

Ontario Social Studies



Grade 4/5 Strand A Printable + Digital BUNDLE

Strand A: Heritage & Identity
Grade 4: [Early Societies](#)
Grade 5: [Indigenous Peoples & Europeans](#)

**Ontario Gr. 4/5
Social Studies**

Early Societies: Archaic Civilization
In about 1000 C.E., a large group of people moved in the middle of a land that is now known as Ontario. While most people now call these people "Archaic," they called themselves "Mississippian" or "Stouffville".

The Archaic lived in the "hollows of the Great Lakes." A swampy area that is surrounded by forested hills. Because the area is 200 metres above sea level, it is not as hot and humid as the "hollows" of the Great Lakes.

To help them grow food, the Archaic were very clever. They created **check dams**, which were small, low walls made of stones or logs. These dams were built across the hollows to catch the water and create a series of small ponds. The water in the ponds would slowly seep into the ground, creating a natural irrigation system. The Archaic also used a technique called "fish weirs" to catch fish. They built a series of nets or fences in the water, and the fish would swim into them and get stuck. The Archaic then used the fish to make tools and weapons.

Early Societies: Six Nations
The **Great Lakes - St. Lawrence Lands** region is now part of the province of Ontario and Quebec. It was home to several different Indigenous Peoples groups living in the area, in what is now southern Ontario (Caledon) and New York (Buffalo, Tonawanda). One of these groups lived in the **Great Lakes - St. Lawrence Lands** region. They were the **Six Nations**.

Some people call the area the **Great Lakes - St. Lawrence Lands** region. It is the area between the Great Lakes and the St. Lawrence River. It is the area where the Six Nations lived. It is the area where the Six Nations lived. It is the area where the Six Nations lived.

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**Ontario Grade 4/5
Blended Social Studies**
Strand A: Heritage & Identity

DIGITAL

Give this map a title here

For Use with Google Classroom

Unit Components

Strand A: Heritage & Identity

Grade 4: Early Societies

Grade 5: Indigenous Peoples & Europeans



Ontario Gr. 4/5 Social Studies

Early Societies: Aztec Civilization

In about 1300 C.E. a large group of people settled in the middle of a land that is now known as Mexico. When most people now call these people "Aztecs", they called themselves "Mātlāzcātl" or "Hueyātl".



The Aztecs settled in the "Valley of Mexico", a fertile area that is surrounded by high mountains. Because the area is 2000 metres above sea level, it is not as hot and sunny as you might expect.

Early Societies: Six Nations

The Guastakeia, St. Lawrence and St. Lawrence regions know part of the provinces of Ontario and Quebec. Peoples and countries did not exist along the early

to make them grow food, the Aztecs were very clever. They created a chinampas, which were small, floating gardens. The chinampas were made by weaving reeds and stakes from the marshes with weeds and ropes from the



Early Societies: St. Lawrence

Some people call the area the St. Lawrence people lived in the St. Lawrence region in modern-day



The Six Nations people lived in the St. Lawrence region in modern-day Canada. It was a place of what is now

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Original (Printable)
PDF with Complete
Lesson Plans

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

Instructions & Answer Keys

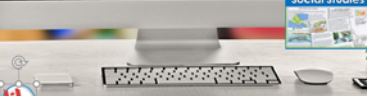
Teachers:

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

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

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

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



Using Google Slides™

Google Slides Version with Instruction Book

Ontario Grade 4/5 Blended Social Studies

Strand A: Heritage & Identity

DIGITAL



For Use with Google Classroom™

2

Unit Structure

This unit has been created to assist teachers who have a split Grade 5/6 classroom in Ontario, and meets the expectations of the 2018 Social Studies Curriculum.

This unit contains lesson plans whereby the teacher can lead ONE lesson for both grades, and then the major task for the lesson is the same, but with each grade looking at different student texts (grade-level, illustrated texts are included).

For example:

Lesson 4: Causes & Consequences in Early Societies

Getting Started: Teacher introduces a “Causes and Consequences” chart, and students discuss how the criteria applies to their own lives.

Working on It: Students examine a set of text to search for evidence of causes and consequences.

- ✓ Grade 4: **Aztec Civilization**
- ✓ Grade 5: **Six Nations**

Reflecting & Connecting: Students meet together to share their learning about how the environment affected the growth of early societies. They apply the criterion from the Causes & Consequences chart to their learning.

Most lessons focus on one of the “Concepts of Social Studies Thinking” from the curriculum, allowing students to develop critical literacy as historians and geographers during this unit.

Blended Lessons

Same concept, but different foci for each grade.

