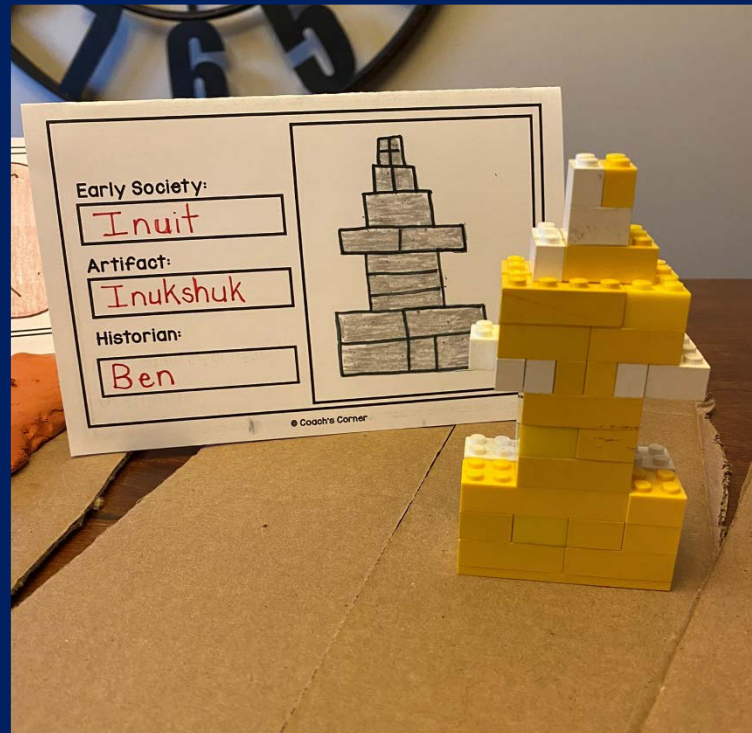
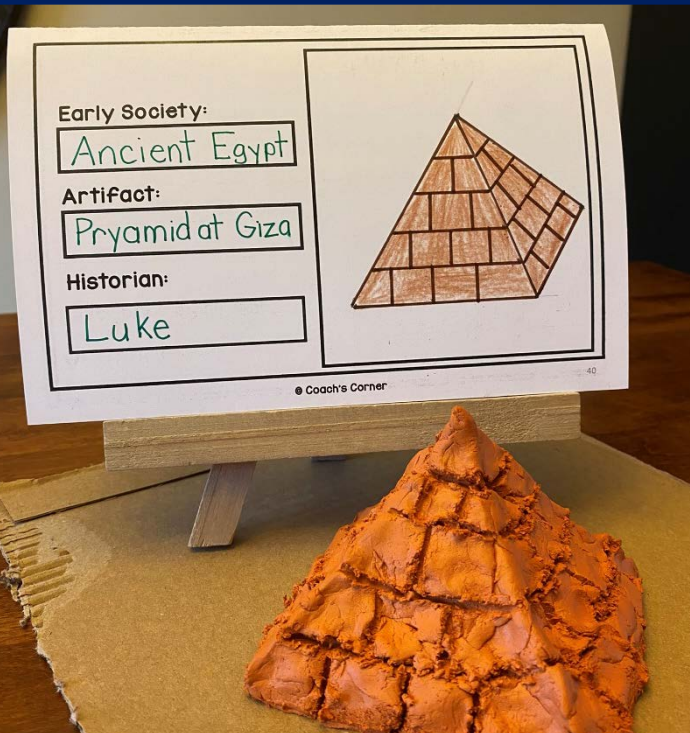


# Ontario Social Studies



## Grade 4 Early Societies



# Resource Highlights



3-Part Lesson Plans



Links to Relevant Websites



6 Sets of Student Texts



Assessment Tools



Culminating Task: Museum



Aligns with Ontario  
Curriculum

# Lessons



1. How Do We Learn About the Past?
2. How Does the Local Environment Affect a Society?
3. How Do Maps Help Us Learn About a Society?
4. How Does the Environment Shape a Society?
5. How Were People Organized?
6. What Were Homes Like?
7. What Were Families Like?
8. What Work Did People Do?
9. How Did People Learn and Have Fun?
10. What Did People Believe?
11. How Did People Get Around?
12. What Legacies Did Early Societies Leave?

**Culminating Task:  
Early Societies  
Museum**

# Full Lesson Plans

## Getting Started: Activating Prior Knowledge

**Materials**

- [Early Aztec Farming](#) sheet – 1 copy displayed using a projector
- Optional: [Chinampas video](#)
- [Expert Group Booklets](#) (early society): 1 per group
- Chart with each Expert Group and group members listed.

**Getting Started**

Display the [Early Aztec Farming](#) sheet.

- Explain that the Aztecs lived in the middle of what is now Mexico.
- They built a city called Tenochtitlan on an island in Lake Texcoco, because they thought it would be safer from attackers.
- The land was very swampy and there was no place for the Aztecs to grow food.
- The clever Aztecs created floating gardens called **chinampas** from reeds and rushes in the environment.
- They put soil and reeds on top of the raft, and then planted seeds for chili peppers, tomatoes, corn and other vegetables. Willow trees were grown at the corners of the chinampas to hold the soil in place.
- The Aztecs built rows and rows of chinampas, with canals between them. People traveled by boats in the canal to reach the chinampas.
- Discuss with students how the swampy environment prevented the Aztecs from traditional farming on the land, so they made chinampas.
- Emphasize that the geography and climate of Tenochtitlan shaped how the Aztecs got food for their families. They needed to build the rafts, and to build boats to get them to the rafts from the mainland.

**Alternatively, you could simply show & discuss the video!**

**Working On It**

- Display the Expert Groups chart you had prepared before class.
- Emphasize that each group will focus on its own early society, but be sharing their learning with the whole class during [Knowledge Building Circles](#).
- Place students in their Expert Groups, giving each group a copy of the booklet pertaining to their particular early society. (**Note: some teachers may prefer to give each student an assembled booklet at this point, or to give only the paper/s belonging to the day's topic to students.**)
- Allow students time to scan through the booklet.
- Tell students that each group is to read the first two pages of the booklet, and determine the THREE most important relationships between the environment and the people of their early society. Explain that each group will need to share these three relationships with the class after this task.

**Reflecting & Connecting**

- Bring the class back together and allow each group to share what they learned about how the environmental conditions of an area dictate many of the ways in which people live their lives. They should see commonalities like the importance of a clean water source, fertile land, wildlife for hunting and trapping, etc.

