

# Ontario



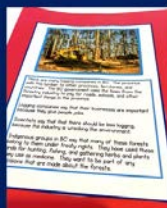

## Social Studies



# Gr. 4/5 Strand B Printable + Digital Bundle

**BLENDED LEARNING**  
Teach **ONE** lesson  
to **BOTH** Grades!

**Ontario Gr. 4/5  
Social Studies**  
Strand B: Peoples & Environments



**Ontario** **DIGITAL  
Version**

**Gr. 4/5  
Social Studies**  
Strand B: Peoples & Environments  
Teach **ONE** Lesson to **BOTH** Grades!!



# 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)**

# Lessons List: Strand B

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 Components

What you will find in the Google Drive folder!

My Drive > Grade 4/5 Strand B PR + DI Bundle ▾

Files



Instructions  
& Answer Key  
Booklet for  
Digital  
Version

Digital Version

Printable  
Version

The printable & digital units are companions to each other.



# Instruction Book

## Grade 4/5 Ontario Social Studies Strand B: People & Environments For Use with Google Classroom

### Instructions for Teachers



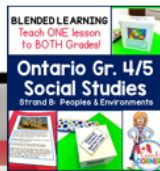
#### Teachers:

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](mailto:coachsteachingcorner@gmail.com)

This digital unit was created for use with my unit [Ontario Social Studies Grade 5/6 Strand A: Heritage and Identity](#)

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



Using Google Slides™

### Need extra help? Check out these Google Slides Tutorial Videos

#### How to Access Tpt Google Uploads

Log in to your Google Drive ([drive.google.com](https://drive.google.com)) → Click "My Drive" from the left navigation bar if not already selected → Open the "Tpt Purchases" folder → Each of your Tpt purchases that were uploaded using Tpt's Google Upload tool will have its own folder

#### "Help! My Tpt Purchases Folder Appears to be Missing."

If you are logged into your Google Drive account and clicked on "My Drive" as directed above but do not see your "Tpt Purchases" folder, check in the top right corner to make sure you are logged into the same Google Drive linked to your Tpt account

#### How to Share Slides with Students (if not using Google Classroom)

##### Option 1: Have Students Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → By default, this link will allow anyone to VIEW the Slides. For students to make their own copy of this file to work in, they must go to "File" → "Make a copy".

##### Option 2: Share a Link that Forces Students to Make a Copy

Open the Slides from Google Drive → Select the "Share" button near the top right corner → Select "Get Shareable Link" from the top right of the pop-up → Select the link, copy/paste however you usually send information to students → At the end of the URL, find the word "edit" and delete it, then delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit".

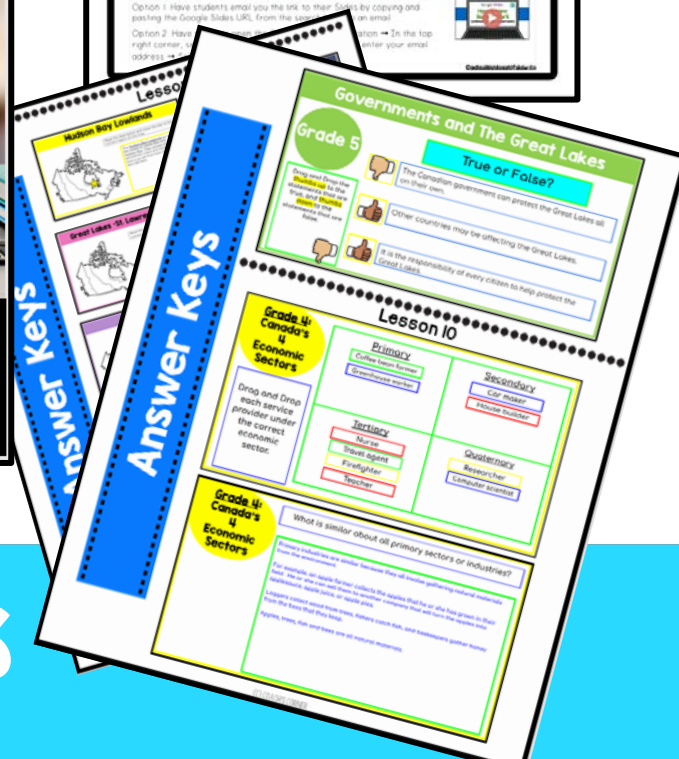
\*One thing to note is that if you do not want students to have access to make changes in your document, if you get an email that a student is requesting access to the file, you must IGNORE that email. Do not allow them access. They must make their own copies using one of the options above.

