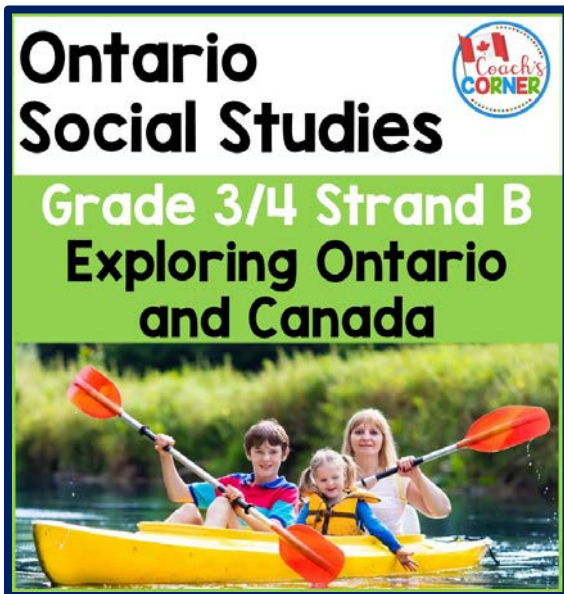


Ontario

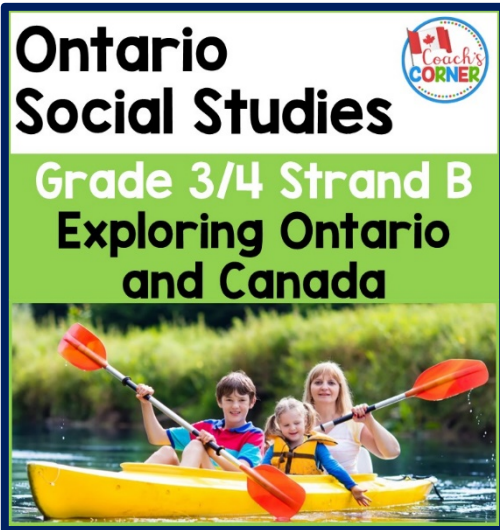
Social Studies



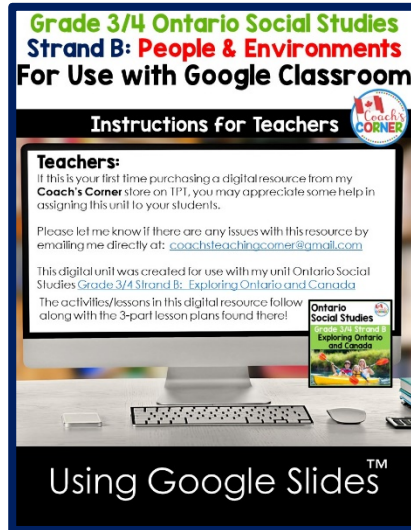
Gr. 3/4 Strand A Printable + Digital Bundle



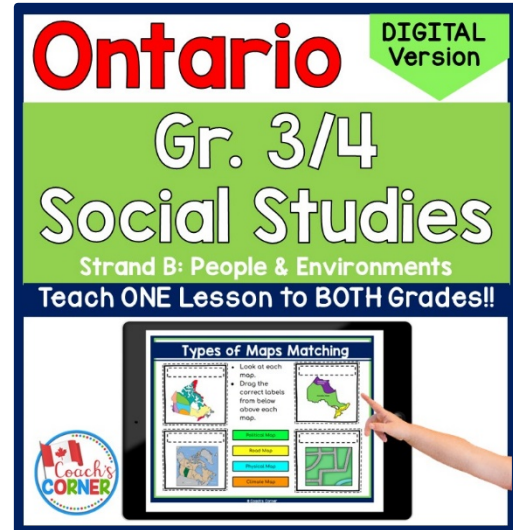
Unit Components



**Printable
Version**



**Instructions
& Answer Key
Booklet for
Digital
Version**



**Digital
Version**

The printable & digital units are companions to each other.