Lesson 7: Spotlight Communities

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

Timeline:

1-2 Class Period/s

Materials Required:

- Student Texts:
 - Grade 4: [Ancient Egypt](#)
 - Grade 5: [Algonquians](#)
 - Optional Online Video:
 - [Environmental Influences on Human Settlements and Activities](#)
- Student Flipbooks: [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 [Environmental Influences on Human Settlements and Activities](#). 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](#) pages. 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.

Here each grade level has different communities to explore, but they come together to share their knowledge during Reflecting and Connecting

Grade 4 Text

SPOTLIGHT

ANCIENT EGYPT

Location: Egypt is located in the northeastern part of the continent of Africa.

Time Period: Ancient Egypt existed from about 3150 BC, until 35 BC.

Special Features:

Nile River
One of the most famous features of Egypt is the **Nile River**, which is the longest river in the world. This river is 6593 km long, and empties into the Mediterranean Sea. Each spring the water on the tops of the mountains in the south part of Egypt would melt, and the water would run into the Nile River. The water would make the land around the river excellent for growing food.

People used the water to drink, cook, clean with, water their crops, and travel.

Traders would travel from place to place on the river, bringing goods from one Egyptian community to another.

This river was full of fish, and the area near their banks contained many things for the Egyptians to eat.

Deserts

There were some mountains and valleys in the deserts. Stone such as marble and granite were found there.

These stones were used to make statues, buildings, and the famous pyramids of Giza. Here is The Great Sphinx guarding the pyramids.

The deserts also had beautiful small stones that could be made into jewelry. Women enjoyed wearing these jewels.

Grade 5 Text

SPOTLIGHT

ALGONQUIANS

Location: The Algonquian people lived in a large portion of Eastern Canada.

Time Period: The Algonquian Indigenous Peoples people have lived in North America for at least 10 500 years. The time period we will learn about in this unit will be from about 1600 CE to 1700 CE

Special Features:

Forests
Algonquian people lived in large forests, and they made good use of the trees around them. **Birch trees** were important to them as they could be used for:

- canoes
- wigwags
- baskets
- Canvas for writing & drawing

The forests were also home to thousands of **maple trees**. Just like we do today, the Algonquian people enjoyed fresh maple syrup. They tapped the trunks of the maple trees to collect the maple sap. Then they boiled the sap over a fire, and it would slowly turn into maple syrup. The syrup helped sweeten their food, as they did not have sugar like we have in stores today.

Water
There were many rivers and lakes in the area in which the Algonquians lived. They used the water for drinking, cleaning, cooking, and traveling.

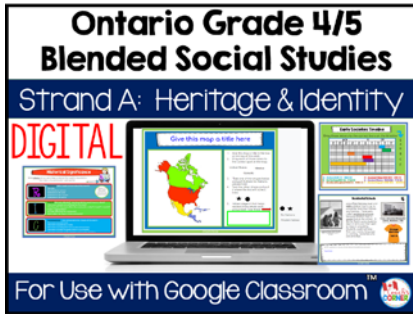
In order to get from one place to another, the Algonquians had to travel over rivers, lakes, and land. They would use canoes in the water, but when they had to cross land they would use a **portage**. A portage is a trail that connects two stretches of water where canoes had to carry their supplies overland.

Animals
There were many different types of wild animals living on the same land as the Algonquians. There were moose, rabbits, bear, deer, and beaver, as well as lots of fish, berries, and nuts.

The land the Algonquians lived on was not good for farming, so they hunted the animals for food. They also used animal skins and fur for clothing.

They made spears, bows and arrows out of wood and bark.

14 Lessons



Part 1:

1. Cause & Consequence
2. What Do We Know About Early Societies?
3. Mapping
4. Introduction to Early Societies Timeline
5. Cause & Consequence in Early Societies
6. Asking Questions
7. Spotlight Communities/Environmental Features
8. Beliefs and Religions in Early Societies
9. Daily Life
10. How Were People Organized in Early Societies?

Part 2

1. Continuity & Change
2. Mapping New Communities
3. What is Significant About a Society?
4. Asking Questions: Chat Stations
5. Residential Schools and Gathering Resources
6. Becoming Experts
7. Presentations

Big Ideas

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)
A1: Application Gr. 4: By studying the past, we can better understand the present. Gr. 5: Interactions between people have consequences that can be positive for some people and negative for others.	<ul style="list-style-type: none"> • Interrelationships • Perspective • Cause & Consequence 	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.
A2: Inquiry Gr. 4: The environment had a major impact on daily life in early societies. Gr. 5: 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"> • Cause & Consequence • Interrelationships 	People interact with their environments and between themselves, and they bring their own points of view to these interactions.
B3: Understanding Gr. 4: Not all early societies were the same. Gr. 5: Cooperation and conflict are inherent aspects of human interactions and relationships.	<ul style="list-style-type: none"> • Significance • Patterns & Trends 	Through both conflict and cooperation, people from the past created many different societies.