#### How to View Student Work (if not using Google Classroom)

Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the shareable link on an email.

Option 2: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the shareable link on an email.

# Answer Keys



# Canada's Regions

Printable

Digital

## Appalachians



### Where are the Appalachians?

The Appalachians are on the Atlantic coast of Canada. The provinces of Nova Scotia, New Brunswick, Prince Edward Island, and a bit of Québec are here. These provinces are made up of the Appalachian Mountains, and they are very beautiful.

### What is the climate of the Appalachians?

This region has warm, wet summers that can be foggy. There are frequent storms. The Atlantic Ocean is near the coast, so there is a lot of moisture from the ocean over to the land. This makes the climate very humid.

### What resources are found in the Hudson Bay Lowlands?

This region has many different resources!

<b>Forests</b> Trees are used to build furniture, houses, and boats.	The forest is growing very fast.
<b>Water</b> People catch and sell many types of water creatures, such as cod, shrimp, mackerel, and lobster.	Minerals like cod, shrimp, mackerel, and lobster are found here.

### The 2 Most Important Facts about the Region

### 3 Ways People & Industries Use the Resources in this Region

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## Interior Plains

### What are the resources of the Interior Plains?

There are two major resources in this region of Canada:

#### Farming (Agriculture)

The soil here is excellent for planting grains such as wheat, oats, and barley that can be made into flour. Some farmers also raise cattle for meat and for dairy products to sell to stores and restaurants.

#### Minerals

This area has natural gas, coal, and oil used to make fuel for heating and electricity, gas for cars, and even in electronics! A mineral called potash is used as a fertilizer to make crops grow better.



## Interior Plains

### The 2 Most Important Facts about the Region

### 3 Ways People and Industries use the Resources in this Region

Name the 2 most important facts about the Interior Plains.

Then name 3 ways people and industries use the resources in this region.

Type here..

Type here...

Type here...







Type here...

Type here...

# Province & Territory Fact Sheets

Digital

**Alberta**







	<b>Government</b> Title of Government: Legislative Assembly Provincial Representation: Member of the Legislative Assembly (MLA) Current Premier: <a href="#">Tyrone Edwards</a> Capital City: Edmonton	<b>Attractions</b>  Dinosaur Bones at the Royal Tyrrell Museum  World's Tallest Teepee in Medicine Hat  Skiing in Banff National Park
	<b>Geography</b> Size: 661,000 km <sup>2</sup> Population: 4,421,900 Located: Between British Columbia and Saskatchewan <b>Features:</b> • Rocky Mountains • Spruce forests • Oil fields	
 <ul style="list-style-type: none"> <li>• Sunshine</li> <li>• Mountains</li> </ul>	<b>Alberta is best known for:</b> <ul style="list-style-type: none"> <li>• Open spaces</li> <li>• Fresh air</li> <li>• Forests</li> </ul>	
	<b>Quick Facts</b> • The city of Calgary has a very famous event each year called the Calgary Stampede. • Alberta has the 4 <sup>th</sup> largest population of any province or territory. • Banff National Park is the oldest national park in the country.	

**2016 Census: Alberta**

Every five years the government of Canada asks Canadians questions about their lives. The answers help governments make decisions about how to run the country, provinces, and territories. Here is some information from the 2016 Census about Alberta.