Lessons List: Strand B

1. Unit Provocation: Land Use Chat Stations
2. Different Kinds of Environments
3. Types of Maps
4. Political Maps
5. Governments
6. Regions of Ontario and Canada
7. Features of Physical Regions
8. Regions Flipbook
9. Water Use in Ontario and Canada
10. Where Do People Live?
11. Employment
12. Human Impact on the Environment
13. Environmental Stewardship
14. Comparing Communities, Provinces and Territories
15. Culminating Task: Balancing Wants and Needs



3 Part Lessons (Printable Version Only)

Materials

- Jobs texts (*** There are 7 different texts. Students do need a copy of each text. Each student needs a copy of ONE of the texts. Grade levels are in the top corner of each text.)
- Jobs student sheets (Each student should get the sheet for the region he/she is learning about.)
- Jobs cut & paste cover sheets (about 2 copies per group).

Getting Started

- Have students brainstorm jobs that are available in your local community, and list their suggestions.
- Discuss which of the jobs are directly related to the local environment, and which jobs can be found anywhere. For example, downhill ski instructors will likely only find jobs in snowy, hilly areas, while dentists can work anywhere.

Working On It

- Review the different regions of Ontario and Canada that students have learned about.
- Explain that each student will be reading about jobs in a region. You will want to emphasize that the jobs in these texts are directly related to the environment at that region.
- Put students in groups of 3. If possible, put Grade 3 students in groups of 3 and Grade 4 students in groups of 4.
- Give each student in a group a different region to read about:

Grade 3 Texts	Grade 4 Texts
<ul style="list-style-type: none">Jobs in Hudson Bay LowlandsJobs in the Canadian ShieldJobs in the Great Lakes-St. Lawrence Region	<ul style="list-style-type: none">Jobs in the ArcticJobs in the CordilleraJobs in the Interior PlainsJobs in the Appalachians

- Distribute the Jobs student sheets. Have students put their names on it.
- After reading their text, students are to:
 - Choose 4 jobs that could be found in their assigned region from the Jobs cut & paste cover sheets.
 - Cut each job cover out.
 - Colour each job cover sheet.
 - Fold each sheet on the dotted line.
 - Put glue on the flap where it says "Glue Here".
 - Glue each flap on onto one of the boxes on the Jobs student sheet.
 - In the empty boxes, write about each job.

Reflecting & Connecting

- Have students discuss what they have learned about how many jobs are connected to the local environment.
- If time, ask students to consider how some jobs might be affected by a change in environmental conditions. For example, what might happen if a fire was to destroy a forest that had been being used for logging?

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Lesson II: Employment
Grade 3 B11 : B12 B34 Grade 4 B11 B32 B36

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



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 B 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. In Strand B, which is more “geography-oriented” rather than historical, I have focused attention to how Canada's Indigenous communities look upon the land and its resources, particularly as to how it relates to current environmental issues.
- **The Grade 3s will focus on how Ontario's land regions affect job opportunities, transportation, homes, and other concepts, while the Grade 4s will look at those same concepts in Canada as a whole.**
- 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.

FAQ

Question	Answer
Do I need to use every lesson in this resource?	You are free to choose those lessons that best meet the needs of your particular class. I have put a significant emphasis on mapping skills in this unit, as it is more geography-based, but you may certainly omit a lesson if you feel your students have already mastered a concept.
How do I use the “big ideas” of this unit?	Keep these big ideas at the forefront of every lesson. At the end of each lesson, refer to each of the 3 big ideas and ask students which idea most closely applies to that lesson.
Do I need to print out every page of this resource?	NO! There are many pages that are just meant for teacher reference, as well as answer keys that don't need to be printed. Sometimes I have provided both colour and b/w versions of a page, so you will have a choice as to which version you want to print.
How can I contact you directly?	You can email me directly at: coachsteachingcorner@gmail.com

Format

No Jumping Between Grades!

Materials
List
(including
hyperlinks)

Lesson 1: Governments

Grade 3: A3.1
Grade 4: A3.4

Materials

- [Community Features worksheet \(Optional\)](#) – one per pair or group of students
- [Who Does What](#) video (TVO)
- **Optional Activities:**
 - A: Government Services Sorting
 - B: What Does a Government Do?
 - C: Community Responses to Disasters
 - [Proactive Plan for Belleville Flooding](#) video
- **Big Idea 2 Poster** (found at the beginning of this unit)

Getting Started

- Take students on a walk around the local community (this may be the local school catchment area, or just a couple of blocks closest to your school).
- You may want to put your students in pairs or small groups for the walk. You can give each pair or group the [Community Features](#) worksheet and a pencil.
- On the walk, students look for important features of their local community, checking off these features on their sheet (optional).