**Optional Assessment**

If time allows, you can have students complete the [How Does the Environment Shape a Society?](#) for their early societies.

**Lesson 4: How Does the Environment Shape a Society?**  
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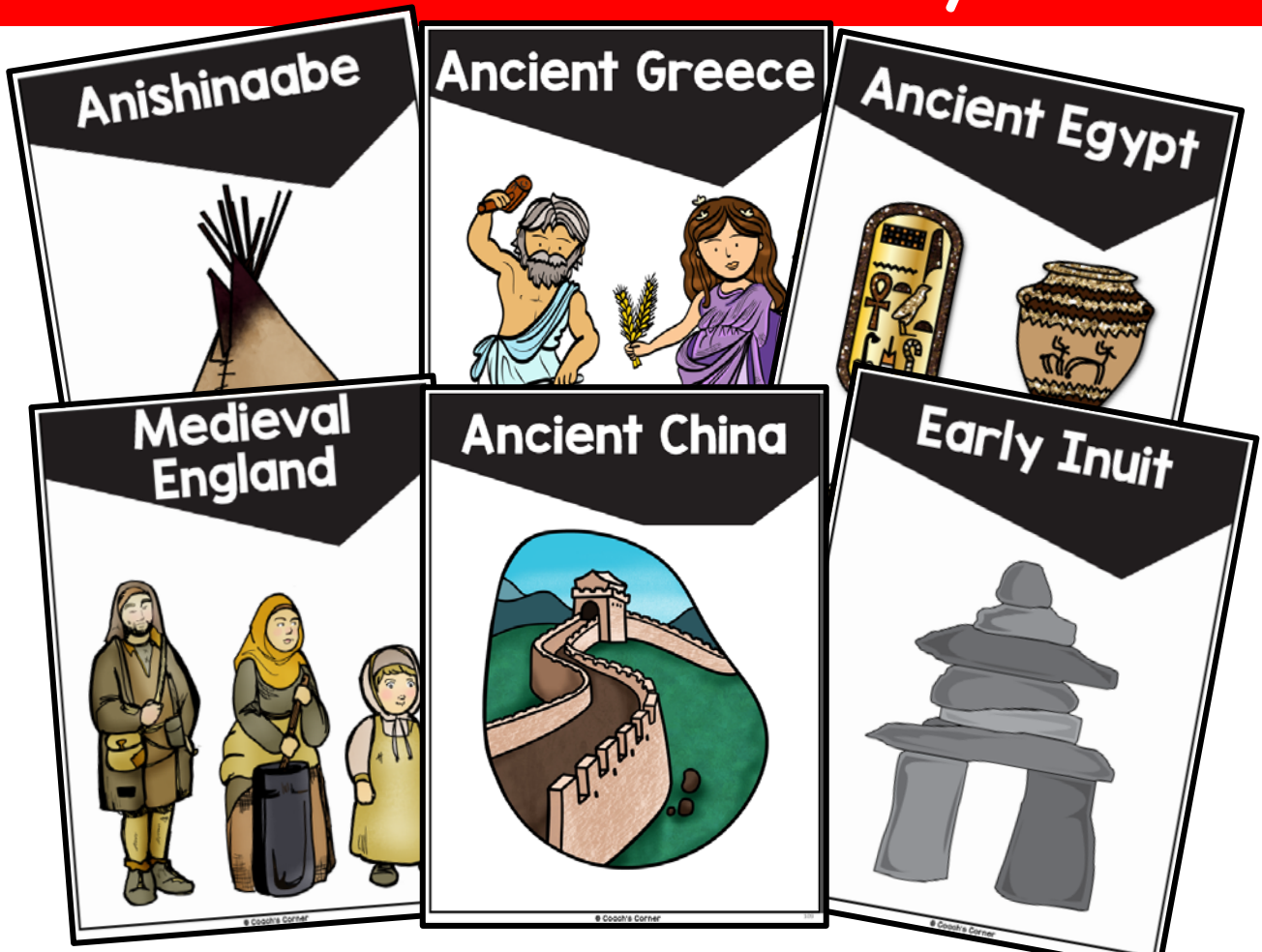
## Materials List (including hyperlinks)

## Working On It: Using Parallel Texts and Tasks

**Reflecting and Connecting: Each Expert Group shares what they have learned about their early society as it reflects upon the focus of the lesson.**

# Student-Friendly Workbooks for Each Expert Group

- Students work in groups.
- Each group become the experts on one society & shares knowledge with the rest of the class.
- Teacher models with Early Aztecs





# Student-Friendly Workbooks

## Ancient Greece

1. Ancient Greece was a collection of many small city-states, each with its own government and laws.

2. The most famous ancient Greek city-state was Athens, which was known for its democracy and art.

3. Another famous ancient Greek city-state was Sparta, which was known for its military and discipline.

4. The ancient Greeks were very religious and believed in many gods and goddesses.

5. The ancient Greeks were also very interested in science and philosophy.

6. The ancient Greeks were very artistic and created many beautiful works of art.

7. The ancient Greeks were very brave and fought many wars.

8. The ancient Greeks were very curious and explored many new places.

9. The ancient Greeks were very smart and came up with many new ideas.

10. The ancient Greeks were very kind and helped each other.

## Where Did People in Ancient Greece Live?

1. Ancient Greece was located in the southern part of Europe, on a peninsula and many islands.

2. The ancient Greeks lived in small villages and cities, often built on hills or mountains.

3. The ancient Greeks lived in simple houses made of mud-brick or stone.

4. The ancient Greeks lived in a warm climate with hot summers and mild winters.

5. The ancient Greeks lived near the sea, which was important for their trade and travel.

6. The ancient Greeks lived in a region with many mountains and valleys.

7. The ancient Greeks lived in a region with many rivers and lakes.

8. The ancient Greeks lived in a region with many forests and fields.

9. The ancient Greeks lived in a region with many beautiful views.

10. The ancient Greeks lived in a region with many interesting people.

## How Did Geography Shape Ancient Greece?

1. The mountainous terrain of ancient Greece made it difficult to travel between different regions.

2. The mountainous terrain of ancient Greece led to the development of many small, independent city-states.

3. The mountainous terrain of ancient Greece made it easy to defend against invaders.

4. The mountainous terrain of ancient Greece led to the development of a strong military.

5. The mountainous terrain of ancient Greece made it difficult to grow crops, so the ancient Greeks had to rely on trade.

