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Ontario

hands-on social studies

An Inquiry Approach

Grade 1

Series Author
Jennifer E. Lawson

Indigenous Content Contributor
Jerica Fraser

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

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Contributor:
Kellie Ierullo

Book and Cover Design:
Relish Ideas

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Art Plus
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Treaty 1 Territory and homeland of the Métis Nation

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

Introduction to *Hands-On Social Studies*

About *Hands-On Social Studies*

Hands-On Social Studies focuses on developing students' knowledge, skills, and attitudes through active inquiry, problem solving, and decision making. All activities encourage students 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 history, geography, political studies, economics, and law. It involves the examination of communities, both local and global. 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 social studies curriculum provides citizenship education that is based on disciplinary thinking, big ideas, the inquiry process, framing questions, and spatial skills/activities.

The Goals of Social Studies

Hands-On Social Studies supports the vision articulated in the Ontario social studies curriculum:

> 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. (Ontario Government, 2023)

Hands-On Social Studies is designed to guide students in meeting the goals of the Ontario social studies curriculum, which are as follows:

- 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 judgments
- 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 them gather and analyze information, solve problems, and communicate (Ontario Government, 2023)

The Inquiry Approach to Social Studies

As students explore the concepts of disciplinary thinking, also referred to as social studies thinking, they should be encouraged to ask questions to guide their own learning. The inquiry approach 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 facilitates the learning process, and students initiate questions, gather information, evaluate findings, and

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communicate their learning. Accordingly, the process focuses on students' 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 expectations for each one. In the introduction to each unit of ***Hands-On Social Studies***, a unit overview chart lists the overall expectations, related concepts of social studies thinking, and big ideas for the strand on which the unit is based.

Overall Expectations

The overall expectations describe the general knowledge and skills that students are expected to demonstrate at the end of the unit.

Concepts of Social Studies Thinking

As laid out in the 2023 curriculum, the six foundational concepts of social studies thinking that "can be used in any investigation in social studies" when students "are engaged in the inquiry process" are as follows:

1. **Significance**: Students examine and identify the importance of something (or someone), whether it is an event, process, person, object, or location. Significance is usually determined by its 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. (Ontario Government, 2023)

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. These criteria are useful for teachers infusing 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 in *Hands-On Social Studies*.

Big Ideas

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

Hands-On Social Studies Principles

- Effective social studies programs involve hands-on inquiry, field studies, problem solving, and decision making.

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- The development of students' understanding of the concepts of social studies thinking, skills, and attitudes forms 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 connection 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; and people and places in the local community (e.g., 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 classrooms throughout Canada, infuse cultural connections into classroom learning experiences. Be aware of the cultural backgrounds of students and celebrate these diverse cultures by making connections to curricular outcomes. In the same way, explore other cultures represented in the community and beyond to encourage intercultural understanding and harmony. For example, make connections to 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 Knowledges, Experiences, and Perspectives

First Nations, Inuit, and Métis Peoples and their experiences are distinct and diverse. ***Hands-On Social Studies*** is designed to incorporate authentic and appropriate First Nations, Inuit, and Métis content into social studies classrooms and to provide students with exposure to various identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing. In teaching about Indigenous Peoples and Indigenous Knowledges, experiences, and perspectives, use the following principles:

- Discuss with students the rich, brilliant, and diverse lives of First Nations, Inuit, and Métis Peoples, families, and communities before colonization.
- Celebrate Indigenous contributions in the past as well as in the present day.
- Understand that Indigenous Knowledges reflect specific Indigenous communities and their understandings of their local environment. They are not homogeneous.
- Ensure that resources are authentic and appropriate. Check with your school board's Indigenous Lead or those responsible for Indigenous education for vetted resources.

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- Engage in cultural appreciation. Respect what First Nations, Inuit, and Métis Peoples have shared about their culture and/or cultural practices through texts and videos, but refrain from researching Indigenous ceremonies and cultural practices on your own.
- Balance stories of trauma with stories of reclamation, brilliance, and joy. Learn about the complexities of Indigenous realities, while also appreciating the strength and resilience of First Nations, Inuit, and Métis Peoples in Canada.
- Share with parents and caregivers what curriculum you are engaging with in your classroom to provide opportunities for First Nations, Inuit, and Métis students to opt out of learning about the traumatic experiences of their families and communities.
- Honour the lived experiences, identities, and cultural practices of First Nations, Inuit, and Métis Peoples. Do not have students role-play Indigenous Peoples or mimic Indigenous cultural practices (e.g., copy Indigenous art forms, call classroom guidelines "treaties," design wampum belts).
- Consider reviewing the Indigenous Knowledge Guidelines from FNMIEAO at <https://fnmieao.com/wp-content/uploads/2021/05/ik_guidelines.pdf> and ETFO's Cultural Appropriation vs. Appreciation resource at <https://etfofnmi.ca/wp-content/uploads/2023/12/ETFO-Cultural-Appropriation-Revised-2022.pdf>.

Learning about First Nations, Métis, and Inuit Peoples is essential to understanding the historical and contemporary context of what is now commonly referred to as Canada. Infuse the distinct and diverse knowledges of First Nations, Métis, and Inuit Peoples into the learning experiences of all students. The intentional integration of Indigenous Knowledges 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).

First Nations, Inuit, and Métis Peoples have had a deep connection with the land since time immemorial. The environment shapes their ways of life. The local geography, vegetation, climate, and natural resources are intrinsically connected to a specific community's stories, languages, and traditions as well as the knowledges they used, and continue to use, to survive. Remember that Indigenous Peoples are not a people of the past, and remind students of their contemporary lives, challenges, and contributions.

When discussing Indigenous histories, keep in mind that First Nations, Inuit, and Métis 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 communities are extremely varied, rich, and dynamic, and have changed and adapted over time.

Where possible, refer to specific First Nations, Inuit, and Métis communities when discussing different historic and modern societies (e.g., Anishinaabe communities in what is now commonly referred to as Ontario).

The traditional territories of First Nations communities cover the entirety of what is now commonly referred to as Ontario. Presently, a diversity of First Nations, Inuit, and Métis Peoples live throughout the province. Include the contributions and contemporary lives of the Indigenous communities in your area as well as their varied histories as part of social studies education. Contact personnel in your

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school district—Indigenous Leads and/or those responsible for Indigenous education—to find out what resources and supports (e.g., people, books, videos) are available. Many such resources are also featured in ***Hands-On Social Studies***.

When implementing land-based learning, there are many opportunities to consider First Nations, Métis, and Inuit Knowledges and perspectives. Land-based learning provides an excellent opportunity to identify the importance of place and develop an appreciation for the environment. For example, use a map of the area where the land-based learning is located and 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 as well as the need to protect the environment where they live.

It is also important to identify on whose traditional and/or treaty territory the school is located. Refer to your school board's land acknowledgment for this purpose. Land acknowledgments often refer to both traditional territories and the treaty partners for specific areas, as these may be different depending on your local area and its history.

Consider incorporating your school board's land acknowledgment into your classroom when students have learned on whose territory the school is located and who their local treaty partner(s) is.

NOTE: Land acknowledgments vary from region to region. Visit your school board's website to learn the proper acknowledgments for your area.

