

BLENDLED LEARNING

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



Ontario Gr. 4/5 Social Studies Full Year BUNDLE

Strand A: Heritage & Identity
Grade 4: Early Societies
Grade 5: Indigenous Peoples & Europeans

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

Early Societies: Aztec Civilization
In about 1300 CE, a large group of people arrived in the middle of a land that is now known as Mexico. What most people now call these people "Aztecs", they called themselves "Māxihcā" or "Tēxāhucā". The Aztecs settled in the "Valley of Mexico", a fertile area that is now the heart of Mexico City. Because this area is 2000 metres above sea level, it is not a typical valley. It is a high plateau. The Aztecs built their city on top of a hill. They built a series of canals and dikes to control the water. They also built a series of pyramids and temples. The Aztecs were a very advanced civilization. They had a complex system of government. They had a complex system of religion. They had a complex system of art and architecture. They had a complex system of science and technology. They had a complex system of social organization. They had a complex system of culture. They had a complex system of life.

Early Societies: Six Nations
The Six Nations, also known as the Haudenosaunee, were a powerful group of people who lived in the northeastern part of North America. They were made up of six different tribes: the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora. The Six Nations were known for their strength and their ability to defend themselves. They were also known for their diplomacy and their ability to work together. The Six Nations were a very important part of the history of North America. They played a key role in the development of the continent. They were a people who lived in harmony with nature. They were a people who valued their traditions and their culture. They were a people who were proud of their heritage. They were a people who were a source of inspiration for many people today.

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

Geography: The Great Lakes

Coach's CORNER

Student Friendly Texts

Strand A




SPOTLIGHT


ANCIENT EGYPT

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

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



Special Features:



Nile River
The Nile River is 6850 km long. It runs through Egypt and Sudan. It is one of the longest rivers in the world.

Teachings:

- People in Ancient China believed in gods and goddesses, dragons, magical beings, and ghosts.
- They prayed to the gods to keep them safe.
- The Chinese had 3 main religions, which they called "Teachings".


Medieval English Beliefs & Religions

- People in Medieval England were usually Catholic. Christians believed in only one god. They also believed that Jesus of Nazareth was sent to Earth as the son of God.
- Christians believed that Jesus came to teach people to honour God.
- When Jesus was killed by people who did not believe in him, Christians believed that he died to save all people.
- People believed that if they followed God's rules they would go to heaven when they died.
- In Medieval England, churches were built for people to pray in, get married, and even buried!
- People were expected to give money to their church. They would pay less money than richer people.
- Each week people attended a church service.
- Priests were very important to the community.
- Nuns were women who lived in a special community called a convent. They did not marry, but were thought to be married to God. They spent much time praying, but also taking care of the people.


Food in the Arctic

2




Then




Now



What does food cost in 2019 in Nunavut and Ontario?

	Nunavut	Ontario
	\$5.83	\$2.83
	\$8.00	\$3.69
	\$5.00	\$3.25

People in the Arctic hunted, fished and gathered berries and other grasses to eat. The ground was almost always frozen so they could not grow fruits and vegetables.



Scan the QR Code to learn how many Inuit people get their food.

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Student Friendly Texts

Strand B

Canadian Shield



Where is the Canadian Shield?

The Canadian Shield covers most of the land area of Canada, from the Atlantic coast to the Rocky Mountains, and from the Gulf of St. Lawrence to the Arctic. It is a horseshoe shape around Hudson Bay. It is made up of huge rocks that were once mountains. It has many rivers, streams and **wetlands** (very wet and low-lying areas).

What is the climate of the Canadian Shield? The Canadian Shield is a very large area, so the climate varies. In the north there are long winters, and it can be very cold. In the southern part of the Shield, the summers are warm and humid.

What resources are found in the Canadian Shield? The Canadian Shield has many resources!

Forests

There are many forests in the Canadian Shield. Trees are used for lumber, paper, and plywood.