6. The mountainous terrain of ancient Greece led to the development of a strong economy.

7. The mountainous terrain of ancient Greece made it easy to explore new lands.

8. The mountainous terrain of ancient Greece led to the development of a strong culture.

9. The mountainous terrain of ancient Greece made it difficult to build large cities.

10. The mountainous terrain of ancient Greece led to the development of a strong sense of community.

## How Does the Environment Shape Ancient Greece?

1. The warm climate of ancient Greece made it easy to grow crops like olives and grapes.

2. The warm climate of ancient Greece led to the development of a strong economy.

3. The warm climate of ancient Greece made it easy to explore new lands.

4. The warm climate of ancient Greece led to the development of a strong culture.

5. The warm climate of ancient Greece made it difficult to build large cities.

6. The warm climate of ancient Greece led to the development of a strong sense of community.

7. The warm climate of ancient Greece made it easy to defend against invaders.

8. The warm climate of ancient Greece led to the development of a strong military.

9. The warm climate of ancient Greece made it difficult to travel between different regions.

10. The warm climate of ancient Greece led to the development of many small, independent city-states.

## How Were People Organized in Ancient Athens, Greece?

1. The Acropolis was the most important part of ancient Athens, where the gods lived and the most important buildings were located.

2. The Acropolis was the center of ancient Athens, where the most important people lived and the most important decisions were made.

