

Ontario

hands-on
social studies
An Inquiry Approach

Grade 4

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Hands-On Social Studies for Ontario

*Hands-On Social Studies for Ontario, Grade 4
An Inquiry Approach*

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Introduction to *Hands-On Social Studies, Grade 4*

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 supports the vision articulated in the Ontario Social Studies Curriculum (2018):

The social studies, history, geography, and Canadian and world studies programs will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need

to solve problems and communicate ideas and decisions about significant developments, events, and issues. (p. 6)

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 (2018). These goals are to:

- develop the ability to use the “concepts of disciplinary thinking” to investigate issues, events, and developments;
- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;
- develop skills and personal attributes that are needed for discipline-specific inquiry and that can be transferred to other areas in life;
- build collaborative and cooperative working relationships;
- use appropriate technology to help students gather and analyze information, solve problems, and communicate. (p. 6)

The Inquiry Approach to Social Studies

As students explore the concepts of social studies thinking, 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.

Accordingly, the process focuses on students' self-reflections as they ask questions, discover answers, and communicate their understanding.

Hands-On Social Studies Curriculum Expectations

The Ontario Social Studies curriculum for all grade levels is organized into two strands: "Heritage and Identity" and "People and Environments." Although the curriculum does not require each strand to be taught as a discrete unit, ***Hands-On Social Studies*** organizes the strands into two units based on the grade-specific topics. The overall expectations, related concepts of disciplinary thinking, and big ideas for the strand and topic on which each unit is based 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 unit. These are presented in chart form in the introduction to each unit.

Concepts of Disciplinary Thinking

As laid out in the 2018 curriculum document, six foundational concepts of social studies thinking, which "can be used in any investigation in social studies" when students "are engaged in the inquiry process" (p. 13), are as follows:

1. **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. Relationships are a central focus in the Ontario Social Studies curriculum. For example, students investigate ways of life and interrelationships between the environment and life in various communities/societies.
6. **Perspective** (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 topics in grades 1–6. 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 understanding(s)" that students carry with them into the future (p. 14). Big ideas are often transferable to other subjects and real-life experiences.

Specific Expectations

Curriculum expectations for the relevant strand and topic are presented in chart format in the introduction to each unit.

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 the 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 and worthwhile, and must 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.

Cultural Connections

To acknowledge and celebrate the cultural diversity represented in Canadian classrooms, it is important to infuse cultural connections into classroom learning experiences. It is essential for teachers to be aware of the cultural makeup of their classes, and to celebrate these diverse cultures by making connections to curricular outcomes. In the same way, it is important to explore other cultures represented in the community and beyond, to encourage intercultural understanding and harmony. For example, make connections to the local cultural communities to highlight their contributions to the province. Throughout *Hands-On Social Studies*, suggestions are made for connecting topics to cultural explorations and activities.

Indigenous Knowledge, Experience, and Perspectives

Indigenous peoples are central to the Canadian context, and it is important to infuse their knowledge into the learning experiences of all students. The intentional integration of Indigenous knowledge in *Hands-On Social Studies* helps to address the Calls to Action of the Truth and Reconciliation Commission of Canada (2015), particularly the calls to “integrate Indigenous knowledge and teaching methods into classrooms” (Action 62) and “build student capacity for intercultural understanding, empathy and mutual respect” (Action 63).

Indigenous peoples have depended on the land since time immemorial. The environment shapes their way of life: geography, vegetation, climate,

and natural resources of the land determine the methods used to survive. The land continues to shape Indigenous peoples' way of life today because of their ongoing, deep connection with the land. Cultural practices, stories, languages, and knowledge originate from the land.

When discussing Indigenous histories, keep in mind that First Nations, Métis, and Inuit students will likely be part of the class. To ensure inclusion, refrain from framing discussions as “us” and “them” and avoid using the term “they”. Indigenous societies are extremely varied, rich and dynamic, and have changed over time. Always refer to specific First Nations or Inuit groups when discussing different modern societies. Early Indigenous societies may be referred to more generally.

The traditional territories of First Nations peoples cover the entirety of what is now Ontario. The worldviews of Indigenous peoples and their approaches and contributions are now being centred into social studies education. It is also important to recognize the diversity of Indigenous peoples in Ontario and to focus on both the traditions and contemporary lives of the Indigenous communities in your area. Contact personnel in your school district—Indigenous consultants and/or those responsible for Indigenous education—to find out what resources (e.g., people, books, videos) are available. Many such resources are also featured in *Hands-On Social Studies*.

When implementing place-based learning, many opportunities abound to consider Indigenous perspectives and knowledge. Outdoor learning provides an excellent opportunity to identify the importance of place. For example, use a map of the local area to have students identify where the location is in relation to the school. This will help students develop a stronger image of their community and surrounding area.

It is also important to identify on whose traditional territory the school is located, as well as the traditional territory of the location for the place-based learning. Use the following map, First Nations Ontario, for this purpose: <<https://www.ontario.ca/page/ontario-first-nations-maps>>.

Incorporate land acknowledgment when students have learned on whose territory the school is located. The following example may be used for guidance:

- <location of school> is located on the traditional territory of the _____ and is within the boundaries set by the _____ treaty _____.

NOTE: Land acknowledgments vary from region to region. Contact Indigenous consultants and/or those responsible for Indigenous education in your district to learn the proper acknowledgments for your area.

When incorporating Indigenous perspectives, it is important to value Traditional Ecological Knowledge (TEK):

Traditional Ecological Knowledge, or TEK, is the most popular term to denote the vast local knowledge First Peoples have about the natural world found in their traditional environment ... TEK is, above all, local knowledge based in people's relationship to place. It is also holistic, not subject to the segmentation of contemporary [knowledge]. Knowledge about a specific plant may include understanding its life cycle, its spiritual connections, its relationship to the seasons and with other plants and animals in its ecosystem, as well as its uses and its stories. (*Science First Peoples Teacher Resource Guide*)

Indigenous peoples developed technologies and survived on this land for millennia because of their knowledge of the land. Indigenous peoples used observation and experimentation to refine technologies, such as building canoes and longhouses and discovering food-preservation

techniques. As a result, TEK serves as an invaluable resource for students and teachers of social studies.

Throughout *Hands-On Social Studies*, there are many opportunities to incorporate culturally appropriate teaching methodologies from an Indigenous worldview. First Peoples Pedagogy indicates that making connections to the local community is central to learning (*Science First Peoples Teacher Resource Guide*). As one example, Elders, Métis Senators, and Knowledge Keepers offer a wealth of knowledge that can be shared with students. Consider inviting a local Elder or Métis Senator as a guest into the classroom in connection with specific topics being studied (as identified within the given lessons throughout the unit). An Elder or Métis Senator can guide a nature walk, share stories and experiences, share traditional technologies, and help students understand Indigenous peoples' perspectives on the natural world. Elders and Métis Senators will provide guidance for learners and opportunities to build bridges between the school and the community.

Here are a few suggestions for working with Knowledge Keepers such as First Nations and Inuit Elders and Métis Senators:

- Elders, Métis Senators, and Knowledge Keepers have a deep spirituality that influences every aspect of their lives and teachings. They are recognized because they have earned the respect of their community through wisdom, harmony, and balance in their actions and teachings. (See: "Aboriginal Elder Definition" at <<https://www.ictinc.ca/blog/aboriginal-elderdefinition>>.)
- Some Indigenous keepers of knowledge are more comfortable being called "Knowledge Keepers" than "Elders." Be sensitive to their preference.
- Elders and Métis Senators may wish to speak about what seems appropriate to

them, instead of being directed to talk about something specific. It is important to respect this choice and not be directive about what the guest will talk about during their visit.

- It is important to properly acknowledge any visiting Elders or Métis Senators and their knowledge, as they have traditionally been and are recognized within Indigenous communities as highly esteemed individuals. There are certain protocols that should be followed when inviting these guests to support student learning in the classroom or on the land. The website, *Deepening Knowledge*, offers guidelines for such protocols: <https://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_%28by_subjects%29/Social_Sciences_and_Humanities/Elders.html>.

It is especially important to connect with Indigenous communities, Elders, Métis Senators, and Knowledge Keepers in your local area, and to study local issues related to Indigenous peoples in Ontario. Consider contacting Indigenous education consultants within your local school district or with the Ontario Ministry of Education to access referrals. Also, consider contacting local Indigenous organizations for referrals. Such organizations may also be able to offer resources and opportunities for field trips and place-based learning.