When incorporating Indigenous perspectives, it is important to promote 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. (First Nations Schools Association 2016, 12)

First Nations, Inuit, and Métis Peoples developed technologies and survived on this land for millennia because of their knowledge of the land. Indigenous Peoples use observation and experimentation to refine technologies, such as for building canoes and longhouses and preserving food. 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 Indigenous perspectives. First Peoples Pedagogy indicates that making connections to the local community is central to learning (see the *Science First Peoples Teacher Resource Guide Grades 5 to 9*). As one example, Elders and Knowledge Keepers offer a wealth of knowledge that can be shared with students. Consider inviting a local Elder, Knowledge Keeper, or Métis Senator as a guest into the classroom in connection with specific topics being studied (as identified within the given lessons throughout each unit). Elders, Knowledge Keepers, and Métis Senators have specific knowledges and/or gifts. Some may guide a nature walk or share stories and experiences or teach about traditional technologies, such as those used in hunting and trapping, to help students understand First Nations, Inuit, and Métis Peoples' perspectives in these particular areas. Elders, Knowledge

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Keepers, and Métis Senators can help provide guidance for learners and opportunities to build bridges between the school and the community. Contact your school board's Indigenous Leads and/or those responsible for Indigenous education to find out what supports are available.

Here are a few suggestions for working with Elders, Knowledge Keepers, and Métis Senators:

- Elders, Knowledge Keepers, and Métis Senators 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 "Indigenous Elder Definition" at <https://www.ictinc.ca/blog/indigenous-elder-definition>.)
- Some Indigenous keepers of knowledge are more comfortable being called Knowledge Keepers or Knowledge Holders than Elders. Be sensitive to their preference.
- Elders may wish to speak about what seems appropriate to them instead of being directed to talk about something specific. Respect this choice and do not dictate what the guest will talk about during their visit.
- Be sure to properly acknowledge any visiting Elders and their knowledge, as they have traditionally been and are recognized within Indigenous communities as highly esteemed individuals.

Certain protocols should be followed when inviting these guests to support student learning in the classroom or on the land. Ask your school board's Indigenous Lead about proper protocols when working with Elders, Knowledge Keepers, and Métis Senators in your local area.

It is especially important to connect with Indigenous community members, Elders, Knowledge Keepers, and Métis Senators in your local area, and to study local issues related to First Nations, Métis, and Inuit communities in Ontario.

Knowledge Keepers, Elders, Métis Senators, and other members of First Nations, Métis, and Inuit communities make significant contributions when they share their knowledge. In their culture of reciprocity, this understanding should extend past giving a gift or honorarium to the guest for sharing knowledge. Accordingly, think deeply about reciprocity and what you can do beyond inviting Indigenous guests to your classroom. Expand your learning and become connected to First Nations, Métis, and Inuit communities by, for example, engaging in community events, supporting projects of the local First Nations, Métis, or Inuit communities, or exploring ways to continue developing relationships between these communities and educators in your district.

NOTE: At the beginning of each unit, a list of resources is provided. Resources marked with an asterisk are considered authentic resources. This means they were written by a First Nations, Métis, or Inuit author. Resources that are based on traditional stories reference the Indigenous community they came from, state the individual who shared the story and gave permission for the story to be used publicly, and the person sharing the story is First Nations, Métis, or Inuit. For more information, connect with your school board's Indigenous Education Lead for other approved resources.

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How to Use *Hands-On Social Studies* in Your Classroom

Unit Overview

Hands-On Social Studies for Ontario is arranged in a format that makes it easy to plan and implement. Each volume contains two units of study that are based on the curricular expectations of the two grade-specific topics (i.e., "strands") identified in the Ontario social studies curriculum.

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 34 and 115), which complement those established in the Ontario social studies curriculum. 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; connections to Indigenous Peoples' Knowledges and Perspectives; and vocabulary related to the unit. It also describes 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 concepts of social studies thinking, and big ideas
2. **Curricular Expectations**: provides correlations between lessons and specific expectations
3. **Concepts of Social Studies Thinking: Success Criteria**: reflects the curriculum focus on the concepts of social studies thinking and guides teachers in their focus on these concepts during the unit of study
4. **Cross-Curricular Connections**: presents a synopsis of correlations between lessons in the unit and other subject areas, including Language, Mathematics, Science and Technology, the Arts, and Health and Physical Education

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 annotated websites that relate to the unit topic.

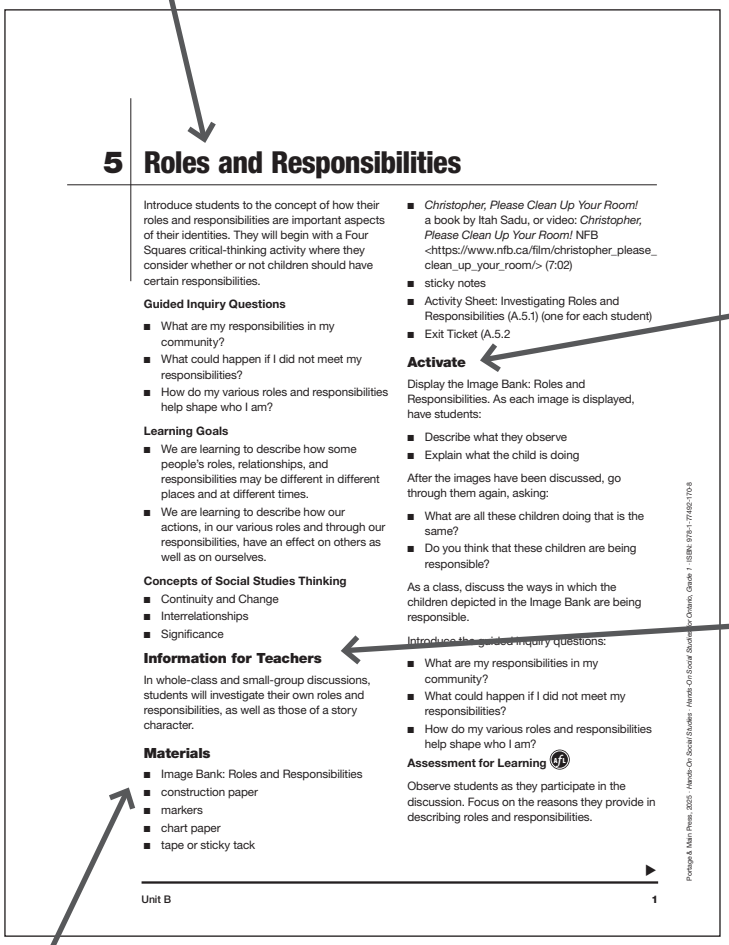
Lessons

The unit activities are organized into topics based on the specific expectations. See the following pages for lesson details.

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Lesson Description
- Describes the lesson and its purpose.
- Includes Guided Inquiry Questions, Learning Goals, and the Concepts of Social Studies Thinking that are the focus of the lesson.

NOTE: 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.



5 Roles and Responsibilities

Introduce students to the concept of how their roles and responsibilities are important aspects of their identities. They will begin with a Four Squares critical-thinking activity where they consider whether or not children should have certain responsibilities.

Guided Inquiry Questions
- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

Learning Goals
- We are learning to describe how some people's roles, relationships, and responsibilities may be different in different places and at different times.
- We are learning to describe how our actions, in our various roles and through our responsibilities, have an effect on others as well as on ourselves.

Concepts of Social Studies Thinking
- Continuity and Change
- Interrelationships
- Significance

Information for Teachers

In whole-class and small-group discussions, students will investigate their own roles and responsibilities, as well as those of a story character.