Hydro Electricity

Dams are built on big rivers to run turbines. The turbines make electricity.

The 2 Most Important Facts about the Region

British Columbia

Government

Title of Government: Legislative Assembly

Provincial Representation: Member of the Legislative Assembly (MLA)

Current Premier: _____

Capital City: _____



Geography

Size: 922 509 km²

Population: 5 147 700

Located: On Canada's west coast

Features:

- Large forests and mountains
- Ancient rainforests
- Pacific Ocean

Attractions



Provincial Parliament Building in Victoria



Stanley Park in Vancouver



(c) Coach's Corners

Hudson Bay Lowlands

The **Hudson Bay Lowlands** go along the coasts of James Bay and Hudson Bay. They consist of muskeg, permafrost, rivers and streams. The area is so wet that trees don't grow very tall here.

Great Lakes - St. Lawrence Lowlands

The **Great Lakes-St. Lawrence Lowlands** are a smaller region in part of Ontario and Québec. The land here is low and flat, with some hilly areas.

Appalachians

The **Appalachian** region has a mix of features. There are the low mountains called, of course, the **Appalachian Mountains**. It also has plains, flat uplands and marshy lowlands. This region borders the Atlantic Ocean.

Glossary

Foothill: a low hill at the base of a mountain or mountain range

Grassland: a large open area of land covered with grass

Lowlands: land that is lower than the areas around it

Mountain range: a series of mountains in a line connected by high grounds

Muskeg: a swampy area of water with lots of moss and stunted trees

Permafrost: a thick layer of soil that stays frozen all year

Plains: a large area of flat land with few trees

Tundra: a cold area of frozen land with no trees

Uplands: an area of high or hilly land

Wetlands: land where there is much moisture in the soil

Regions of Canada

By: _____



Blended Learning



Lesson 2: **Mapping – New Communities**
Grade 4 Expectations: A2.3 Grade 5 Expectations: A2.3

Timeline:
1 Class Period/s

Materials Required:

- Political Map of Canada (either use a large class map OR display the one included in this resource)
- Inuit Regions of Canada map
- Mapping Inuit and Métis Communities sheets
- Populations of Métis People in Canadian Cities map

Getting Started:

- Display a large political map of Canada and discuss the features it contains (divided by provinces & territories, colours used to differentiate, etc).
- Ask students if it gives any other information about our country. What information is missing? (Compass rose, name of capital cities, highways, etc.)
- What are some other types of maps have students seen? You may want to have students browse atlases (either books or online atlases) as a method of having children realize that there are many different types of maps.


Working On It:

TEACHER NOTE: The tents on the Métis map show where that group can be found in Canada. The different sizes signify the relative Métis population size in each area.

- One at a time, display and/or distribute the Inuit and Métis maps of Canada.
- Ask students to discuss these maps. Have they heard of Canada's Inuit and Métis communities? What do they know? If your students know little about these cultures, explain that in addition to the First Nations communities they have learned about previously, that there are two other Indigenous cultures that they will be learning about. The Inuit live primarily in northern Canada, while Métis people are primarily in the western provinces, but some live in Ontario and Quebec.
- Ask students to consider the wildlife that is shown for each culture. What does this tell them about how these cultures may have or still do live?
- OPTIONAL: either place students in grade groups (make 2 groups, one for Grade 4 and the other for Grade 5) OR place students in pairs (each pair consists of a student from each grade). Allow students time to discuss what they think these maps are telling them.
- Give the Mapping Inuit and Métis Communities sheets to each student and explain they will be creating a map that shows BOTH Inuit and Métis cultures. Read over the instructions together and answer any questions students may have.

Reflecting & Connecting:

- Discuss the animals that live in your environment. How are these animals valued in the community? How may they have been valued in the past? Help students to understand that in the past people have depended on animals in their environments for clothing, food, and other items important to the survival of a culture.
- Have students discuss how the animals found in early Inuit and Métis communities were the same/different as other societies they have explored. You may want to use a Venn diagram for this purpose.