3. The Acropolis was the most beautiful part of ancient Athens, with many beautiful buildings and statues.

4. The Acropolis was the most powerful part of ancient Athens, with many powerful people living there.

5. The Acropolis was the most interesting part of ancient Athens, with many interesting people living there.

6. The Acropolis was the most famous part of ancient Athens, with many famous people living there.

7. The Acropolis was the most important part of ancient Athens, with many important people living there.

8. The Acropolis was the most beautiful part of ancient Athens, with many beautiful people living there.

9. The Acropolis was the most powerful part of ancient Athens, with many powerful people living there.

10. The Acropolis was the most interesting part of ancient Athens, with many interesting people living there.

## Comparing 2 Societies - Organization

1. Society 1: Ancient Greece

2. Society 2: Ancient Rome

3. Similarities: Both societies were organized into city-states, with a strong government and a strong economy.

4. Differences: Ancient Greece was a democracy, while Ancient Rome was a dictatorship.

5. Conclusion: Both societies were very powerful and had a strong influence on the world.

## In What Kind of Homes Did People in Ancient Greece Live?

1. Ancient Greek houses were usually built on hills or mountains, with a strong wall and a flat roof.

2. Ancient Greek houses were usually made of mud-brick or stone, with a small window and a small door.

3. Ancient Greek houses were usually very simple, with a small room and a small kitchen.

4. Ancient Greek houses were usually very warm, with a strong fire and a strong smell.

5. Ancient Greek houses were usually very beautiful, with many beautiful decorations and statues.

6. Ancient Greek houses were usually very powerful, with many powerful people living there.

7. Ancient Greek houses were usually very interesting, with many interesting people living there.

8. Ancient Greek houses were usually very famous, with many famous people living there.

9. Ancient Greek houses were usually very important, with many important people living there.

10. Ancient Greek houses were usually very beautiful, with many beautiful people living there.

## Match the Shelter to the Society

1. Ancient China: A hut made of mud-brick and straw, with a thatched roof.

2. Medieval England: A house made of stone and wood, with a thatched roof.

3. Ancient Greece: A house made of mud-brick and stone, with a flat roof.

4. Anishnaabe: A tent made of animal skin, with a thatched roof.

5. Ancient Egypt: A house made of mud-brick and stone, with a flat roof.

## Shelter

1. The shelter was made of mud-brick and stone, with a flat roof.

2. The shelter was made of mud-brick and stone, with a thatched roof.

3. The shelter was made of mud-brick and stone, with a thatched roof.

4. The shelter was made of mud-brick and stone, with a thatched roof.

5. The shelter was made of mud-brick and stone, with a thatched roof.

6. The shelter was made of mud-brick and stone, with a thatched roof.

7. The shelter was made of mud-brick and stone, with a thatched roof.

8. The shelter was made of mud-brick and stone, with a thatched roof.

9. The shelter was made of mud-brick and stone, with a thatched roof.

10. The shelter was made of mud-brick and stone, with a thatched roof.

## Ancient Greece - Family Life

1. Ancient Greek families were usually very large, with many children.

2. Ancient Greek families were usually very warm, with a strong fire and a strong smell.

3. Ancient Greek families were usually very beautiful, with many beautiful decorations and statues.

4. Ancient Greek families were usually very powerful, with many powerful people living there.

5. Ancient Greek families were usually very interesting, with many interesting people living there.

6. Ancient Greek families were usually very famous, with many famous people living there.

7. Ancient Greek families were usually very important, with many important people living there.

8. Ancient Greek families were usually very beautiful, with many beautiful people living there.

9. Ancient Greek families were usually very powerful, with many powerful people living there.

10. Ancient Greek families were usually very interesting, with many interesting people living there.

## Family Life, Food and Clothing

1. The family was made of mud-brick and stone, with a flat roof.

2. The family was made of mud-brick and stone, with a thatched roof.

3. The family was made of mud-brick and stone, with a thatched roof.

4. The family was made of mud-brick and stone, with a thatched roof.

5. The family was made of mud-brick and stone, with a thatched roof.

6. The family was made of mud-brick and stone, with a thatched roof.

7. The family was made of mud-brick and stone, with a thatched roof.

8. The family was made of mud-brick and stone, with a thatched roof.

9. The family was made of mud-brick and stone, with a thatched roof.

10. The family was made of mud-brick and stone, with a thatched roof.

## What Kind of Work Did People in Ancient Greece Do?

1. Ancient Greek men usually worked as farmers, soldiers, or craftsmen.

2. Ancient Greek women usually worked as weavers, cooks, or nurses.

3. Ancient Greek children usually worked as helpers, messengers, or soldiers.

4. Ancient Greek slaves usually worked as laborers, soldiers, or craftsmen.

5. Ancient Greek citizens usually worked as farmers, soldiers, or craftsmen.

6. Ancient Greek citizens usually worked as weavers, cooks, or nurses.

7. Ancient Greek citizens usually worked as helpers, messengers, or soldiers.

8. Ancient Greek citizens usually worked as laborers, soldiers, or craftsmen.

9. Ancient Greek citizens usually worked as farmers, soldiers, or craftsmen.

10. Ancient Greek citizens usually worked as weavers, cooks, or nurses.

## Work

1. The workday was made of mud-brick and stone, with a flat roof.

2. The workday was made of mud-brick and stone, with a thatched roof.

3. The workday was made of mud-brick and stone, with a thatched roof.

4. The workday was made of mud-brick and stone, with a thatched roof.

5. The workday was made of mud-brick and stone, with a thatched roof.

6. The workday was made of mud-brick and stone, with a thatched roof.

7. The workday was made of mud-brick and stone, with a thatched roof.

8. The workday was made of mud-brick and stone, with a thatched roof.

9. The workday was made of mud-brick and stone, with a thatched roof.

10. The workday was made of mud-brick and stone, with a thatched roof.

## Education

1. Ancient Greek education was usually very simple, with a small room and a small teacher.

2. Ancient Greek education was usually very warm, with a strong fire and a strong smell.

3. Ancient Greek education was usually very beautiful, with many beautiful decorations and statues.

4. Ancient Greek education was usually very powerful, with many powerful people living there.

5. Ancient Greek education was usually very interesting, with many interesting people living there.

6. Ancient Greek education was usually very famous, with many famous people living there.

7. Ancient Greek education was usually very important, with many important people living there.

8. Ancient Greek education was usually very beautiful, with many beautiful people living there.

9. Ancient Greek education was usually very powerful, with many powerful people living there.

10. Ancient Greek education was usually very interesting, with many interesting people living there.

## Recreation

1. Ancient Greek recreation was usually very simple, with a small room and a small game.

2. Ancient Greek recreation was usually very warm, with a strong fire and a strong smell.

3. Ancient Greek recreation was usually very beautiful, with many beautiful decorations and statues.

4. Ancient Greek recreation was usually very powerful, with many powerful people living there.

5. Ancient Greek recreation was usually very interesting, with many interesting people living there.

6. Ancient Greek recreation was usually very famous, with many famous people living there.

7. Ancient Greek recreation was usually very important, with many important people living there.

8. Ancient Greek recreation was usually very beautiful, with many beautiful people living there.

9. Ancient Greek recreation was usually very powerful, with many powerful people living there.

10. Ancient Greek recreation was usually very interesting, with many interesting people living there.

## What Did the Ancient Greeks Believe?

1. The ancient Greeks believed in many gods and goddesses, each with their own powers and personalities.

2. The ancient Greeks believed in a strong afterlife, where the souls of the dead lived on in a different world.

3. The ancient Greeks believed in a strong sense of community, where everyone helped each other.

4. The ancient Greeks believed in a strong sense of honor, where everyone was proud of their achievements.

5. The ancient Greeks believed in a strong sense of justice, where everyone was treated fairly.

6. The ancient Greeks believed in a strong sense of courage, where everyone was brave and fearless.

7. The ancient Greeks believed in a strong sense of wisdom, where everyone was smart and knowledgeable.

8. The ancient Greeks believed in a strong sense of beauty, where everyone was beautiful and attractive.

9. The ancient Greeks believed in a strong sense of power, where everyone was powerful and strong.

10. The ancient Greeks believed in a strong sense of love, where everyone was kind and loving.

## What Did People Believe?

1. The belief system was made of mud-brick and stone, with a flat roof.

2. The belief system was made of mud-brick and stone, with a thatched roof.

3. The belief system was made of mud-brick and stone, with a thatched roof.

4. The belief system was made of mud-brick and stone, with a thatched roof.

5. The belief system was made of mud-brick and stone, with a thatched roof.

6. The belief system was made of mud-brick and stone, with a thatched roof.

7. The belief system was made of mud-brick and stone, with a thatched roof.

8. The belief system was made of mud-brick and stone, with a thatched roof.

9. The belief system was made of mud-brick and stone, with a thatched roof.

10. The belief system was made of mud-brick and stone, with a thatched roof.

## How Did People Travel in Ancient Greece?

1. Ancient Greek people usually traveled by ship, which was the most common way of travel.

2. Ancient Greek people usually traveled by land, which was the most difficult way of travel.

3. Ancient Greek people usually traveled by air, which was the most dangerous way of travel.

4. Ancient Greek people usually traveled by water, which was the most beautiful way of travel.

5. Ancient Greek people usually traveled by fire, which was the most powerful way of travel.

6. Ancient Greek people usually traveled by earth, which was the most interesting way of travel.

7. Ancient Greek people usually traveled by sky, which was the most famous way of travel.

8. Ancient Greek people usually traveled by sea, which was the most important way of travel.

9. Ancient Greek people usually traveled by land, which was the most beautiful way of travel.

10. Ancient Greek people usually traveled by air, which was the most powerful way of travel.

## Transportation

1. The transportation system was made of mud-brick and stone, with a flat roof.

2. The transportation system was made of mud-brick and stone, with a thatched roof.

3. The transportation system was made of mud-brick and stone, with a thatched roof.

4. The transportation system was made of mud-brick and stone, with a thatched roof.

5. The transportation system was made of mud-brick and stone, with a thatched roof.

6. The transportation system was made of mud-brick and stone, with a thatched roof.

7. The transportation system was made of mud-brick and stone, with a thatched roof.

8. The transportation system was made of mud-brick and stone, with a thatched roof.

9. The transportation system was made of mud-brick and stone, with a thatched roof.

10. The transportation system was made of mud-brick and stone, with a thatched roof.

## Legacies - Ancient Greece

1. Ancient Greece has left many legacies behind, including its art, science, and philosophy.

2. Ancient Greece has left many legacies behind, including its democracy and its sense of community.

3. Ancient Greece has left many legacies behind, including its sense of honor and its sense of justice.

4. Ancient Greece has left many legacies behind, including its sense of courage and its sense of wisdom.

5. Ancient Greece has left many legacies behind, including its sense of beauty and its sense of power.

6. Ancient Greece has left many legacies behind, including its sense of love and its sense of life.

7. Ancient Greece has left many legacies behind, including its sense of death and its sense of eternity.

8. Ancient Greece has left many legacies behind, including its sense of time and its sense of space.

9. Ancient Greece has left many legacies behind, including its sense of matter and its sense of energy.

10. Ancient Greece has left many legacies behind, including its sense of mind and its sense of soul.

Each of the 6 Expert Groups Has a Different Workbook But the Same Tasks!

