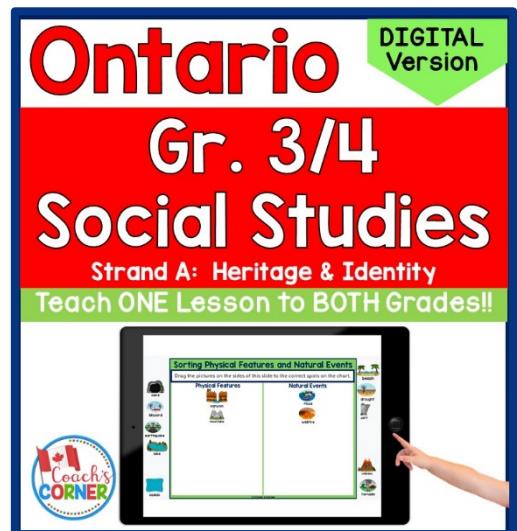


Ontario Social Studies



Gr. 3/4 Strand A Printable + Digital Bundle



Unit Components

Ontario Social Studies



Grade 3/4 Strand A Life in Early Communities

Printable
Version

Grade 3/4 Ontario Social Studies Strand A: Heritage & Identity 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

This digital unit was created for use with my unit [Ontario Social Studies Grade 3/4 Strand A: Life in Early Communities](#)

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



Using Google Slides™

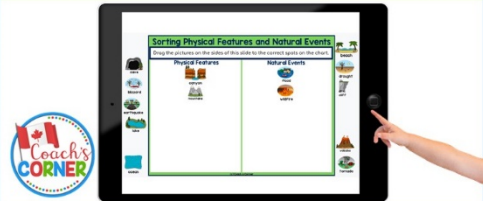
Instructions
& Answer Key
Booklet for
Digital
Version

Ontario Gr. 3/4 Social Studies

DIGITAL
Version

Strand A: Heritage & Identity

Teach ONE Lesson to BOTH Grades!!



Digital
Version

The printable & digital units are
companions to each other.

Format

No Jumping Between Grades!

Materials List (including hyperlinks)

Lesson 9: Social Organization

Grade 3: A11 A22

Grade 4: A11 A22 A38

Materials

- Online video: [History for Kids: Medieval Ages](#)
- **Algonquin** and **Haudenosaunee** student texts from Lesson 5 as a reference for "Getting Started" **OR** use [Organization of First Nations Groups](#), which has the same information on one page.
- Graphic Organizers
- **Gr. 3 Worksheet: [Organization of Algonquin First Nations Peoples](#)**
- **Gr. 4 Worksheet: [Social Organization in Medieval Times](#)**

Getting Started

- Remind students of the first "Big Idea" of this unit: **Studying how communities in the past developed help us understand aspects of our lives today.**
- Explain that today the class will be exploring how different cultures in history organized themselves.
- Ask students to consider the organization of your school. Who holds the most power? (They will likely say that the principal does; you might want to explain the roles of a superintendent and a director of education, as many students will be unfamiliar with the "school board" system, and think that power and decision-making reside only with the principal.)
- Remind students about how the Algonquin and Haudenosaunee First Nations people had organized themselves into clans, with elders and sachems, from Lesson 5.
- Show students the two graphic organizers, and ask which one best represents the system by which First Nations people organized themselves. (Hint: it's not a pyramid!).

Working On It

- Explain that students will now watch a very short video ([History for Kids: Medieval Ages](#)). They will need to think about how people in the middle ages were organized.
- Show the video. Discuss how people in the middle ages were organized. Ask students which graphic organizer might best show this type of organization.
- Distribute the two grade-level texts and review with students. Students are to fill in the graphic organizers after reading the text at the top of the page.

Reflecting & Connecting

Discuss the following questions:

How are people in our (classroom/school/town) organized today? Are our lives organized more like early First Nations groups OR as they were in the Middle Ages?

Students will likely have a spirited discussion about these questions!