Materials
- Image Bank: Roles and Responsibilities
- construction paper
- markers
- chart paper
- tape or sticky tack
- *Christopher, Please Clean Up Your Room!* a book by Itah Sadu, or video: *Christopher, Please Clean Up Your Room!* NFB <https://www.nfb.ca/film/christopher_please_clean_up_your_room/> (7:02)
- sticky notes
- Activity Sheet: Investigating Roles and Responsibilities (A.5.1) (one for each student)
- Exit Ticket (A.5.2

Activate

Display the Image Bank: Roles and Responsibilities. As each image is displayed, have students:
- Describe what they observe
- Explain what the child is doing

After the images have been discussed, go through them again, asking:
- What are all these children doing that is the same?
- Do you think that these children are being responsible?

As a class, discuss the ways in which the children depicted in the Image Bank are being responsible.

Introduce the guided inquiry questions:
- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

Assessment for Learning AFL

Observe students as they participate in the discussion. Focus on the reasons they provide in describing roles and responsibilities.

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Unit B 1

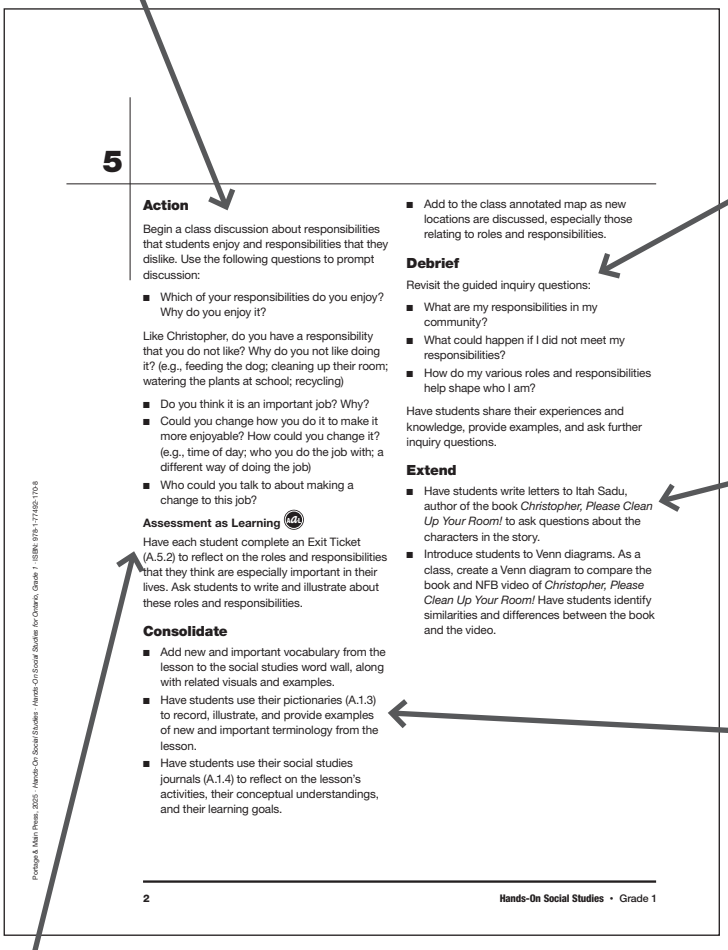
Activate
- Offers strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning.
- Includes questions that are a starting point, to be augmented by students' own questions and observations.
- Introduces the guided inquiry question(s) for the lesson. Consider recording these inquiry questions on sentence strips to display during activities, and to revisit when debriefing.

Information for Teachers
- Provides background information needed for the lesson's activities.

Materials
- Lists all materials required to conduct the main activities.
- Includes items intended for display purposes or for recording students' ideas.
- Suggests visual materials (e.g., photographs, illustrations, maps, sample charts, diagrams) to assist in presenting ideas and questions and to encourage discussion.
- Connects to Image Bank visuals, which may be printed or projected for specific activities (see Appendix on page 199 for thumbnails and free access).

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Action
- Introduces new learning and provides opportunities to practise and apply learning.
- Details a step-by-step procedure, including higher-level questioning techniques and suggestions for encouraging discussion, inquiry, decision making, and problem solving.



5

Action

Begin a class discussion about responsibilities that students enjoy and responsibilities that they dislike. Use the following questions to prompt discussion:

- Which of your responsibilities do you enjoy? Why do you enjoy it?

Like Christopher, do you have a responsibility that you do not like? Why do you not like doing it? (e.g., feeding the dog; cleaning up their room; watering the plants at school; recycling)

- Do you think it is an important job? Why?
- Could you change how you do it to make it more enjoyable? How could you change it? (e.g., time of day; who you do the job with; a different way of doing the job)
- Who could you talk to about making a change to this job?

Assessment as Learning AAL

Have each student complete an Exit Ticket (A.5.2) to reflect on the roles and responsibilities that they think are especially important in their lives. Ask students to write and illustrate about these roles and responsibilities.

Consolidate

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

Debrief

Revisit the guided inquiry questions:

- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

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

Extend

- Have students write letters to Itah Sadu, author of the book *Christopher, Please Clean Up Your Room!* to ask questions about the characters in the story.
- Introduce students to Venn diagrams. As a class, create a Venn diagram to compare the book and NFB video of *Christopher, Please Clean Up Your Room!* Have students identify similarities and differences between the book and the video.

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Debrief
- Revisits the guided inquiry question(s) for the lesson.
- Encourages students to share their experiences and knowledge, provide examples, and ask further inquiry questions.

Extend
- Includes optional activities intended to extend, enrich, and reinforce the expectations.

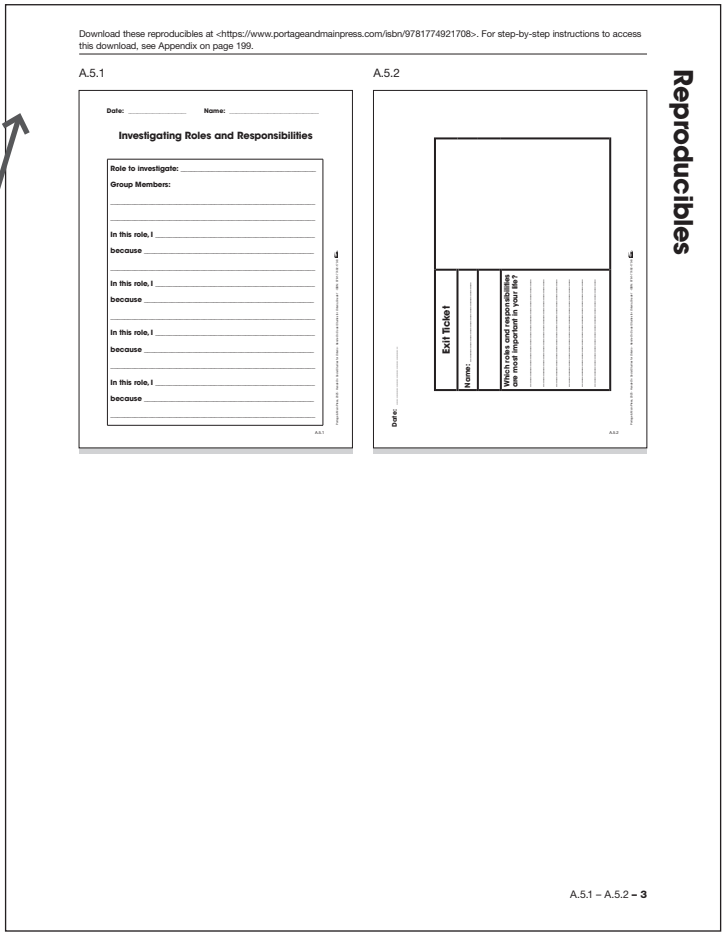
Consolidate
- Provides opportunities for students to demonstrate what they have learned through consolidation and demonstration of new knowledge/skills. This process allows for synthesis and application of new ideas.