# Consistent Workbook Format for All 6 Early Societies

## Lesson 8: What Kind of Work Did People Do?

### Medieval England

**What Kind of Work Did People in Medieval England Do?**

**Men**

The job a person did in Medieval England depended upon who they were. They did not always get money in return for their work.

- A wealthy man might become a knight fighting on behalf of the lord or king that had given him land. He had to serve the king for 40 days a year without pay. If there was a war, he had to work for two months of the year.
- A monk could also become a monk or priest who worked by praying and serving God. He would be paid in gifts from those he prayed for.
- Merchants and craftsmen worked by buying and selling things. They would have buildings in town where people would come to buy their goods.
- Many men worked as farmers for their lords. They kept most of the food for their families, but paid their rent in food for their lord.

**Women**

Noble women took care of their children and the servants. If their husband was away, a noble woman might manage the whole manor.

A woman who chose not to marry might become a nun. She would live in a special building with other nuns, and spend much of her time praying. Nuns might also help people who were sick or hungry.

Most medieval women were peasants living in rural areas. They

- Cared for their children
- Helped in the fields
- Churned butter
- Prepared food
- Spun wool
- Sewed clothes
- Took care of farm animals

**Wealthy Children**

Some boys from wealthy homes would learn how to read and write, and would later become lawmakers, businessmen, and authors. A wealthy boy who wanted to become a knight would move to the castle of a relative who was a famous knight. He worked for the squire, learning how to be a knight.

Wealthy girls stayed home to learn from their mothers how to care for a large household.

**Poorer Children**

Sometimes a boy would spend a few years working as an apprentice with a skilled craftsman such as a blacksmith. Then he would become a blacksmith himself.

Smaller boys helped their parents grow food or make money. The son of a carpenter might collect wood shavings to keep his father's workshop clean. Girls and younger children would scare birds from fields, collect eggs from chickens, and collect fruits and berries.

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### Ancient Greece

**What Kind of Work Did People in Ancient Greece Do?**

**Men**

- A Greek male who was not a slave was considered to be a free man.
- Free men were in charge of everyone living in their homes.
- Men were responsible for farming, although other family members helped.
- There were many types of jobs for men in Ancient Greece, such as:
  - fisherman
  - soldier
  - teacher
  - government worker
  - craftsman

**Women**

- Women were not considered to be citizens.
- Wives couldn't leave their homes unless their husband gave them permission.
- With her husband's permission, a woman could shop, get water from the village well, and go to temple.
- A woman had control of everything that happened within her home.
- Women
  - cooked
  - cleaned
  - sewed
  - cared for their children
  - often helped in the fields.

**Children**

**Children**

- Children helped their parents in the fields and in the home.
- Boys from wealthy families went to school.
- Girls didn't usually go to school. They learned to spin, weave, clean and cook from their mothers.
- Girls were married when they were young teenagers.
- Children kept pets. They played with and cared for dogs, geese, and chickens.

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### Anishinaabe

**What Kind of Work Did the Anishinaabe Do?**

Long ago the Anishinaabe people depended only upon themselves for survival. They had to find enough food to eat, make clothing that would keep them warm in winter, gather plants to make medicine with, and keep their families safe from human and animal attack. They did not work for a company or get a paycheck.

**Men**

Anishinaabe men were responsible for:

- hunting
- trapping
- fishing
- making tools from wood or bark found in the forest
- making boats for fishing and travelling
- protecting their families if they were attacked.

**Women**

Women had many responsibilities. They

- took care of their children
- collected nuts, berries, and any other plants that could be used in any way
- harvested wildrice in the fall and maple sap in the spring
- prepared animal skins and made clothing
- took down, carried, and set up the family's wigwam when they moved to a new location
- made and decorated pottery to use when preparing meals

**Children**

Children were expected to

- help collect berries and any crops that had been planted
- make arrowheads
- play games which helped them grow strong
- listen to the stories of their elders to learn about the ways of their people.

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### Ancient Egypt

**What Kind of Work Did the Ancient Egyptians Do?**

**Men**

There were many types of work for Egyptian men. A man often took the same kind of job that his father had. For example, a carpenter might teach his son how to build furniture, and then the son would become a carpenter as well.

Most men worked as farmers, who were very important as they provided food for all Egyptians. Men could also be:

- labourers (general workers)
- builders
- fisherman
- warriors
- bakers

Men from wealthy families would likely be educated and could become:

- architects
- engineers
- priests
- doctors
- doctors
- dentists

Many men would have worked to build the huge pyramids in Egypt. Some archaeologists believe that all Egyptian men had to spend part of their lives working for the pharaoh's building projects.

**Women**

Most women in Ancient Egypt took care of their homes and cared for their children. However, they could also do almost any job men could do. Women could be:

- musicians
- dancers
- cooks
- nannies
- businesswomen
- traders

Women could own their own homes, and choose their own jobs.

A woman could NOT be an important government official or rule the country unless she was a pharaoh or queen.

**Children**

Egyptian children were very important to their parents, who considered them to be a blessing. About half of all children died before they turned 5, because of serious diseases. Up until their 5th birthday, children were free to play and enjoy life.

At age 5 rich children began to learn to read, write and do math. Children who were not from wealthy families started to work. They might:

- have farming chores
- sew
- cook
- clean
- care for younger brothers and sisters

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### Ancient China

**What Kind of Work Did the Ancient Chinese Do?**

**Men**

**Wealthy Men**

Wealthy men usually had gone to school as children. They learned to be doctors, architects, and warriors.

**Poorer Men**

Most men in Ancient China were farmers. They were important to all people in the country because they provided food. Farmers:

- grew and harvested rice, beans, melons, and millet (a grain used in porridge)
- sold their crops in markets.

Other men could become toolmakers, scribes, shopkeepers and other jobs.

**Women**

**Wealthy Women**

Wealthy women were expected to spend most of their time at home. They spent their days:

- teaching their children
- making sure the family had enough food.

**Poorer Women**

Most women in Ancient China were not wealthy. A woman might:

- work in the rice fields with her husband
- roll silkworms and boiled the cocoons to get silk thread
- weave silk in her homes
- care for her children
- cook and clean
- thresh the rice to separate the grain from the husk
- clean the rice her husband had harvested the day before
- be a servant in a wealthy household.

When a husband died, his wife could become the head of the family, unless she had a son old enough to become head.

**Children**

**Boys**

- Boys from wealthy families might go to school.
- Most boys had fathers that were farmers. They helped their fathers harvest rice.