It is important for educators to understand the significant contribution that Knowledge Keepers, Elders, and Métis Senators, and Indigenous communities make when they share their traditional knowledge. In their culture of reciprocity, this understanding should extend past giving a gift or honorarium to the guest for sharing sacred knowledge. Accordingly, educators should think deeply about reciprocity and what they can do beyond inviting Indigenous guests to their classrooms. Educators can



expand their own learning and become connected to Indigenous people by, for example, engaging in Indigenous community events, working with the Education Department of the local Nations, or exploring ways to continue developing the relationship between the local Nations and educators in the district.

The Seven Teachings are also an integral part of First Nation perspective, knowledge, and ways of living. These are Love, Respect, Courage, Honesty, Wisdom, Humility, and Truth. Invite a local Elder, Métis Senator, or Knowledge Keeper to share their understanding of the Seven Teachings. Teachers may then refer to these teachings throughout all subject areas as appropriate. As well, use local resources such as *Teachings of the Seven Sacred/Seven Grandfathers* by the Ontario Native Literacy Coalition (2010).

NOTE: Indigenous resources recommended in *Hands-On Social Studies* are all considered to be authentic resources, meaning that they reference the Indigenous community they came from, they state the individual who shared the story and gave permission for the story to be used publicly, and the person who originally shared the story is Indigenous. Stories that are works of fiction were written by an Indigenous author. For more information, please see *Authentic First Peoples Resources* at: <www.fnesc.ca/learningfirstpeoples/>.

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. Each volume contains two units of study that are based on the curricular expectations of the two grade-specific topics identified in *The Ontario Curriculum: Social Studies ... 2018* (see p. 24).

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 40 and 152), which complement those established in the Ontario Social Studies Curriculum document (2018). Units are organized as follows:

About This 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.

Curriculum Correlations

Four charts are included in this section:

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

Review these charts before beginning the unit, and refer back to them throughout the teaching and learning process.

Resources for Students

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

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 Social Studies Thinking Concepts 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 include content knowledge that focuses specifically on the topic of study. Such information is presented in a clear, concise format.

Materials

Each lesson includes a complete list of materials and resources required to conduct the activities. The quantity of materials required will depend on how the activities are conducted. If students are working individually, collect enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many items identified in the materials list are intended 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 in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the Appendix (see page 249). Colour images of these thumbnails can be downloaded from the Portage & Main Press website at: <www.portageandmainpress.com/product/HOSSBANKGR4/>. Use the

password xxxxxxxxxx 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. Choose among various options based on the availability of projectors, as well as on the needs of students.

Activate

This section 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.

Action

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

Many lessons include activity sheets for students to use to communicate their learning. Activity sheets may be completed by individual students, pairs of students, or small working groups. Alternatively, activity sheets may be projected and completed together as a class.

In some lessons, inquiry guides are provided. Use these 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 opportunities to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

Sharing Circle

At the end of each lesson, students are encouraged to revisit the guided inquiry questions focused upon in that specific lesson through a Sharing Circle. Sharing Circles originated with Indigenous leaders as a process to encourage dialogue, respect, and the co-construction of ideas. The following process is generally used in a Sharing Circle:

- the group forms a complete circle
- one person holds an object such as a stick, feather, shell, or stone
- only the person holding the stick talks, while the rest listen
- the stick is passed around in a clockwise direction
- each person talks until they are finished, being respectful of time
- the Sharing Circle is complete when everyone has had a chance to speak
- a person may pass the stick without speaking, if they choose

See <www.firstnationspedagogy.ca/circletalks.html> for more information. Also consider inviting a local Knowledge Keeper, Elder, or Métis Senator to share with the class the process of a Sharing Circle.

Extend

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 16, assessment is dealt with in detail. Keep in mind that the suggestions made in the lessons are merely ideas to consider—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 all students meet with success, including students with special needs and English-language learners, make accommodations during activities and assessment. Please see the *Ontario Curriculum for Social Studies* (2018), pages 40–45 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 required for inquiry and discussion. To promote inquiry in the classroom, consider doing the following:

- Foster an atmosphere that is non-threatening, so all students are comfortable asking questions.
- Provide many 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 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 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. For further discussion of this important topic, see “Equity and Inclusive Education in Social Studies, History, and Geography” in *The Ontario Curriculum: Social Studies ... 2018*, pp. 49–51.

Planning Units (Timelines)

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 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 timelines involved in the *Hands-*

On Social Studies program. It is important, however, to spend time on every lesson in the program so students focus on all 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 teachers. In some cases, students may work individually with materials and resources; in other cases, a small-group setting may be appropriate. 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 teachers—it is the teacher who, ultimately, determines how their students 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, communication occurs through the use of visuals, maps, diagrams, graphs, charts, models, symbols, as well as with written and spoken language. Communicating spatial and statistical information 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

Give students 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, include primary documents and photographs (originals created during the time period being studied). Students develop observation skills by examining and analyzing such visuals. Also, encourage students to create their own visuals (e.g., drawings and diagrams) to communicate their understanding of concepts and ideas.

Spatial Skills

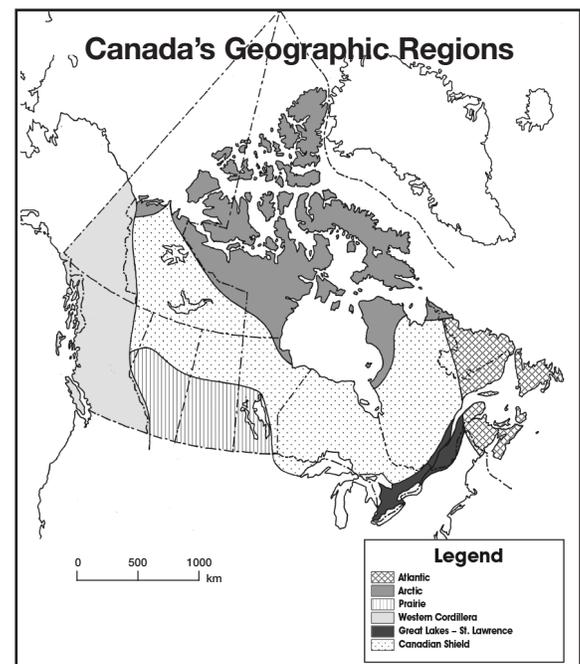
Spatial skills involve the use of maps, globes, graphs, and related language.

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:



Maps convey various types of information—geographical locations, physical land features, population, natural resources, vegetation, and so on. Students should be provided with opportunities to use, read, and construct a variety of maps in order to develop these skills of communication on social studies.

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:

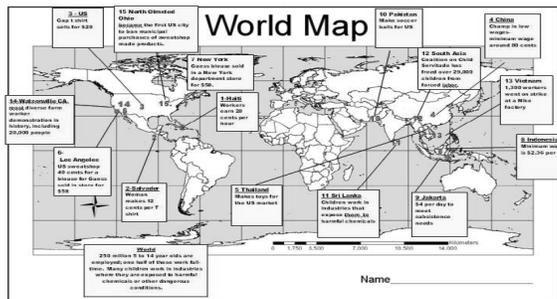
- Why is that town there?
- How are landforms and waterways used?

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 Resources for Students, page 44 and page 156).

Spatial Journals

A spatial journal, which is used in geography, is a type of annotated map and 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

| Area of Provinces and Territories | | | |
|-----------------------------------|-------------------------|-------------------------------|--------------------------|
| Province/Territory | Land (km ²) | Freshwater (km ²) | Total (km ²) |
| Yukon | 478970 | 4480 | 483450 |
| Manitoba | 548360 | 101590 | 649950 |
| Ontario | 891190 | 117390 | 1008580 |

Checklist Chart

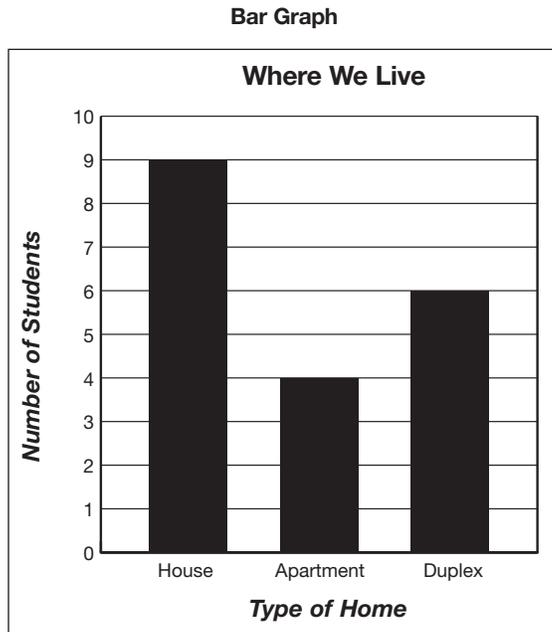
| Location of Countries of the World | | |
|------------------------------------|---------------------|---------------------|
| Country | Northern Hemisphere | Southern Hemisphere |
| Canada | ✓ | |
| Australia | | ✓ |
| New Zealand | | ✓ |

