

Ontario

hands-on
social studies
An Inquiry Approach

Grade 1

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Hands-On Social Studies for Ontario

*Hands-On Social Studies for Ontario, Grade 1
An Inquiry Approach*

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Contents

Introduction to <i>Hands-On Social Studies, Grade 1</i>		Summative Achievement Levels	15
Program Introduction	1	Important Note to Teachers	15
What Is Social Studies?	2	References	15
The Goals of Social Studies	2	Social Studies Achievement Chart	16
The Inquiry Approach to Social Studies	2	Assessment Blackline Masters	18
<i>Hands-On Social Studies</i> Concepts and Expectations	3	Strand A: Heritage and Identity	
Overall Expectations	3	Unit 1A: Our Changing Roles and Responsibilities	29
Concepts of Social Studies Thinking	3	Unit Overview	30
Big Ideas	3	Curricular Expectations	31
Specific Expectations	3	Concepts of Social Studies Thinking: Success Criteria	33
<i>Hands-On Social Studies</i> Program Principles	3	Cross-Curricular Connections	34
Program Implementation	4	Books for Students	35
Program Resources	4	Websites and Videos	36
Introduction to the Unit	4	Introduction to the Unit	37
Lessons	5	1 Launching the Inquiry Unit	39
Accommodating Diverse Learners	6	2 Our Class: Learning About Identity	46
Classroom Environment	6	3 I Am Important	53
Planning Units (Time Lines)	7	4 Roles and Responsibilities	58
Classroom Management	7	5 What Are My Roles and Responsibilities?	64
Social Studies Skills: Guidelines for Teachers	7	6 Relationships: Our Impact on Other People	69
Communication	7	7 Relationships: Showing Respect for Others	74
Research	11	8 Map of Me	79
<i>Hands-On Social Studies Assessment Plan</i>	12	9 Inquiry: Important Events: Time Line	83
The <i>Hands-On Social Studies</i> Assessment Plan	12	10 Inquiry: Important People in My Life	88
Assessment for Learning	13	11 Culminating Task: Creating an Annotated Map	92
Assessment as Learning	13	References for Teachers	97
Assessment of Learning	14		
Performance Assessment	14		
Portfolios	15		

Strand B: People and Environments			
Unit 1B: The Local Community	99		
Unit Overview	100	9 Who Works in Our Community?	150
Curricular Expectations	101	10 Creating Interview Questions	160
Concepts of Social Studies Thinking: Success Criteria	103	11 Interviewing a Community Worker	164
Cross-Curricular Connections	104	12 Community Change	167
Books for Students	105	13 Community Needs	171
Websites	107	14 Mapping Our Community	175
Introduction to the Unit	108	15 Culminating Activity: A Community Action Plan	180
1 Launching the Unit: Communities	111	References for Teachers	185
2 What Is a Community?	117	Appendix: Image Banks	187
3 Natural and Built Features of Communities	121	About the Contributors	189
4 Simple Maps and Symbols	125		
5 Criteria for Making Maps	133		
6 Constructing a Simple Map	137		
7 Our Community	142		
8 Community Walk	146		

Introduction to *Hands-On Social Studies, Grade 1*

Introduction to *Hands-On Social Studies*

Program Introduction

The *Hands-On Social Studies* program focuses on developing students' knowledge, skills, and attitudes through active inquiry, problem solving, and decision making. Throughout all activities, students are encouraged to explore, investigate, and ask questions to heighten their own curiosity about, and understanding of, the world around them.

What Is Social Studies?

Social studies is an interdisciplinary study that draws from such traditional disciplines as history, geography, political studies, economics, and law. It involves the examination of communities, both locally and globally. In essence, social studies allows students opportunities to learn about the world around them, helping them become active citizens. Social studies also involves the development of disciplinary thinking, as well as inquiry, communication, and spatial skills. Students apply these skills to develop an understanding of their world by investigating and analyzing different perspectives, which enables them to make decisions and solve problems in everyday life.

The foundational background for social studies includes citizenship, disciplinary thinking, inquiry process, big ideas, framing questions, and spatial skills.

The Goals of Social Studies

The *Hands-On Social Studies* program has been designed to focus on the goals of the Ontario Social Studies Curriculum as identified by the Ontario Ministry of Education (2013). These goals are:

- to develop the ability to use the concepts of disciplinary thinking to investigate issues, events, and developments
- to develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgments
- to develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life
- to build collaborative and cooperative working relationships
- to use appropriate technology to help students gather and analyze information, solve problems, and communicate
- to develop the skills, strategies, and habits of mind required for effective inquiry and communication

The Inquiry Approach to Social Studies

As students explore social studies concepts, they should be encouraged to ask questions to guide their own learning. The inquiry model is based on five components:

1. formulating questions
2. gathering and organizing information, evidence, or data
3. interpreting and analyzing information, evidence, or data
4. evaluating information, evidence, or data, and drawing conclusions
5. communicating findings

Using this model, the teacher becomes the facilitator of the learning process, and students initiate questions, gather information, evaluate findings, and communicate their learning. As such, the process focuses on students' self-reflections as they ask questions, discover answers, and communicate their understanding.

Hands-On Social Studies **Concepts and Expectations**

The Ontario Social Studies curriculum for all grade levels is organized into two strands: “Heritage and Identity” and “People and Environments.” The overall expectations, related concepts of social studies thinking, and big ideas for each grade and strand can be found in a chart in the introduction to each unit of the ***Hands-On Social Studies*** program. This chart identifies the following components:

Overall Expectations

The overall expectations describe the general knowledge and skills that students are expected to demonstrate at the end of the strand. These are presented in chart form in the introduction to each unit.

Concepts of Social Studies Thinking

The six underlying concepts of all social studies learning are:

- 1. Understanding historical and spatial significance:** Students examine and identify the importance of something, whether it is an event, process, person, object, or location. The determination of significance is usually related to the impact on people or places.
- 2. Cause and consequence:** Students evaluate how events and interactions affect society and/or the environment.
- 3. Continuity and change:** Students compare and evaluate past and present events to determine how some things stay the same, while other things evolve or change over time.
- 4. Patterns and trends:** Students examine characteristics and traits of environments to identify patterns and, over time, to identify trends.