**Girls**

- Wealthy girls would have their feet bound with long strips of cloth. They were not able to walk easily with bound feet. This showed that they were wealthy enough that they didn't have to work.
- Most girls had fathers that were farmers. They stayed home to:
  - help their mother take care of their younger brothers and sisters
  - gather water from nearby rivers to make tea for their fathers
  - remove small pebbles from rice
  - serve drinks and food to their fathers and other family members.

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### Inuit

**What Kind of Work Did the Early Inuit Do?**

The early Inuit people spent most of their lives living to survive in very difficult conditions. Every person in an Inuit household had a very important role to play in keeping their family safe and healthy.

The Inuit usually lived in family groups with about 5 or 6 people in each family. They needed more people than that, however, to catch enough wildlife to eat. Each family would live and hunt together with many other families, especially in the winter.

**Men**

- Hunted animals such as caribou, polar bears and musk oxen
- Fished for sea animals such as whales, seals and walrus
- Made tools
- Built tents and igloos
- Made kayaks and sleds from walrus bone

**Women**

- Made clothing from animal fur and skins
- Collected berries, grass and eggs in warmer weather
- Made grass baskets
- Cared for children
- Cooked
- If men were away for long periods, women might need to hunt or fish for food

**Children**

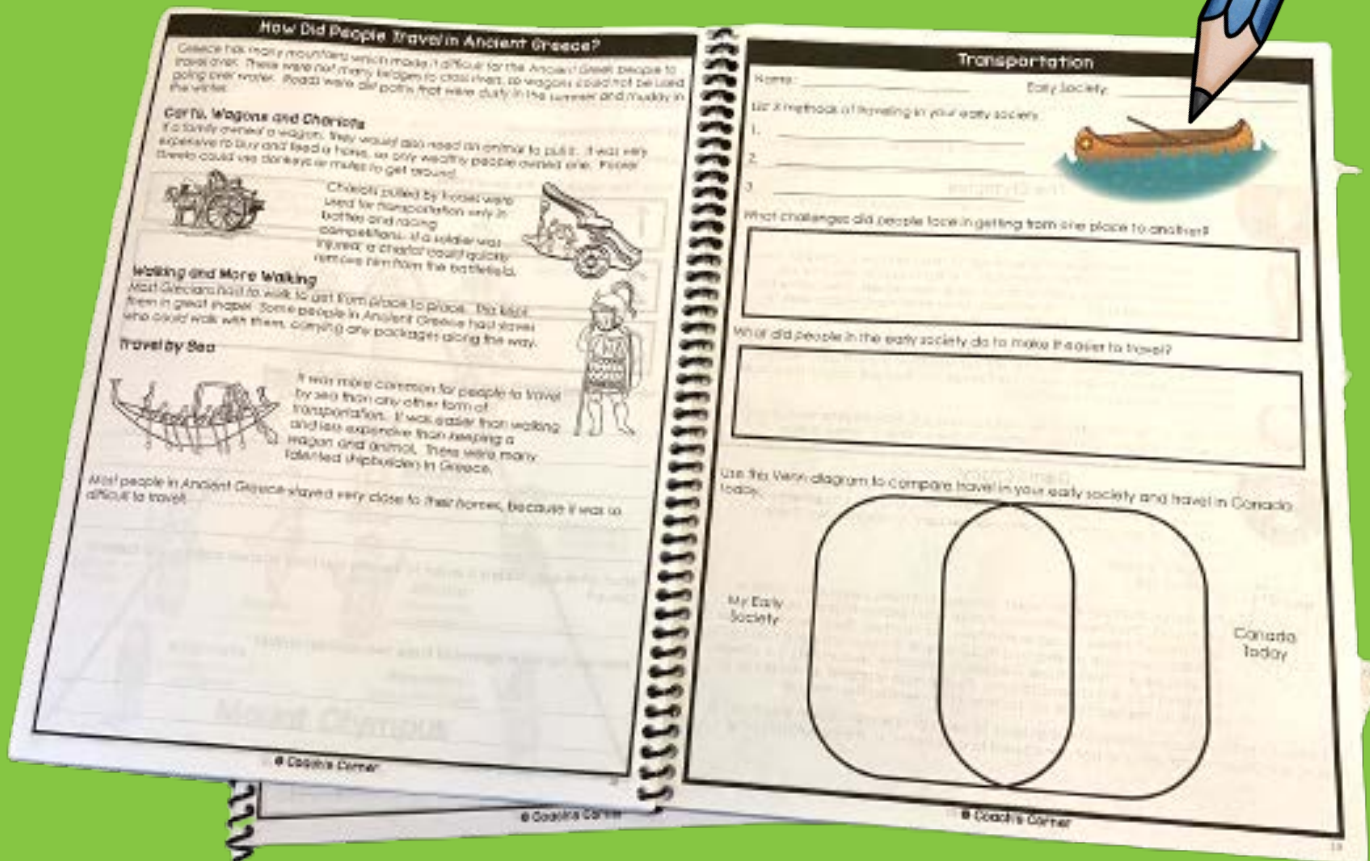
**Children**

- Helped gather berries and grass
- Assisted in hunting smaller animals
- Helped train sled dogs

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- Preassemble texts and tasks before beginning unit
- OR
- Copy day-by-day





# Mapping



## Continents

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

- A continent is one of the seven large land masses on earth.
1. Cut out each continent name and place (not glue) it on the land mass it belongs.
  2. After the class discusses the correct names of each continent, you correct names on the continents.

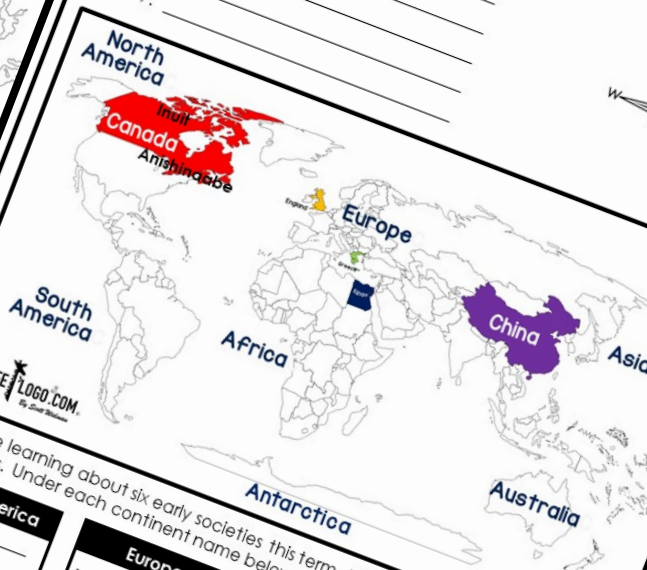
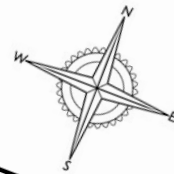


## Six Early Societies

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

This world map shows all of the continents. Write the names of the continents in alphabetical order:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



GIRAFFE LOGO.COM  
By David Wilson

We will be learning about six early societies this term. These societies are found on four continents. Under each continent name below print the name of the early society!