Average Age	Population Density (How many people live on a km <sup>2</sup> )	Mobility Status (Out of every 100 people, how many moved from one place to another since 2011?)	Population Change since 2011 (How much bigger has the population grown since 2011?)
38	6	72%	12%

**British Columbia**

	<b>Government</b> Title of Government: Legislative Assembly Provincial Representation: Member of the Legislative Assembly (MLA) Current Premier: _____ Capital City: Victoria	<b>British Columbia is best known for:</b> <ul style="list-style-type: none"> <li>• skiing in Whistler</li> <li>• Vancouver Island</li> <li>• beautiful scenery</li> <li>• Haida Gwaii</li> <li>• mountains</li> </ul> 
	<b>Geography</b> Size: 922,509 km <sup>2</sup> Population: 5,147,700 Located: On Canada's west coast <b>Features:</b> <ul style="list-style-type: none"> <li>• Large forests and mountains</li> <li>• Ancient rainforests</li> <li>• Pacific Ocean</li> </ul>	
<b>Attractions</b> <div style="display: flex; justify-content: space-around;"> <div>  <p>Provincial Parliament Building in Victoria</p> </div> <div>  <p>Stanley Park in Vancouver</p> </div> <div>  <p>Last Spike Memorial in Craigellachie</p> </div> </div>		
	<b>Quick Facts</b> <ul style="list-style-type: none"> <li>• Half of all people in BC live in the city of Vancouver.</li> <li>• Canada's highest waterfall is on Vancouver Island.</li> <li>• British Columbia has the warmest climate in Canada.</li> <li>• 2/3 of British Columbia is made of forests.</li> </ul>	

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Printable

**2016 Census: Saskatchewan**

Every five years the government of Canada asks Canadians questions about their lives. The answers help governments make decisions about how to run the country, provinces, and territories. Here is some information from the 2016 Census about Saskatchewan.

Average Age	Population Density (How many people live on a km <sup>2</sup> )	Mobility Status (Out of every 100 people, how many moved from one place to another since 2011?)	Population Change Since 2011 (How much bigger has the population grown since 2011?)
40	2	40%	6%

**Major Issues**

Issue	How Humans Affect the Issue	Levels of Government
<b>Fossil Fuels</b>	<p>Fossil fuels are fuels that come from old plants and other life forms that have broken apart and been in the ground for a long time. Fossil fuels are used for:</p> <ul style="list-style-type: none"> <li>• Electricity</li> <li>• Heat</li> <li>• Fuel for vehicles</li> </ul> <p>These fuels are often sent to different areas of the country through <b>pipelines</b>.</p> <p>The three most important fossil fuels are <b>coal</b>, <b>crude petroleum</b>, and <b>natural gas</b>.</p> <p>When people extract these fuels from the ground, they cause air pollution. Harmful gases come out, and cause <b>global warming</b> and <b>climate change</b>.</p> <p>Another problem with fossil fuels is that they are <b>non-renewable</b>. This means that there is only a limited amount of these fuels. Once they are used up, there won't be any more left.</p> <p>Many people in Saskatchewan make their living working in the fossil fuels industry. If this industry were shut down, thousands of people would lose their jobs.</p> <p>Saskatchewan releases more greenhouse gases than any other part of Canada. People worried about the environment want stronger rules put in place so that our planet will be safer from warmer temperatures.</p>	<p><b>Federal Government:</b> Signed the <b>Paris Agreement</b> with other countries. Canada agreed to work to produce less greenhouse gas.</p> <p><b>Provincial Government:</b> Created a committee to see how pipelines are working now, and to plan for more pipelines in the future.</p> <p><b>Indigenous Groups:</b> More than 50 First Nations groups across Canada have joined the <b>First Nation Adapt Program</b>. These groups can make plans for keeping their own communities safe.</p>

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# Teach ONE Lesson to Both Grades


**How the Environment and Human Activity Affect Each Other**

**Grade 4**

Which item would be most dangerous to put in the Great Lakes?

☐ a goldfish

Drag and Drop the checkmark to the correct answer.



**Governments and The Great Lakes**

**Grade 5**




**True or False?**

☐ The Canadian government can protect the Great Lakes all on their own.