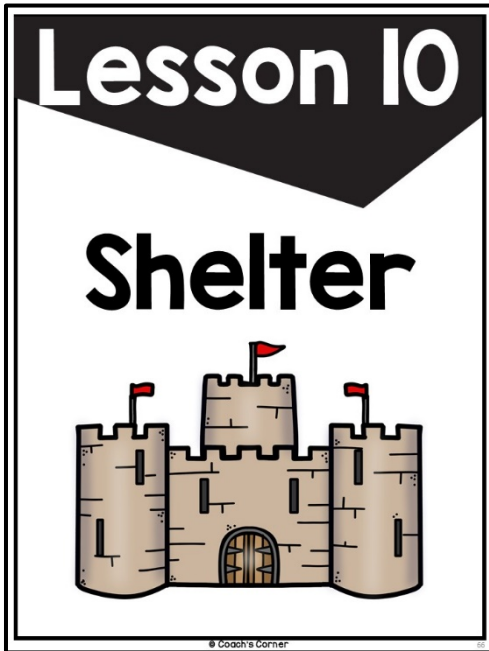
Working On It: Using Parallel Texts and Tasks

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

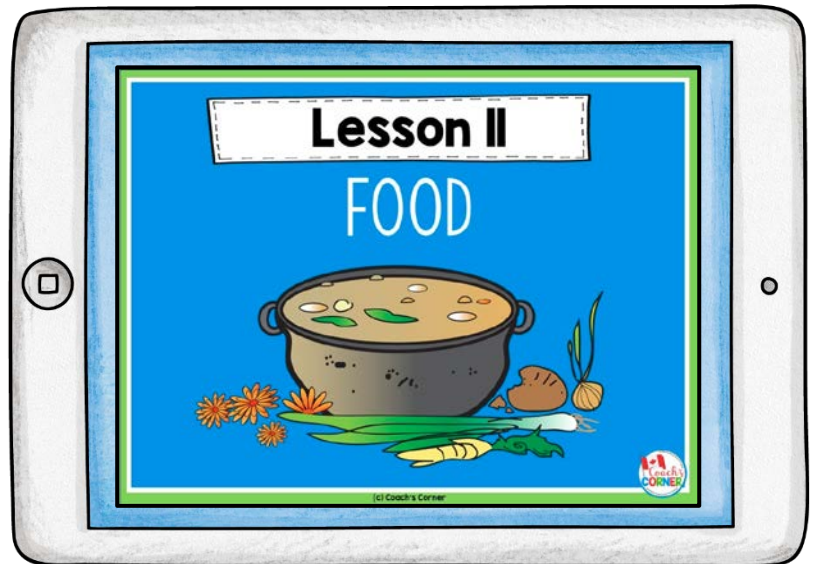
**Getting
Started:
Using the
Big Ideas
as Basis
of Lesson**



Perfect for Hybrid Learning



Printable
Version



Digital
Version

OR Use the printable version for most students, and the digital version for students with IEP accommodations!

Overview

Teachers,

- This blended Grade 3/4 social studies unit has been created to support the 2018 Ontario Social Studies Curriculum. I have used the "big ideas" of Strand A for both grades, using the commonalities amongst the two curriculums, so that you don't need to run back and forth between the two grades.
- In 2018 the curriculum was revised to reflect the recommendations of the Truth and Reconciliation Commission, so that there is more attention given to Indigenous cultures in Grade 3 and 4. Both grades **must explore First Nations** communities, while the Grade 3s look at **Métis** communities and Grade 4s look at **Inuit** communities.

A3.1 identify various **First Nations and some Métis communities** in Upper and Lower Canada from 1700 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program (e.g., the traditional territories of the Anishinaabe around Thunder Bay; Chippewa land in southern Ontario; new Mohawk settlements in the Bay of Quinte area; the tract of land that the Six Nations gave the Mississauga; Métis communities around Lake Huron)

A3.1 identify the location of some early societies, including **at least one First Nation and one Inuit society**, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps (e.g., climate, physical, topographical, vegetation maps)

- The Grade 3s will also look at the lives of European settlers to Canada, and the Grade 4s will examine life in medieval England.
- All lessons can be taught to both grades at the same time. Many times the students then examine different texts. In the top left hand corner of each text a number denotes the appropriate grade level.