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Strand A

Teach ONE lesson to both grades. Grade 4s focus on communities in Ancient Egypt, Ancient Rome, Early Aztecs, and northern Canada. Grade 5s focus on Canada's Indigenous and European communities prior to 1713. The foci for both grades are interactions and relationships

Blended Learning



Lesson 13: Interpreting & Analysing Information
Grade 4: B22, B24
Grade 5: B22, B24, B3.6, B3.7

Materials

- Province/Territory student texts (**DON'T make class sets of all these texts; just make enough so that each student gets a copy of the set for his/her province or territory.**)
- Ontario student text to use as a teacher model.

Getting Started

- Use the Ontario student text as a model, and if possibly project it onto a whiteboard.
- Discuss the different ways information can be presented in a non-fiction text, and look for examples of these in the text.
 - Maps
 - Photo evidence
 - Charts and/or graphs
 - Bulleted lists
- Pay particular attention to the "Great Lakes Shipping" issue of the text, as that is the topic I've used as an example for the culminating project!

Working On It

- Give each student (or group of students) the student texts for their particular province or territory. Note that there are THREE different issues for each province or territory. Decide ahead of time whether you want students to look **ONLY** at their particular issue, or to read about all three issues.
- Explain that students will look at the texts for different purposes:
 - Grade 4:** What impact can human activities have on the natural environment?
 - Grade 5:** How have governments been involved in this environmental issue? How have Indigenous groups been involved?
- Allow students time to read their text and, if possible, discuss their learning with their group or a partner.

Reflecting & Connecting

Knowledge Building Circle: Bring students together to discuss the following question:

How has the environment been affected by human activities, and how have governments, Indigenous peoples and citizens been involved?

***You may want to have each group share their learning with the rest of the class, time permitting. It is this sharing that "builds knowledge" amongst your whole class, without every student needing to read or research about each individual topic.

Please Note: I have not included the names of the Premiers in the province and territory sheets, because these names will change with each election. You may want to simply write in the name of each premier yourself, or have students research to find that information.

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Strand B



Teach ONE lesson to both grades. Grade 4s focus more on the relationships between humans & the environment, while Grade 5s explore the role that government plays in dealing with environmental issues!

Mapping Activities

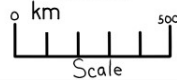
Features of Political Maps

A political map shows the boundaries between countries, provinces, territories, and municipalities.

Title

Map of _____

Scale



Compass
Rose



Key or
Legend

Lake



border

Names of Provin
Territories o
Municipalities

● Different Col
are Used for
● Different Are

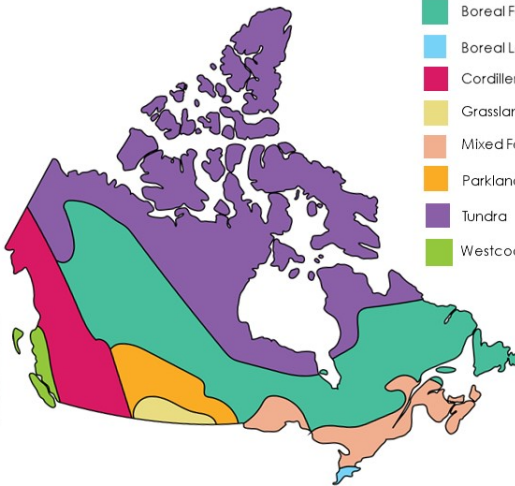
Capital Cities



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Chat Station 6

What kinds
of
information
does this
map
provide?
Who might
be
interested
in this
map?



- Boreal Forest
- Boreal Leaved Forest
- Cordilleran Vegetation
- Grassland
- Mixed Forest
- Parkland
- Tundra
- Westcoast Forest

6

Map of Canada - Version 2

Name: _____

Label the parts of Canada that you know. You may use the short forms below.