- 5. Interrelationships:** Students explore connections between natural and human systems.
- 6. Perspectives** (both historical and geographic): Students analyze and evaluate sources to identify whose perspectives are being represented, and to determine the importance of considering different perspectives when gathering information, data, and research.

NOTE: The Ontario Elementary Social Studies Teachers Association (OESSTA) has developed success criteria for the concepts of social studies thinking, for all strands and units in grades 1 to 6. This document is a useful resource in supporting teachers as they infuse the concepts of social studies thinking into their classroom programs. The OESSTA success criteria are included as a chart at the beginning of each unit.

Big Ideas

Big ideas are the enduring understandings that students carry with them into the future. Big ideas are often transferable to other subjects and real-life experiences.

Specific Expectations

Specific expectations for each strand are presented in chart format in the introduction to each unit. Alongside each specific expectation, corresponding lessons are identified.

Hands-On Social Studies Program Principles

- Effective social studies programs involve hands-on inquiry, field studies, problem solving, and decision making.
- The development of students’ understanding of concepts of social studies thinking, skills, and attitudes form the foundation of the social studies program.

- Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through inquiry and active learning.
- Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.
- Teachers should encourage students to ask questions and should themselves model inquiry by formulating and asking their own questions. The teacher’s major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.
- Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.
- The social studies program should encompass a wide range of educational resources, including nonfiction research material, primary source documents and photos, audio-visual resources, technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, witnesses to historic events).
- Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

Program Implementation

Program Resources

The *Hands-On Social Studies* program is arranged in a format that makes it easy for teachers to plan and implement. Units are the selected topics of study for the grade level.

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 31 and 101), which complement those established in the Ontario Social Studies Curriculum document (2013). Units are organized as follows:

Curriculum Correlations

Four charts are included in this section:

1. Unit Overview. This includes overall expectations, the concepts of social studies thinking, and Big Ideas.
2. Curricular Expectations. This provides correlations between lessons and expectations.
3. Concepts of Social Studies Thinking: Success Criteria. This chart reflects the curriculum focus on concepts of social studies thinking and the application of success criteria for student learning.
4. Cross-Curricular Connections. This presents a synopsis of correlations between lessons in the unit and other subject areas, including Language Arts, Mathematics, Science, the Arts, and Physical Education/Health.

Teachers are encouraged to review these charts prior to beginning the unit, and to refer back to them throughout the teaching and learning process.

Books for Students and Websites

The curriculum charts are followed by a list of student books and several annotated websites that relate to the unit topic.

Introduction to the Unit

Each unit begins with an introduction to the topic of study. This introduction provides a general outline for the unit, brief background information for teachers, planning tips for teachers, and vocabulary related to the unit. It also suggests a culminating task for the end of the unit that the class will work toward.

Lessons

The unit activities are organized into topics based on the specific expectations. Each lesson includes:

Lesson Description

This section describes the lesson and its purpose, including Guided Inquiry Questions, Learning Goals, and the Concepts of Social Studies Thinking upon which the lesson focuses. The Learning Goals are an integral part of the assessment process. From these, students and teachers co-construct success criteria for the lessons, which students will use to monitor their learning.

Information for Teachers

Some lessons provide teachers with content knowledge that focuses specifically on the topic of study. Such information is presented in a clear, concise format.

Materials

A complete list of materials and resources required to conduct the activities is provided. The quantity of materials required will depend on how teachers conduct the activities. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the identified items are for the teacher to use for display purposes or to make charts for recording students' ideas. In some cases, visual materials have been provided with the activity in the form of photographs, illustrations, maps, sample charts, and diagrams to assist the teacher in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the appendix. Colour images of these thumbnails can be downloaded from the Portage & Main Press website (go to: <www.portageandmainpress.com/product/HOSSBANKGR1/>). Use the

password _____ to access this free download.

NOTE: Image banks may be projected or printed for use in the lessons. Some activities require that students work with hard copy prints. Other images are intended for use in a slide show or displayed/projected for the whole class. Teachers can choose to use various options based on the availability of projectors, as well as on the needs of their students.

Activating Prior Knowledge

This includes strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning. The strategies often involve questions that are a starting point, to be augmented by students' own questions and observations.

Activity

Instructions are given step by step. This procedure includes higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving. It also introduces new learning and provides opportunities to practise and apply learning.

Most lessons include activity sheets for students to use to communicate their learning. At the discretion of the teacher, the activity sheets may be completed by individual students, pairs of students, or small working groups. As an option, activity sheets can be projected and completed together as a class.

In some lessons, inquiry guides are provided. These are to be used to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics. As with activity sheets, inquiry guides can be completed by individual students, pairs of students, small working groups, or projected and completed together as a class.

Consolidate and Debrief

Students are provided with ways to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

Extending the Learning

This section includes optional activities intended to extend, enrich, and reinforce the expectations.

Assessment Suggestions

Throughout each lesson, assessment suggestions are provided. These assessment strategies focus specifically on the learning goals of the lesson. In the next section, on page 12, assessment is dealt with in detail. Keep in mind that the suggestions made in the lessons are merely ideas to consider – you may also refer to the other assessment strategies presented in the next section, or use your own techniques.

Accommodating Diverse Learners

It is important to consider the unique learning styles and needs of each student in the social studies classroom. In order to ensure that all students meet with success, including students with special needs and English-language learners, accommodations should be made during activities and assessment. Please see the *Ontario Curriculum for Social Studies*, pages 37–43, for accommodation guidelines.

Classroom Environment

The classroom environment is inclusive of the diverse backgrounds and learning needs of all students. The strengths students bring to school are identified, nurtured, and used to promote student achievement. Students are encouraged to ask questions, and different perspectives are appreciated.

The classroom environment must also foster the conditions that are required for inquiry and discussion. To promote inquiry in the classroom, consider doing the following:

- Foster an atmosphere that is non-threatening, so that all students are comfortable asking questions.
- Provide lots of opportunities for students to reflect on the questions and discuss their ideas with one another and the teacher.
- Model for students how to gather the information they need so they have an adequate foundation for discussion.
- Ensure questions are clear and vocabulary is appropriate to learners.
- Avoid dominating discussion.
- Provide equal opportunities for all learners to participate.
- Model good questions and questioning strategies.
- Guide students in discovering answers to questions.