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We are learning
how people
from the past
created many
different
societies
through
cooperation
and conflict.

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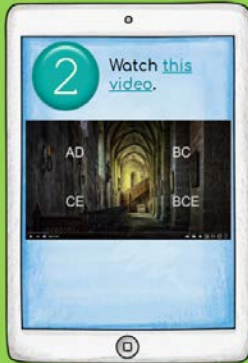
10

Learning Goals

Full Lesson Plans

Links to Appropriate Websites

Timeline Videos



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Lesson 4: **Introduction to Early Societies Timeline**
Grade 4 Expectations: A2.6 Grade 5 Expectations: A2.6

Timeline:
1 Class Period/s

Materials Required:

- Early Societies "Timeline" Flipbook page
- [How to Make a Timeline](#) video
- Optional: [BCE and CE in Chronological Order](#) video

Getting Started:

- Ask students what they know about "timelines", giving examples if possible.
- Watch the [How to Make a Timeline](#) video, if at all possible.
- Explain that the class will work together to make a very quick timeline of the school year so far. Ask them to suggest 4-6 events from the year so far, and list them on the board.
- Have students identify the order in which those events took place, and use the first and last events as the endpoints of your timeline. Work through the timeline creation, allowing students to add dates (ie. October 31) when possible.

Working On It:

- Explain that it can be hard to understand when things took place in history. Was it "long ago"? "Eons ago"? What makes a society "ancient"? Have students discuss the meaning of **ancient** and **early** as they apply to history.
- You may wish to show this 5-minute video [BCE and CE in Chronological Order](#) to help your students understand how timelines look when they involve time periods in the BCE (Before Common Era). **PLEASE NOTE:** the discussion you will ultimately have to have with your students is that the birth of Christ, in Christian faiths, is the 0 point for most timelines. If you have students of other faiths in your classroom, you will want to handle carefully their questions about why most historical timelines use a Christian-based model!
- Distribute the Early Societies "Timeline" page and have students locate the line on the timeline showing "0". Explain that this would be the year that many people believe that Christ was born. Note how the numbers get bigger as you move outwards in both directions from 0.
- Have students cut on the dotted line under the word **Timeline**.
- Have students cut out the "F" bar and use the information under the timeline to determine that the F represents the Ancient Egypt time period. Have them determine where this time period belongs on the timeline, and glue it down accordingly.
- Have students continue cutting and gluing down the time periods for each early society. You may want to have the whole class work on this together, or have students work in pairs or independently. Because this is likely the **first** time students have been introduced to this type of timeline, I personally would not use this activity as an assessment piece.

Reflecting & Connecting:

- Have students discuss how THEY keep track of time. Do their families keep activities recorded on a month-by-month calendar? How does the family use this calendar? Who is responsible for keeping it up to date?
- Ask students how they think people in the BCE calendar kept track of time. Do students recognize that people in Ancient Egypt would have been highly unlikely to mark years as "BCE", as they would not know when Christ would be born.
- As much of this unit will focus on the Aztecs and Six Nations societies, have students locate these societies on the timeline and think about why these two societies may have been chosen (I chose two groups that lived at approximately during the same time period to make it easier for students to compare them.) What might they expect to find in societies that existed at the same time in different parts of North America?

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Student-Friendly Texts

What Roles Did Men, Women, and Children Have in Ancient Rome?



- The oldest male in the home was in charge of everyone who lived there. He owned all the property in the family, and made all the important decisions.
- Men could sell their children into slavery.
- Men could be "free" or "slaves"
- Wealthy men could be politicians and businessmen.
- Poorer men could be farmers, builders, or soldiers.
- Slaves could be farmers, teachers, or craftsmen.



Women

- A woman's main role was to care for her family.
- Women usually married when they were about 20 years old.
- Women would be in charge of any slaves in the household.
- Women cooked & made clothes.
- Women could not handle their own money. Their male relatives were expected to do this instead.
- If their husbands or fathers were away, women could take over their jobs.



Children

- Rich children lived very different lives from poorer children.
- Boys from wealthy families went to school or had slaves that taught them at home.
- Wealthy girls might have been taught art and music at home.
- Children from poorer families did not get to go to school.
- Poorer children might have to help their fathers with their jobs, and not have much play time.