Lessons List: Strand A

1. Unit Provocations
2. Maps & Globes
3. World Maps
4. Timelines
5. First Nations Communities
6. Natural Resources / Introduction of Métis and Inuit
7. Métis & Inuit
8. Community Location
9. Social Organization
10. Shelter / Asking Questions
11. Food / Role of Men, Women and Children
12. Introduction of Diorama Culminating Task
13. Environmental Challenges to Survival
14. Cooperation and Conflict
15. Transportation
16. Clothing
17. Technology and Tools
18. Education



Instruction Book

Grade 3/4 Ontario Social Studies Strand A: Heritage & Identity For Use with Google Classroom

Instructions for Teachers



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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) → 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 starting there, delete everything from the word "edit" until the end → Type the word "copy" where it used to say "edit"

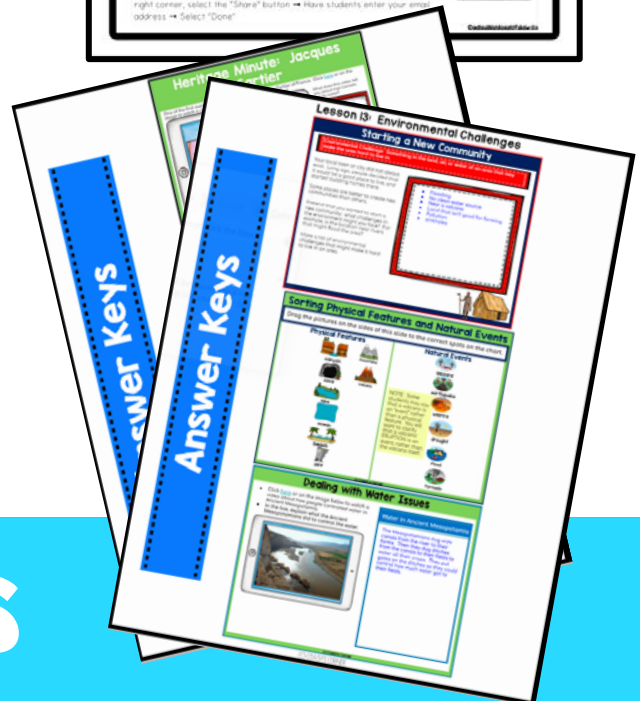
*One thing to note is that if you do not want students to have access to make changes in your document, if you get an error that a student is requesting access to the file, you must IGNORE that email. Do not allow them access. They must make their own copies using one of the options above.