Graphs

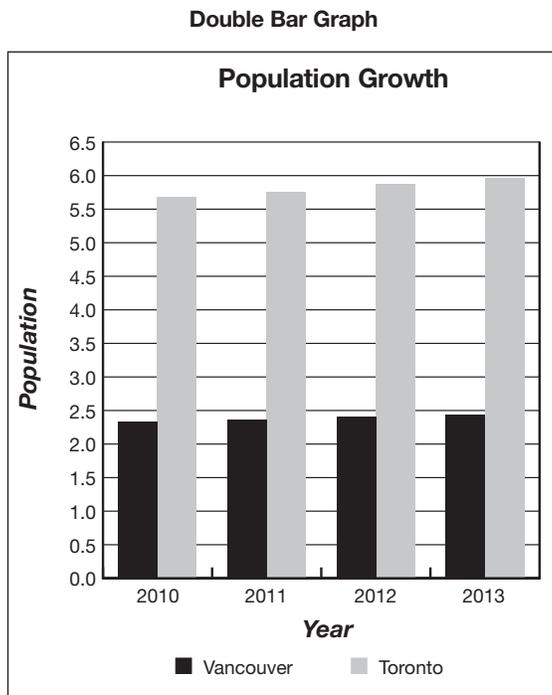
There are guidelines that should be followed when presenting graphs or when students are constructing graphs.

A *bar graph* is a common form of communication used in the social studies. Bar graphs should always be titled so that the information communicated is easily understood. The title should be capitalized in headline style (like the title of an article or story). Both axes of the graph should also be titled and capitalized in the same way. In most cases, graduated markings are noted on one axis, and the objects or events being compared are noted on the other. On a bar graph, the bars must be separate, as each bar represents a distinct piece of data.

For example:



A *double bar graph* is commonly used when comparing similar attributes in two different sets, events, or objects.

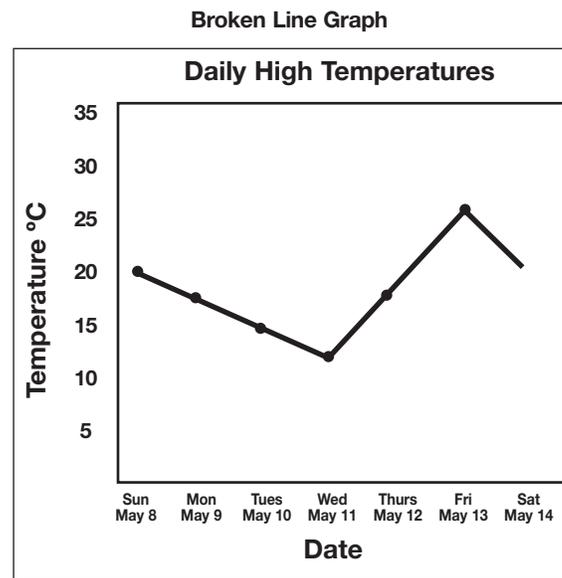


A *stem and leaf plot* displays data that is organized by place value. The plot clearly shows the greatest, least, and median values in a set of data. The following stem-and-leaf plot shows books read over the summer by 10 students with these results: 6, 7, 10, 12, 12, 15, 19, 21, 23, 25.

| Stem | Leaf |
|------|-----------|
| 0 | 6 7 |
| 1 | 0 2 2 5 9 |
| 2 | 1 3 5 |

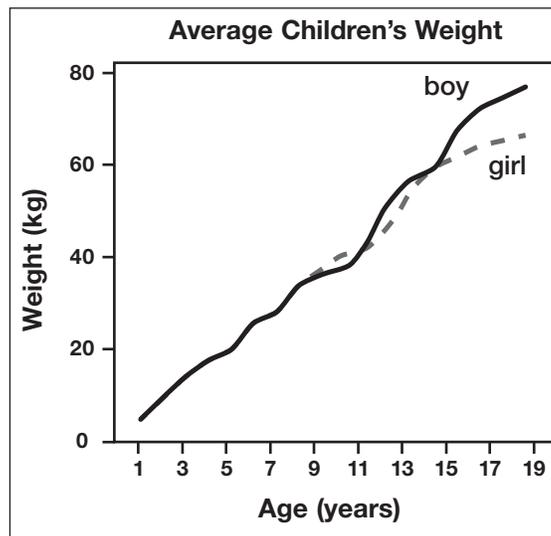
A *broken line graph* is used to communicate data when measuring an object or event over a period of time. For example, a broken line graph may be used to present daily outdoor high temperatures over a period of one week. Specific points are plotted on the graph and then connected by lines.

For example:



A *continuous line graph* consists of an unbroken line in which both axes represent continuous quantities. It is used to show trends in data over time. The slope of the line tells the reader at a glance the direction of the trends.

Continuous Line Graph



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, rural*). Also 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*). Absolute location uses terminology that is not related to another location (e.g., *latitude, longitude, address, postal code*).

Students should use the vocabulary 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.

When referring to Indigenous histories, note that some terms are outdated (e.g., *Aboriginal*) or offensive (e.g., *Eskimo*), and in some regions certain language is retained (e.g., In the United States it is common to use the term *Indian*, which is considered derogatory by many First Nations in Canada). Not all resources have been updated, therefore, it is important to explain respectful terms to students.

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?”

Using 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.
- When discussing the pre-Contact period (before 1500 CE) have students think about how the land would have been used differently without Colonial territorial, provincial, and national boundaries (e.g., How were places defined/named? Would the lack of modern boundaries have changed how people moved around the land? And, how?)

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*. Accordingly, in the About This Unit section, 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 using 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, always provide a structure for research that highlights student-generated questions, as well as a format to be followed. It is also essential to 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.

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 (referred to as “evaluation” in *The Ontario Curriculum: Social Studies ... 2018*).

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 (also known as evaluation) 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 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 21–22). 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 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 the social studies thinking 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, use the ANECDOTAL RECORD sheet template and/or the INDIVIDUAL STUDENT OBSERVATIONS template 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 template, page 23, provides a format for recording individual or group observations.

Individual Student Observations: To focus more on individual students for a longer period of time, consider using the INDIVIDUAL STUDENT OBSERVATIONS template, page 24. This template provides more space for comments and is

especially useful during conferences, interviews, and individual student performance tasks.

Students should have a method to monitor this teacher feedback. Students may use a social studies journal, 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, find the STUDENT SELF-ASSESSMENT template on page 28, as well as a STUDENT REFLECTIONS template on page 29. In addition, keeping a social studies journal will encourage students to reflect on their own learning.

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



Student reflections can also be done in many ways other than using these templates. For example, students can:

- interview one another to share their reflections on social studies
- write an outline or brief script and make a video reflection
- create an electronic slide show with an audio recording of their reflections

Assessment of Learning

Assessment of learning provides a summary of student progress related to the accomplishment of the learning goals at a particular point in time. It is important to gather a variety of assessment data to draw conclusions about what a student knows and can do. Accordingly, consider collecting student products, observing processes, and having conversations with students. Also consider which student work

is formative and which is summative. Only the most recent and consistent evidence should be used.

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



Assessment of learning suggestions are provided with the culminating lesson of each unit of the *Hands-On Social Studies* program. Use the ANECDOTAL RECORD template, found on page 23, the INDIVIDUAL STUDENT OBSERVATIONS template, found on page 24, and the RUBRIC, found on page 26, to record student results.

Performance Assessment

Both assessment for learning and assessment of learning include performance assessment. Performance assessment is planned, systematic observation and assessment that is based on students actually doing a specific social studies activity. Teacher- or teacher/student-created rubrics can be used to assess student performance.

A SAMPLE RUBRIC and RUBRIC for teacher use are included on pages 25 and 26. For any specific activity, before the work begins, as a class, discuss success criteria for completing the task. This will ensure that the success criteria relate to the lesson's learning goals. Record these criteria on the rubric.

When conducting assessment for learning, review the rubric with students to determine strengths, challenges, and next steps related to learning goals.

When conducting assessment of learning, the rubric can be used to determine summative data. For example, use the rubric criteria to assess student performance, and students can receive a check mark point for each criterion accomplished to determine a rubric score from

a total of four marks. These rubric scores can then be transferred to the RUBRIC CLASS RECORD, found on page 27.

When using the rubric for assessment of learning, consider using four levels of achievement to correlate with the Ontario Social Studies Achievement Chart (see page 21–22). For example:

1. Achievement that falls much below the provincial standard
2. Achievement that approaches the provincial standard
3. Achievement that meets the provincial standard
4. Achievement that surpasses the provincial standard

The *Hands-On Social Studies* program provides numerous opportunities for students to apply their skills. By considering the same levels of achievement throughout the year, it should be possible to track student learning and determine when students have a thorough understanding and in-depth application of concepts and skills.