The classroom setting is an important component of the learning process. An active environment – one that gently hums with the purposeful conversations and activities of students – indicates that meaningful learning is taking place. When studying a specific topic, the room should display related objects and materials: student work; pictures and posters, maps, graphs, and charts made during activities; and anchor charts of important concepts, procedures, skills, or strategies that are co-constructed with students. Visuals serve as a source of information and reinforce concepts and skills that have been stressed during social studies activities, and also serve to support those students who are visual learners. Charts outlining success criteria are also displayed in the classroom.

Planning Units (Time Lines)

No two groups of students will cover topics and material at the same rate. Planning the duration of units is the responsibility of the teacher. In some cases, the activities described herein will not be completed during one block of time and will have to be carried over. In other cases, teachers may observe that the students are especially interested in one topic, and they may choose to expand upon it. The individual needs of students should be considered; there are no strict time lines involved in the *Hands-On Social Studies* program. It is important, however, to spend time on every unit in the program so that students focus on all of the curriculum expectations established for their grade level.

Classroom Management

Inquiry is emphasized throughout this program; the manner in which these experiences are handled is up to the teacher. In some cases, teachers may have all students working with materials and resources individually; in other cases, teachers may choose to use small-group settings. Small groups encourage the development of learning skills and social skills, enable all students to be active in the learning process, and mean less cost in terms of materials and equipment. Again, classroom management is left up to the teacher – it is the teacher who, ultimately, determines how the students in his or her care function best in the learning environment.

Social Studies Skills: Guidelines for Teachers

While involved in the *Hands-On Social Studies* program, students will use a variety of skills while asking questions, conducting inquiry, solving problems, and making decisions. The following provide some guidelines for teachers

when encouraging students' skill development in social studies.

Communication

In social studies, one communicates by means of visuals, maps, diagrams, graphs, charts, models, symbols, as well as with written and spoken language. Communicating spatial and statistical information through visuals includes:

- examining and discussing visuals, and making inferences
- drawing pictures and labelled diagrams
- reading, interpreting, and annotating a variety of maps and globes
- making and labelling maps
- examining and discussing artifacts, and making inferences
- reading and interpreting data from tables and charts
- making tables and charts
- reading and interpreting data from graphs
- making graphs
- making models
- using oral and written language

Visuals

Students should be given many opportunities to examine and discuss visuals related to topics of study. Visuals include illustrations, artwork, photographs, satellite images, aerial maps, and diagrams; in history, it will include primary documents and photographs (originals created during the time period being studied). Observation skills are developed by examining and analyzing such visuals. In turn, students should be encouraged to create their own visuals (e.g., drawings and diagrams) to communicate their understanding of concepts and ideas.

Spatial Skills

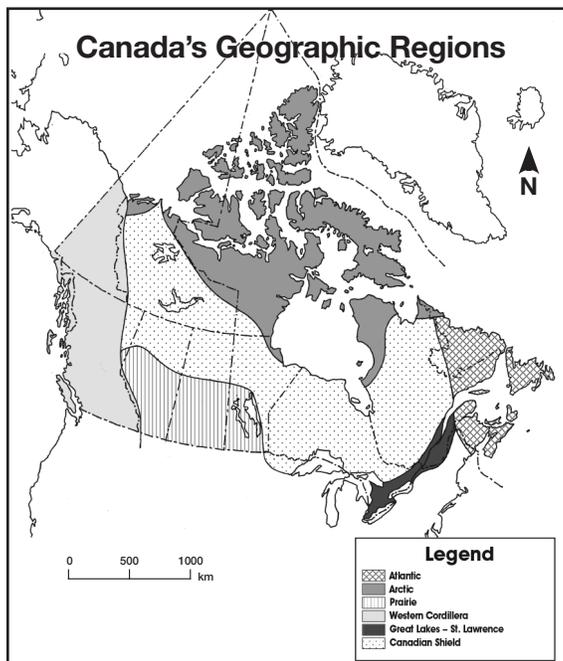
Spatial skills involve the use of maps, globes, graphs, and related language.

Maps

When presenting maps or when students make their own maps as part of a specific activity, there are guidelines that should be followed. Maps should have an appropriate title that indicates specifically the information being presented. Maps may also have:

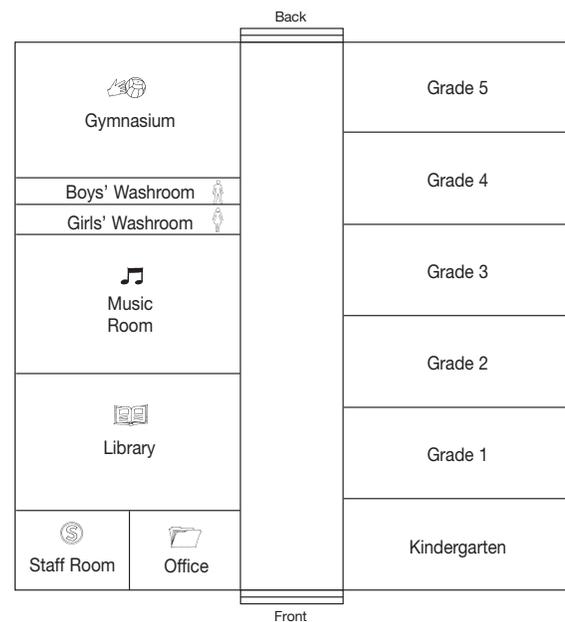
- a compass rose, which is used to identify directions
- a legend, which describes the symbols used on the map
- a scale, which communicates relative area and distance

As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:



In the early grade levels, students begin mapping their classroom, school, and local community.

Nicole's School



Students progress to reading provincial/territorial maps, as well as maps of Canada and the world. To develop these skills of communication in social studies, students should be provided with opportunities to use, read, and construct a variety of maps.

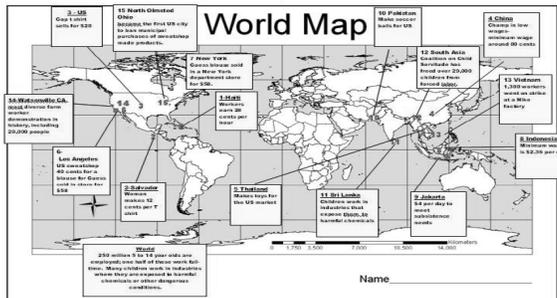
Mapping skills are best integrated within student inquiries, rather than as discrete topics. Students should be encouraged to ask simple geographic questions, such as the following:

- Why is that town there?
- How are landforms and waterways used?

Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Websites and Videos, pages 36 and 107).

Spatial Journals

A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. It is a visual representation, or map, that includes information relevant to specific locations. In its simplest form, the development of a classroom spatial journal might involve attaching sticky notes – with inquiry questions and answers (or interesting anecdotes related to the topic of study) – to a wall map. Map locations are numbered and correspond to numbers on the notes. The notes and locations are also connected with lines (which could be made of string or wool), as in the example below:



Technology such as Google Earth or ArcGIS Explorer can also be used to create spatial journals.

NOTE: Spatial journals are especially useful when addressing concepts related to the People and Environments strand of the Ontario Social Studies curriculum. However, annotated maps are also useful when exploring the units in the Heritage and Identity strand.

Charts

Charts require appropriate titles, and both columns and rows need specific headings. All of these titles and headings should be capitalized. A chart can be in the form of a checklist or can include room for additional written information and data. For example:

Data Chart

Occupation Tools		
Name	Occupation	Tools
Mrs. Zimmerman	dentist	drill, mirror
Mr. Singh	carpenter	hammer, saw, level
Ms. Bautista	seamstress	sewing machine, needle, thread
Mr. Easey	fisher	boat, nets

Checklist Chart

Ontario Communities		
Community	City	Town
Toronto	✓	
Kapuskasing		✓
Ottawa	✓	
Sioux Lookout		✓

Tally Charts

Tally charts are commonly used in early grades to record data by counting groups of five. In the following example, the tally chart represents the results of a class survey about pets. As in other types of charts and graphs, a title is included, and rows and columns are labelled. The main words in titles are capitalized, and all headings in rows and columns are also capitalized.

Family Pets

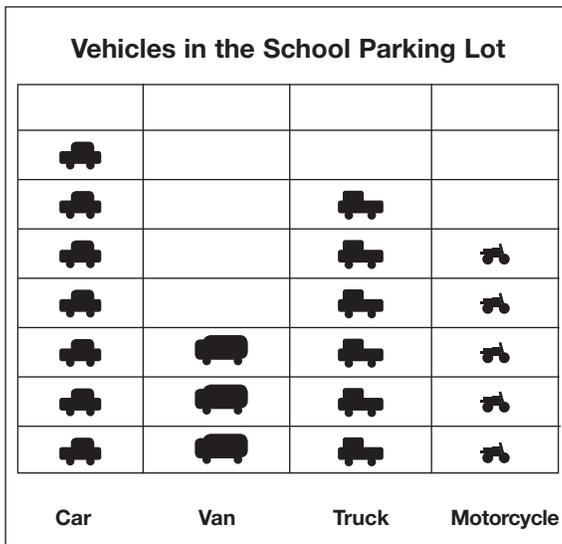
Pets	Tally	Total
Dogs	### III	8
Birds	### II	7
Fish	IIII	4
Cats	### IIII	9
		28

Graphs

There are guidelines that should be followed when presenting graphs or when students are constructing graphs.

Pictograph: A *pictograph* is a common form of communication used in the early grades. A pictograph has a title on one axis that denotes the items being compared. There is, generally, no graduated scale or heading for the axis representing numerical value (see below).

Pictograph



Models

When students are given the opportunity to construct models, they present their learning in a concrete manner. Modelling also serves as an excellent precursor to more abstract tasks. For example, when students build a concrete model of a community and look at the model from above, they better understand how maps are created to communicate physical locations.

Vocabulary

Communicating involves using the language and terminology of social studies. This can be complex, because it often includes technical terms and words from many languages.

Students should be encouraged to use the appropriate vocabulary related to the topics of study (e.g., *community, province, country, culture, tradition, origin, urban, and rural*). As well, teachers should use, and encourage students to use, vocabulary related to the inquiry model and spatial skills.

Vocabulary related to spatial skills includes the language of location. Descriptions of relative location use terms such as *near, far, close, beside, above*; as well as cardinal directions (*north, east, south, west*); and intermediate directions (*northeast, northwest, southeast, southwest*), which are introduced in higher grade levels. Absolute location uses terminology that is not related to another location; for example, *latitude, longitude, address, and postal code* are examples of absolute location.

Students should use the vocabulary and terminology both orally and in written form, as appropriate to their developmental stages. Consider developing word walls and whole-class or individual glossaries whereby students can record the terms learned and define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.

Geographic Definition

In defining geography, Charles Gritzner (2002, 38–40) notes that all geographic inquiry should begin with the question, “Where?” He suggests that geographers, and learners of geography, also investigate why they are where they are, or why events happen where they happen. And, because these events, features, and conditions have impact on humans, it is worthwhile to consider why they are important to us. Gritzner

has condensed these ideas into a short but meaningful phrase: “What is where, why there, and why care?”

For teachers, the use of the geographic definition is valuable when exploring geographical issues, and can be considered when posing questions to students. For example:

- When exploring the local community, have students identify places of significance and discuss why specific places are located where they are (e.g., Why is the grocery store located where it is? How is the location of the store important to us?)
- When investigating provincial parks, discuss where they are located, why they are located in those places, and how humans impact the natural environment in those parks.

These kinds of inquiries generate thoughtful discussion related to geographical issues while fostering connections to students’ real-life experiences.

NOTE: The geographic definition is directly connected to concepts in the People and Environments strand of the Ontario Social Studies Curriculum. As such, in the introduction to these units, specific details are provided to assist teachers and students in exploring the geographic definition as it relates to the unit of study.

Research

Research is to be done within an inquiry approach. Research involves the following:

- asking questions
- locating information from a variety of reliable sources
- organizing the information
- interpreting and analyzing information
- presenting findings

To enhance the learning experience, teachers should always provide a structure for the research that highlights student-generated questions, as well as a format to be followed. It is also essential that teachers review research resources (both print and online) to ensure that they are appropriate for student use. Suggestions for research guidelines are presented regularly throughout the *Hands-On Social Studies* program.

Hands-On Social Studies Assessment Plan

The Hands-On Social Studies Assessment Plan

The *Hands-On Social Studies* program provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. Based on current research about the value of quality classroom assessment (Davies 2011), suggestions are provided for authentic assessment, which includes assessment *for* learning, assessment *as* learning, and assessment *of* learning.