Working On It

- After returning from the walk, have students discuss the features they discovered (as well as the ones that weren't found)!
- Ask students who they think was responsible for these features. Briefly explain that governments collect money called **taxes** from people and businesses. Governments use this money to pay for things that keep the public safe, healthy, and able to enjoy life.
- Show students TVO video [Who Does What?](#)

Options: Depending on the ability and interest levels of your students, you may want to choose one or more of the following activities.

A: Government Services Sorting	B: What Does a Government Do?	C: Community Responses to Disasters
<ul style="list-style-type: none">• With a partner or independently, students cut out and sort pictures of buildings and services by "Municipal" and "Provincial" responsibilities.	Students read about the levels of government responsibilities, and then draw a picture of either a municipally (Gr. 3) or provincially (Gr. 4) funded service.	<ul style="list-style-type: none">• Show students sheet C: Community Responses to Disasters. Read & Discuss.• Students complete the two tasks.• Show video Proactive Plan for Belleville Flooding

Reflecting & Connecting

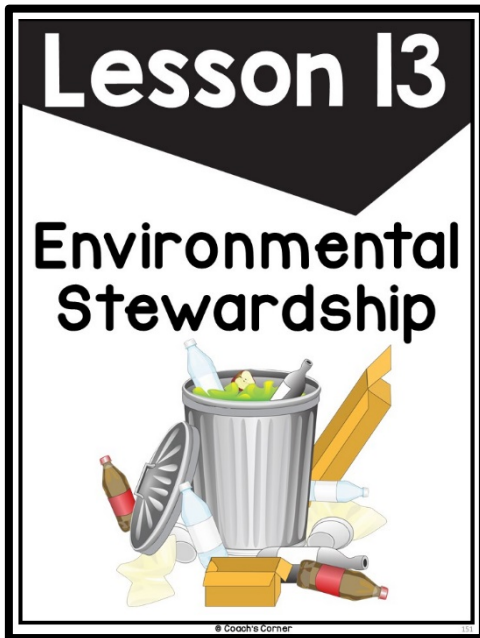
- Refer to the Big Idea 2: **People must make careful decisions that are good for nature and humans.**
- Ask students how the learning they did today is connected to this big idea. (You will want to emphasize that government officials and individual citizens are responsible for making these good decisions.)

Working
On It:
Using
Parallel
Texts and
Tasks

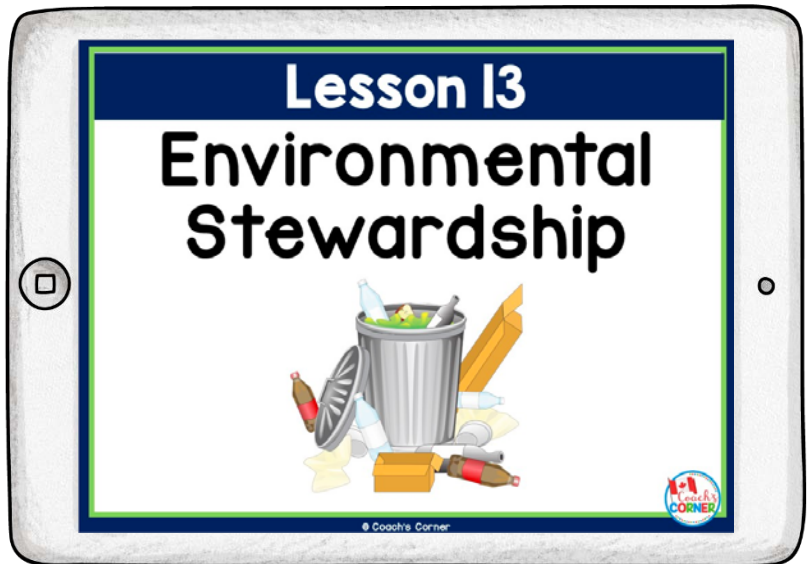
Reflecting & Connecting: Ties Back to
the "Big Idea" of the Lesson

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!