Northwest Territories
Ontario
Prince Edward Island
Quebec
Saskatchewan
Yukon Territory

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3-Part Lessons

Lesson 9: **Daily Life/Organizing Information**
Grade 4 Expectations: A1.2 A1.4 Grade 5 Expectations: A3.1

Timeline:
2 Class Period/s

Materials Required:

- Optional: Online video – [Angry Aztecs Historical Masterchef](#)
- Daily Life Flipbook Templates All Student Texts

Getting Started:

- Ask students to turn to an elbow partner and discuss how the daily life of people in

Lesson 3: Significance- What Is Important About a Culture?

Grade 4 Expectations: A3.3 A3.4 Grade 5 Expectations: A3.4 A3.5

Timeline:
1 Class Period/s

Materials Required:

- Historical Significance poster
- Inuit People in Early Canada student texts
- Métis in Early Canada student texts
- Important Things About the _____ sheet

Getting Started:

- Quickly have students discuss with an elbow partner the following question: **What is the most important thing about our school (or in our classroom) this year?** Allow them 2 minutes to share, and then have each pair find another pair of students to discuss this with. As a group of 4 have them share their ideas, and then come up with the characteristic or event that they ALL agree is the most significant.
- Have one student from each group share their idea, and then explain the rationale for that choice.
- Record the criteria students give for determining the importance of their chosen event or feature. Was it important because everyone in the school was affected? (The school gym is closed for months because of a fire.) Because it only affected a small group or individual. BUT the event may have been life-changing for that group or person (ie. A student was in a very serious accident)? Or because it "tells a story" about the school or classroom (ie. A cultural fair at the school shows that students come from many different backgrounds)?

Working On It:

- Introduce the concept that historians have to decide what is significant (important) when they write about the past. To help them, they use certain criteria: **Relevance, Impact, and Consequence.** Refer to the [Historical Significance Poster](#).
- Have students decide where their own criteria for "Getting Started" might fit in with the poster. For example, a gym that is closed to all students might be significant because almost every student in the school is affected (IMPACT). However it could also be argued that it wasn't that significant, because while students couldn't do indoor gym activities, it was only an aggravation but it didn't cause any permanent harm (CONSEQUENCE).
- Explain that students are now going to be reading about Inuit and Métis communities of Canada, and determining the relative importance of various **features** of those communities.
- Put students in grade groups of 6. In a perfect world, you would have 24 students: 12 from each grade. That fantasy would allow you to have two groups per grade. The Grade 5 groups would each have one person in each group responsible for one of the Inuit topics, and Grade 6s would be responsible for learning about the Métis. But then again...reality.
- Tell students that they are to do the following:
 - Read their own texts and decide what the most important feature of their community is.
 - Share that feature with the rest of their group.
 - Participate in a small group discussion with other members about what they feel are the three most important features of the community
 - OPTIONAL: Have students complete the "Important Things About the _____" for an assessment piece.

Reflecting & Connecting:

As a whole class, have students share what they felt were the key features of the two communities they have examined.

- What made those features so important?
- How were these communities the same/different from those studied earlier?

Hopefully your students will have focused upon the importance of the natural environment to both of these groups. This realization will help them in the next lesson, when they will have to begin thinking about how the Indigenous relationship with nature changed with the arrival of European explorers and settlers.

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Materials

- Student maps from Lesson 2
- Political Maps Anchor Chart** from Lesson 2
- Chat Station maps (one set only)
- Political Map** student worksheet (class set)
- Chat Station Discussion Points (teacher copy only)
- Political Map Answer Key

Getting Started

Materials

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

Getting Started

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

Working On It

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

Reflecting & Connecting

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

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Lesson
Grade 4 B2?

Lesson 12: Environmental Stewardship
Grade 4 B1.3 B2.1 B2.4 B3.4 Grade 5 B2.4 B3.3 B3.6

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Strand A

Strand B



Strand
A

Cause & Consequence

Name: _____

Cause: an action or condition that contributes to a result

Consequence: an outcome that results from actions or conditions

Think about the **environment** of the early society you are studying. What causes and consequences can you find?