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Inuit People in Early Canada - I

Inuit Shelter



Inuit people from the past had to move homes quite often to hunt and fish. They needed to create new homes each season using things from the environment. They went where the animals they depended upon for food, clothing, shelter and tools could be found. About twice a year they would need to make sure that they were in the right place to hunt the caribou that would travel north and south.

In the spring they would move to the coast (water's edge) to catch seals and fish. They would build tents made of animal fur to keep them warm at night.

In the summer, Inuit people would live in tents made from caribou or seal skin. Very few trees grow in the Arctic. If the Inuit found a tree they would use some of the wood for tent poles, and guard them carefully. The Inuit could gather berries and eggs to eat if they were available.



In the winter they would carve snow into blocks using blades made of animal bone. They would stack the walls in a spiral shape to make a cozy dome called an **igloo** for their families. There could be several different rooms in an igloo. People slept on beds made of ice blocks covered in animal fur. The Inuit would hunt seals.

Some Inuit in the northwest of Canada had many trees around them that they could use to make **log** and **sod** houses. They put wood poles in the ground and then filled them in toward the top. Then they put sod (grass and the soil right below the grass) against the wood poles to make the home warm.

Inuit Culture and Language

Inuit people lived in small communities for most of the year, and each community would have several households. A household might be parents, children, and perhaps a grandmother, aunt, or cousin. Everyone in the community worked together to make sure the group would survive in such a difficult climate.

Some households worked with each other to make sure that hunting would be successful. If hunting did not go well, everyone might starve. The Inuit needed everyone to have enough to eat so that each person could help the household. They believed that food belonged to everyone.



Inuit people spoke a language called **Inuktitut**. Some words might have been a little bit different from group to group.

Inuit people from long ago did not have a reading and writing system. Everything they learned came from the stories and information from their parents and grandparents. Children had to listen carefully to what they were told because they would have no books to find this information later.

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Historical Significance

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



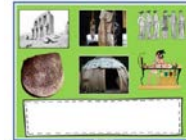
- | | | |
|----------|--|--|
| R | Relevance: (Who needs to know about the event?)
• No one
• One family or person
• Everyone in the area
• Everyone in the country
• Everyone in the world | A relevant event helps people understand a community's past, present & future. |
| I | Impact: (Who was affected? Impacting did this event have an effect?)
• How many people were affected by the event?
• How long did this event affect the community: a day? A week? A month? A year? A generation?
• Is it still affecting the community?
• Will it affect the future of the community? | |
| C | Consequences: How serious were the results of the event?
• The event caused death.
• The event caused loss of jobs.
• The event caused great harm to the environment.
• The event caused the government to be involved.
• The event caused conflict between community members. | |

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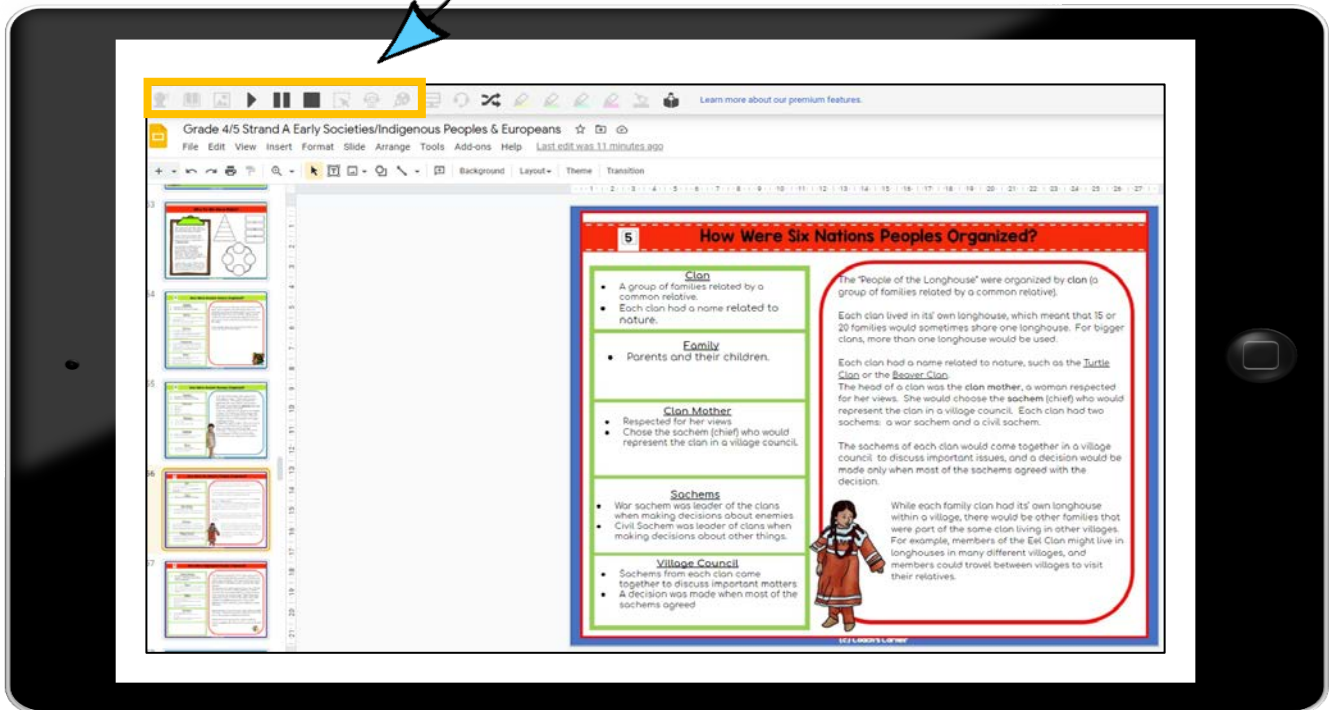
Asking Questions