☐ Other countries may be affecting the Great Lakes.

☐ It is the responsibility of every citizen to help protect the Great Lakes.

Drag and Drop the **thumbs up** to the statements that are true, and **thumbs down** to the statements that are false.



Both grades look at the same topics, but with different foci and follow-up tasks.



# Mapping

## Printable

Exit Ticket

Grade 4


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

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


Grade 5

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

This map shows North America, which is one of the continents in 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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## Digital

Grade 4: Exit Ticket

1. Drag the directions to the correct places on the compass rose.

NE

W

NW

SW

SE


E

N

S

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

Type here



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Grade 5: Exit Ticket

This map shows North America, which is one of the continents in the world. It is made up of three countries:

- Mexico
- Canada
- United States.

1. Drag each box to the correct spot on the map.


2. There are 2 boxes that say United States. That is because Alaska is not attached to the rest of the U.S.

Mexico

Canada

United States

United States



North America


**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)
Quebec (QC)	Newfoundland & Labrador (NL)	New Brunswick (NB)	Nova Scotia (NS)	Prince Edward Island (PE)
Yukon Territory (YT)	Northwest Territories (NT)	Nunavut (NU)		

2. Colour each province and territory a different colour.



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**Map of Canada**

Label the provinces and territories of Canada. Drag each short form to the proper place on the map of Canada.

AB: Alberta  
 BC: British Columbia  
 MN: Manitoba  
 NB: New Brunswick  
 NL: Newfoundland and Labrador  
 NS: Nova Scotia  
 NU: Nunavut  
 NWT: Northwest Territories  
 ON: Ontario  
 PEI: Prince Edward Island  
 QC: Québec  
 SK: Saskatchewan  
 YK: Saskatchewan

ON

NL

NWT

SK

NU

BC

QC

PEI


YK

MN

NB

AB

NS




# 3 Part Lessons (Printable Version Only)

**Materials**

- Online Video: [Business Sectors](#)
- Economic Sector vocabulary cards and job images
- Canada's 4 Economic Sectors: Gr. 4 student worksheet
- Governments and Economic Sectors: Gr. 5 student worksheet

**Getting Started**

- Show students the [Business Sectors](#) video. Explain that these are also known as "Economic Sectors" (which is the terminology used in the Ontario Curriculum).
- Show students the Economic Sector vocabulary cards introducing the additional **Quaternary Sector** (which is the education-based sector providing info to c...
- Ask...
- sec...
- sho...
- sec...



**Lesson 10: C**

Grade 4: B33 Grade 5: B2

**Materials**

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

**Getting Started**

- Ask students to think about how Canada is seen by the world. If students don't bring it up, talk about the size of our country and the many natural resources that Canada is known for.
- Discuss the meaning of **environmental stewardship** (the responsible use and protection of the natural environment).
- Explain that students will be watching a video about how Canada's Indigenous Peoples have been stewards of the environment for hundreds of years.
- Show students the [Since Time Immemorial](#) video.

**Working On It**

- After watching the video, ask students what they already know about Indigenous beliefs about the world. (They will have had some exposure to this in Grade 3, with the [Communities in Canada](#) unit, where students explored how First Nations "lived in harmony with their environment".) (Gr. 3 Exp. A1.2)
- Optional: Make a brainstorming web of the different ways the Aa-a-Qui-Ont peoples practice stewardship. (For example, becoming "[Indigenous Guardians](#)" with [The Nature Conservancy](#), or carefully ensuring that trees chosen to be cut down for canoes are not home to endangered species.)
- Explain that the federal government has a **duty to consult** Indigenous peoples before taking any action or making any decisions that could affect them. This is meant to preserve the treaty rights that Indigenous peoples were promised throughout Canada's history.
- Explain that Indigenous peoples have their own governance structures, such as band councils. **For your reference I have included a page on [Indigenous Governance Structures](#) that might be helpful background knowledge for you in this discussion.**
- Ask students about ways that THEY are environmental stewards in their homes, school, or community.
- Allow students time to work in groups (or independently) to consider the environmental stewardship possibilities in their inquiry projects, choosing 3 that they think are most useful.
- Either have students share their ideas orally, or use the [Environmental Stewardship and My Inquiry Issue](#) page.