### North America

1. \_\_\_\_\_
2. \_\_\_\_\_

### Europe

1. \_\_\_\_\_
2. \_\_\_\_\_

### Asia

1. \_\_\_\_\_

### Africa

1. \_\_\_\_\_

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# Student-Friendly Text



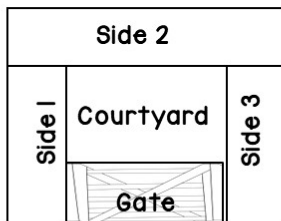
## What Kind of Homes Did People in Ancient China Live?

The type of home an Ancient Chinese family lived in depended on:

- how wealthy the family was.
- what type of material was available to build the home.

Homes would have walls and floors that were made from brick, earth, or wood.

Homes were usually built around the outside of a courtyard (an open space surrounded by walls). Three sides of the building were connected, and the fourth side was usually a gate.



### Wealthy Homes

Wealthy people might live on a large **estate**. An estate is a large area of land with several houses on it. Each house might have several rooms. The houses would have very nice furniture and silk curtains. The estate owner would eventually pass the land to share with his sons. That meant that the sons would own less land than their fathers.

### Regular Homes

Most people could not usually afford a big home with its own courtyard. Instead, families would each build a small home around an open space. That open space was a courtyard for all of the families to share.

Most people in Ancient China were farmers who lived in very simple homes. The homes would be made of sun-dried earth and bamboo. Most homes did not have much furniture, and only have one room. Screens might be put up in the home to create separate living spaces.

In most homes the kitchen would not be in the main house. It would be in a small building.

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## What Was the Relationship Between the Anishinaabe People and the Wildlife?

Like all Indigenous Peoples, the Anishinaabe believed that all living things had a spirit and must be treated with great respect. After killing an animal, they would use all the parts of the animal so that nothing was wasted.

Here is how various parts of a deer would be used by the Anishinaabe:



### Antlers

- tools
- scrapers
- awls
- pipes

### Hides

- dresses
- shirts
- leggings
- quivers
- pouches
- blankets
- moccasins

### Meat

Every part is eaten.

### Tail

- Roach hair pieces

### Bones

- tools
- scrapers
- jewelry
- hoes
- needles

### Hoof

- Glue
- rattles

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# NOTE: All Resources Are In a Zip File!

## Lesson Plans & Culminating Task



**Early Societies Expert  
Group Workbooks**

# Answer Keys

## Chat Stations Teacher's Notes

You may want to have these notes handy when discussing the chat stations after groups have rotated through them.

### 1 Ancient

- Mountains might have made travel difficult, so people used waterways instead.
- Trees would be used in other buildings (like the picture), as well as firewood for warmth and drinking, cleaning, and fish and other sea creatures as a major food source.

### 3 Medieval

- Land looks suitable for grazing.
- Trees provide materials for firewood (warmth), tools, and transportation vehicles.
- Forests would have animals hunted.

### 5 Inu

- Snow would be used to build igloos.
- People could use lakes for food, as well as for clean water.
- While the actual photos ensure students understand like these hadn't been in the past, they can be used to show trees, perhaps by asking being used for shelter.

## Family Life, Food and Clothing - Sample Answers

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

Use the organizer to tell how family life, food and clothing from two societies and from today are the same and different.

### Different

#### Early Aztecs

- Grandparents, parents, and unmarried children lived together.
- They ate more fruit & vegetables than meat.
- Men wore strips of cloth around their waists.
- Women wore loose tunics.
- Children under 3 wore no clothes!
- Both men & women wore makeup & jewellery.
- Only rich people wore cotton clothes.
- Clothes were meant to keep people cool.

#### Early

- Grandparents, parents, and unmarried children lived together.
- The ground was so the animals they had trapped.
- They used animal fur to make clothes.
- The most important animals were heavy tops.
- Clothes were meant to keep people warm.

### Similar

- Parents & children lived together.
- All adults wear clothes.
- Everyone usually eats at least some meat.

## Education and Recreation - SAMPLE ANSWERS

Name: \_\_\_\_\_ Early Society: \_\_\_\_\_

Read about education or recreation in your early society. In Box 1, write about the most interesting facts you learned. In Box 2 write about education or recreation in another society.

### 1

#### Aztec Empire

##### Society 1

Both boys and girls learned at home from their parents until they turned 14 years old. Then boys and girls went to different schools.

At 14, wealthy boys went to calmecacs to learn history, science and other subjects. Poorer boys went to a school called a telpochcalli. They learned history and religion and also learned a trade.

At 14 girls went to school to learn housework, singing, dancing and singing.

Only boys who trained to be priests learned how to read.

### 2

#### Modern-Day Canada

##### Society 2

Most children start school at about age 4. Boys and girls go to the same schools.

Children go to school for about 14 years before they finish high school in Grade 12. Most students attend schools that are paid by public taxes. Some parents can choose to pay for private school for their children instead.

All students learn reading, writing, math, science and other subjects. When they get to high school they can choose some of their courses. For example, all students learn math, but they can choose between subjects like art and drama.

In Box 3, write about how education or recreation in the two societies are **similar**.

### 3

Girls and boys in the Aztec Empire and in modern day Canada go to school.

In Box 4, write about how education or recreation in the two societies are **different**.

### 4

Children started going to school at age 14, but in Canada most students start going to school at about 4 years old.



# Assessment Tools

## How Does the Environment Shape a Society?

Name: \_\_\_\_\_ Early Society: \_\_\_\_\_

The environment is made up of the land, sea, and air. Some environments have dry deserts, while others have grasslands. Some places get more rain than others.

A society that lives in an area with a lot of fertile soil can live in one place to grow their fruits and vegetables. Another society may not have great farmland, and people must move around to hunt, trap and fish for most of their food.