People who study the past, such as historians and archeologists, always ask themselves good questions about what they are learning.

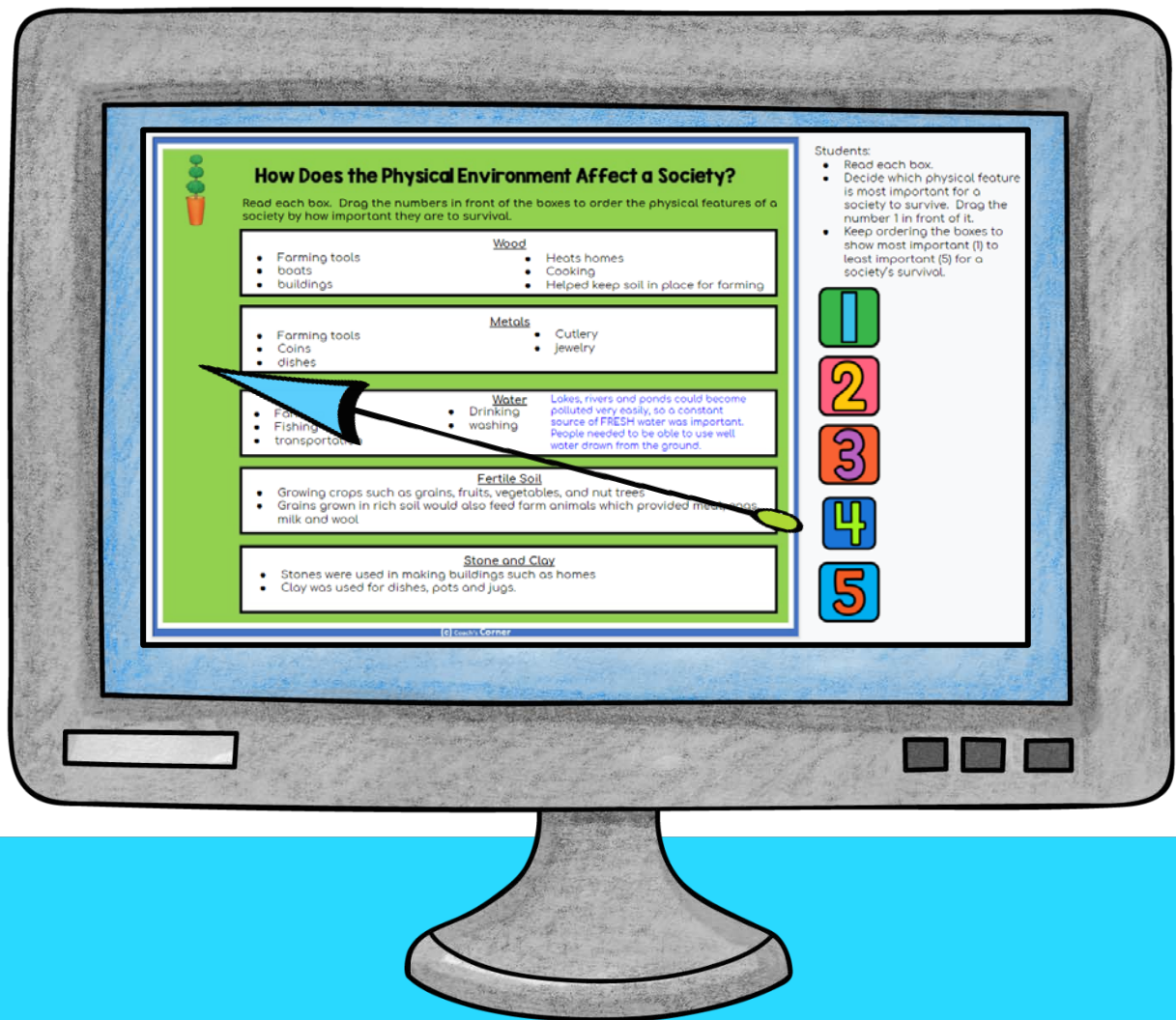
They ask questions that are interesting and that make them want to investigate to learn even more. On the next slide, you will see some images from the past. You will create at least 4 good questions about early societies that you hope to find answers for.