Instruction Book

Grade 3/4 Ontario Social Studies Strand B: People & Environments For Use with Google Classroom

Instructions for Teachers



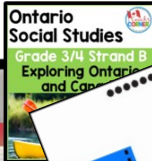
Teachers:

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

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

This digital unit was created for use with my unit Ontario Social Studies [Grade 3/4 Strand B: Exploring Ontario and Canada](#)

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: If you do not want students to have access to make changes to your slides, that is, if you get an error that a student is making changes to your slides, that email, do not allow them to make changes to the slides. You can use the "Make a copy" option of the options

Answer Key

Lesson 7: Features of Physical Regions



Central Location

Central location is a place that is in the middle of a region. It is a place that is not on the edge of the region.

Get a Share the Direction North, South, East, and West

Ontario - Regional Map

Gr. 3

How would our lives be different if we only had half as much water as we do now?

many places in the world have less water than we do. We would have to be more careful to take care of our water.

Lesson 9: Water Use in Ontario and Canada

How is Water Useful to Plants, Animals, and Humans?

Plants

Plants need water to grow. They use water to make food. They use water to stay cool.

Animals

Animals need water to live. They use water to drink. They use water to stay cool.

Humans

Humans need water to live. They use water to drink. They use water to stay cool.

in Canada

How would our lives be different if we only had half as much water as we do now?

many places in the world have less water than we do. We would have to be more careful to take care of our water.

Answer Keys

Blended Big Ideas Posters



Teach ONE Lesson to Both Grades

Gr. 3

Regions of ONTARIO

Title Page

Glossary

Great Lakes - St. Lawrence Lowlands

Canadian Shield

Hudson Bay Lowlands

Map with Legend

Regions of CANADA

Title Page

Glossary

Great Lakes & Canadian Shield

St. Lawrence Lowlands

Cordillera & Interior Plains

Arctic Lowlands & Appalachians

Map with Legend

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

Parallel Tasks

PRINTABLE

Gr.3

Gr. 3 Ontario: Regional Map

Name: _____

1. Use the box below to create a legend for the Physical Regions of Ontario map.
2. Colour the map using the colours you put in the legend.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

- Canadian Shield
- Great Lakes - St. Lawrence Lowlands
- Hudson Bay Lowlands

Gr. 4 Canada: Regional Map

Name: _____

1. Put letters on the compass rose.
2. Use the box below to create a legend for the Physical Regions of Canada map.
3. Colour the map using the colours you used in the legend.

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

- Canadian Shield
- Appalachians
- Cordillera
- Great Lakes - St. Lawrence Lowlands
- Arctic Lowlands
- Hudson Bay Lowlands
- Interior Plains

PRINTABLE

Gr.4

DIGITAL

Gr.3

Gr. 3 Ontario: Regional Map

Use the items at the side of this slide to make a legend for the physical regions of Ontario.
Drag the cardinal directions to the correct place on the compass.

Legend

Canadian Shield

Great Lakes - St. Lawrence Lowlands

Hudson Bay Lowlands

DIGITAL

Gr.4

Gr. 4 Canada: Regional Map

Use the items at the side of this slide to make a legend for the physical regions of Canada.
Drag the cardinal directions to the correct place on the compass.

Legend

Canadian Shield

Great Lakes - St. Lawrence Lowlands

Appalachians

Cordillera

Arctic Lowlands


Hudson Bay Lowlands

Interior Plains


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


Movable Pieces


1




2







5





Government Services Sorting

- Click on the tablet to watch a video about government services.
- Sort the pictures at the sides of this slide into the correct column according to which level of government provides that service.

WHO DOES WHAT?

Municipal Government	Provincial Government

6





Clickable Links

Indigenous Stewardship

Canada's First Nations, Métis and Inuit people have taken good care of the environment for many years. Click on the screen below to see how First Nations people in British Columbia protect the Emerald Ash rainforest.



What is the most important thing you learned about how these First Nations people take care of the rainforest?

[Answer here](#)



Duty to Consult

The government of Canada cannot make any decisions that affect Indigenous Peoples without getting their opinions first.

Variety of Activities

7

Human Impact Mystery Puzzle



When humans made roads and factories, they changed the _____ of animals.

future

Chat Station 8

How is this land being used?

Answer here

What kind of buildings do you NOT see in this picture?

Answer here



Why are those buildings not there?

Answer here

Comparing Environments Activity


3

Ottawa


Population: 1 017 449

If Ottawa Had Only 100 Workers....