Circle the early society that you are studying: **AZTECS** or **SIX NATIONS IN CANADA**

Events sometimes occur as a result of people interacting with their environments. People take actions that lead to certain events. Sometimes people act in response to the conditions in their environments. Other times the environment changes in response to human actions.

Possible Causes	Possible Consequences

Organizers

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Religion and Spirituality

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Chat Stations

A Jesuit Preaching to the Indians




What questions do you have about what is happening in this drawing?

?

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Variety of Activities

Strand B



Environmental Stewardship and My Inquiry Issue

Name: _____
My Inquiry Issue: _____

An **environmental steward** is a person who takes action to protect the plants, animals and physical environment of his or her community.

Humans use resources from the environment to:

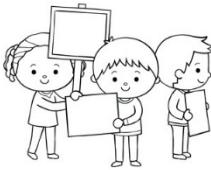
- Create energy (fuel) to run our homes, businesses, and vehicles.
- Eat (we eat plants and animals).
- Drink.
- Have fun (boating, rock climbing, etc.).
- Create medicines.
- Make _____.

The resources used up _____ are _____.

To help protect the environment _____ to _____.

Think about your inquiry issue. Think of 3 different things that people can do to be environmental stewards about this issue.

1. _____
2. _____
3. _____



Worksheets

Regions of Canada Foldable

Foothill: a low hill at the base of a mountain.
Grassland: a large open area of land covered with grass.
Lowlands: land that is lower than the areas around it.
Mountain range: a series of mountains in a line connected by high ground.
Muskeg: a swampy area of soil that stays frozen all year.
Permafrost: a thick layer of soil with few trees.
Plains: a large area of flat land with few trees.
Tundra: a cold area of frozen land with no trees.
Uplands: an area of high or hilly land.
Wetlands: land where there is much moisture in the soil.

Regions of Canada

By: _____

Chat Station 2

What kinds of information does this map provide? Who might be interested in this map?



Chat Stations

Licence Plate

PRINCE EDWARD ISLAND

Licence Plate Design

Birthplace of Confederation

Assessment Tools

Strand A

Presentation Rubric

Name: _____

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

Learning Goal & Success Criteria (Knowledge Building Circle)

Date: _____

Content Learning Goal:	Inquiry Skill Learning Goal:
Success Criteria	Success Criteria
Nom:	Nom:
Nom:	Nom:
Nom:	Nom:
Nom:	Nom:
Nom:	Nom:
Nom:	Nom:

Cause & Consequence

Name: _____

Possible Responses – SIX NATIONS

Cause: an action or condition that contributes to a result

Consequence: an outcome that results from actions or conditions

Think about the **environment** of the early society you are studying. What causes and consequences can you find?

are studying: AZTECS or **SIX NATIONS IN CANADA**
 result of people interacting with their environments.
 to certain events. Sometimes people act in
 their environments. Other times the environment
 actions.

	Possible Consequences
in the s area.	People were able to hunt the animals for food and for clothing.
types	People made tools such as spear points and knife blades from the stone.
provide groups with d to	Indigenous Peoples groups traded with each other. They would trade something they had lots of for something they had little of.

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Answer Keys



Assessment Tools

Strand B

Map of _____

Name: _____

1. Label each province and territory. You may use the short forms of the names!

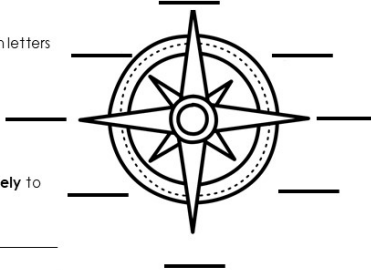
British Columbia (BC)	Alberta (AB)	Saskatchewan (SK)	Manitoba (MN)	Ontario (ON)
Québec (QC)	Newfoundland & Labrador (NL)	New Brunswick (NB)	Nova Scotia (NS)	Prince Edward Island (PE)
Yukon Territory	Northwest Territories	Nunavut (NU)		

Exit Ticket

Grade 4

Name: _____

1. Label the Compass Rose with letters to show the directions.




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

Exit Ticket

Grade 5

Name: _____

This map shows North America, which is one of the continents of the world. It is made up of 3 countries, Mexico, Canada, and the United States.