Digital Version Can be Used with Google Read & Write

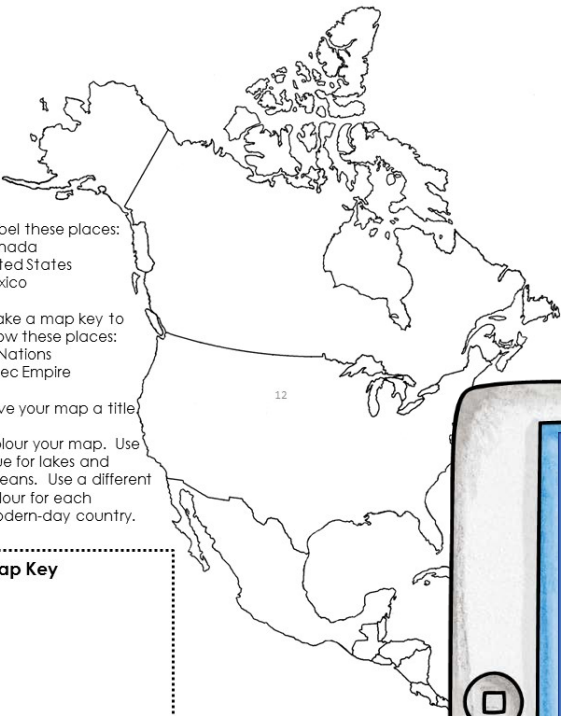


Digital Version: Movable Interactive Pieces



Mapping

Title _____



1. Label these places:

- Canada
- United States
- Mexico

2. Make a map key to show these places:

- Six Nations
- Aztec Empire

3. Give your map a title




4. Colour your map. Use blue for lakes and oceans. Use a different colour for each modern-day country.

Map Key

Mapping

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Different Types of Maps

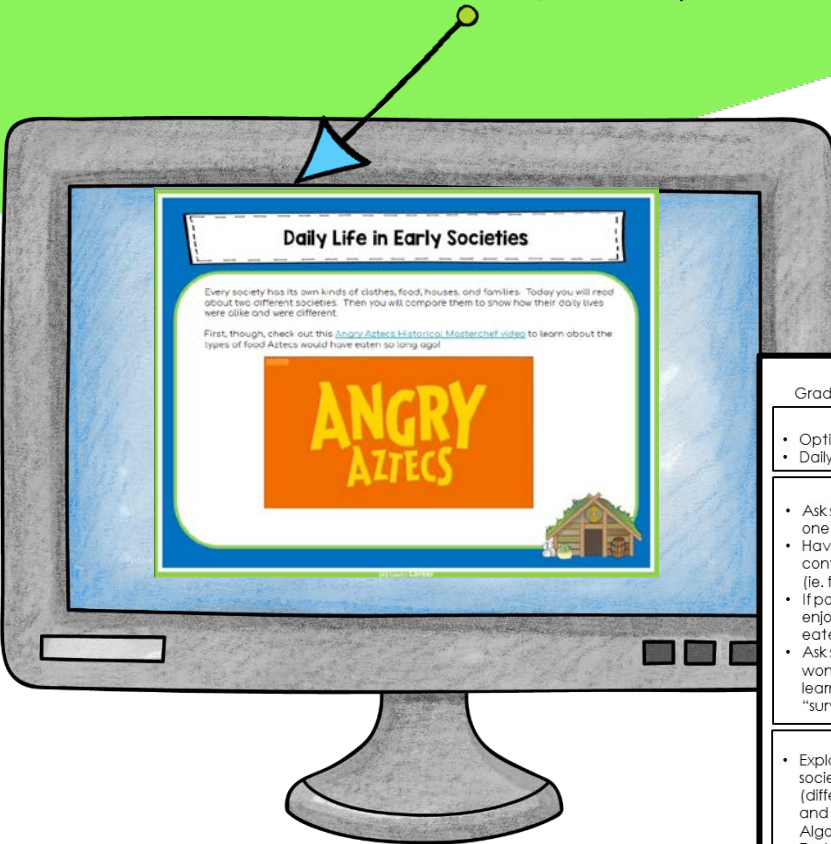
Language Map	Map of New France	World Map
		

Which of these maps is easiest to understand? What makes it easy to make sense of?