**Reflecting & Connecting**

- If time permits, introduce students to the [Nature Conservancy Canada website](#).

**World**

Stud

Econ

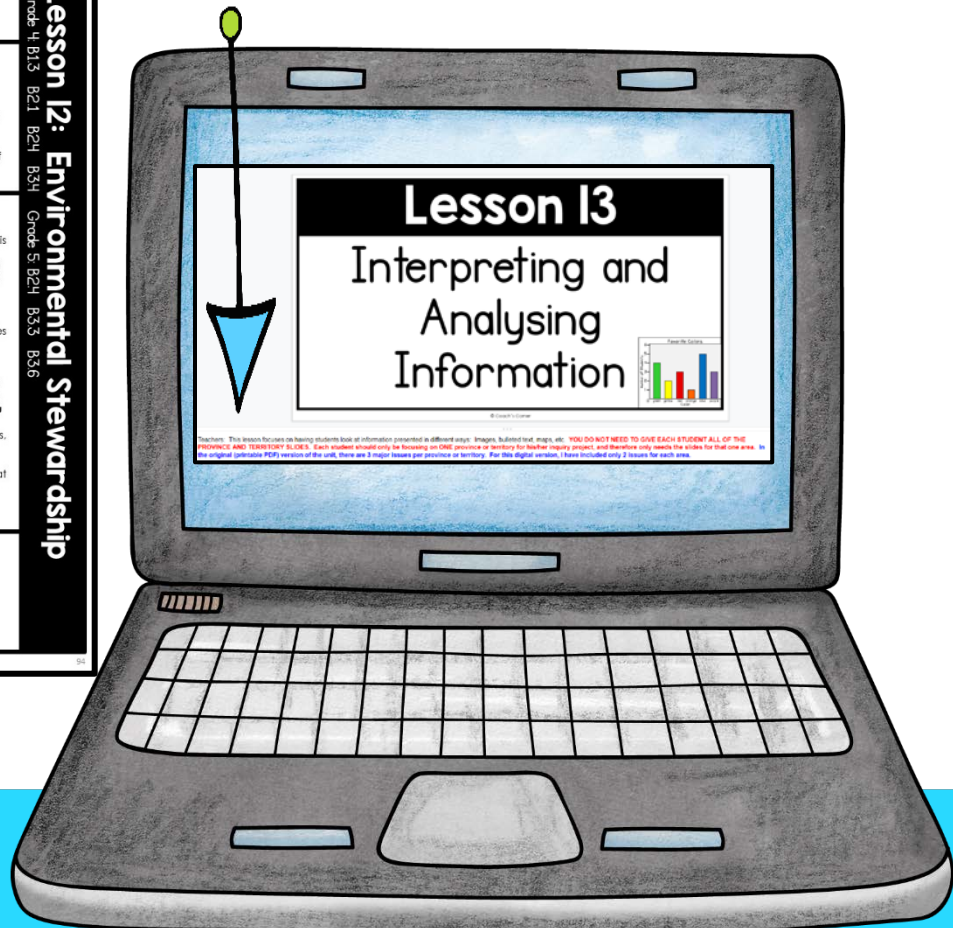
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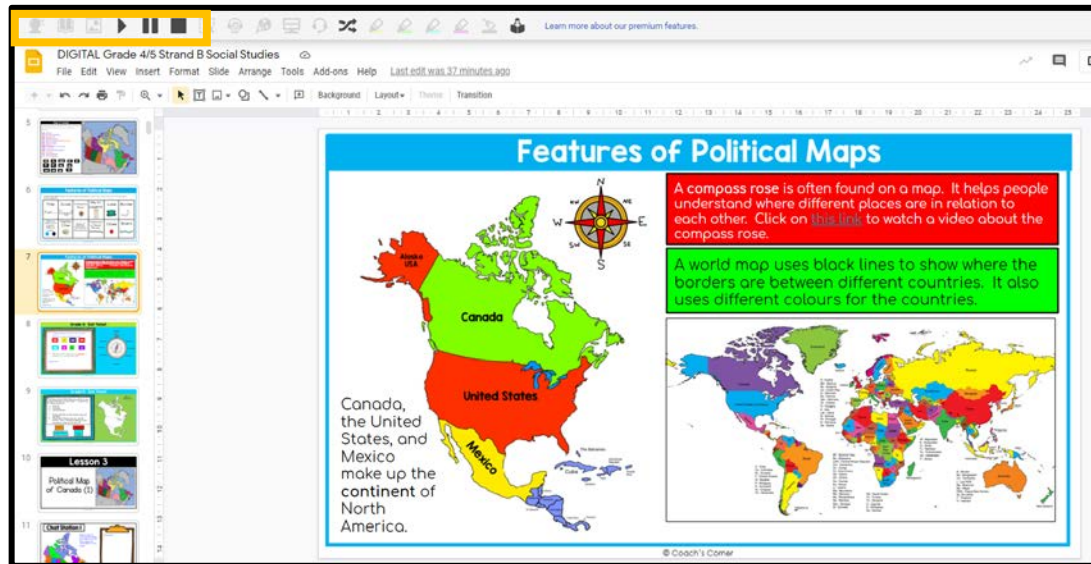
**Lesson 12: Environmental Stewardship**