1. Label each of the countries.

2. Colour North America so that each country is a different colour.

Grade 5: Governments and Economic Sectors

Answer Key

Each level of government is responsible for different areas. Each area is called a "Ministry" and the Prime Minister chooses a Member of Parliament to be in charge of each ministry. For example, the person chosen to be in charge of issues related to "veterans" (people who have served in the military) is called the **Minister of Veterans' Affairs**.

1. Read this list of some of the ministries of the federal (Canadian) government.

2. Print each Ministry under the type of Economic Sector it fits best. **NOTE: YOU MAY END UP WITH ONE EMPTY BOX!!**

Gr. 4: Canada's Capital Cities - ANSWER KEY


Name: _____

Match the province or territory with its capital city.

Alberta	Yellowknife
British Columbia	Québec City
Manitoba	Victoria
New Brunswick	Iqaluit
Newfoundland & Labrador	Toronto
Northwest Territories	Fredericton
Nova Scotia	St. John's
Nunavut	Winnipeg
Ontario	Whitehorse
Prince Edward Island	Halifax
Québec	Edmonton
Saskatchewan	Charlottetown
Yukon Territory	Regina

Fill in the blanks using the words from the box below.

Saskatchewan	east	north
Prince Edward Island	west	Nunavut



1. British Columbia is on the west coast of Canada.

2. Nunavut is north of Manitoba.

3. Prince Edward Island is the smallest province.

4. Saskatchewan is between Alberta and Manitoba.

5. Iqaluit is the capital city of Nunavut.

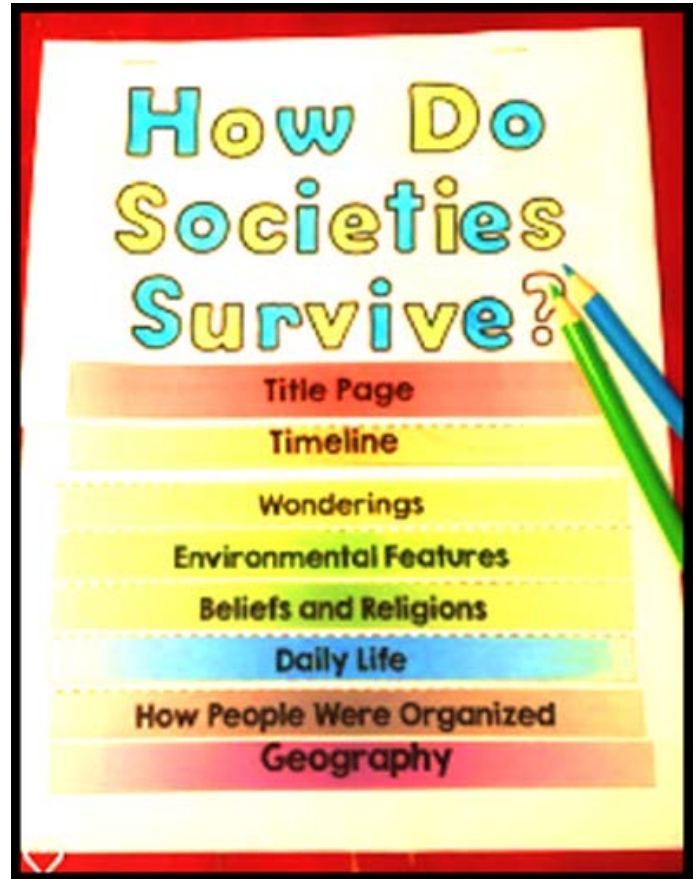
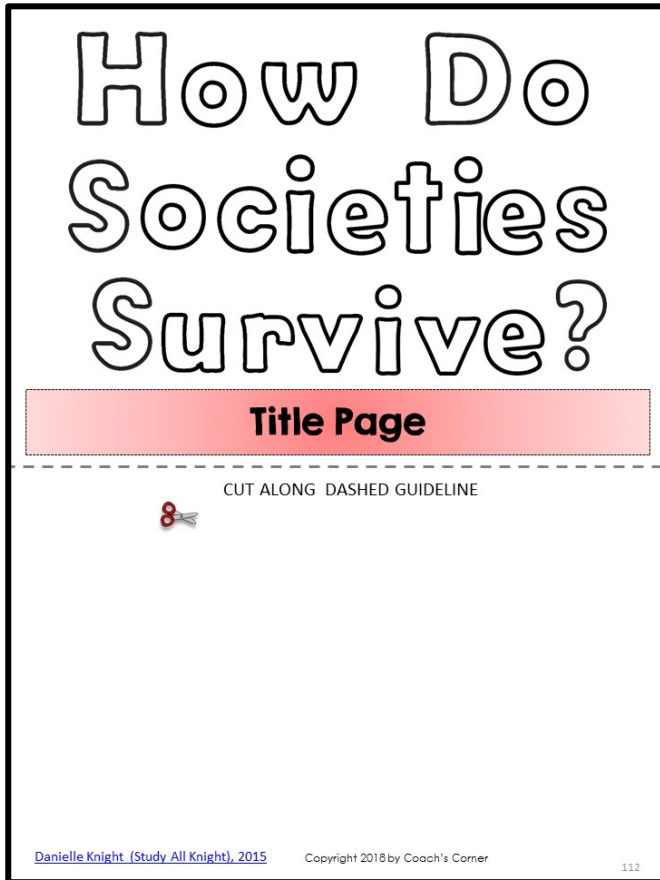
6. Québec is east of Ontario.