Portfolios

A portfolio is a collection of work that shows evidence of a student's learning. There are many types of portfolios—the showcase portfolio and the progress portfolio are two popular formats. Showcase portfolios highlight the best of students' work, with students involved in the selection of pieces and justification for choices. Progress portfolios reflect students' progress as their work improves and aim to demonstrate in-depth understanding of the materials over time.

Select, with student input, work to include in a social studies portfolio or in a social studies section of a multi-subject portfolio. Selections should include representative samples of student work in all types of social studies

activities. Templates are included to organize the portfolio (PORTFOLIO TABLE OF CONTENTS is on page 30, and PORTFOLIO ENTRY RECORD is on page 31).

Summative Achievement Levels

At the end of each unit, determine achievement levels for each student. All assessment information gathered throughout the unit can be used to identify these levels, by referring to the Ontario Social Studies Achievement Chart on page 21–22.

A template for SUMMATIVE ACHIEVEMENT LEVELS is included on page 32 for recording this information.

Indigenous Perspectives on Assessment

From an Indigenous perspective, assessment may be community-based, qualitative, and holistic, and includes input from all the people who influence an individual student’s learning—parents, caregivers, Elders, Knowledge Keepers, community members, and educators. An assessment that includes all these perspectives provides a balanced understanding of what represents success for Indigenous students and their families/community. A strong partnership between parents/guardians/communities and school improves student achievement. Be aware that some Indigenous students may feel apprehensive about a formal process of assessment; others may find that Western achievement goals do not fit their worldview.

In *Hands-On Social Studies*, consideration has been given to assessment from an Indigenous perspective. The following suggestions will assist in supporting this perspective:

- Consider learning and assessment in a holistic way, acknowledging that each student will find identity, meaning, and purpose through connections to the

community, to the natural world, and to values such as respect and gratitude.

- Incorporate family and community in learning and assessment. Include parents/caregivers, siblings, grandparents, aunts and uncles, and cousins. Also include community members, such as Elders, Knowledge Keepers, Métis Senators, daycare staff, babysitters, and coaches. For this purpose, the template FAMILY AND COMMUNITY CONNECTIONS: ASSESSING TOGETHER, can be found on page 33. After any lesson or module, students can take home a copy of this template to complete with family or community members (with permission). This template can also be completed by students in pairs, to enhance the sense of community in the classroom.
- Have students take home one of their self-assessment templates (STUDENT SELF-ASSESSMENT, STUDENT REFLECTIONS, OR students’ social studies journal) to explain it to a family or community member. These templates can also be shared with a peer to enhance the sense of community within the school.

Important Note to Teachers

Throughout the *Hands-On Social Studies* program, suggestions are provided for assessment for learning, assessment as learning, and assessment of learning. Keep in mind that these are merely suggestions. Use the assessment strategies presented in a wide variety of ways, and build an effective assessment plan using these assessment ideas and your valuable experiences as educators. Be sure to offer a variety of assessment types to allow for differentiation of work. Students may come from diverse backgrounds and learn best when given the opportunity to demonstrate understanding in different ways.

References

- “Aboriginal Elder Definition.” Port Coquitlam, BC: Indigenous Corporate Training, 2012. <https://www.ictinc.ca/blog/aboriginal-elder-definition>
- Cameron, Caren, and Kathleen Gregory. *Rethinking Letter Grades: A Five-Step Approach for Aligning Letter Grades to Learning Standards*. Winnipeg, MB: Portage & Main Press, 2014.
- Davies, Anne. *Making Classroom Assessment Work*, 3rd ed.. Courtenay, BC: Connections Publishing, 2011.
- Gritzner, Charles F. “What Is Where, Why There, and Why Care?” *Journal of Geography* 101, no. 1 (January/February 2002), pp. 38–40.
- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (see <www.edu.gov.on.ca/eng/policyfunding/success.pdf>).
- First Nations Schools Association. *Science First Peoples Teacher Resource Guide (2016)*.
- Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning*. Winnipeg, MB: Portage & Main Press, 2012.
- “Learning First Peoples Classroom Resources.” First Nations Education Steering Committee. <<http://www.fnesc.ca/learningfirstpeoples/>> (includes the First Peoples Principles of Learning and Authentic First Peoples Resources).
- Ontario Government. *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8*; 2018. <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>
- Truth and Reconciliation Commission of Canada: Calls to Action*. Truth and Reconciliation Commission of Canada, 2015. http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Sample Rubric

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

Social Studies Activity: Mapping Canada's Capital Cities
Social Studies Topic: Provinces and Territories
Date: January 28

| Student | Criteria | | | Rubric Score /4 |
|---------|-------------------|--------------|------------------------------|-----------------|
| | Appropriate Title | Compass Rose | Accurately Labelled Capitals | |
| Jesse | ✓ | | ✓ | 3 |
| Suon | ✓ | ✓ | ✓ | 4 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SAMPLE

Unit Overview

| Overall Expectations | Social Studies Thinking Concepts | Big Ideas |
|---|------------------------------------|--|
| <p>A1. Application Compare key aspects of life in a few early societies (3000 BCE to 1500 CE), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day society in Canada.</p> | Continuity and Change; Perspective | By studying the past, we can better understand the present. |
| <p>A2. Inquiry Use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE to 1500 CE), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies.</p> | Interrelationships | The environment had a major impact on daily life in early societies. |
| <p>A3. Understanding Context Demonstrate an understanding of key aspects of a few early societies (3000 BCE to 1500 CE) including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other.</p> | Significance | Not all early societies were the same. |

Curricular Expectations

| Specific Expectation | Lesson | | | | | | | | | | | | |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| A1. Application | | | | | | | | | | | | | |
| A1.1 compare social organization in a few early societies, including at least one First Nation and one Inuit society | | | | | | | √ | | √ | | | | |
| A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society, and explain how differences were related to the social organization of those societies | | | | | | | √ | | √ | | | | √ |
| A1.3 describe some of the ways in which students' daily lives differ from the lives of young people from different backgrounds in a few early societies, including at least one First Nation and one Inuit society | √ | | | | | | √ | √ | | | | | √ |
| A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationships with the environment | | √ | | | | | | √ | | | | | |
| A2. Inquiry | | | | | | | | | | | | | |
| A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies | | √ | | | | | | √ | | | | | √ |
| A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats | | | | | √ | | | √ | | | | | √ |
| A2.3 analyze and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society | | √ | | | √ | | | √ | √ | | | | |
| A2.4 interpret and analyze information relevant to their investigations, using a variety of tools | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies | | √ | | | | | | √ | | | | | √ |
| A2.6 communicate the results of their inquiries, using appropriate vocabulary | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| A3. Understanding Context | | | | | | | | | | | | | |
| A3.1 identify the location of some different early societies including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationships with the environment from thematic maps | | √ | | | √ | | | | | | | | |



| Specific Expectation | Lesson | | | | | | | | | | | |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| A3.2 demonstrate the ability to extract information on daily life in a few early societies, including at least one First Nation and one Inuit society, from visual evidence | | | √ | | | √ | √ | √ | √ | | | √ |
| A3.3 describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society | | √ | | | | | √ | | √ | | | √ |
| A3.4 describe significant physical features and natural processes and events in two or more early societies, including at least one First Nation and one Inuit society, and describe how they affected these societies, with a focus on the societies' sustainability and food production | | √ | | | | | | √ | | | | √ |
| A3.5 describe the importance of the environment for two or more early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs | | √ | | | | | | √ | | | | √ |
| A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world, including in at least one First Nation and one Inuit society | | | | | | √ | | √ | | | | |
| A3.7 describe how two or more early societies, including at least one First Nation and one Inuit society, were governed | | | | | | | √ | | √ | | | |
| A3.8 describe the social organization of some different early societies, including at least one First Nation and one Inuit society, and the role and status of some significant social and work-related groups in these societies | | | | | | | √ | | √ | | | |
| 3.9 describe some key reasons why different groups in early societies, including at least one First Nation and one Inuit society, cooperated or came into conflict at different times | | | | | | | | | | | √ | √ |
| A3.10 describe some attempts within early societies, including at least one First Nation and one Inuit society, to deal with conflict and to establish greater cooperation | | | | | | | | | | | √ | √ |