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

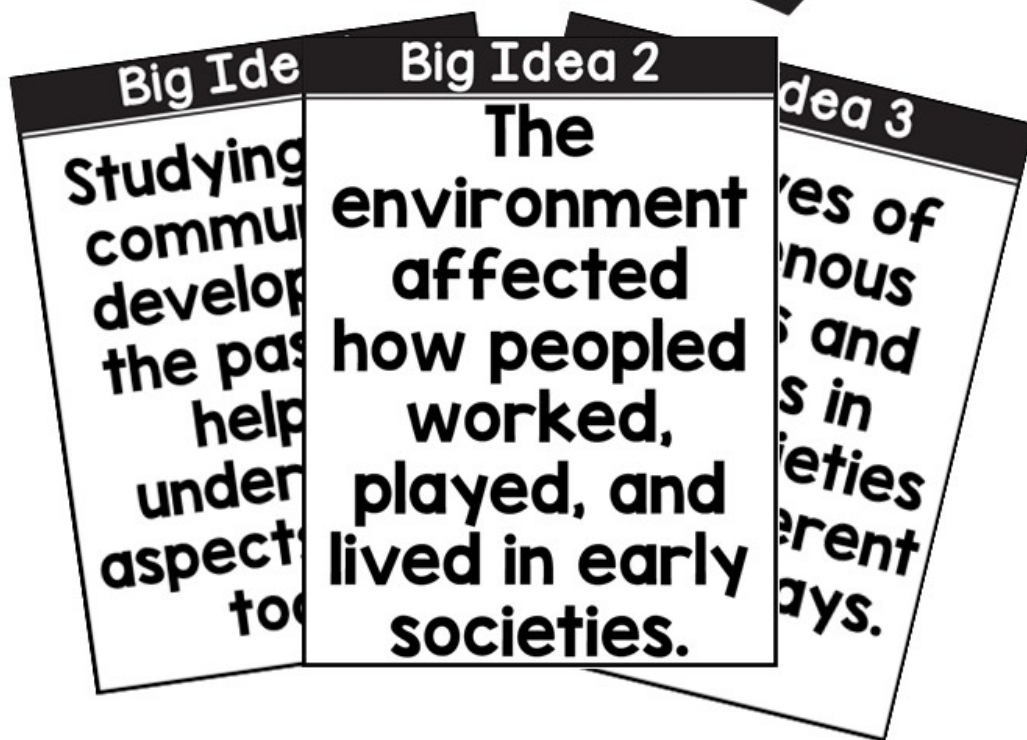
Option 1: Have students email you the link to their Slides by copying and pasting the Google Slides URL from the search bar into an email
Option 2: Have students open the Google Slides presentation → In the top right corner, select the "Share" button → Have students enter your email address → Select "Done"



Answer Keys



Blended Big Ideas Posters



Teach ONE Lesson to Both Grades

Gr. 3: The Métis

Métis people often moved from place to place during the year. They went to where animals could be found.

The Métis spent a lot of time hunting for bison. They ate the meat from the bison, and used the skins for clothing. They traded animal pelts with fur traders.



As they traveled from place to place, Métis people would set up tipis that First Nations people had been making for years. Some Métis people lived in tents made from the fur traders.



Métis people needed to be near water for travelling. Many Métis people lived along the Red River.

Métis people hunted, fished, gathered plant materials, and made tools.

- bison
- moose
- prairie chickens
- deer
- elk
- fish

Métis women would cook food in pots made of baked clay.

The pot would catch on fire if it was put right on the fire.

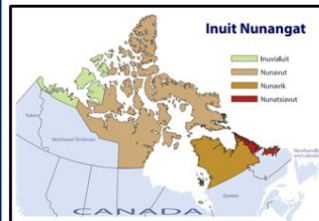
1. Heat stone over a fire.

2. Fill the pot with water.

3. Put the hot stones in the pot.

4. After the water started boiling, the food could be cooked.

Gr. 4: Early Inuit Life



Inuit people have lived in the Arctic regions of Canada (and other countries!) for hundreds of years. They lived in small communities most of the year. Each community would have several households. Everyone worked together to make sure the group would survive in this very cold place.



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. In the summer they would move to the coast to catch seals and fish. They would build tents made of animal fur to keep them warm at night. In the summer they would live in tents made from caribou or seal skin.

In the winter they would carve snow into blocks using blades made from 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.



It is too cold in the Arctic for crops to grow. There are no grass or hay for farm animals to eat. The early Inuit people depended on hunting and fishing to get food. There are lots of streams, lakes and the sea. People ate seals, whales, walrus, and other water animals. They also killed polar bears and land animals. In the summer the Inuit fished from boats called kayaks. In the winter they fished from holes made in the ice.

The most important animal to the Inuit people was the caribou. These animals travelled in very large groups, and many hunters would work together to catch them. When hunters caught an animal, everyone in the community shared it fairly between them.

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

Parallel Tasks

PRINTABLE

Gr.3

3 Organization of Algonquin First Nations Peoples

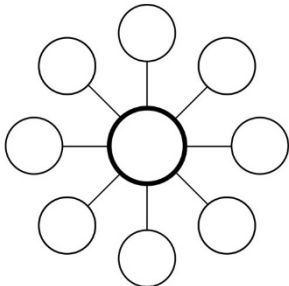
Name: _____

The Algonquin people lived in family groups that could include grandparents, parents, children, and other family members. The family would travel from one location to another, usually living in the same wigwam.