Assessment *for, as,* and *of* Learning
- Provides suggestions for assessment for learning, assessment as learning, and assessment of learning.
- Focuses on the specific expectations related to the lesson (see the ***Hands-On Social Studies*** **Assessment Plan** on page 19 for assessment strategies).

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Reproducibles

- Activity sheets for students to use to communicate their learning.
- Included as thumbnails following the lesson and can be downloaded by following the step-by-step instructions on page 199.
- May be completed by individual students, pairs of students, or small working groups, or 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.



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Accommodating Diverse Learners

Consider the unique learning styles and needs of each student in the social studies classroom. To ensure that all students meet with success, including students with special needs and English language learners, make accommodations during activities and assessment. Please see the Ontario social studies curriculum for accommodation guidelines.

Hands-On Social Studies includes culturally responsive and relevant pedagogy (CRRP):

> CRRP is not a program that can be delivered to schools in a box and distributed at a staff meeting or even on a single professional development day. Instead it is a dynamic framework that provides a set of tools and lenses that, if taken seriously, can lead to thoughtful unpacking, personal reflection, and honest dialogue among staff, students, and communities. CRRP examines issues of power and privilege, calls participants to challenge the beliefs and assumptions about the students in their class, and explores on a very deep level what is necessary to enable all students to be successful in school. It intentionally centres the cultural assets that students bring with them to the classroom and uses those assets as a way to get to know the students and their way of knowing the world, and as a way of engaging all students. But it also forces educators to consider how those assets are put to work to allow students to see themselves reflected in the curriculum and in the life of the school. (Hurley, 2019)

CRRP challenges educators to see themselves and their students through a cultural lens to better understand that success for all students means embracing the cultural assets they carry with them every day. This approach is used throughout ***Hands-On Social Studies*** through intentional activities that identify, acknowledge, and celebrate cultural diversity.

Classroom Environment

The ideal 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, aim to do the following:

- Cultivate an atmosphere that is non-threatening, so all students are comfortable asking questions.
- Provide many opportunities for students to reflect on 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 that 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 students are studying a specific topic, the classroom should display related objects and materials (e.g., student work; pictures and posters, maps, graphs, and charts made during activities; anchor charts

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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. Visuals also serve to support students who are visual learners. Charts outlining success criteria are also displayed in the classroom. For further discussion of this important topic, see "Human Rights, Equity, and Inclusive Education" in *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023*.

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 choose to expand upon it. The individual needs of students should be considered; there are no strict timelines involved in ***Hands-On Social Studies***. Be sure, 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 reduce costs for materials and equipment.

When working in cooperative groups, assign each student a role, as follows:

- **leader**: makes sure everyone in the group has an opportunity to share their ideas and opinions
- **recorder**: records the group's data, research, questions, and any other information on the lesson's sheets or charts
- **reporter**: reports the group's answers back to the class
- **collector**: collects and returns all materials needed for each activity

Again, classroom management is left up to teachers—it is the teacher who, ultimately, determines how students function successfully in the learning environment.

Classroom Safety

Safety concerns do arise from time to time. Throughout ***Hands-On Social Studies***, whenever there is a potential safety issue to be aware of, the safety icon appears.

Land-Based Learning

Land-based learning replaces the classroom walls with the natural environment and offers all students first-hand opportunities to observe, explore, and investigate their community. Land-based learning promotes a healthy interplay between society and nature and helps students envision a world where there is meaningful appreciation and respect for our natural environment—an environment that sustains all life forms. Many lessons in ***Hands-On Social Studies*** incorporate land-based learning activities, including walks around the neighbourhood or natural areas near the school. These activities are noted with an icon.

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Social Studies Skills: Guidelines for Teachers

Throughout the lessons in ***Hands-On Social Studies***, students will use a variety of skills while asking questions, conducting inquiry, solving problems, and making decisions. Use the following guidelines to encourage students' skill development in social studies.

Communication

In social studies, communication occurs through the use of visuals, maps, diagrams, graphs, charts, models, and 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, visuals also include primary documents and photographs (originals created during the time period being studied). Students develop observation skills by examining and analyzing such visuals, which can include identifying the biases within them. Encourage students to create their own visuals (e.g., drawings, diagrams, photographs) to communicate their understanding of concepts and ideas.

Spatial Skills

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

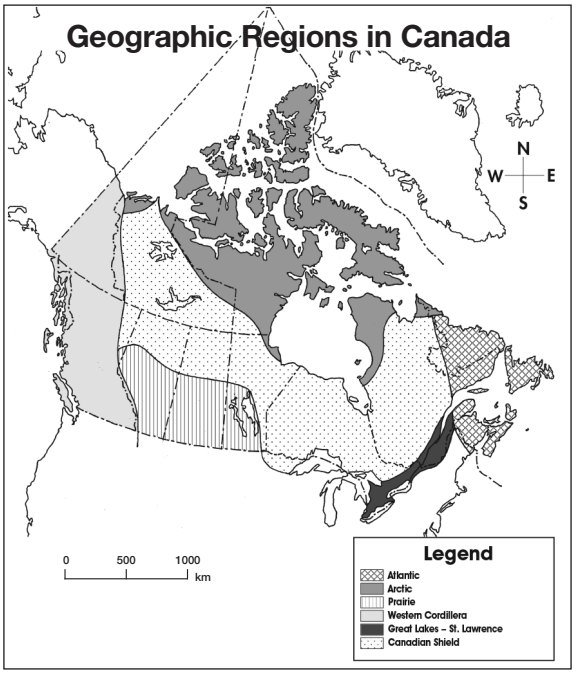
Maps

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 identifies directions
- a legend, which describes the symbols used on the map
- a scale, which communicates relative area and distance

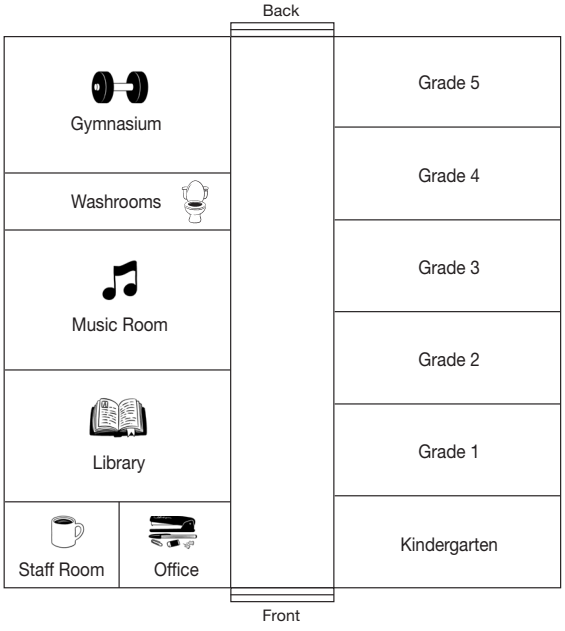
As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:

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In the early grades, students begin mapping their classroom, school, and local community, as in the following example:

Nicole's School



Maps convey various types of information (e.g., geographical locations, physical land features, population, natural resources, vegetation). Provide students with opportunities to use, read, and construct a variety of maps to develop these skills of communication.