Social Studies Thinking

Concepts: Success Criteria

| Social Studies Thinking Concepts | Success Criteria |
|----------------------------------|---|
| Significance | <ul style="list-style-type: none"> ■ I can identify the location of some societies from 3000 BCE to 1500 CE on a map or globe and extract information on early societies' relationships with the environment from thematic maps. ■ I can describe (e.g., verbally, graphically) how the physical features of the environment of an early society influenced their sustainability and food production. ■ I can show how and why different groups in early societies interacted (e.g., cooperated, came into conflict) at different times. |
| Continuity and Change | <ul style="list-style-type: none"> ■ I can compare the social organizations, the daily lives, the lives of young people, and the relationships with the environment of two or more early societies. ■ I can explain how some characteristics of an early society were related to the social organization of that society (e.g., the caste system in India, the matriarchal organization of some West Coast First Nations). ■ I can compare how the relationships with the environment in two or more early societies are the same or different from practices in present-day Canada. |
| Interrelationships | <ul style="list-style-type: none"> ■ I can explain how two or more societies evolved, developed their own identities, and influenced one another. ■ I can identify relationships that existed between early societies and the environment and how they impacted and influenced one another. ■ I can determine how relationships between societies and between societies and the environment can be helpful and/or harmful. |
| Perspective | <ul style="list-style-type: none"> ■ I can gather a variety of information on a society and analyze the information to determine multiple perspectives. ■ I can interpret multiple perspectives to successfully analyze a topic or issue as it pertains to a civilization or society. ■ I can compare and contrast how different societies and cultures may view and interpret the same development/event/issue differently. |

Adapted from "Generic Success Criteria 1.1." Ontario Elementary Social Studies Teachers Association.
<http://oessta-teachers.ca/success-criteria-disciplinary-thinking-oessta-3-1/>

Cross-Curricular Connections

| Lesson | Lesson Name | Subject | | | | |
|--------|--|---------------|------|---------|------|----------------------------|
| | | Language Arts | Math | Science | Arts | Physical Education/ Health |
| 1 | Launching the Unit: Learning From History | √ | | | | √ |
| 2 | Societies From 3000 BCE to 1500 CE | √ | | | | |
| 3 | Learning From Artifacts and Other Sources | √ | | √ | | |
| 4 | Constructing Timelines | √ | √ | | | |
| 5 | Historical Maps | √ | | | | |
| 6 | Architecture of Societies From 3000 BCE to 1500 CE | √ | | | √ | |
| 7 | Social Organization in Societies From 3000 BCE to 1500 CE | √ | | | | |
| 8 | The Natural Environment of Societies From 3000 BCE to 1500 CE | √ | | √ | | √ |
| 9 | Daily Life in Societies From 3000 BCE to 1500 CE | √ | | | √ | |
| 10 | Cooperation and Conflict in Societies From 3000 BCE to 1500 CE | √ | | | | |
| 11 | Cultural Influence of Societies From 3000 BCE to 1500 CE | √ | | | | |
| 12 | Culminating Activity: Museum Exhibits | √ | √ | √ | √ | |

Unit Overview

| Overall Expectations | Social Studies Thinking Concepts | Big Ideas |
|---|--|---|
| <p>B1. Application Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions in Canada.</p> | Cause and Consequence; Interrelationships | Human activity and the environment have an impact on each other. |
| <p>B2. Inquiry Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions in Canada.</p> | Perspective | Human activities should balance human needs and wants with environmental stewardship. |
| <p>B3. Understanding Context Identify political and physical regions in Canada, and describe their main characteristics and some significant activities that take place in them.</p> | Significance; Patterns and Trends | A region shares a similar set of characteristics. |

Curricular Expectations

| Specific Expectation | Lesson | | | | | | | | | | | | | | | |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| B1. Application | | | | | | | | | | | | | | | | |
| B1.1 analyze some of the general ways in which the natural environment of regions in Canada has affected the development of industry | | | | | | | | √ | √ | √ | √ | | | √ | √ | |
| B1.2 assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada | | | | | | | | | √ | √ | √ | √ | | √ | √ | √ |
| B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources, and assess their effectiveness | | | | | | | √ | | | | | √ | | √ | √ | |
| B2. Inquiry | | | | | | | | | | | | | | | | |
| B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada | √ | √ | √ | | | | | | √ | √ | | √ | | | | |
| B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada | √ | √ | √ | | | | | | √ | √ | | √ | √ | | √ | |
| B2.3 analyze and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada | | √ | √ | √ | | √ | | √ | √ | | √ | | | √ | √ | |
| B2.4 interpret and analyze information and data related to their investigations, using a variety of tools | √ | √ | √ | | | √ | | √ | √ | √ | √ | √ | | √ | √ | |



| Specific Expectation | Lesson | | | | | | | | | | | | | | | |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada | | | | | | | | | | √ | | √ | √ | √ | √ | |
| B2.6 communicate the results of their inquiries using appropriate vocabulary and formats | √ | √ | √ | | | √ | | √ | √ | √ | | √ | | | √ | |
| B3. Understanding Context | | | | | | | | | | | | | | | | |
| B3.1 identify various physical regions in Canada, and describe their location and some of the major ways in which they are distinct from and similar to each other | | | | | √ | √ | | | | √ | | | | | | |
| B3.2 identify some of the main human activities, including industrial development and recreational activities, in various physical regions of Canada | | | | | √ | √ | | √ | | √ | √ | √ | | | | |
| B3.3 describe the four main economic sectors, and identify some industries that are commonly associated with each sector (e.g., primary, secondary, tertiary, quaternary) | | | | | | | | | | √ | √ | √ | | | | |
| B3.4 identify various types of political regions in Canada and describe some of their basic similarities and differences | | √ | √ | | | | | | | | | | | | | |
| B3.5 identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them | | √ | √ | | | | | | | | | | | | | |
| B3.6 describe significant opportunities and challenges related to quality of life in some of Canada's political regions | | | √ | | | | | √ | | | | | | | | |
| B3.7 demonstrate an understanding of cardinal and intermediate directions, and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/ interactive maps | | √ | √ | √ | √ | | | | | | | | | | | |

Social Studies Thinking

Concepts: Success Criteria

| Social Studies Thinking Concept | Success Criteria |
|---------------------------------|---|
| Significance | <ul style="list-style-type: none"> ■ I can identify a short- and long-term impact that the development of a political or physical region has had locally/globally. ■ I can describe (e.g., verbally, graphically) how the development of a political or physical region has been influenced by the environment, society, and circumstance. ■ I can show how and why a political or physical region has different meaning and significance for different people and groups. |
| Cause and Consequence | <ul style="list-style-type: none"> ■ I can explain the impact industrial development has on regional development and how the type of environment dictates the type of industry that is present. ■ I can demonstrate how natural resources led to the development of a region and the consequences of that development on the natural environment and society. ■ I can use my understanding of natural resource extraction to recognize consequences on the environment and the development of potential sustainable practices. |
| Patterns and Trends | <ul style="list-style-type: none"> ■ I can identify political and physical regions in Canada and their characteristics. ■ I understand patterns and trends in political and physical regions in Canada and how they influence the natural environment, our way of life, and one another. ■ I can recognize consistent patterns in the natural and human environment over time in a political or physical region to determine trends. |
| Interrelationships | <ul style="list-style-type: none"> ■ I can explain how industrial development is dependent on the natural environment of the region and limited by it. ■ I am able to identify how human interaction has changed the natural landscape and the positive and negative aspects of those interactions. ■ I can determine how industrial development and the natural environment affect each other in two or more political and/or physical regions in Canada. |
| Perspective | <ul style="list-style-type: none"> ■ I can gather a variety of information and analyze sources to determine multiple perspectives on industrial development in a region. ■ I can use a variety of perspectives to successfully analyze the challenges associated with balancing human needs and wants with environmental stewardship. ■ I am able to compare and contrast how different groups of people may view and interpret the impacts of development differently. |

Adapted from "Generic Success Criteria 1.1." Ontario Elementary Social Studies Teachers Association. <<http://oessta-teachers.ca/success-criteria-disciplinary-thinking-oessta-3-1/>>

Cross-Curricular Connections

| Lesson | Lesson Name | Subject | | | | |
|--------|--|---------------|------|---------|------|---------------------------|
| | | Language Arts | Math | Science | Arts | Physical Education/Health |
| 1 | Launching the Unit: Describing and Comparing Locations in Canada | √ | | | | |
| 2 | Political Regions in Canada | √ | | | √ | |
| 3 | Peoples in Canada | √ | √ | √ | | |
| 4 | Regions and Resources | √ | √ | | | |
| 5 | Exploring Physical Regions in Canada | √ | | √ | √ | |
| 6 | Characteristics of Physical Regions in Canada | √ | | √ | | |
| 7 | Physical Region Stewardship: Creating a Land Acknowledgment | √ | | | | |
| 8 | Exploring Significant Regions | √ | | √ | √ | √ |
| 9 | Natural Resources in Canada | √ | | √ | | |
| 10 | Primary Industries in Canada | √ | | √ | | |
| 11 | Economic Sectors | √ | | | √ | |
| 12 | Environmental Stewardship | √ | | √ | | |
| 13 | Human Needs, Wants, and Perspectives | √ | | | | √ |
| 14 | Finding the Balance | √ | | √ | | |
| 15 | Culminating Activity: Canadian Inquiry Challenge | √ | | √ | √ | |
| 16 | Reflection | √ | | √ | | |

Unit A: Heritage and Identity

Societies From 3000 BCE to 1500 CE

About This Unit

In this unit, students will develop their understanding of how we study the past. To do this, they will use various methods to examine a number of societies that existed between 3000 BCE and 1500 CE, including Indigenous societies, representing different cultures from different eras that emerged in different regions of the world. Students will examine societies' social organizations, daily life, and relationships with the environment. Students will build on their learning from earlier grades by using visual evidence, primary and secondary sources, and thematic maps in their investigations. Students will also investigate the interrelationship between daily life and the environment in these societies and compare aspects of life in these societies with present-day Canada.