Industry	OTTAWA
Agriculture, Forestry, Fishing & Hunting	1
Manufacturing (Factory Workers)	3
Construction	4
Government Office Workers	22



- Ottawa is the capital city of Canada.
- The prime minister, deputy prime minister, and many other government workers work in Ottawa. Many of them work in the government buildings.
- There are three rivers here, the Ottawa, the Rideau, and the Nepean.
- Over 7 million people visit Ottawa each year.
 - Take boat tours on the river.
 - Take bus tours to see and learn about the city.
 - Skate on the Rideau Canal.
- Ottawa is right across the river from the United States.
- There is a horseshoe-shaped "green belt" around the city. Homes and businesses cannot be built there.
- The Algonquin First Nations have lived here for over 10,000 years.




3

Dryden

Population: 7388

If Dryden Had only 100 Workers....

Industry	# of Workers
Agriculture, Forestry, Fishing & Hunting	3
Manufacturing (Factory Workers)	8
Construction	5
Government Office Workers	7
Store Workers	16
Health Care	17
Food and Food	11
Transportation	7



Many cars and trucks drive through Dryden every day. It is easier to drive to the city than to drive, because there are no highways. Some of these trees are very old. They have been here for many other places, where they produce products. They fish and hunt in the wilderness. They fish and hunt in the wilderness. The Algonquin First Nations are the original people who live in the area.

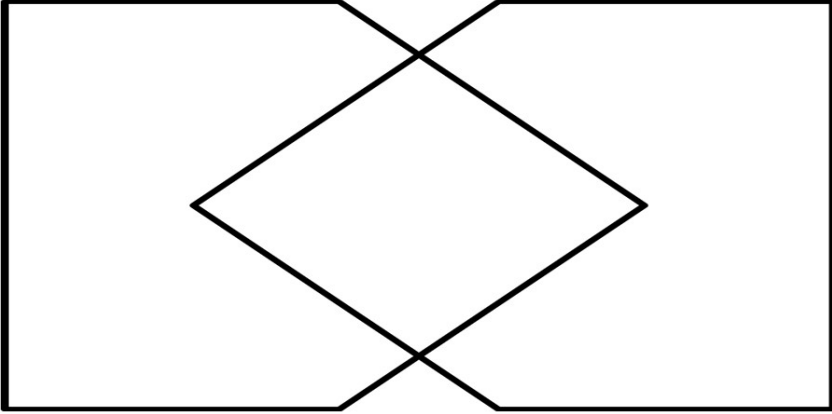
3

Comparing Communities

Name: _____

Name of Community

Name of Community



What questions do you have about these communities?

- Gr. 3 students compare communities within Ontario.
- Gr. 4 students compare provinces & territories.

Linking Environment and Jobs

4

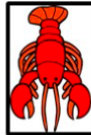
Jobs in the Appalachians

Fishing

Fishing is a very important industry in this region. For thousands of years people have depended on fishing for food and to sell.

The fishing industry creates many jobs:

- Fishers use large nets and fishing lines to catch fish.
- Fishers must know what kinds of fish are legal to catch and sell.
- Fishers sell their fish to fishing companies.
- Fish workers clean the fish in factories
- Packers package the fish to be sold to markets, stores, and restaurants.
- Restaurant workers serve the fish to customers.



- Inspectors make sure the fish are safe to eat.

Tourism

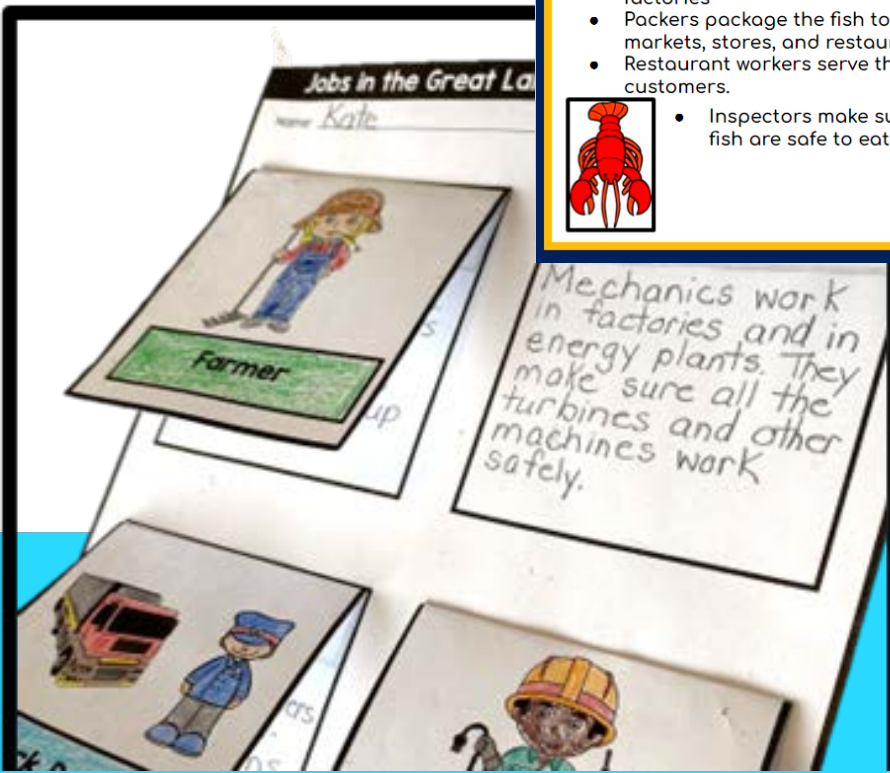
In the summer, thousands of people visit this region to enjoy the beaches and other touristic spots.