Ontario's policy on assessment is outlined in the document *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (see <www.edu.gov.on.ca/eng/policyfunding/success.html>). The document outlines a fundamental shift in the roles of teachers and students in the learning process:

In a traditional assessment paradigm, the teacher is perceived as the active agent in the process, determining goals and criteria for successful achievement, delivering instruction, and evaluating student achievement at the end of a period of learning. The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies. The teacher acts as a “lead learner,” providing support while gradually releasing more and more responsibility to the student, as the student develops the knowledge and skills needed to become an independent learner.

The primary purpose of assessment is to improve student learning. Assessment *for* learning provides students with descriptive feedback and coaching for improvement. Assessment *as* learning helps students self-assess by developing their capacity to set their own goals, monitor their own progress, determine their next steps in learning, and reflect on their learning. Assessment *of* learning is summative in nature and is intended to identify student progress in relation to learning expectations. The challenge for educators is to integrate assessment seamlessly with other learning goals. The Ontario assessment model uses the following process:

- **Establish learning goals from curriculum expectations:** Lessons include learning goals in student-friendly language that have been developed from curriculum expectations. These learning goals are to be shared with students and used to guide instruction.
- **Develop success criteria:** These descriptors are written in student-friendly language to help students understand what successful learning looks like. Criteria can be established by the teacher, using assessment task exemplars of student work, or by using the Achievement Chart from the Ontario Curriculum for Social Studies, grades 1 to 6 (page 16). Success criteria can also be determined in collaboration with students.
- **Provide descriptive feedback:** In conversation with students, identify what criteria they have and have not met, and provide any needed instruction. At this stage, teachers work with students to identify next steps to determine how students may improve. This may include differentiating instruction.

- **Use information for peer and self-assessment:** Students assess their own work and the work of others to determine what still needs to be done.
- **Establish individual goals:** Students determine what they need to learn next and how to get there.

The *Hands-On Social Studies* program provides assessment suggestions, rubrics, and templates for use during the teaching/learning process. These suggestions include tasks related to assessment for learning, assessment as learning, and assessment of learning.

Assessment for Learning

It is important for teachers to assess students' understanding before, during, and after a social studies lesson. The information gathered helps teachers determine students' needs and then plan the next steps in instruction. Students may come into class with misconceptions about social studies concepts. By identifying what they already know, teachers can help students make connections and address any challenging issues.

To assess students as they work, use the assessment-for-learning suggestions provided with many of the activities.

When assessment *for* learning is suggested in a lesson, the following icon is used:



While observing and conversing with students, teachers may use the **Anecdotal Record** sheet and/or the **Individual Student Observations** sheet to record assessment-for-learning data.

- **Anecdotal Record:** To gain an authentic view of a student's progress, it is critical to record observations *during* social studies

activities. The **Anecdotal Record** sheet, presented on page 18, provides the teacher with a format for recording individual or group observations.

- **Individual Student Observations:** When teachers wish to focus more on individual students for a longer period of time, consider using the **Individual Student Observations** template, found on page 19. This template provides more space for comments and is especially useful during conferences, interviews, or individual student performance tasks.

Students should have a method to monitor this feedback from the teacher. Students may use the **Social Studies Journal** (a template for the journal is included with lesson 1), add notes to their portfolios, or keep online social studies blogs or journals to record successes, challenges, and next steps related to the learning goals.

Assessment as Learning

It is important for students to reflect on their own learning in relation to social studies. For this purpose, teachers will find a **Student Self-Assessment** sheet on page 23, as well as a **Student Reflections** sheet on page 24. In addition, the **Social Studies Journal** will encourage students to reflect on their own learning.

NOTE: Depending on students' literacy levels, students may complete the assessment in various ways. For example, the sheets may be used as guides for oral conferences between teacher and student, or an adult may act as a scribe for the student, recording his or her responses. Alternatively, students may complete the sheets independently or with guidance and support as needed.

When assessment as learning is suggested in a lesson, the following icon is used:



Sample Rubric

Social Studies Activity: Mapping the Local Community

Social Studies Topic: The Local Community

Date: January 28

- 4 - Surpasses provincial standard
- 3 - Meets provincial standard
- 2 - Approaches provincial standard
- 1 - Below provincial standard

Student	Criteria				Rubric Score /4
	Appropriate Title	Identifies Important Places	Clear Symbols	Descriptive Legend	
Jesse	✓		✓	✓	3
Suon	✓	✓	✓	✓	4

SAMPLE

Curricular Expectations

Overall Expectation	
<p>A1. Application By the end of Grade 1, students will: describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times.	4, 5, 10
A1.2 describe how some significant events in students' lives lead to changes in their roles, relationships, and/or responsibilities.	1, 9
A1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers.	1, 2, 5, 9
A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self.	4, 6, 10
Overall Expectation	
<p>A2. Inquiry By the end of Grade 1, students will: use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self in different places.	1, 2, 4, 11
A2.2 gather and organize information on significant events, people, and/or places in students' lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self, using primary and/or secondary sources that they have located themselves or that have been provided to them.	8, 9, 11
A2.3 analyze and construct simple maps as part of their investigations into places that are significant to them or to their family.	11
A2.4 interpret and analyze information relevant to their investigations, using a variety of tools.	9
A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self.	11
A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats.	8, 9, 10, 11

Overall Expectation	
<p>A3. Understanding Context By the end of Grade 1, students will: demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
A3.1 describe some of their own roles, relationships, and responsibilities.	3, 5, 8
A3.2 identify some of the significant people, places, and things in their life, including their life in the community, and describe their purpose or the role they have.	3, 6, 10, 11
A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience.	9
A3.4 identify some elements of respectful behaviour that they can practise in their everyday life and/or that other people practise.	6, 7
A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect.	7

Concepts of Social Studies Thinking: Success Criteria

Concept of Social Studies Thinking	Success Criteria
Significance	<ul style="list-style-type: none"> ■ I can identify and describe some of my roles, relationships, and responsibilities. ■ I can discuss (verbally, graphically, etc.) the chronology of some significant events in my life. ■ I can show how different groups of people show respectful behaviour in everyday life (for example, sharing, cooperating, bowing to each other as a sign of respect).
Continuity and Change	<ul style="list-style-type: none"> ■ I can gather information to compare and contrast my roles and responsibilities with those of another family member or peer. ■ I can explain how and why a person's roles, relationships, and responsibilities may change over time. ■ I can determine what I think is the most important event in my life and how it has changed the roles and responsibilities I have over time.
Interrelationships	<ul style="list-style-type: none"> ■ I can identify the places in our community (for example, my best friend's home, the school) that are significant to me and locate them on a map. ■ I can explain how different events, people, and/or places in my life have developed my roles, relationships, responsibilities and sense of self. ■ I can determine how the events and people in my life have affected my own roles and responsibilities.