This unit uses four case studies: Tuniit societies (also known as Dorset of the eastern Arctic), pre-Contact Anishinaabe societies, pre-Contact Haudenosaunee societies, and the city-state of Teotihuacan. These case studies are a springboard to study other societies that existed between 3000 BCE and 1500 CE. Using the inquiry model, students will conduct their own inquiries into other societies from this time period.

Anishinaabe and Haudenosaunee were selected as case studies for this unit because they demonstrate a range of societies living throughout the Great Lakes region during the pre-Contact period. Additional communities, such as Cree and ancestral Wendat (Huron), also lived in what is now Ontario during this period. As a class, research to find out on whose traditional territory the school is located and identify local Indigenous communities. Ensure these communities are included in class discussions. If possible, connect with the school board's Indigenous education department and invite Elders, Knowledge Keepers, or Métis Senators to come talk to the class. See page 6

for more information about inviting these guests into the classroom.

NOTE: The name *Tuniit* has been used by Inuit since the earliest times, and has been passed down through oral history. *Dorset* has been the designation used by archaeologists because their sites were first distinguished from Inuit sites at Cape Dorset on Baffin Island. Use *Tuniit* to refer to these people, but *Dorset* may be useful for research purposes.

In the culminating activity for this unit, students work in groups to design a history museum exhibit on a society from 3000 BCE to 1500 CE. They will work as a group to illustrate continuity and change in a particular society, highlighting daily life and describing some similarities and differences to life in Canada today. Clarify that today, daily life differs across Canada, as our country is made up of a variety of cultures that interact with the world in different ways.

Planning Tips for Teachers

In planning for this unit, collect the following:

- a variety of picture books and reference materials related to societies that existed between 3000 BCE and 1500 CE (see Resources for Students, page 44)
- wall maps of the world, including one to create an annotated world map (see page 11 in the Introduction for more information about annotated maps)
- notebooks or recycled writing paper for students to make social studies journals
- clean, recycled materials (e.g., egg cartons, cereal boxes, milk cartons) for student projects

If possible, plan field trips to local historical sites and museums to provide students with firsthand experience and background knowledge. Plan visits to virtual museums if access to local museums is not available. When visiting virtual

or in-person museums, have students use the Activity Sheet: Exploring Museum Exhibits (A.1.2) found in lesson 1. This activity sheet will help students prepare for the culminating activity in lesson 12, in which students will develop their own museum exhibits.

NOTE: Before accessing resources from historical sites and museums, ask if information about Indigenous peoples was created in collaboration with local Elders, Knowledge Keepers, or Métis Senators. This will help ensure that colonial myths are not perpetuated when visiting these sites or using their educational resources.

Keep anchor charts and students' completed maps and activity sheets from lesson to lesson, as materials are often returned to later in the unit. For easy reference, organize maps and activity sheets in folders or binders, either lesson by lesson or student by student.

Vocabulary

Throughout this unit, use, and encourage students to use, vocabulary such as:

- *agriculture, archaeologist, archaeology, archaeology site, architecture, artifact, biofact, city-state, collapse, conflict, cooperation, culture, drought, early society, egalitarian, Elder, environment, era, exhibit, feature, First Nations, food production, hierarchical, historian, history, horticulture, hunter-gatherers, Indigenous, Indigenous Knowledge, Inuit, Knowledge Keeper, Métis, Métis Senator, museum, natural resources, nomadic, oral tradition or oral history, the past, physical features, prairies, power, pre-Contact period, primary source, pyramid, region, roles and responsibilities, secondary source, social classes, social organization, social structure, social studies thinking skills, structure, subsistence, sustainability, technology, theory, timeline, time period,*

Traditional lands, Turtle Island, Western science

Also, encourage students to use vocabulary related to the social studies inquiry model, including terms such as:

- *access, analyze, ask, brainstorm, collect, compare, connect, consider, create, describe, develop, estimate, explain, explore, find, follow, graph, identify, improve, investigate, measure, observe, order, plan, predict, propose, recognize, record, repeat, research, respond, select, survey, tally*

As well, encourage students to use vocabulary related to spatial skills, such as:

- *atlas, body of water, cardinal directions, community, country, equator, erosion, fertile soil, flood plain, grid, globe, hemisphere, lake, legend, location, map, model, mountain, ocean shore, poles, relative direction (e.g., right, left, in front, behind), river, scale, symbol, title, volcano*

Furthermore, as appropriate, use, and encourage students to use, language related to the social studies thinking concepts such as:

- *cause, change, consequence, correlation, importance, interrelationships, perspective, pattern, result, significance, trend*

NOTE: Use the chart, Social Studies Thinking Concepts: Success Criteria on page 42, to guide focus on these concepts throughout the unit.

Have students create a glossary to record new vocabulary, along with definitions and illustrations. Where possible, encourage students to draw pictorial representations of the word(s) to enrich learning and support literacy. See lesson 1 for a glossary template.

Create a word wall on a bulletin board or on a sheet of poster or chart paper. Record new

vocabulary on the word wall as it is introduced throughout the unit, along with related visuals, examples, and definitions. Place the word wall in a location where all students can see and access the words.

NOTE: When appropriate, include vocabulary in languages other than English, such as Indigenous languages, on the word wall and in the glossary. This is a way of acknowledging and respecting students' cultural backgrounds, while enhancing learning for all students. Online dictionaries or community members may be sources for translations.

3 Learning From Artifacts and Other Sources

Students will examine various images of artifacts and learn how to critically examine and use them as sources of information. Students will infer information about early peoples' cultures and ways of life from these images.

Guided Inquiry Questions

- What can artifacts and documents teach us about societies in the past?
- How can oral histories help us understand the past?

Learning Goals

- We are learning to ask critical-thinking questions in order to make inferences about images of artifacts.
- We are learning how to use and interpret information from a variety of sources (e.g., primary and secondary sources, images, documents, artifacts, maps, oral histories).

Social Studies Thinking Concept

- Perspective

Information for Teachers

Primary sources are records of information that are created during the time an event happens or by a person who actually experiences the event. Primary sources include original documents (e.g., speeches, diaries, manuscripts, letters, newspaper accounts), photographs, and artifacts (e.g., jewellery, clothing, pottery). Examples include the diaries of William Lyon Mackenzie King, letters from war veterans, the photograph of Donald Smith driving the last spike in the Canadian Pacific Railway, a handwritten poem by Louis Riel as he awaited execution, and a parfleche (a dried animal hide, with the hair removed, stretched on a frame) used for carrying pemmican. However, primary sources are not complete representations of past events. For example, a written narrative

reflects the perspective of the person recording it, and different people experience events in different ways.

Secondary sources are works in which the author interprets, analyzes, or summarizes events, based on the study of primary sources. Secondary sources include textbooks, histories, magazine articles, encyclopedias, biographies, and other nonfiction works. Photographs of some primary sources, such as photographs of artifacts, are classified as secondary sources because the viewer cannot get the same information as they can from the original item (e.g., material, true dimensions, view of all sides).

While primary sources are preferable for classroom use to develop critical-thinking and related social studies skills, it is not always possible to access primary sources from a given time period. Therefore, secondary sources may be used as an alternative.

Some societies did not produce textual or written records. Instead, these societies maintained oral traditions or created artworks that depicted past events as a way to preserve their histories. In some cases, early explorers recorded their observations of these societies; this is considered *ethnographic information*. Ethnographic information tends to reflect the values and interests of the person who recorded it, not necessarily the society itself. When studying societies in the past, consult descendent communities wherever possible. For example, when discussing Indigenous societies from the past, invite an Elder, Knowledge Keeper, or Métis Senator from a nearby Indigenous community to share their knowledge with students. See page 6 for more information about inviting these guests to the classroom.