Many people in this region rely on these tourists for jobs:

- Tour guides take groups in boats for whale-watching.
- Actors put on plays in local theatres.
- Students get summer jobs working in restaurants and campgrounds.
- Artists sell their work in local festivals.
- People work in museums and art galleries.



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Mapping

Printable

If the World Were a Village

The world is full of people, spread across 6 continents:

- North America
- South America
- Africa
- Europe
- Asia
- Australia

If there were only 100 people in the whole world, 8 of them would live in North America. Canada is part of North America.

Here are three things we notice about how people are spread across the world.

- 1
- 2
- 3

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Digital

If the World Were a Village

The world is full of people, spread across 6 continents:

- North America
- South America
- Africa
- Europe
- Asia
- Australia

If there were only 100 people in the whole world, 8 of them would live in North America. Canada is part of North America.

- 1 Type here
- 2 Type here
- 3 Type here

Look at the map carefully. Write 3 interesting things that you notice about the information on the map.

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Types of Maps

Name: _____

1. Cut out the map labels on the dotted lines.
2. Look at each map. Glue the correct labels by the appropriate maps.

4

Political Map

Physical Map

Road Map

Climate Map

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Types of Maps Matching

- Look at each map.
- Drag the correct labels from below above each map.

Political Map

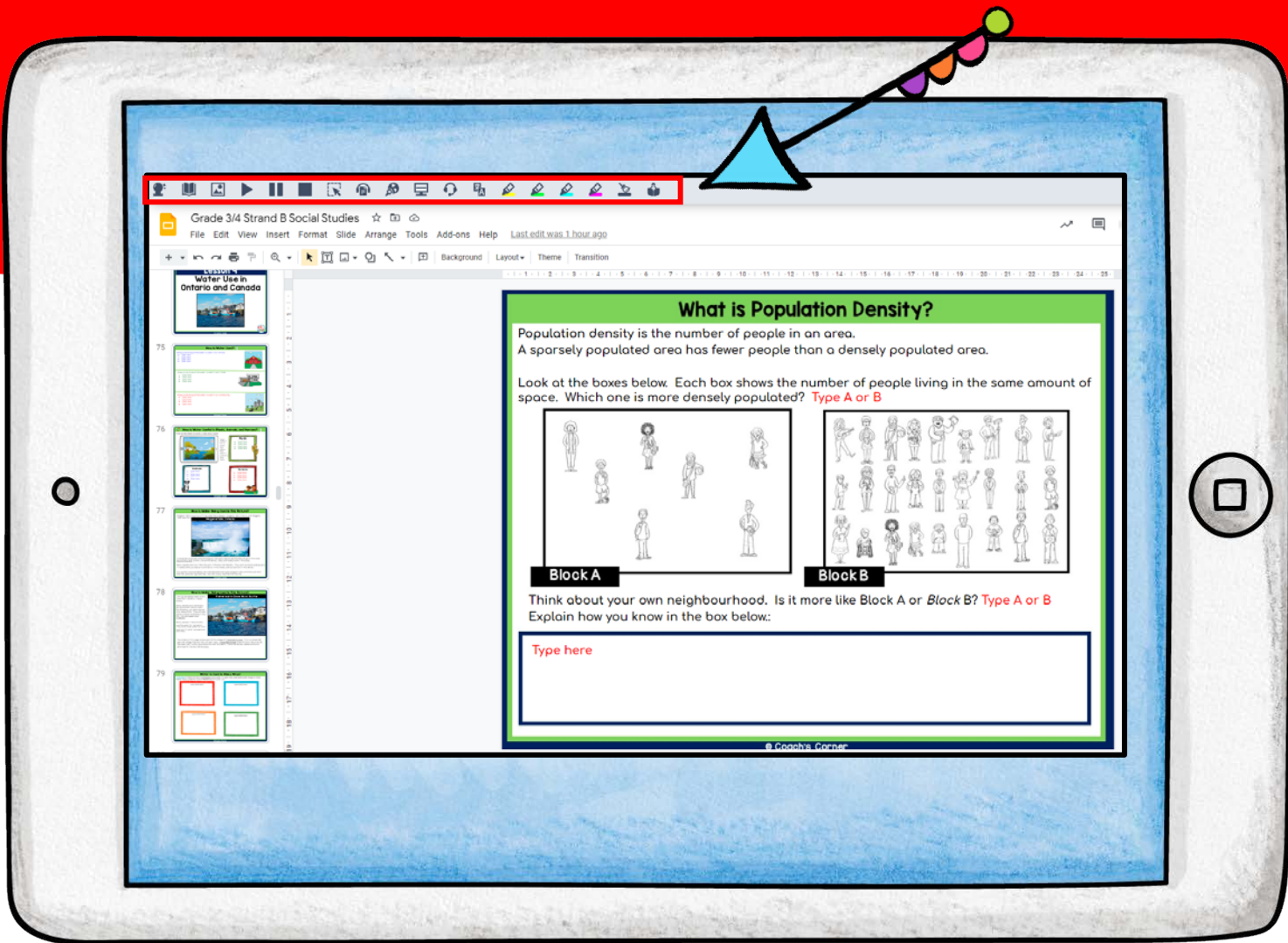
Physical Map

Road Map

Climate Map

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Digital Version Can Be Used With Google Read & Write



95% Editable Text

Environmental Issue Culminating Activity

Environmental Issues

Digital

Title Page

Region and Issue

Human and Industry Wants and Needs

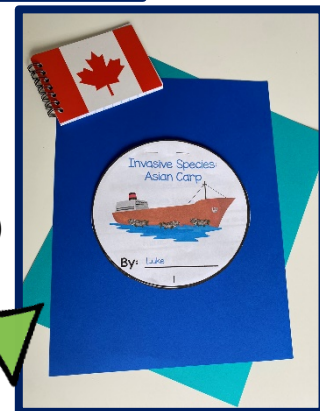
Human Actions