Mapping skills are best integrated within student inquiries rather than as discrete topics. Encourage students to ask simple geographic questions, such as:

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

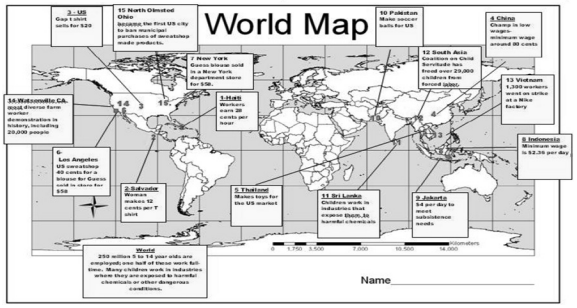
Expose students to accurate and authentic maps outlining traditional territories as well as local treaties to recognize and affirm First Nations, Métis, and Inuit Peoples' historic existence on these lands.

When possible, use geotechnologies (e.g., websites, apps) to map and analyze communities and their characteristics (see Resources for Students, page 39 and page 120).

Spatial Journals

A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. This visual representation, or map, 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 yarn), as in the following example:

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NOTE: Spatial journals are useful in addressing concepts in both units of ***Hand-On Social Studies***, but are particularly well-suited to exploring topics in the People and Environments strand.

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

Charts

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

Data Chart

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

Checklist Chart

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

Tally Charts

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

Family Pets

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

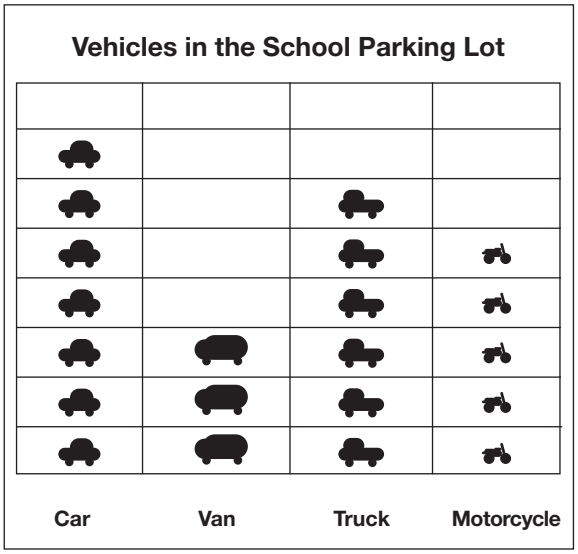
Graphs

Use the following guidelines when presenting graphs or when students are constructing graphs.

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

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Pictograph



Models

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

NOTE: Students should not represent their learning by creating models of First Nations, Métis, or Inuit communities or structures. Models (e.g., a craft stick longhouse) do not authentically or accurately reflect the tools, technologies, and knowledges (e.g., how to select and harvest a tree based on its natural properties) held within these structures. Some structures are also commonly used for ceremonies within First Nations, Métis, and Inuit communities today.

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.

Encourage students 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 include terms such as *near*, *far*, *close*, *beside*, *above*; 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. Develop 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. Templates for glossaries are included in lesson 1 of each unit.

NOTE: When referring to Indigenous histories, note that some terms are outdated (e.g., *Aboriginal*), offensive, colonial (e.g., *Iroquois*), or are only used in certain legal or historic contexts (e.g., The Indian Act uses the term *Indian*, which is considered a derogatory term by many First Nations people, but is the legal definition in Canada). Be sure to preview resources to ensure the content is appropriate. Not all resources have been updated; therefore, it is necessary 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 features or conditions are where they are, or why events happen where they happen. And, because these features,

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conditions, and events have impacts 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? How might the boundaries of traditional territories be similar to or different than modern provincial boundaries? How might people have moved around the land pre-Contact? How might Indigenous Nations have governed or made decisions in these territories?)

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 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 preview research resources (both print and online) to ensure that they are appropriate for student use. Suggestions for research guidelines are presented regularly throughout ***Hands-On Social Studies***.

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The *Hands-On Social Studies* Assessment Plan

Hands-On Social Studies provides a variety of assessment tools that enable teachers to build a comprehensive and authentic daily assessment plan for students. 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, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023*).

- 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.

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/growsuccess.pdf>). 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. (Ontario Government, 2010)

The primary purpose of assessment is to improve student learning. 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**: Teachers include learning goals developed from curriculum expectations and written in student-friendly language. These learning goals are to be shared with students and used to guide instruction.
- **Develop success criteria**: Teachers write descriptions of success criteria 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: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023*. 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, work with students to identify next steps to determine how they 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.

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- **Establish individual goals**: Students determine what they need to learn next and how to get there.

Hands-On Social Studies 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

Assess students' understanding before, during, and after a social studies lesson to determine their needs and 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.

While observing and conversing with students, use the ANECDOTAL RECORD 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 on page 26, provides a format for recording individual or group observations.
- **Individual Student Observations**: To focus on individual students for a longer period, consider using the INDIVIDUAL STUDENT OBSERVATIONS template on page 26. 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

Students should reflect on their own learning in relation to social studies. For this purpose, use the STUDENT SELF-ASSESSMENT template on page 27 or the STUDENT REFLECTIONS template on page 27. In addition, have students keep a social studies journal to encourage them to reflect on their learning.

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. 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.

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

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Performance Assessment

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

A SAMPLE RUBRIC and RUBRIC are included on page 26. For any specific activity, discuss success criteria for completing the task as a class before the work begins. 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 pages 24–25).

For example:

- achievement that falls much below the provincial standard
- achievement that approaches the provincial standard
- achievement that meets the provincial standard
- achievement that surpasses the provincial standard

Hands-On Social Studies 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.

Culturally Responsive and Relevant Pedagogy (CRRP) and Assessment

Assessment that embeds CRRP requires linkages between each student's everyday lived cultural experiences and the assessment strategies being planned. Culturally responsive assessment requires strategies that adapt to each student's cultural identities. As such, assessment may be community-based, qualitative, and holistic, and may include 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 all students and their families/community. A strong partnership between parents/guardians/communities and schools improves student achievement.

NOTE: Be aware that some 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 a CRRP perspective. The following suggestions will assist in supporting this perspective:

1. 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.

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2. Incorporate family and community in learning and assessment where possible. Include parents/caregivers, siblings, grandparents, aunts and uncles, and cousins. Also include community members, such as Elders, Knowledge Keepers, daycare staff, babysitters, and coaches. For this purpose, use the FAMILY AND COMMUNITY CONNECTIONS: ASSESSING TOGETHER template on page 27. After any lesson or module, students can take home a copy of this template to complete with family or community members (with permission). Students can also complete this template in pairs, to enhance the sense of community in the classroom.
3. Have students take home one of their self-assessment templates (STUDENT SELF-ASSESSMENT, STUDENT REFLECTIONS, or social studies journal) to explain it to a family or community member. Or, have students share with a peer to enhance the sense of community within the school.

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. Use the PORTFOLIO TABLE OF CONTENTS on page 28 and PORTFOLIO ENTRY RECORD on page 28 to organize portfolios.

Summative Achievement Levels

At the end of each unit, determine achievement levels for each student. Use all assessment information gathered throughout the unit to identify these levels by referring to the Ontario Social Studies Achievement Chart on pages 24–25.