Think about the society you are learning about. Write about its environmental features and the effect they have on the society. Use the early Aztecs to help you!

Environmental Feature	Effect on Society
EXAMPLE Swampland	The Aztecs and vegeta had to build water to grow

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## Education and Recreation

Name: \_\_\_\_\_ Early Society: \_\_\_\_\_

Read about education or recreation in your early society. In Box 1, write about the most interesting facts you learned. In Box 2 write about education or recreation in another society.

4

## Artifacts Rubric

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

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	Demonstrates a limited understanding of the significance of an artifact from an early society.	Demonstrates some understanding of the significance of an artifact from an early society.	Demonstrates considerable understanding of the significance of an artifact from an early society.	Demonstrates a thorough understanding of the significance of an artifact from an early society.
Thinking				Uses planning skills with a high degree of effectiveness.
Communication				Communicates with an audience of other students with a high degree of effectiveness to share information about an artifact.
Application	Identifies similarities and differences between 2 early societies with limited effectiveness.	Identifies similarities and differences between 2 early societies with some effectiveness.	Identifies similarities and differences between 2 early societies with considerable effectiveness.	Identifies similarities and differences between 2 early societies with a high degree of effectiveness.

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Society 2

Two societies are similar.

Two societies are different.

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# Chat Stations

## Lesson 2

### How Does the Local Environment Affect a Society?



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## Chat Station

1



#### Materials

- Chat Stations - 1 copy of each, glued or taped to a piece of chart paper hung around the classroom.
- Chat Stations Recording Sheet (6 copies)
- Chat Stations Teaching Notes (1 teacher copy)
- Early Societies Labels (1 copy each)
- Exit Ticket (there are 4 to a sheet, so copy accordingly)

#### Getting Started

- Explain that in the weeks ahead the class will be learning about many societies from long ago.
- Ask students what might be the basic needs of people from any time period and any place on earth. (Shelter, water, food, clothing, etc.)
- In Grade 3 students would have learned about life was like from 1780 - 1850, before Canada was officially a country. Have students share with an elbow partner how early settlers and Indigenous people would have met their basic needs. Discuss as a class.

#### Working On It!

- Introduce the names of the six societies students will be learning about this term. (Attach them in random order on the blackboard.)
- Have students share something they know about any of these societies with an elbow partner.
- Put students in 6 groups, and give each group a Chat Station Recording Sheet.
- Explain that groups will rotate through the 6 chat stations. While there, they will use the group recording sheet to record:
  - Which early society the images are from
  - How people from each early society might have used their environment to meet their basic needs (ie. River—source of drinking water, transportation route, etc.)
- Gather groups back together once they have rotated through all six stations. Go through each station, asking students which early society they think it represents, and WHY they think that. Label each appropriately. You may want to refer to the Chat Station - Teachers' Notes for this discussion.

#### Reflecting & Connecting

- What are the challenges and benefits of living in each society?
- Which societies are most interesting to students?
- Explain that students will be working in **Expert Groups** for much of this unit. Each group will focus on a different early society, bringing back knowledge to share with the whole class.
- Distribute Exit Tickets. Explain that students will mark 1 for the society they most want to focus upon, and 2 for their 2nd choice. Tell them that while you do do your best to accommodate one of their choices, it may not be possible.

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## Lesson 2: How Does the Local Environment Affect a Society?

### Chat Stations Teacher's Notes

You may want to have these notes handy when discussing the chat stations after groups have rotated through them.

1

#### Ancient Greece

- Mountains might have made land travel difficult, so people may have used waterways instead.
- Trees would be used in creating shelter and other buildings like the fence in the picture), as well as for furniture and firewood for warmth and cooking.
- Rivers and seas could be used for drinking, cleaning, and bathing.
- Fish and other sea creatures would be a major food source.

3

#### Medieval England

- Land looks suitable for farming and grazing.
- Trees provide materials for cooking, firewood (warmth), tools, and making transportation vehicles and shelter.
- Forests would have animals that could be hunted.

5

#### Inuit

- Snow would be used to create shelter (igloos).
- People could use lakes and seas to fish for food, as well as for cleaning and drinking.
- While the actual photo shows a rifle, ensure students understand that weapons like these hadn't been introduced yet.
- You may need to speak about the lack of trees, perhaps by asking why wood wasn't being used for shelter.

2

#### Anishinaabe

- Firewood from trees would provide:
  - warmth
  - cooking heat
  - material for tools
  - material for snowshoes
  - canoes and other forms of transportation
- Water could be used for drinking, cleaning, bathing & traveling.
- Fish in rivers and wildlife on land provide food.

4

#### Ancient Egypt

- River would be used for fishing, drinking, bathing, traveling, and in cooking.
- Camels could be used to carry people and goods.
- Trees would be used as shade.

6

#### Ancient China

- Mountains would make travel difficult, so people may have depended more on water as a transportation route.
- Long grasses show that the land is arable, and therefore farming is possible.
- Water could be used for drinking, bathing, and cleaning.

### Chat Stations Recording Sheet

Names: \_\_\_\_\_

1

2

3

4

5

6



# Culminating Task



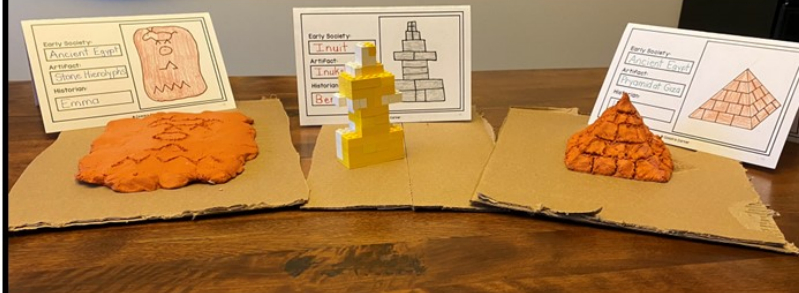
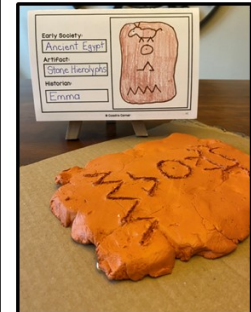
## Culminating Task

# Early Societies Museum

### Early Societies Museum

Students will create an artifact related to the unit. They will also complete a booklet of significance.

**Alternative:** If you would rather the students could simply have them complete the



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ties: Differences

Unlike \_\_\_\_\_ society