Grade 4: B13 B21 B24 B34 Grade 5: B24 B33 B36

In the digital resources, "teacher notes" are provided underneath the slides.



# Digital Version Can be Used with Google Read & Write



The screenshot shows a digital presentation titled "Features of Political Maps" displayed on a tablet. The presentation includes a map of North America and a world map, with text boxes explaining map features like compass roses and country borders.

**Features of Political Maps**

Canada, the United States, and Mexico make up the continent of North America.

A compass rose is often found on a map. It helps people understand where different places are in relation to each other. Click on [this link](#) to watch a video about the compass rose.

A world map uses black lines to show where the borders are between different countries. It also uses different colours for the countries.

# Assessment Tools

## Canadian Mapping Quiz



Drag the abbreviation (short form) for each province and territory to the correct place on the map of Canada.

British  
Columbia

Alberta  
(AB)

Saskatchewan  
(SK)

Manitoba  
(MN)

Ontario  
(ON)

## Grade 5 Exit Ticket

In each box below, write the names of two other governments that the federal government must work with to help the Great Lakes.

**Governments**

Type name of government



## Grade 5 Strand B Culminating Project Rubric

Name: Type here

Issue: Type here

- ☐ Explains what the environmental issue is and why it is important.
- ☐ Describes what one or more levels of government have done about the issue.
- ☐ Describes at least TWO further actions you feel the government should take

- ☐ Includes at least THREE different perspectives on the issue.
- ☐ Describes how Indigenous Peoples are involved or affected by the issue.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of how human actions affect the environment	Shows some understanding of how human actions affect the environment	Shows a good understanding of how human actions affect the environment	Shows thorough understanding of how human actions affect the environment
Thinking (Planning Skills)	Gathered & organized evidence and information with limited effectiveness	Gathered & organized evidence and information with some effectiveness	Gathered & organized evidence and information with considerable effectiveness	Gathered & organized evidence and information with a high degree of effectiveness
Communication	Expressed & organized ideas and information with limited effectiveness	Expressed & organized ideas and information with some effectiveness	Expressed & organized ideas and information with considerable effectiveness	Expressed & organized ideas and information with a high degree of effectiveness
Application (Making Connections)	Makes connections between environmental issues and how these issues might be addressed with limited effectiveness	Makes connections between environmental issues and how these issues might be addressed with some effectiveness	Makes connections between environmental issues and how these issues might be addressed with considerable effectiveness	Makes connections between environmental issues and how these issues might be addressed with a high degree of effectiveness