Archaeologists and other scientists study materials created, modified, or used by people in the past, as well as their physical

3

properties (e.g., what they were made from, inscriptions). Archaeologists refer to these materials as *material culture*, which includes artifacts, biofacts, and features excavated at archaeological sites.

Artifacts are portable objects, such as ceramics or stone tools.

Biofacts are organic objects, such as animal bones and seeds or pollen from plants that were once food.

Features are fixed objects, such as postholes or other architecture.

Archaeologists analyze material culture to understand how people used it, what they used it for, and its significance to the people it belonged to. They try to identify any patterns that may tell them about the people who used them. Archaeologists also study cultural landscapes—how humans moved around and changed their environment—to better understand the significance of different places for people in the past. As a result, archaeologists differ from historians, who primarily study written records.

Archaeology draws on anthropology, the study of human experience; linguistics, the study of language; geography, the study of places and regions; ecology, the study of organisms and their environment; and many other fields of study. Archaeologists often work with other scientists, including geneticists, who analyze DNA of past peoples and animals, and paleoclimatologists, who study climate change in the past. Archaeology, however, is only part of how we learn about the past. Through Indigenous Knowledge, which is passed on through oral histories and cultural practices, we can learn about how Indigenous peoples perceive and understand the past. Indigenous knowledge can provide information not accessible through material remains.

NOTE: Many objects used in Indigenous societies are considered living; they have a function and are often adorned with art that tells a story and identifies belonging. For context, refer to Chapter 18: Indigenous Artifacts from *Our Stories*, at: <https://ecampusontario.pressbooks.pub/indigstudies/chapter/indigenous-artifacts/>. This resource is also available as a free PDF.

Materials

- Information Sheet: Archaeological Dig (A.3.1)
- Activity Sheet A: Archaeological Dig Recording Sheet (A.3.2)
- Activity Sheet B: Examining Artifacts (A.3.3)
- chart paper
- markers
- large sticky notes
- projection device (optional)
- Image Bank: Artifacts (See Appendix, page 249.)
- resources about societies from 3000 BCE to 1500 CE
- access to printer

Activate

Read the following visualization to students. Encourage them to create pictures in their minds as you read:

Close your eyes, relax, and be prepared to enter a whole new world. Today, you will take on an important new job as an archaeologist. What's an archaeologist, you might wonder? Well, this is a person who helps us learn about history by carefully examining objects from the past. Archaeologists explore ancient landscapes and uncover tools and the belongings of people from long ago. They study the bones of animals to find out about the people who hunted or kept them, and they even study soil samples to learn as much as they can. Archaeologists keep detailed records of their observations and findings.

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Now, imagine yourself on an airplane, flying off to explore faraway places. You are an archaeologist about to examine some objects that belonged to people of different societies in the past. As your plane lands near the site, you are excited to explore and discover. A short jeep ride, and you are finally there.

- What do you see?
- What sounds do you hear?
- How does the air feel and smell?
- What is the earth like under your feet?
- As you begin your exploration, what do you find?

After this visualization exercise, have students share their background knowledge about archaeologists. Ask:

- What do you know about archaeologists?
- Record the term *archaeologist* on chart paper. Have students check their dictionaries and co-construct a class definition for the term. Record the class definition on chart paper. Ask:
- Have you ever read a book or watched a movie about an archaeologist?
 - What do archaeologists do?
 - Do you think it would be an interesting job? A challenging job? Why? Why not?

Introduce the guided inquiry questions:

- What can artifacts and documents teach us about societies in the past?
- How can oral histories help us understand the past?

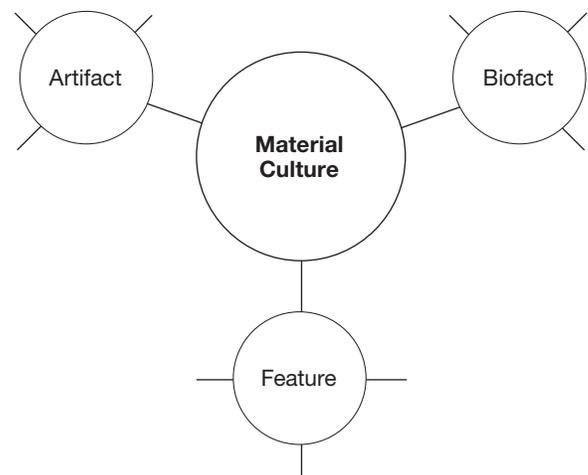
Assessment as Learning

Have students share with a partner how the visualization exercise helped them understand the role of archaeologists.

Action Part One

Record the term *material culture* in the centre of a sheet of chart paper. Have students share their ideas and background knowledge of the term.

Then, record the terms *artifact*, *biofact*, and *feature* on the chart paper as in this example:



Have students share their ideas and background knowledge about these terms. As a class, co-construct definitions for each term, consulting student dictionaries as needed. Record the class definitions on the chart paper, and have students generate a list of examples for each term.

Project or display a copy of the Information Sheet: Archaeological Dig (A.3.1). Review the sheet together and introduce the grid system used by archaeologists to identify locations using coordinates. Model how to use the grid system by selecting one item from the illustration. As a class, determine its location with the coordinates (e.g., B, 2). Discuss what the object might be, what it might be made of, what it might have been used for, and whether it is an artifact, a biofact, or a feature.

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NOTE: The objects “found” on the archaeological dig (A.3.1) are: clay pottery (A, 1); beads (A, 3); copper point (A, 4); bone fish hook (B, 2); fish bone (B, 4); stone hammer (C, 1); awl made from an antler (C, 2); clamshell pendant (C, 3); stone tool (D, 1); bison teeth (pendant) (D, 4).

- use observation
- conduct an inquiry
- check with experts
- look for photographs of similar objects in books or online

Organize students into pairs and distribute copies of Activity Sheet A: Archaeological Dig Recording Sheet (A.3.2) to each student. With their partners, have students complete the activity sheet.

Activity Sheet A

Directions to students:

Study the cross-section of the archaeological dig. Identify the location of each artifact using the coordinates (e.g., B, 2). Describe what you think each object is, what it is made of, and what it was used for (A.3.2).

Assessment for Learning

Observe students during the discussion. Focus on their ability to share background knowledge and make inferences. Provide descriptive feedback throughout this process.

Action Part Two

Organize students into pairs for a Think, Pair, Share activity. Display the first image from the Image Bank: Artifacts, and have students brainstorm questions about the object. Have them share their questions with a partner, and then with the whole class.

Record students’ questions on chart paper, and discuss. Ask:

- Which questions could you answer by looking at the image?
- What information does the image give you?
- How else can you find answers to your questions?

As a class, determine how students can find answers to their questions. Ideas may include:

Using these strategies, as well as other student suggestions, work together as a class to answer some of the students’ inquiry questions about the object in the image. Record results alongside students’ inquiry questions.

Continue this process with each image in the Image Bank. Have students observe and draw conclusions about the objects, the people who used them, and places where they were found. Walk students through the critical-thinking exercise of using the 5Ws (who, what, when, where, and why) to formulate inquiry questions. For example:

- What is this object?
- Who may have used this object?
- Where was the object found?
- When was it made?
- What is it made from?
- What was it used for?
- Why was it an important object to the people who used it?
- What do the inscriptions/pictures (if any) on this object show?

Have students share their observations, inferences, and conclusions.

NOTE: Have students access additional images available on museum websites. Students can access these independently, print the images, and continue exploring artifacts.

Action Part Three

Invite local Elders, Knowledge Keepers, or Métis Senators to share their knowledge about local artifacts (those from the Image Bank or possibly owned by the guest speakers).

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NOTE: See the Introduction to *Hands-On Social Studies*, page 6, for guidance about inviting Elders, Knowledge Keepers, and Métis Senators to speak to students.

Action Part Four

Organize the class into working groups, and have each group select a society from 3000 BCE to 1500 CE whose artifacts they will study. Ensure at least two Indigenous societies are selected. Provide each student with a copy of Activity Sheet B: Examining Artifacts (A.3.3). Model how to record inquiry questions and find answers to those questions, as in the example below.

| Image # | Inquiry Questions | Ideas/ Answers/ Inferences | Reasons |
|---------|----------------------|--|--|
| 1 | What is this object? | <ul style="list-style-type: none"> ■ shopping list ■ story | <ul style="list-style-type: none"> ■ It looks like writing. |
| | | | |

Have students use various resources to access information and locate images of objects from their chosen society. To add images to their activity sheet, students can print images found online or draw images found in print resources. Have them label each image with a number. Working with their group, have students critically analyze their images to create inquiry questions, and record their ideas, inferences, rationale, and any facts they find related to the objects. Encourage students to check available reference materials to find information about the objects.

Assessment for Learning

Observe students as they access and explore the images, and record their inquiry questions and responses. Provide descriptive feedback throughout the process.