Type here

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Links to Relevant Videos & Websites



Clickable Links in
Digital Version

<p>Lesson 9: Daily Life/Organizing Information</p> <p>Grade 4 Expectations: A1.2 A1.4 Grade 5 Expectations: A3.1</p>		<p>Time/s: Class period/s</p>
<p>Materials Required:</p> <ul style="list-style-type: none"> Optional: Online video – Angry Aztecs Historical Masterchef Daily Life Flipbook Templates All Student Texts 		
<p>Getting Started:</p> <ul style="list-style-type: none"> Ask students to turn to an elbow partner and discuss how the daily life of people in one or more of the early societies might have been different from their own. Have a large group discussion concerning the key points of their partner conversation. On the board or on chart paper, write a list of topics they bring up (ie. food, tools, transportation, etc.) If possible, show the online video Angry Aztecs Historical Masterchef. Students will enjoy seeing this humorous video about they types of food Aztecs would have eaten during that time period. Ask students to consider their "wonderings" about early societies. Had anyone wondered about the types of food people from long ago ate? What did they learn from this video that might help them understand how historical people "survived and grew"? 		
<p>Working On It:</p> <ul style="list-style-type: none"> Explain that today students will be reading about the daily lives of two early societies, and that they will be reading to compare (similarities) and contrast (differences) aspects of these societies. The Grade 4s will read about the Aztecs and Ancient Rome, while the Grade 5s will explore the Six Nations (Iroquois) and Algonquin Indigenous Peoples people of North America. Explain that being able to organize the information we read is an important skill, and that today they will be using a special "top hat" organizer. 		
<p>NOTE: I have presented 2 different options for today's work. Option 1 would work best with a group that does better with information gathered in small chunks, while Option 2 would be ideal for a more independent class.</p>		
<p>Option 1</p> <ul style="list-style-type: none"> Divide each grade level into 2 groups, so that you have 4 groups altogether. Grade 4: Aztecs/Ancient Rome Grade 5: Six Nations/Algonquian Distribute the relevant information to each group. Ask students within each group to find a partner from their groups. Assign each pair ONE segment from their texts. For example, one pair could learn about food and clothing while another pair from the same group could read about shelter. When students from each group have finished their reading, have them gather together so that each pair can share what they have learned with their group. 		
<p>Option 2: See next page!</p>		
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Mapping Early Inuit and Métis Societies - Assessment

Name: _____

Success Criteria

- ☐ Use a different colour for each society
- ☐ Clear, accurate legend
- ☐ Inuit and Métis areas coloured accurately and neatly
- ☐ Compass Rose
- ☐ Water is coloured blue

Star

Wish

Chat Station Questions - Assessment

[illegible]

Expert Presentation Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	<ul style="list-style-type: none"> Shows a limited understanding of the key facts Uses almost no relevant vocabulary from unit 	<ul style="list-style-type: none"> Shows some limited understanding of the key facts Uses some relevant vocabulary from unit 	<ul style="list-style-type: none"> Shows considerable understanding of the key facts Uses relevant vocabulary from unit 	<ul style="list-style-type: none"> Shows a thorough understanding of the key facts Uses relevant vocabulary from unit
Thinking	<ul style="list-style-type: none"> Interprets, evaluates, and analyzes data with limited effectiveness 	<ul style="list-style-type: none"> Interprets, evaluates, and analyzes data with some effectiveness 	<ul style="list-style-type: none"> Interprets, evaluates, and analyzes data with considerable effectiveness 	<ul style="list-style-type: none"> Interprets, evaluates, and analyzes data with a high degree of effectiveness
Communication	<ul style="list-style-type: none"> Expresses & organizes ideas and information with limited effectiveness 	<ul style="list-style-type: none"> Expresses & organizes ideas and information with some effectiveness 	<ul style="list-style-type: none"> Expresses & organizes ideas and information with considerable effectiveness 	<ul style="list-style-type: none"> Expresses & organizes ideas and information with a high degree of effectiveness
Application	<ul style="list-style-type: none"> Makes connections within and between contexts with limited effectiveness 	<ul style="list-style-type: none"> Makes connections within and between contexts with some effectiveness 	<ul style="list-style-type: none"> Makes connections within and between contexts with considerable effectiveness 	<ul style="list-style-type: none"> Makes connections within and between contexts with a high degree of effectiveness

1c) Coaching Corps

Teachers:
To assess student work,
simply drag the highlighting
squares below to the
appropriate spots on the
rubric for each student.