Answer Keys



Culminating Projects

Strand A



Students gather information that eventually makes a flipbook!



Culminating Projects

Strand B

Grade 4 Strand B Culminating Project

Name: _____

Issue: _____

- ☐ Includes information about how the natural environment affects industry in your assigned province or territory.
- ☐ Explains how human actions have affected the environment.
- ☐ Describes some important actions taken by both industries and citizens to protect the environment while still meeting human needs.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Shows little understanding of how human	Shows some understanding of how human	Shows a good understanding of how human	Shows thorough understanding

Gr. 4 Projects

It is important that Canadians learn about the issues affecting the environment. Choose ONE of the projects below.

Your project must:

- ✓ Include information about how the natural environment affects industry in your assigned province or territory.
- ✓ Explain how human actions have affected the environment.
- ✓ Describe some important actions taken by both industries and citizens to protect the environment while still meeting human needs.

Gr. 5 Projects

It is important that Canadians look at many perspectives on environmental issues. They need to be aware of how to affect these issues. Choose ONE of the following projects below.

Your project must:

- ✓ Explain what the environmental issue is and why it is important.
- ✓ Describe what 1 or more levels of government have done about the issue.
- ✓ Describe at least 2 actions you feel government(s) should take to improve the issue further.
- ✓ Includes at least 3 different perspectives on the issues.
- ✓ Describe how Indigenous people are involved in or affected by this issue.

Poster

- Standard Bristol board size.
- Includes at least 5 pieces of information.
- Clear title.
- Includes words and images
- Student name on back.

Scrapbook

- Cover has a meaningful title, with student name.
- Has at least 5 pages.
- Each page has at least 1 picture.
- Each page has at least 3 sentences.

Report

- At least 5 paragraphs.
- At least 3 sentences in each paragraph.
- Includes at least 3 images with captions.

Cube

- All six sides of the cube must be filled with information.
- Name must be printed neatly at the bottom of one of the sides of the cube.