Cross-Curricular Connections

Lesson	Lesson Name	Subject				
		Language Arts	Math	Science	Arts	Physical Education/ Health
1	Launching the Inquiry Unit	x				x
2	Our Class: Learning About Identity	x	x		x	x
3	I Am Important	x				x
4	Roles and Responsibilities	x				x
5	What Are My Roles and Responsibilities?	x			x	x
6	Relationships: Our Impact on Other People	x			x	x
7	Relationships: Showing Respect for Others	x			x	x
8	Map of Me	x			x	x
9	Inquiry: Important Events: Time Line	x	x			x
10	Inquiry: Important People in My Life	x				x
11	Culminating Task: Creating an Annotated Map	x			x	x

Curricular Expectations

Overall Expectation	
<p>B1. Application By the end of Grade 1, students will: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist.	7, 8, 9, 10, 11, 12
B1.2 identify some services and service-related occupations in their community, and describe how they meet people's needs, including their own needs.	8, 9, 10, 11, 12
B1.3 create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community, and describe how their actions might enhance the features of the local environment.	15
Overall Expectation	
<p>B2. Inquiry By the end of Grade 1, students will: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
B2.1 formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship.	1, 2, 3, 7, 8, 9, 10, 11, 13
B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them.	8, 9, 10, 11, 14
B2.3 analyze maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community.	4, 5, 6, 14
B2.4 interpret and analyze information and data relevant to their investigations, using a variety of tools.	12, 14
B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship.	9, 10, 11, 12, 15
B2.6 communicate the results of their inquiries using appropriate vocabulary and formats.	13, 15

Overall Expectations	
<p>B3. Understanding Context By the end of Grade 1, students will: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance.</p>	
Specific Expectations By the end of Grade 1, students will:	Lesson
B3.1 identify some of the natural and built features of their community.	3, 7, 8
B3.2 identify some distinct areas in the local community, and describe some of the characteristics of these areas.	1, 2, 3, 7, 8
B3.3 describe the location of some significant places in their community, using relative location, relative distance, and relative direction.	4, 14
B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them.	4, 5, 6
B3.5 demonstrate an understanding of some common non-standard units of measurement.	4
B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units.	6
B3.7 identify some of the services in the community for which the government is responsible, and describe key responsibilities of people in the community in relation to those services.	9, 10, 11, 12

Concepts of Social Studies Thinking: Success Criteria

Concept of Social Studies Thinking	Success Criteria
Significance	<ul style="list-style-type: none"> ■ I can identify some of the natural and built features in our community (for example, rivers, parks, roads). ■ I can identify some distinct areas in the local community and describe their characteristics (for example, a residential area has rows of houses and is separate from the business areas). ■ I can create a map of a place that I have visited using symbols (for example, different symbols to show the location of play, picnic, and walking areas in a local park).
Cause and Consequence	<ul style="list-style-type: none"> ■ I can explain the short- and long-term effects of the interrelationship between the people and natural and built features in our community (for example, closing a local store, not using garbage cans in a local park). ■ I can create a map to explain my thinking of how people interact with the natural and built features in our community (for example, the location of parks). ■ I can use my understanding of the connection between people and the natural and built features in our community to explain the effects of this interrelationship (for example, the naturalization of an existing park to benefit the local wildlife).
Patterns and Trends	<ul style="list-style-type: none"> ■ I can identify repeating characteristics of communities. ■ I can recognize consistent patterns in the types of services in a community that are provided by the government (for example, garbage collection, maintenance of public areas).
Interrelationships	<ul style="list-style-type: none"> ■ I can explain how people use the natural and built features in our community to meet their needs. ■ I am able to identify some services and service related occupations in our community (for example, sanitation worker, store clerk, the band office, the post office). ■ I can create a plan for ways to be helpful in relation to the natural and/or human environment in our community.

Cross-Curricular Connections

Lesson	Lesson Name	Subject				
		Language Arts	Math	Science	Arts	Physical Education/Health
1	Launching the Unit: Communities	x			x	
2	What Is a Community?	x			x	
3	Natural and Built Features of Communities	x			x	
4	Simple Maps and Symbols	x	x	x	x	
5	Criteria for Making Maps	x				
6	Constructing a Simple Map	x	x		x	
7	Our Community				x	
8	Community Walk	x		x	x	x
9	Who Works in Our Community?	x	x			
10	Creating Interview Questions	x				
11	Interviewing a Community Worker	x				
12	Community Change	x		x	x	x
13	Community Needs	x		x		x
14	Mapping Our Community	x		x	x	x
15	Culminating Activity: A Community Action Plan	x		x		x

Unit 1A

Our Changing Roles and Responsibilities

Introduction to the Unit

In this unit, students will explore their identity, culture, and sense of self through a variety of investigations into their various roles, relationships, and responsibilities. They will be introduced to the social studies inquiry process as they ask questions and collect data about significant aspects of their lives. Through these investigations, they will develop an understanding of several ideas related to the concepts of *identity*, *relationships*, *respect*, and *community*. Students will be encouraged to reflect on how and why their roles, relationships, and responsibilities can change over time and in different places. They will be given opportunities to consider how their relationships with others and their understanding of their family and community heritage are contributing factors in shaping their identities. Finally, through their investigations, they will develop an understanding of the importance of treating all people with respect, as well as how their roles and responsibilities meaningfully contribute to their relationships with the people and places within their local community.

The culminating task for this unit involves students creating individual annotated maps to reflect upon, present, and celebrate their learning.