A template for SUMMATIVE ACHIEVEMENT LEVELS is included on page 28 for recording this information.

Important Note to Teachers

Hands-On Social Studies provides suggestions 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 experience as an educator.

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.

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Social Studies Achievement Chart

Category	Level 1	Level 2	Level 3*	Level 4
Knowledge and Understanding—Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
Knowledge of content *(e.g., facts, terms, definitions)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking—The use of critical and creative thinking skills and/or processes				
Use of planning skills *(e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication—The conveying of meaning through various forms				
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* **in oral, visual, and written forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

*Level 3 represents the provincial standard for achievement.

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Category	Level 1	Level 2	Level 3*	Level 4
Communication—(continued)				
Communication for different audiences *(e.g., peers, adults)* **and purposes** *(e.g., to inform, to persuade)* **in oral, visual, and written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., mapping and graphing conventions, communication conventions)***, vocabulary, and terminology of the discipline in oral, visual, and written forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application—The use of knowledge and skills to make connections within and between various contexts				
Application of knowledge and skills *(e.g., concepts, procedures, spatial skills, processes, technologies)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies)* **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Source: *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2023.*

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Unit A

Our Changing Roles and Responsibilities

About This Unit

In this unit, students will explore their identity, culture, and sense of self through investigations into their various roles, relationships, and responsibilities. They will be introduced to the social studies inquiry process as they ask questions and collect data about significant aspects of their lives.

Through these investigations, students will develop an understanding of several ideas related to the concepts of *identity*, *relationships*, *respect*, and *community*. Students will be encouraged to reflect on how and why their roles, relationships, and responsibilities can change over time and in different places. They will be given opportunities to consider how their relationships with others and their understanding of their family and community heritage are contributing factors in shaping their identities. Finally, through their investigations, they will develop an understanding of the importance of treating all people with respect, as well as how their roles and responsibilities meaningfully contribute to their relationships with the people and places within their local community.

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

Planning Tips for Teachers

- To prepare for this unit, collect the following:
  - photographs of diverse people (e.g., people of different ages, cultural backgrounds, vocations)
  - photographs of individuals familiar to students (e.g., community members, school staff)
  - art materials and resources (e.g., class sets of mirrors, skin tone crayons, variety of fabrics)
  - shoeboxes with lids. Each student needs one early in the unit, so start collecting these as early as possible. Consider sending a note home with students asking families to help with this.
  - devices with cameras (students will create photo diaries and document their work throughout the unit)
  - maps of the school and local community
  - local or community newspapers that feature people from the school community
- Develop and facilitate connections to people in the community to identify possible guests.
- The culminating activity in lesson 13 involves students creating their own annotated maps. The development of a class annotated map is suggested in each lesson to build toward this final task.
- Download free teacher guides that accompany books found in Resources for Students (see page 39):
  - *Teacher Guide for Heart Berry Bling* at <https://www.portageandmainpress.com/Books/T/Teacher-Guide-for-Heart-Berry-Bling>
  - *Parent/Teacher Guide for When We Were Alone* at <https://www.portageandmainpress.com/Books/P/Parent-Teacher-Guide-for-When-We-Were-Alone>
  - *Teacher Guide for We Need Everyone* at <https://www.portageandmainpress.com/Books/T/Teacher-Guide-for-We-Need-Everyone>
  - *Educator Guide: Thunder and the Noise Storms* at <https://www.annickpress.com/Books/T/Thunder-and-the-Noise-Storms>
  - *The Water Walker Teacher Guide* at <https://cdn.shopify.com/s/files/1/0692/2659/4578/files/The-Water-Walker_TeachersGuide.pdf?v=1688159917>

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- Prepare letters to send to families introducing the unit. Ask them to share family stories, timeline information, photos, and various artifacts that can be used throughout the unit. Send the letter home early in the unit (with a due date) to allow for time to compile photos and other materials coming from home. For students who are unable to bring in photos from home, use a school camera to take pictures of them with friends in the school yard, in the classroom, in other parts of the school, and on school trips, so that all students have their own photographs to work with and display.

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

Indigenous Peoples, Knowledges, and Perspectives

In this unit on Our Changing Roles and Responsibilities, it is important to integrate Indigenous Peoples' Knowledges and perspectives. For example, provide students with opportunities to explore roles and responsibilities within various Indigenous communities. As well, this unit explores ways in which First Nations, Métis, and Inuit individuals and communities are reclaiming and revitalizing aspects of their identity that were oppressed due to colonization, including through the residential school system (e.g., traditional practices and ceremonies being taught and celebrated in community; strengthening of family, clan, and/or extended family relationships; language learning and revitalization; acts of resilience and healing; reclaiming of identity), and the role that these aspects play in their sense of self (e.g., personal pride in self and community; sense of belonging—who they are, where they come from, and how they relate to one another).

Vocabulary Related to the Unit

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

- *change, character traits, differences, feelings, identity, interactions, interrelationships, labels, making a difference, negative actions, positive actions, pride, relationships, researcher, respect, responsibility, role, self-portrait, sense of self, similarities, social action, unique*

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

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

The vocabulary of the inquiry process may include terminology such as:

- *ask, brainstorm, collect, compare, create, describe, develop, estimate, explain, explore, find, follow, graph, identify, improve, measure, observe, order, plan, predict, record, repeat, research, select, survey, tally*

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

- *colour, direction, globe, legend, map, scale* (non-standard)*, symbol, title*

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

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

NOTE: A success criteria chart for the Concepts of Social Studies Thinking is included on page 37 to guide teachers in their focus on these concepts during this unit of study.

Have students start a pictionary (student glossary) in which they can record new vocabulary introduced throughout the unit. A template for the pictionary is found in lesson 1.

Create a word wall for the unit on a bulletin board or poster or chart paper. Record new vocabulary on the word wall as it is introduced, along with related visuals, examples, and definitions. Ensure that the word wall is located where all students can see it, and refer to the words during activities and discussion.

NOTE: Include terminology in languages other than English on the word wall. This is a way of acknowledging and respecting students' cultural backgrounds, while enhancing learning for all students. Use resources such as Google Translate and Microsoft Translator.

A variety of apps from Indigenous communities and organizations are available to translate terms to Indigenous languages. Try to use the dialect closest to your local area where possible.
For example:

- Anishinaabemowin <https://apps.apple.com/ca/app/anishinaabemowin-niwasa/id148079456>
- Mohawk <https://apps.apple.com/ca/app/speak-mohawk/id1281679652> or <https://play.google.com/store/apps/details?id=com.languagepal.kmohawkandroid&hl=en_CA&gl=US>
- Cayuga <https://play.google.com/store/apps/details?id=com.languagepal.cayuga&hl=en_CA&gl=US>
- Oneida <https://play.google.com/store/apps/details?id=com.languagepal.androidoneidawisconsin&hl=en_CA&gl=US>
- OjiCree <https://play.google.com/store/apps/details?id=com.languagepal.kobeojicreeandroid&hl=en_CA&gl=US>

Apps and online dictionaries are also available for languages other than English that may be reflective of the class population.

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Unit Overview

Overall Expectations	Concepts of Social Studies Thinking	Big Ideas
A1. Application Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities, as well as their sense of self.	Continuity and Change	A person's roles, responsibilities, and relationships change over time and in different situations.
A2. Inquiry Use the social studies inquiry process to investigate some aspects of the interrelationship between students' identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.	Interrelationships	Students' own roles, responsibilities, and relationships play a role in developing their identity.
A3. Understanding Context Demonstrate an understanding that students and other people experience a range of different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities.	Significance	All people are worthy of respect, regardless of their roles, relationships, and responsibilities.