Focus on Indigenous Peoples

Inukjuak Families Moved to High Arctic

1



Between 1953 and 1955 the Government of Canada moved 7 Inuit families (92 people) from Inukjuak, Quebec to several places in the High Arctic.



Scan the QR Code to watch a video about this event.

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Medicine and Sickness

5

First Nations, Métis and Inuit people knew much about how to keep themselves healthy. They used plants and food to keep diseases from killing them. They taught new European settlers how to use plant medicine. However, when people from Europe came over to explore and settle in North America, they brought new illnesses with them. The Indigenous people had no experiences with these diseases. Many of them became very sick and died.

Healthy Habits of Early First Nations, Métis & Inuit People

- They ate healthy food.
- They usually didn't live very close together. This made it easier to avoid germs.
- They had lots of exercise hunting, fishing, and moving from place to place with the seasons.
- They ate almost no sweets, so their teeth stayed very healthy.



SCURVY

Many explorers arrived sick from scurvy, but the Inuit people were not infected. The Vitamin C in the blubber they ate protected them.



TUBERCULOSIS (TB)

TB infects the lungs of people who get it from other people. It happens more often when people live very close together.



SMALLPOX

About 1 out of every 3 Indigenous people died from smallpox. This sickness came to North America with Europeans.

What questions do you have about the illnesses brought by Europeans to Indigenous Peoples?

Type here

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Instruction Booklet

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

Instructions & Answer Keys

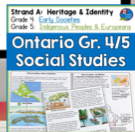
Teachers:

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

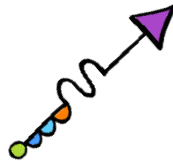
Please let me know if there are any issues with this resource by emailing me directly at: coachsteachingcorner@gmail.com

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

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

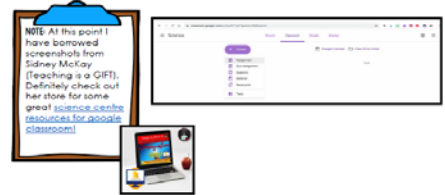


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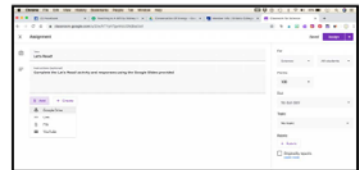


HOW TO ASSIGN IN GOOGLE CLASSROOM

1. In your **GOOGLE CLASSROOM**, go to **CLASSWORK** and choose **CREATE>ASSIGNMENT**.



2. Give your assignment a **TITLE** and add **INSTRUCTIONS**. Next go to **ADD** and select **GOOGLE DRIVE**. Attach the file from your **DRIVE** and **ASSIGN**. Make sure you **MAKE A COPY FOR EACH STUDENT**.



Inuit Regions of Canada

Inuit Nunangat

- Inuvialuit
- Nunavut
- Northwest Territories
- Yukon

There are Inuit people who live in many countries, not just in Canada. Canadian Inuit live in Inuit Nunangat, which is the Inuit homeland in our country. There are four regions in Inuit Nunangat. Nunangat is a Canadian Inuit term that includes land, water, and ice, which are all important to the Inuit culture.

What do these white maps tell us about the Inuit People of Canada?

These maps show us that the Inuit People live in the northernmost parts of Canada, and they hunt for food. These animals are Inuit.

Range of Polar Bear

Caribou

Musk Ox

Population of Métis People in Canada's Cities

Population of Métis People in Canada's Cities

- What do the facts represent?
- How is this map different from other maps you have seen?
- What are some other ways the information is shown on the map?

The first Métis people lived in the area around the Red River. The Métis people lived in the area around the Red River. The Métis people lived in the area around the Red River. The Métis people lived in the area around the Red River.

Moose **Salmon** **Buffalo**

The Inuit people used to hunt for food. The Inuit people used to hunt for food. The Inuit people used to hunt for food. The Inuit people used to hunt for food.

Answer Keys

Printable & Digital Versions are Companion Units:

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 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

Use this top hat societies.

Some

Similarities

Daily Life

Grade 4

8 CUT ALONG DASHED GUIDELINE

Specials Knight (Study All Knight), 2015 Copyright 2018 by Coach's Corner

5 Six Nations

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5 Comparing Daily Life in Two Societies

Six Nations	Algonquians
<ul style="list-style-type: none"> • Make a list here 	<ul style="list-style-type: none"> • Make a list here
<p>Similarities</p> <ul style="list-style-type: none"> • Make a list here 	

Under Six Nations write about things that were only true about that society.

Under Algonquians write about things that were only true about that society.

In the bottom box, write about things that were the same.

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