The Algonquians were organized into clans, like the Iroquois. The clans were linked by a male ancestor.

Each clan had an animal name. When there were important issues to discuss and many clans were together, the **elders** (respected, usually older, members of the community) met together to make decisions. These leaders did not have any legal power to make decisions. They were usually trusted by the rest of the people to make good choices. Sometimes these groups had a chief, normally called a **sachem**, who inherited this position from his father.

Use the words **sachem** and **elder** on the organizer to show how the Algonquin people organized themselves to make decisions.



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DIGITAL

Gr.3

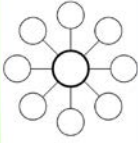
Gr. 3: Algonquin Organization

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Drag the letters E for "elder" and S for "sachem" to show how the Algonquin people organized themselves to make decisions. **Hint: You won't use all the letters!**



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4 Social Organization in Medieval Times

Name: _____

The years 476 to 1492 AD are known as the "middle ages" or "medieval times" in Europe.

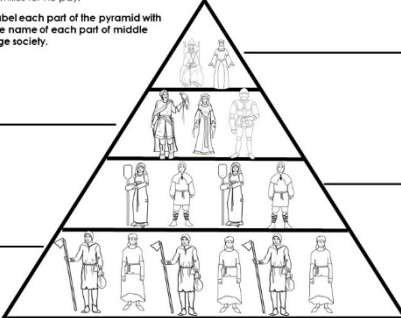
The **King or Queen** was the monarch (ruler) of a country.

The king or queen needed help to run the country. The royal family divided up the land in the country to give to **noblemen**. The noblemen promised to protect the land from enemies for the king or queen.

Each nobleman would divide up his land into parts. He would give each part to a person known as a **peasant**, serf, or vassal. Each peasant would grow fruits and vegetables on the land. Then he would give part of the crops to the nobleman to pay him for renting him the land. The peasants did not own the land themselves.

There were also **slaves** during the middle ages. They had no freedom. The slaves weren't given land in return for their work. They had to do hard work for the noble families for no pay.

Label each part of the pyramid with the name of each part of middle age society.



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PRINTABLE

Gr.4

DIGITAL

Gr.4

Gr. 4: Medieval Organization

The years 476 to 1492 AD are known as the "middle ages" or "medieval times" in Europe.

The King or Queen was the monarch (ruler) of a country.

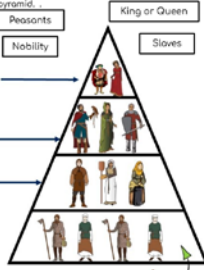
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There were also slaves during the middle ages. They had no freedom. The slaves weren't given land in return for their work. They had to do hard work for the noble families for no pay.

Drag each word to the correct location on the pyramid.

Peasants Nobility King or Queen Slaves



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

Movable Pieces

Shelter: Matching Homes to People

Think about what you already know about how people from the past lived. Use the arrows to connect each person to the type of home they lived in.

Haudenosaunee



Métis



Inuk



king



pioneer



igloo

Early Transportation Riddles

Read each clue on the sides of this slide. Drag the clue beside the matching image.

This large, open vehicle was made of stretched animal skin.

This transportation was used to defend royalty.

This carried families long distances.

This was used by all 3 Indigenous groups.

This carried explorers and settlers to the New World.

This was used by most poor people in all early societies.



This was very new to Indigenous people in North America.

This carried the first explorers to North America.

This was pulled by animals in cold, snowy climates.

This was made from the bones of whales.