Culminating Presentations



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Strand A Lessons

Part 1

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

Part 2

1. Continuity & Change
2. Mapping New Communities
3. Asking Questions: Chat Stations
4. Residential Schools and Gathering Resources
5. Becoming Experts
6. Presentations



Strand B Lessons

1. Introduction
2. Features of Maps
3. Political Map of Canada (1)
4. Political Map of Canada (2)
5. Physical Regions of Canada
6. Canada's Environmental Resources
7. Levels of Government
8. How the Environment Affects Industry
9. How Humans Affect the Environment
10. Canada's Economic Sector/Levels of Responsibility
11. Inquiry Groups
12. Environmental Stewardship
13. Interpreting & Analyzing Information
14. Introduction of Culminating Activity
15. How Citizens Create Change
16. Perspectives

Project Presentations



Strand A Blended Big Ideas

Strand A

Big Ideas in Grade 4/5 Strand A: Heritage and Identity Ontario Social Studies Curriculum		
Big Ideas (IDEAS THAT ARE MEANT FOR STUDENTS TO EXPLORE AND REMEMBER LONG AFTER THE UNIT IS FINISHED!)	Concepts of Social Studies Thinking (what students should be thinking about as they investigate)	Blended Big Ideas (what students should walk away from the unit with)
<u>A1: Application</u> Gr. 4: By studying the past, we can better understand the present. Gr. 5: Interactions between people have consequences that can be positive for some people and negative for others.	<ul style="list-style-type: none"> • Continuity & Change • Perspective • Cause & Consequence 	History helps us learn how people were affected differently by events in the past, and this helps understand the ways that people today are affected by change.
<u>A2: Inquiry</u> Gr. 4: The environment had a major impact on daily life in early societies. Gr. 5: When studying interrelationships between groups of people, it is important to be aware that each group has its own perspective on those relationships.	<ul style="list-style-type: none"> • Interrelationships • Perspective 	People interact with their environments and between themselves, and they bring their own points of view to these interactions.
<u>B3: Understanding</u> Gr. 4: Not all early societies were the same. Gr. 5: Cooperation and conflict are inherent aspects of human interactions and relationships.	<ul style="list-style-type: none"> • Significance • Interrelationships 	Through both conflict and cooperation, people from the past created many different societies.



Click on the image to read my blog post about this strand!

Unit Overview

Strand B

In creating this **blended Grade 4/5 Strand B** social studies unit, I once again turned to the big ideas of the curriculum as the starting point for my unit design.

Grade 4 Big Idea	Grade 5 Big Idea	Blended Big Idea
Human activity and the environment have an impact on each other.	Citizens and governments need to work together in order to be able to address issues effectively and fairly.	Human activity and the environment impact on each other, so citizens and governments must work together to solve environmental issues that occur.
Human activity should balance environmental stewardship with human needs and wants.	When examining an issue, it is important to understand who the different stakeholders are and to consider their perspectives.	Citizens must be good environmental stewards who balance their own needs, wants, and perspectives, with the protection of the environment we live in.
A region shares a similar set of characteristics.	To be active and effective citizens, Canadians need to understand their rights and responsibilities, as well as how governments work.	Citizens must understand how government action and their own rights and responsibilities affect the environment of each region of Canada.

Instead of using the grade-specific "expert group" models I have used in my blended Grade 5/6 units, I decided to have students from both Grades 4 and 5 working on the same issues.

- **The Grade 4s will look at how human activity affects the environment, and vice versa, in different regions, provinces, and territories.**
- **The Grade 5s will look at how governments are involved in these environmental issues.**

For a culminating task, students create a project showcasing their learning. Ideally, a small group of Grade 4 and 5 students would work together creating their project, about ONE issue in ONE province or territory. The Gr. 4s would focus on the interactions of humans and the environment on the issue, while the 5s explore government action on the issue.

While the group could create the project/presentation as a group, it is also fine for students to create individual projects. (NOTE: I am writing this in the fall of 2020, when the Covid-19 pandemic has made group projects challenging)