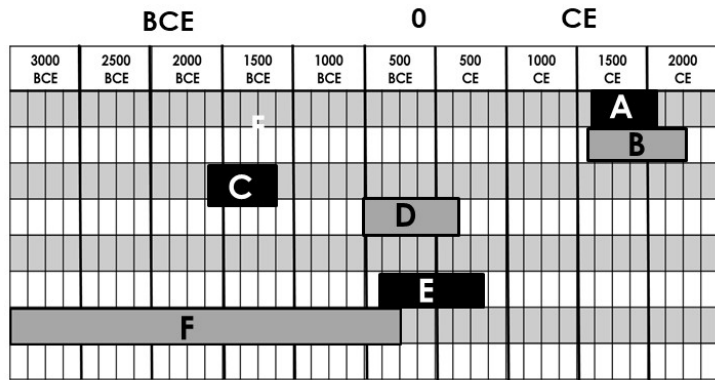
Linked to Relevant Videos







# Examples & Answer Keys



A – Aztecs 1325 CE – 1550 CE

B – Six Nations 1100 CE – 1722 CE

C – Medieval England 1066 CE – 1485 CE

D – Ancient China 500 BCE – 220 CE

E – Ancient Rome 450 BCE – 476 CE

F – Ancient Egypt 3000 BCE – 250 BCE

## Timeline



- CUT ALONG DASHED GUIDELINE
- Cut around each rectangle
- Read the societies and dates above.
- Glue the rectangles under the proper dates.

# ANSWERS

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## Environmental Feature

### FERTILE LAND

Causes & Consequences  
Related to This Feature

Causes

- LAND WAS GOOD FOR GROWING MANY KINDS OF FOOD
- PEOPLE COULD GROW ENOUGH FOOD THAT THEY DID NOT HAVE TO TRAVEL LARGE DISTANCES TO HUNT LARGE ANIMALS

Consequences

- PEOPLE DID NOT NEED TO RELY ON HUNTING FOR THEIR MAIN SOURCE OF FOOD
- PEOPLE LIVED IN VILLAGES FOR MANY YEARS, AND COULD MEET THEIR NEEDS QUITE WELL THERE.

## Six Nations

## Environmental Feature

### FORESTS

Causes & Consequences  
Related to This Feature

Causes

- LOTS OF WILDLIFE
- MANY RIVERS & LAKES
- LOTS OF TREES

Consequences

- PEOPLE HUNTED WILDLIFE FOR FOOD & CLOTHING
- PEOPLE COULD FISH AND TRAVEL IN THE WATER
- PEOPLE MADE WIGWAMS, CANOES, AND MANY OTHER THINGS FROM BIRCH BARK

## Algonquians

## Environmental Features



CUT ALONG DASHED GUIDELINE

## Grade 5

- Choose an environmental feature from each society
- Write or draw the feature in the box.
- Record some causes and consequences related to the feature. How did this feature help people survive?

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# Grade Level Noted When Relevant



# Assessment Tools

## Assessment & Evaluation – Knowledge & Understanding

A: Knowledge of Content

B: Understanding

### Learning Goal & Success Criteria (Knowledge Building Circle)

Date: \_\_\_\_\_

Content Learning Goal:

Inquiry:

Success Criteria

Success

Nom:

Nom:

Nom:

Nom:

Nom:

Nom:

Nom:

Nom:

Nom:

Nom:

## A Note About....Assessment (sign....)

As students move through the inquiry cycle, usually more than once during the unit, you will be faced with the challenge of assessing and evaluating their progress. I have found that the best method of keeping track of assessments, while saving my sanity, is not through checklists but rather through jot notes on an organizer such as the one below, which is for the **Thinking** category of the 2013 Ontario Social Studies Curriculum. On this particular organizer, I might check off "Critical Thinking" at the top, and then use either written evidence (ie. "Significance Flipbook") or oral discussions to assess this skill.

After entering each student's name in a box, I would then write a quick "star & a wish" for that skill. This makes it SO easy when you write report cards, because then you have a bank of ready-made comments. Often I give students a written "star & wish" anyway, particularly on written tasks, so I just transfer the notes onto my "grid". Here's what it might look like for a student, Kyle:

- Check off main category
- Use highlighter to indicate exactly what skill you are evaluating

<p><b>Kyle</b></p> <ul style="list-style-type: none"> <li>• Identified 3 very significant events</li> <li>• Needs to support each event with more evidence</li> </ul>
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Star (strength)

Wish (next step)

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### Assessment (Evaluation) – Thinking

— A: Use of Planning Skills  
gathers & organizes data

— B: Use of Processing Skills  
interprets data & maps  
identifies point of view  
formulates conclusions

**Critical Thinking**  
Creative problem-solving  
Uses inquiry to guide thinking


I have included  
4 Assessment  
grids – one for  
each section of  
the Social  
Studies rubric.

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