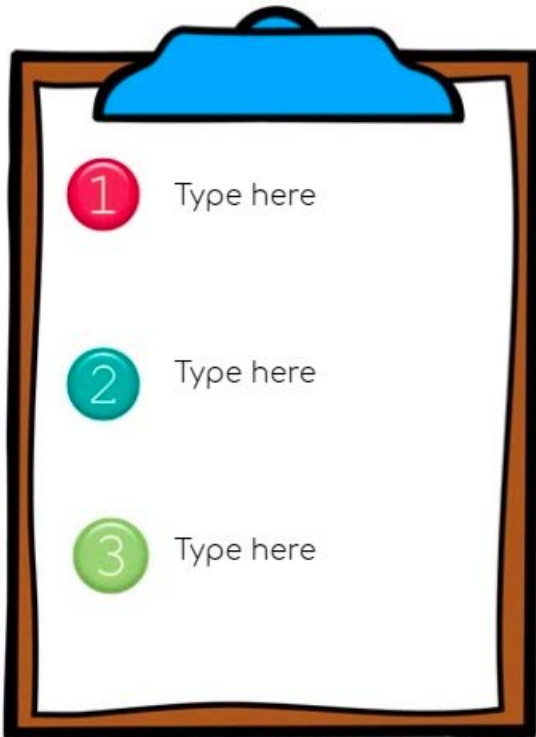
This was named after a body of water.

This made traveling on snow much easier.

Clickable Links

Asking Questions About Shelters

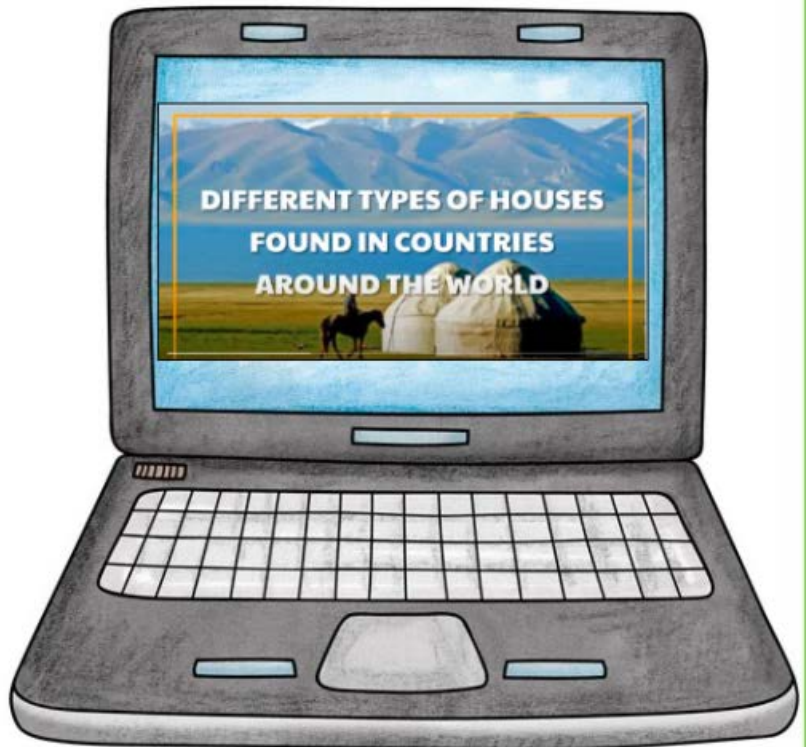
What questions do you have about different types of shelters? Write 3 questions on the clipboard. Then [watch the video](#) to see if any of your questions are answered!



1 Type here

2 Type here

3 Type here



Mapping

Printable

Maps and Globes: Grade 3

Name: _____

1. Print the correct label under each item:

map globe atlas compass

4

2. Label the parts of the globe:

3

3. Put the directions on the compass rose: N (North) S (South) E (East) W (West)

4

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Digital

Gr. 3: Map and Globe Activity

Drag the words to label each item.

map globe atlas compass

Label the globe.

equator

North Pole South Pole

Drag the abbreviation (short form) for each cardinal direction to the proper place on the compass.

E N S W

E = East
N = North
S = South
W = West

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World Map

Name: _____

The Indigenous Peoples of Canada are the **First Nations** and **Inuit** people who have lived here for centuries. They are the "first peoples" of our country.

Hundreds of years ago people in Europe were looking for an easy way to get to the Orient. They wanted to trade their silver for the spices, teas and silk that could be found there.