of Human Actions

Solutions

Students
create a
flipbook about
an
environmental
issue in a
physical region.

Printable (with
Example of a
Completed Flipbook)



Assessment Tools



Exit Ticket

Name _____

/3

In the last box on each row, write at least one way the issue affects the environment.



Littering



Logging



Exhaust Fumes



Exit Ticket

Name _____

/3

In the last box on each row, write at least one way the issue affects the environment.



Pollution



Oil Slick



Hazardous Waste

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Environmental Issues Flipbook Rubric

Region: _____

and industry wants and needs are in an environmental issue in

en by humans and industry regarding the region.

ffects that have been created by human and industry

it actions that can be taken by industries and citizens to
while still meeting human needs.

	Level 2	Level 3	Level 4
ling han ect	Shows some understanding of how human actions affect the environment	Shows a good understanding of how human actions affect the environment	Shows thorough understanding of how human actions affect the environment
& k ess	Gathered & organized evidence & information with some effectiveness	Gathered & organized evidence & information with considerable effectiveness	Gathered & organized evidence & information with a high degree of effectiveness
& ess	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
ns	Makes connections between environmental issue and how these issues might be addressed with limited effectiveness	Makes connections between environmental issue and how these issues might be addressed with considerable effectiveness	Makes connections between environmental issue and how these issues might be addressed with a high degree of effectiveness

(Connections)

issue and how these issues might be addressed with limited effectiveness

issue and how these issues might be addressed with some effectiveness

issue and how these issues might be addressed with considerable effectiveness

issue and how these issues might be addressed with a high degree of effectiveness