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Curricular Expectations

Overall Expectation	Specific Expectations By the end of Grade 1, students will:	Lesson												
		1	2	3	4	5	6	7	8	9	10	11	12	13
A1. Application: Why Roles and Responsibilities Change By the end of Grade 1, students will: describe some of the ways in which people's roles, relationships with, and responsibilities to others and the world around them relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self.	**A1.1** describe how and why a person's roles, relationships, and responsibilities, in relation to others and to the environment, may change in different places or situations and at different times.					√	√	√	√				√	
	A1.2 describe how some significant events in their lives led to changes in their roles, relationships, and/or responsibilities.	√							√			√		
	A1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers.	√	√				√					√		
	A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self.					√			√					
	A1.5 identify some of the ways in which First Nations, Métis, and Inuit individuals and communities are reclaiming and revitalizing aspects of their identity that were lost or taken away due to colonization, including the residential school system, and the role that these aspects play in their sense of self.				√									

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A2. Inquiry: Roles, Responsibilities, and Identity By the end of Grade 1, students will: use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.	**A2.1** formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/ sense of self.	√	√	√	√	√	√	√	√	√	√	√	√	√
	A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self, using primary and/or secondary sources that they have located themselves or that have been provided to them (including First Nations, Métis, and Inuit authors/ storytellers/resources on identity, family, and community relationships).										√	√	√	
	A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family.													√
	A2.4 interpret and analyse information relevant to their investigations, using a variety of tools.		√									√		
	A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/ sense of self.		√											√
	A2.6 communicate the results of their inquiries, using appropriate vocabulary.										√	√	√	√

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A3. Understanding Context: Roles, Relationships, and Respect By the end of Grade 1, students will: demonstrate an understanding that they and other people experience a range of different roles, relationships, and responsibilities, and that all people and the environment should be treated with respect.	**A3.1** describe some of their own roles, relationships, and responsibilities.			√			√				√		√	
	A3.2 identify some of the significant people, places, and things in their life, including their life in the community, and describe their purpose or the role they have.			√					√		√		√	√
	A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience.											√		
	A3.4 identify some elements of positive and inclusive behaviour and actions that they can practise in their everyday life and/or that other people practise (e.g., bowing to each other as a sign of respect).							√	√	√				
	A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect.							√	√	√		√		

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Concepts of Social Studies Thinking: Success Criteria

Concept of Social Studies Thinking	Success Criteria
Significance	■ I can identify and describe some of my roles, relationships, and responsibilities. ■ I can discuss (verbally, graphically) the chronology of some significant events in my life. ■ I can show how different groups of people show respectful behaviour in everyday life (e.g., sharing, cooperating, bowing to each other as a sign of respect).
Continuity and Change	■ I can gather information to compare and contrast my roles and responsibilities with those of another family member or peer. ■ I can explain how and why a person's roles, relationships, and responsibilities may change over time. ■ I can determine what I think is the most important event in my life and how it has changed the roles and responsibilities I have over time.
Interrelationships	■ I can identify the places in our community (e.g., my best friend's home, the school) that are significant to me and locate them on a map. ■ I can explain how different events, people, and/or places in my life have developed my roles, relationships, responsibilities, and sense of self. ■ I can determine how the events and people in my life have affected my own roles and responsibilities.

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Cross-Curricular Connections

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

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Resources for Students

NOTE: Resources marked with an asterisk are considered authentic resources. This means they were written by a First Nations, Métis, or Inuit author. Resources that are based on traditional stories reference the Indigenous community they came from, state the individual who shared the story and gave permission for the story to be used publicly, and the person sharing the story is First Nations, Métis, or Inuit. Connect with your school board's Indigenous Education Lead for other approved resources.

Books

Thunder and the Noise Storms, Jeffrey Ansloos and Shezza Ansloos (Annick Press, 2021).*

Don't Laugh at Giraffe, Rebecca Bender (Pajama Press, 2022).

The Important Book, Margaret Wise Brown (HarperCollins, 1999).

A Day With Yayah, Nicola I. Campbell (Tradewinds, 2017).*

We Need Everyone, Michael Redhead Champagne (HighWater Press, 2024).*

Big Words for Little People, Jamie Lee Curtis (HarperCollins, 2008).

Dancing With Our Ancestors, Sara Florence Davidson and Robert Davidson (HighWater Press, 2022). *

Last Stop on Market Street, Matt de la Peña (Putnam's, 2015).

The Giving Tree, Leah Dorion (Gabriel Dumont Institute, 2009).*

Heart Berry Bling, Jenny Kay Dupuis (HighWater Press, 2023).*

My Map Book, Sara Fanelli (HarperCollins, 2019).

Birdsong, Julie Flett (Greystone Kids, 2019).*

The Museum of Lost Teeth, Elyssa Friedland (Abrams Books for Young Readers, 2023).

A Walk on the Tundra, Rebecca Hainnu and Anna Ziegler (Inhabit Media, 2018).

My Powerful Hair, Carole Lindstrom (Abrams Books for Young Readers, 2023).*

Friends Are Friends, Forever, Dane Liu (Henry Holt, 2022).

Drum From the Heart, Ren Louie (Medicine Wheel, 2022).*

The Kindest Red: A Story of Hijab and Friendship, Ibtihaj Muhammad (Little Brown, 2023).

Zen Shorts, Jon J. Muth (Scholastic, 2015). (ebook edition)

Zen Ties, Jon J. Muth (Scholastic, 2015). (ebook edition)

It's Okay to Be Different, Todd Parr (Little, Brown, 2009). (A bilingual English/Spanish edition is also available.)

Be a Good Ancestor, Leona Prince and Gabrielle Prince (Orca, 2022).*

How to Welcome a New Baby, Jean Reagan (Alfred A. Knopf, 2022).

When We Were Alone, David A. Robertson (HighWater Press, 2017).*

The Water Walker, Joanne Robertson (Second Story Press, 2017).*

A Letter for Bob, Kim Rogers (HarperCollins, 2023). *

Christopher, Please Clean Up Your Room!, Itah Sadu (Scholastic Canada, 2013).

Duck on a Bike, David Shannon (Scholastic Canada, 2021).

Jingle Dancer, Cynthia Leitich Smith (Heartdrum, 2021).*

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My Heart Fills With Happiness, Monique Gray Smith (Orca, 2021).*

When We Are Kind, Monique Gray Smith (Orca, 2020).*

Granny's Kitchen, Sadé Smith (Feiwel and Friends, 2022).

Little Wolf, Teoni Spathelfer (Heritage House, 2021).*

Nimoshom and His Bus, Penny M. Thomas (HighWater Press, 2017).*

The Seven Teachings Stories series, Katherena Vermette (HighWater Press, 2018–2019).*

The First Day: A Story of Courage, Katherena Vermette (Highwater Press, 2018).*

Can Sophie Change the World?, Nancy Elizabeth Wallace (Chronicle Books, 2022).

My Day With Gong Gong, Sennah Yee (Annick Press, 2020).

Websites

- **https://www.toddparr.com/**
  Todd Parr's Official Webpage: Read all about author Todd, including his likes and favourite things.
- **https://www.tvokids.com/school-age/ravens-quest**
  Raven's Quest—TVO Kids: A series of seven-minute episodes profiling the daily lives of First Nations, Métis, and Inuit children in their communities.