Explorers came upon a new land while they were searching for the Orient. This "new land" was not really new, because Indigenous people were already living there.

This land was named **Canada**, from the Huron word "Kanata", which means "settlement".

The countries of England and France soon sent people to live in Canada.

1. Colour Canada and the United States different colours. Use the legend under the map to show the country each colour represents.

2. Draw an arrow from Europe to North America. This will show the direction the explorers went in their travels.

3. Label the compass rose with the correct cardinal directions.

North America Europe

Legend

Canada United States

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World Map

The Indigenous Peoples of Canada are the **First Nations** and **Inuit** people who have lived here for centuries. They are the "first peoples" of our country.

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This land was named **Canada**, from the Huron word "Kanata", which means "settlement".

The countries of England and France soon sent people to live in Canada.

1. What colour is North America?
Answer here

2. What colour is Europe?
Answer here.

3. Drag the directions to the compass rose.

E S W N

North America Europe

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3 Part Lessons (Printable Version Only)

Materials

- Online video: [History for Kids: Medieval Ages](#)
- Algonquin and Haudenosaunee student texts from Lesson 5 as a reference for "Getting Started" OR use [Organization of First Nations Groups](#), which has the same information on one page.
- Graphic Organizers
- Gr. 3 Worksheet: [Organization of Algonquin First Nations Peoples](#)
- Gr. 4 Worksheet: [Social Organization in Medieval Times](#)

Getting Started

- Remind students of the first "Big Idea" of this unit: **Studying how communities in the past developed help us understand aspects of our lives today.**
- Explain that today the class will be exploring how different cultures in history organized themselves.
- Ask students to consider the organization of your school. Who holds the most power? (They will likely say that the principal does; you might want to explain the roles of a superintendent and a director of education, as many students will be unfamiliar with the "school board" system, and that that power and

Lesson 9: Social
Grade 3: A11 A22 Grade 4: A11

Materials

- Optional: [Timeline for Kids](#) video
- Video: [The Story of Us](#)
- Mural paper
- Markers
- Timeline headers (optional)

Teacher Reference: [100 Greatest Events in Canadian History](#)

Getting Started

- Ask students to think of the different classroom or school events that have happened thus far in the school year. Write their responses on the blackboard.
- Ask which of these events are the most **significant** (important). Explain that an event might be considered to be significant if it:
 - Results in change
 - Reveals something about the class or school
- Explain that today the class will be using **timelines** to show events in the order they occurred in time.
- Optional: Show students the [Timeline for Kids](#) video.
- Create a simple timeline for the present year, and demonstrate how to organize events on this timeline. (You may want to keep, and add to, this timeline for the rest of the school year.)

Working On It

- If possible, show students some or all of this episode of [The Story of Us](#), asking them to listen for significant events and dates.
- Using mural paper, or regular copy paper taped together, create a timeline, with June of the current year as the endpoint.
- Choose 4-5 dates that you feel your students will understand, and add them to your timeline. (I suggest a timeline going along the top of at least two walls in your classroom, and adding events as students learn about them.)

I have included one sentence under each date indicating its importance. I have also included one page of blank timeline cards for you to add other dates your students find significant. Check out the webpage: [100 Greatest Events in Canadian History](#) For other important dates.

1534

Reflecting & Connecting

- Discuss the question: "Was it really a new world that the European explorers discovered, if Indigenous people were already here?"

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





95% Editable Text

Diorama Culminating Activity

Sample Diorama



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Student Booklet

Project Criteria

Rubric

Parent Letter

Dear Parent/Guardian,

Our Grade 3/4 class has been learning about the lives of people from earlier time periods.

Grade 3 students have been learning about life from 1780-1850 in the area that would eventually become Canada.

Grade 4 students have been learning about life from 1780-1850 as well as early First Nations before Canada.

As a final project, each student will create a diorama that shows what life would look like in an earlier time period. They will need:

- A large shoebox or similar container
- Materials to represent:
 - A person from the time period
 - Clothing
 - Food (or a source of food)
 - Shelter
 - One mode of transportation
 - Greatest Challenge

Students will also be creating a booklet that shows the life of the person from the time period. The booklet will be attached to the diorama.