Planning Tips for Teachers

In preparation for engaging in this unit, teachers will need the following:

- Photographs of a wide variety of diverse people (for example, people of different ages, cultural backgrounds, vocations)
- Photographs of individuals who are familiar to students (community members, school staff, and so on)
- Collection of art materials and resources (including class set of mirrors, skin tone crayons, variety of fabrics)
- Shoeboxes with lids. You will need one for each student early on in the unit, so it is important to start collecting these right at the beginning (possibly sending a note home with students to engage help from families for this).
- Digital cameras (students will be engaged in creating photo diaries and documenting their work throughout the unit)
- Access to technology for viewing videos (such as a SMART Board, an LCD projector, or a computer)
- Maps of the school and local community
- Connections to the community, such as classroom guests, as well as local community newspapers that feature people from their school community
- Letter to families introducing the unit. Ask them to share family stories, time line information, photos, and various artifacts that can be used throughout the unit. Send the letter home early in the unit (with a due date) to allow for time to compile photos and other materials coming from home. (For students who are unable to bring in photos from home, use a school camera to take pictures of them with friends in the school yard, in the classroom, in other parts of the school, and on school trips, so that all students have their own photographs to work with and display.)

NOTE: Because this unit focuses partly on family and personal history, teachers must remember to be sensitive to the prior and present experiences of students. Students from refugee families may have had dramatically different experiences (for example, children may not have been born in hospitals, and may not have any baby photos to share). Some families may have had traumatic experiences (whether in another country or locally) and may not be able or want to discuss their pasts. As such, the individual life experiences of each student should be considered in the planning of lessons in this unit.

Vocabulary Related to the Unit

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: *role, responsibility, sense of self, identity, character traits, similarities, differences, unique, self-portrait, positive actions, negative actions, feelings, pride, researcher, making a difference, social action, change, rebus, relationships, respect, interactions, labels, interrelationships.*

Also, consider including vocabulary related to the social studies inquiry model. This includes vocabulary related to:

- asking questions
- gathering and organizing information
- analyzing and interpreting information
- evaluating and drawing conclusions
- communicating learning

The vocabulary of the inquiry process may include terminology such as: *ask, predict, observe, find, brainstorm, collect, create, develop, follow, identify, improve, estimate, measure, select, record, survey, tally, graph, compare, order, describe, explore, explain, repeat, research, plan.*

As well, students should be encouraged to use vocabulary related to spatial skills such as: *map, globe, title, symbol, legend, direction, scale (non-standard), colour.*

Furthermore, as appropriate, teachers should use, and encourage students to use, language related to the social studies thinking concepts such as *cause, consequence, change, result, significance, importance, interrelationship, perspective, pattern, trend.*

NOTE: A success criteria chart for the concepts of social studies thinking is included on page 33 to guide teachers in their focus of these concepts during this unit of study.

Throughout the course of this unit, a Pictionary (student glossary) is referred to, where students are encouraged to record new terminology, along with definitions and illustrations. A template for the Pictionary is at the end of lesson 1. As well, a social studies word wall can be created on a bulletin board or simply on a piece of poster paper, so as not to take up too much space. On the bulletin board or poster, record the vocabulary that is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure that the word wall is placed in a location where students can see and access the words.

5 What Are My Roles and Responsibilities?

The purpose of this lesson is to have students continue to build their understanding of the connections between their roles and responsibilities. Through the activities in this lesson, students will investigate how their roles and responsibilities change in different situations and from place to place. They will also explore the differences between their roles and responsibilities and those of their peers. Working in small groups, they will create cards to represent their various roles and the responsibilities that are associated with their roles. They will ask questions about their roles and responsibilities, describe how these change, and compare them with the roles and responsibilities of their peers.

Guided Inquiry Question:

- How and why do my roles and responsibilities change as I encounter new situations and develop relationships with different people?

Learning Goals:

- We are learning to demonstrate an understanding of our various roles.
- We are learning to describe some of the responsibilities associated with our different roles.
- We are learning to compare, describe, and explain the differences between our roles and responsibilities and those of our peers.
- We are learning to explain how and why our roles and responsibilities may change from place to place and over time.

Concepts of Social Studies Thinking:

- Continuity and Change

Materials

- Roles and Responsibilities Cards (Photocopy two sheets for each student.) (A.5.1)
- anchor charts from previous lessons
- drawing paper

- scissors
- pencil crayons or crayons
- construction paper
- stapler
- chart paper
- markers

Activating Prior Knowledge

Review the previous lesson's investigation into various roles and responsibilities students have and how their actions affect others. Refer to the anchor chart titled "Our Roles" created in the previous lesson. Ask:

- Do we all have the same roles and responsibilities? Why? Why not?

Engage students in a Think-Pair-Share exercise. Ask them to think about their different roles at home, at school, and in the community. Have them pair up with a partner, and share their various roles, talking about how their responsibilities can be the same or different. For example:

- I am a big sister, so I have to make sure my baby brother does not get into trouble.
- Susie is a little sister, so her brother has to let her play table hockey with him.
- But we both have to set the table.

To help prompt discussion, ask students:

- If you both have a pet, do you have the same responsibilities?
- If you both have a younger sibling, do you have the same responsibilities?
- If you are both on a sports team, do you have the same responsibilities?

After the paired sharing, conduct a whole-class discussion about students' various roles and responsibilities. Give students opportunities to ask questions about why their responsibilities (in a similar role) might be different from their peers

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or other family members; for example, why roles and responsibilities change in different situations and at different times in their lives. Students may ask:

- Why can we not help in the gym the way the grade 5s are allowed to?
- Why does my older brother get to go to bed later than I do?
- When I go to a restaurant with my family, why are there stricter rules for behaviour than when we eat at home?

AFI Assessment for Learning

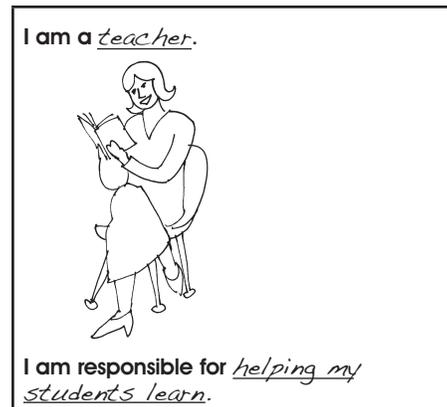
Observe students during the Think-Pair-Share activity. Consider the following:

- Are students able to explain how their roles and responsibilities are different from those of some of their peers or their siblings?
- Are they able to explain how responsibilities may be different in various places (behaviour at home versus behaviour at the home of a grandparent or aunt/uncle)?
- Do they demonstrate an understanding of the unit vocabulary so far (roles, responsibilities)?