Activity Sheet B

Directions to students:

Find images of objects from a society that existed from 3000 BCE to 1500 CE. Print copies of the images (or draw them on the activity sheet), and number them. Record questions you have about the objects, as well as your ideas, answers, inferences, and reasons behind your ideas (A.3.3).

Consolidate and Debrief

Have the groups present their images and responses to the class. Discuss the evidence students used to determine their ideas, answers, and inferences.

Based on students' inquiry, questions discuss their chosen societies. Ask:

- What have you learned about these cultures?
- How are the objects from different societies similar to each other?
- How are they different?
- How are these objects similar to objects that we use in Canada today?
- How are these objects different from objects that we use in Canada today?

Encourage students to draw comparisons between the various artifacts and identify similar present-day objects.

NOTE: During this discussion, be conscious of the fact that many Indigenous communities use traditional tools for creating things like traditional artwork, crafts, and beadwork. These tools may or may not be a part of daily life, but they are still of great importance to these cultures. Many objects are considered to be living, and should be discussed with respect accordingly. Encourage students to discuss the differences between past and modern-day tools and objects as simply different, rather than as one being superior to another.

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Assessment as Learning

Have students answer the following question in their social studies journals:

- What have I learned from examining artifacts?

Sharing Circle

Revisit the guided inquiry questions:

- What can artifacts and documents teach us about societies in the past?
- How can oral histories help us understand the past?

Have students share their experiences and knowledge, provide examples, and ask further inquiry questions.

Extend

- Have students create their own primary sources. Have each student write about the same event, describing various details of the event (e.g., what happened, who was there, the weather). When students have completed their descriptions, have them share with the class to see how their perspectives differ. The event could be something fun (e.g., a field trip) or something more mundane (e.g., gym class). Explain to students that they are creating a primary source that archaeologists could study in the future.
- Continue to develop the annotated world map, attaching relevant notes to the map that connect to specific locations and societies studied. Add notes throughout the unit as students pose inquiry questions, acquire new ideas, and build spatial skills.
- Add new and important vocabulary from the lesson to the word wall, along with related visuals and examples. Include the words in languages other than English, such as Indigenous languages, as appropriate.

- Have students record, in their personal glossaries (A.1.3), new and important vocabulary from the lesson along with illustrations and examples. When possible, encourage them to add words and examples in languages other than English, including Indigenous languages, reflective of the class cultural makeup.
- In their social studies journals, have students reflect on the lesson's activities, their conceptual understandings, and their learning goals.
- Have students revisit their Frayer Models (A.2.8) to add to their understanding of societies from 3000 BCE to 1500 CE.

References for Teachers

Books

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Websites and Online Resources

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Annual Demographic Estimates: Subprovincial Areas, July 1, 2019. Statistics Canada. PDF includes “Map 1.1: Population Distribution as of July 1, 2019, by Census Division, Canada” (p. 7).
- www.tc2.ca
The Critical Thinking Consortium—TC2. Resources and lessons on critical thinking.
- <http://edugains.ca/newsite/di/edupackages/2016educatorspackage.html>
Differentiated Instruction Educator’s Package (2016). EduGAINS. Ontario Ministry of Education.
- www.historicalthinking.ca
The Historical Thinking Project. Centre for the Study of Historical Consciousness. Highlights key social studies thinking skills and shares lessons on how to teach them.
- [ssla.ca/Inquiry](http://www.ssla.ca/Inquiry)
“Inquiry.” *Saskatchewan School Library Association*. Links to multiple resources related to student inquiry.
- <https://wordpress.oise.utoronto.ca/naturalcuriosity/>
Natural Curiosity: The Importance of Indigenous Perspectives in Children’s Environmental Inquiry. Dr. Eric Jackman Institute of Child Study, Ontario Institute for Studies in Education. Videos, workshops/professional development, and other tools for teachers who want to bring natural curiosity and environmental education into their classrooms.
- <https://www.nrcan.gc.ca>
Natural Resources Canada. Government of Canada. Information about how the country’s natural resources are developed.

- **<http://oessta-teachers.ca>**
OESSTA. This website of the Ontario Elementary Social Studies Teachers Association has key resources and links focusing on inquiry.
- **<https://resources.elearningontario.ca/d2l/login/>**
Ontario Educational Resource Bank (OERB). Ontario Ministry of Education. This site is password protected; contact your school board for information about accessing these resources.
- **<https://www.statcan.gc.ca/>**
Statistics Canada. Government of Canada. View current trends here on the website of Canada's national statistical agency. Search gross domestic product at basic prices, search by industry, and more.
- **<https://johndabell.com/2018/02/11/the-synecitic-model-of-teaching>**
 “The Synectic Model of Teaching.” John Dabell: *Every Day Is a School Day*. Blog by *John Dabell* about the Synectics model of creative thinking, which uses visual similes to make connections between two concepts.
- **<https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>**
 “Teaching by the Medicine Wheel: An Anishinaabe Framework for Indigenous Education” by Nicole Bell. *EdCan Network Magazine*, June 9, 2014.
- **<https://native-land.ca/resources/territory-acknowledgement/>**
 “Territory Acknowledgement.” *Native Land*. Why and how to acknowledge territory.
- **<https://www.rcaanc-cirnac.gc.ca/eng/1100100028574/1529354437231#chp3>**
Treaties and Agreements. Crown-Indigenous Relations and Northern Affairs Canada. Government of Canada. Learn about historic and modern treaties in Canada, treaty rights, and the treaty relationship.
- **<https://www.ictinc.ca/blog/what-is-an-indigenous-medicine-wheel>**
 “What Is an Indigenous Medicine Wheel?” *Indigenous Corporate Training*. Blog by Bob Joseph that explains the Indigenous medicine wheel in terms of “how we as Aboriginal peoples view the world.”

Appendix: Image Banks

Images in this appendix are thumbnails from the Image Banks 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: <<https://www.portageandmainpress.com/xxxxxxxxxxxxxxxxxxxxxxxxx/>>. Use the password xxxxxxxxxxxx to access the download for free. This link and password can also be used to access the reproducibles for this book.

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Lesson 3: Learning From Artifacts and Other Sources

Artifacts



1. Stone fireplace made by Tuniit c. 1000 BCE, Nunavut



2. 38-metre longhouse made by Tuniit with boulders c. 1000 CE, Nunavut



3. Clay tablet inscribed with cuneiform c. 2300 to 2100 BCE, Sumeria



4. Bronze statue called the Dancing Girl c. 2500 BCE, Indus Valley



5. Bronze wine gong (vessel) from the Shang Dynasty c. 1600 to 1046 BCE, China



6. Inner coffin of Menkheperre, made with wood, paste, and paint c. 1000 to 945 BCE, Egypt



7. Bronze surgical forceps c. 1st century CE, Rome

Image Credits:

- 1 – Courtesy of Max Friesen
- 2 – Courtesy of Max Friesen
- 3 – Cuneiform Tablet from Nippur, Sumeria (Modern Iraq) 2300 - 2100 BCE by Mary Harrsch. Used under CC by 2.0 licence.
- 4 – Bronze “Dancing Girl,” Mohenjo-daro, c. 2500 BC by Gary Todd. Used under CC0 1.0 licence.
- 5 – The Metropolitan Museum of Art, New York, 43.25.4 Used under CC0 1.0 licence.
- 6 – The Metropolitan Museum of Art, New York, 25.3.8a, b. Used under CC0 1.0 licence.
- 7 – The Metropolitan Museum of Art, New York, 74.51.5435. Used under CC0 1.0 licence.

About the Contributors

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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.

Monique Pregent is an elementary science teacher in southwestern Ontario. As an Anishinaabe educator, she is passionate about sharing how to add Indigenous perspectives into all subjects and levels. She is the Indigenous Education Lead for her school board. She has also presented workshops to school boards and the Elementary Teachers Federation of Ontario. Monique has been a guest writer in resources about how to infuse Indigenous perspectives into all subjects and welcomes the day when it becomes a normal practice in every classroom.

Christine Miskonoodinkwe Smith is a Saulteaux woman from Peguis First Nation. She is an editor, writer, and journalist who graduated from the University of Toronto with a specialization in Aboriginal Studies and went on to receive her Master's in Education in Social Justice. She has written for the Native Canadian, Anishinabek News, Windspeaker, FNH Magazine, New Tribe Magazine, Muskrat Magazine and the Piker Press.

Byron Stevenson is a curriculum writer and educational consultant. He worked as a program co-ordinator for the Social & World Studies and the Humanities department in the Toronto District School Board, and he has been a leader within the Ontario Elementary Social Studies teachers Association. Byron has worked with several publishers and he advocates for teaching and learning approaches that promote inquiry, big ideas, and disciplinary thinking.