Students will be given a booklet that shows the life of the person from the time period. The booklet will be attached to the diorama.

Students have been given a booklet that shows the life of the person from the time period. The booklet will be attached to the diorama.

Please let me know if you have any questions. Sincerely,

Life in Medieval

Diorama Success Criteria

Name: _____

You will be making a diorama that shows life for a person in an earlier time.



By: _____

How Under

Grade 4 Strand B Culminating Project: Historical Diorama

Name: _____

➤ Historical Diorama shows:

- ☐ Person in typical clothing of the society
- ☐ Access to food
- ☐ Shelter
- ☐ Transportation
- ☐ Greatest Challenge

➤ Booklet

- ☐ All sections are complete
- ☐ Neatly written
- ☐ Clearly explains how life in modern day Canada is the same and different from life in an early society

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of life in an early society	Shows some understanding of life in an early society	Shows a good understanding of life in an early society	Shows thorough understanding of life in an early society
Thinking (Planning Skills)	Gathered & organized diorama with few of the required components	Gathered & organized diorama with some of the required components	Gathered & organized diorama with most of the required components	Gathered & organized diorama with extra components beyond those required
Communication (Expression & Organization of Ideas)	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 life today and life long ago with limited effectiveness	Makes connections between life today and life long ago with some effectiveness	Makes connections between life today and life long ago with considerable effectiveness	Makes connections between life today and life long ago with a high degree of effectiveness

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97

Culminating Task “Booklet”

Grade 3 Booklet

Life in
Early Canada
and Today

Grade 4 Booklet

Life in
Medieval
England
and Today

Digital Booklet Slides

Grade 4 Booklet

Life in Medieval England and Today



From the Past

Answer here

About
helped
stand
ie?

enge

Present

test challenge faced by people
type here.

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Students compare the lives of early settlers (Gr. 3) or medieval citizens (Gr. 4) with their own, looking at food, clothing, shelter, transportation and challenges.

Assessment Tools

Grade 3 Strand B Culminating Project: Historical Diorama

Name: _____

➤ Historical Diorama shows:

- ☐ person in typical clothing of the era
- ☐ access to food
- ☐ shelter
- ☐ transportation
- ☐ tool
- ☐ recreation

➤ Booklet

- ☐ All sections are complete
- ☐ Neatly written
- ☐ Clearly explains how life today is the same and different from life long ago

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of life in Canada's early communities	Shows some understanding of life in Canada's early communities	Shows a good understanding of life in Canada's early communities	Shows thorough understanding of life in Canada's early communities
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Application (Making Connections)	Makes connections between life today and long ago with limited effectiveness	Makes connections between life today and long ago with some effectiveness	Makes connections between life today and long ago with considerable effectiveness	Makes connections between life today and long ago with a high degree of effectiveness

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Grade 3: Historical Diorama Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of life in Canada's earliest communities	Shows some understanding of life in Canada's earliest communities	Shows a good understanding of life in Canada's earliest communities	Shows thorough understanding of life in Canada's earliest communities
Thinking (Planning Skills)	Gathered & organized diorama with few of the required components	Gathered & organized diorama with some of the required components	Gathered & organized diorama with the required components	Gathered & organized diorama with extra components beyond those required
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 life today and long ago with limited effectiveness	Makes connections between life today and long ago with some effectiveness	Makes connections between life today and long ago with considerable effectiveness	Makes connections between life today and long ago with a high degree of effectiveness

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★ Exit Ticket Name: _____

How did the early settlers get their clothing? Use examples from the Chat Stations to help answer this question.

★ Exit Ticket Name: _____

How did the type of clothing worn by someone from the past tell something about how wealthy they are? Use examples from the Chat Stations to help answer this question.

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★ Exit Ticket

How did the type of clothing worn by someone from the past tell something about how wealthy they are? Use examples from the lesson to help answer this question.

Write here

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