Activity: Part One

Tell students they are going to create cards for each of their roles. Refer to the anchor chart from the last lesson “Our Roles” – and ask students if there are any roles that should be added to the list.

Give each student a set (two sheets) of Roles and Responsibilities Cards (A.5.1). Also, distribute scissors and crayons or pencil crayons. Model creating a card by recording in large letters one of your roles on the top line of the card, and then drawing a picture of what you do in that role in the blank middle section of the card. Then, have students help you describe your role, and record this on the bottom lines of the card, as in the following example:



Have students cut apart their cards and complete one card, record one of their roles, draw a picture of themselves in that role, and describe their responsibility in that role.

As a class, have students share their cards. Discuss the various roles that students play, and the many different responsibilities they have in these roles.

Activity: Part Two

Have students complete the remaining three role cards by selecting other roles that they play (e.g., student, sister, brother, son, daughter, grandson, granddaughter, neighbour, friend, hockey player, dancer, trumpet player) and identifying their responsibilities in these roles. For example:



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As students begin to discover roles and responsibilities they would like to bring to the activity, have materials ready for students to create additional cards.

Activity: Part Three

When students are finished creating their roles and responsibilities cards, they can compile them into their own picture books. Provide them with construction paper, and have them fold the paper in half to create the front and back covers of the book. Staple the books to create binding.

As a class, brainstorm appropriate titles for the books, and record these suggestions on chart paper. Have students add titles and cover illustrations to their books.

Also, discuss author biographies that are included in books. Review some examples from classroom books. Then, have students create their own author biographies to include on the back covers of their books.

aFI Assessment for Learning

Meet with students individually. Have them share their picture books with you, discussing their roles and responsibilities. Consider whether or not students are aware of:

- differences in responsibilities from classmate to classmate
- how roles change from place to place (e.g., son/daughter at home, student at school)

Encourage students to ask questions, and provide descriptive feedback to support students' understanding of these differences and variations from place to place. Use the Individual Student Observations sheet on page 19 to record results.

Consolidate and Debrief

Have students work in triads to present their picture books to one another. Then, meet for a whole-class discussion. Ask:

- What have you learned about your roles and responsibilities?

To prompt further discussion, encourage students to ask questions. Record their questions on chart paper for further investigation. For example:

- How am I the same as/different from my classmates? (e.g., We have different responsibilities depending on where we are or whom we are with.)
- Why are my responsibilities different depending on where I am?

Ask:

- Do you think that we should have responsibilities? Why?

Have students reflect on the importance of responsibilities.

aAI Assessment as Learning

Have students reflect with a partner on how their responsibilities change depending on where they are (e.g., home, school, grandma's home, baseball practice) by completing the following sentence:

- My responsibilities as a (e.g., student at school) are different from what they are as a (e.g., soccer player on the soccer field) because _____

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Extending the Learning

- Add new and important vocabulary from the lesson to the social studies word wall, along with related visuals and examples.
- Have students use their pictionaries (A.1.3) to record, illustrate, and provide examples of new and important terminology from the lesson.
- Have students use their social studies journals (A.1.4) to reflect on the lesson's activities, their conceptual understandings, and their learning goals.
- Add to the class annotated map as new locations and related ideas are explored, especially those related to roles and responsibilities.

Appendix: Image Banks

Images in this appendix are for image bank photos referenced in the lessons. Corresponding full-page, high-resolution images can be printed or projected for the related lessons, and are found on the Portage & Main Press website at: <www.portageandmainpress.com/product/HOSSBANKGR1/>. Use the password _____ to access the download for free.

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5. Select Proceed to Checkout. No coupon code is required.
6. Enter your billing information or log in to your existing account using the prompt at the top of the page.
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8. Under Order Details, click the link for your download.
9. Save the file to the desired location on your computer.

NOTE: This is a large file. Download times will vary due to your internet speeds.

1B: The Local Community

Lesson 1: Launching the Unit: Communities

Communities



1. Densely populated urban community



2. Sparsely populated rural area

Image Credits:

- 1 – iStock
- 2 – Ontario Tourism

Lesson 12: Community Change

Community Changes



1. Graffiti on the side of a building



2. Garbage bins overflowing



3. Unkempt park



4. Street with lots of traffic



5. Densely populated neighbourhood with no green space



6. Garbage on beach



7. Factory smokestacks

Image Credits:

- 1-7 – iStock

About the Contributors

Jennifer Lawson, PhD, is the originator and senior author of the Hands-On series in all subject areas. Jennifer is a former classroom teacher, resource/special education teacher, consultant, and principal. She continues to develop new Hands-On projects, and also serves as a school trustee for the St. James-Assiniboia School Division in Winnipeg, Manitoba.

Byron Stevenson is an elementary school teacher in Toronto with a variety of teaching qualifications and classroom experiences. He has taught from grade 4 to grade 8. As Instructional Leader for Toronto District School Board, he supports teachers as they integrate inquiry, concepts of disciplinary thinking, and current assessment and evaluation strategies into their programs.

Karen Murray is the program co-ordinator for “Teachers Learning and Leading” in the Toronto District School Board. Here, she designs and supports all teachers within the first four years of their teaching experience. She creates professional learning opportunities for mentor teachers and experienced teachers focusing on curriculum design, teacher leadership, and classroom programming, highlighting issues of equity and social justice. She was previously with the Literacy and Numeracy Secretariat, Ontario Ministry of Education, and a teacher in residence at the University of Toronto. Karen is an experienced curriculum writer and author.

Astrid De Cairos is a freelance curriculum writer and consultant (Ontario Curriculum Consultants). She holds a Masters in Education, Curriculum (OISE), as well as a Specialist in Special Education. Astrid’s previous experience includes teaching teacher-librarianship and classroom teaching. She has considerable experience planning, designing, and presenting workshops for the Toronto District School Board, the Ontario Teachers’ Federation, and the Ontario Association of Junior Educators. She was a writer-reviewer for the Ontario Elementary Social Studies Teachers Association (OESSTA). Astrid is particularly interested in providing opportunities for teachers to integrate environmental stewardship into the curriculum.

Denise MacRae, BHEc, EdCert, is a former primary school teacher who taught nursery to grade 3 for 29 years in the inner city of Winnipeg. She currently works as a faculty advisor for the University of Manitoba. She lives in Winnipeg, Manitoba.