Videos

NOTE: Before viewing online videos as a class, review the videos to ensure they (1) are still available online, (2) have not been hacked or had the content tampered with, and (3) are not surrounded by questionable advertisements.

- **https://www.youtube.com/watch?v=sl5U2Z0oQok**
  "It's Okay to Be Different – A Read-Aloud with Todd Parr." No Small Matter (2:51).
- **www.nfb.ca/film/christopher_please_clean_up_your_room**
  "Christopher, Please Clean Up Your Room!" NFB (7:02).
- **https://www.youtube.com/watch?v=X2YgM1Zw4_E**
  "How to Take Care of the Environment - 10 Ways to Take Care of the Environment." Smile and Learn - English (3:40).
- **https://www.youtube.com/watch?v=weejg7CpJUU**
  "Seven Generations." Emily Blyth (3:22).
- **https://www.youtube.com/watch?v=PI-QMcXrMsY**
  "Seven Generations." Academic Algonquin (2:35).

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5 Roles and Responsibilities

Introduce students to the concept of how their roles and responsibilities are important aspects of their identities. They will begin with a Four Squares critical-thinking activity where they consider whether or not children should have certain responsibilities. In whole-class and small-group discussions, students will investigate their own roles and responsibilities, as well as those of a story character. They will analyze the importance of their roles and responsibilities, and through a critical-thinking, reading-response activity (exit ticket), students will consider the significance of one of their own responsibilities.

Guided Inquiry Questions

- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

Learning Goals

- We are learning to describe how some people's roles, relationships, and responsibilities may be different in different places and at different times.
- We are learning to describe how our actions, in our various roles and through our responsibilities, have an effect on others as well as on ourselves.

Concepts of Social Studies Thinking

- Continuity and Change
- Interrelationships
- Significance

Materials

- Image Bank: Roles and Responsibilities (see Appendix, page 199)
- projection device (optional)
- "Big Words We Know" anchor chart (from lesson 1)
- construction paper
- markers
- chart paper
- tape or sticky tack
- *Christopher, Please Clean Up Your Room!,* a book by Itah Sadu, or video: *Christopher, Please Clean Up Your Room!* NFB <https://www.nfb.ca/film/christopher_please_clean_up_your_room/> (7:02)
- student dictionaries
- sticky notes
- Activity Sheet: Investigating Roles and Responsibilities (A.5.1) (one for each student)
- poster paper
- art supplies (e.g., pencil crayons, markers, crayons)
- Exit Ticket (A.5.2)

Activate

Project or display the Image Bank: Roles and Responsibilities. As each image is displayed, have students:

- describe what they observe
- explain what the child is doing

After the images have been discussed, go through them again, asking:

- What are all these children doing that is the same?
- Do you think that these children are being responsible?

Refer back to the anchor chart "Big Words We Know" from lesson 1, and discuss the meaning of another big word: *responsibility* (and its related form, *responsible*). Add these terms to the chart. Ensure that all students understand the meaning of the word and the question asked.

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As a class, discuss the ways in which the children depicted in the Image Bank are being responsible.

Introduce the guided inquiry questions:

- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

Action: Part One

Tell students they will begin with a Four Squares critical-thinking strategy. Record the following question on chart paper:

- Should children be responsible for cleaning up their own rooms?

On four pieces of construction paper, record one each of the following four responses:

- yes
- no
- sometimes
- only after I have had a friend over to play, and we tidy up the things we played with

Attach each sign to a wall at one of the four corners of the classroom. Read the signs to students so that they understand what their choices are. Ask them to stand near the sign that best reflects their response to the question.

When students are in their selected corners, ask them to discuss with their classmates why they chose that response.

Next, bring students together again to discuss their thinking about the question. Pose questions such as:

- Why do you think that?
- Who should be responsible, if not children? Why?

Assessment for Learning AfL

Observe students as they participate in the discussion. Focus on the reasons they provide in describing roles and responsibilities.

Action: Part Two

Read *Christopher, Please Clean Up Your Room!* by Itah Sadu, or show the NFB video (<https://www.nfb.ca/film/christopher_please_clean_up_your_room/>).

Then, discuss why the author exaggerated events to show how our actions affect other people.

Ask:

- Do you think anyone could really have such a messy room?
- What do you know about the term *exaggerate*?

Have students share ideas, and then co-construct a class definition for the term. Record the class definition on chart paper. Ask:

- Do you think the author exaggerated? How? Why?
- What do you think the author's message is? (Our actions have consequences and affect others.)

Provide an opportunity for students to ask their own questions about Christopher's roles and responsibilities in the story. To respond to some of their questions, look back at the images in the book (or video), and observe facial expressions and body language. Other questions that students could consider are:

- What lesson did Christopher learn?
- What were Christopher's responsibilities in the story? (at home: cleaning up his room; in the community: being helpful)
- Did his actions affect other people?
- Did his actions affect how he felt? How he felt about himself?

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- What happened when he did not follow through on cleaning up his room?

Together as a class, create a chart to investigate the following:

- how Christopher's roles and responsibilities are related to his actions
- how the consequences of his actions affect other characters in the story
- how his actions might have affected his own feelings about himself

For example:

Character	Christopher
Roles	son, neighbour, pet owner
Responsibilities	clean his room
Actions/Consequences	did not clean his room: cockroaches; no clean dishes

After completing the chart, review the chart to discuss the most significant actions and consequences. Discuss why these are significant.

Encourage students to think about the interrelationships between Christopher's roles, his responsibilities, his actions, and the consequences of those actions.

Ask:

- What else do you want to know about Christopher and the other characters in the story?

Assessment for Learning AfL

Observe students during the discussion and construction of the chart. Consider the following:

- Do students demonstrate a clear understanding of the meaning of roles and responsibilities?
- Can they describe the consequences of the character's actions on other characters in the story?
- Are students able to demonstrate an understanding of how roles and responsibilities are connected?
- Are they able to explain how roles may change in different situations?

Action: Part Three

In this activity, students investigate how their various roles come with responsibilities, and how these have an effect on other people. Begin the discussion by referring back to Christopher's roles in the story. Ask:

- What roles do you have at home, at school, and in the community?

Provide each student with two or three sticky notes on which to record their ideas, and ask them to stick them onto an anchor chart titled "Our Roles."

Discuss and identify the various roles discussed in earlier activities such as:

- student
- son/daughter
- sister/brother
- friend
- member of a group (e.g., sports team, Eco team, Brownies/Scouts)

Also, have students identify any additional roles they can think of (e.g., cousin, grandchild, niece, nephew, pet owner).

Explain to students that they will be working in small groups, and each group will investigate one of the roles identified and discussed. Model this activity by recording an example of a role, as well as the following sentence starter, on chart paper:

- In this role, I _____ because _____.

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Then, fill in the blanks, as shown in the example below:

- Role: Grandson

  In this role, I help my grandpa shovel the snow, because he has a sore back and cannot easily shovel his walk.

As a class, complete several of these sentences so that students understand the process.

Organize the class into small working groups. Ask the group members to choose a role they would like to investigate (try to have each group investigate a different role).

NOTE: Be sure each group selects a role to explore that all members of the group assume, such as student or kid. Not all students in the class will necessarily be cousins, for example, or members of a sports team, and so some groups will have to avoid those roles.

Provide each student with a copy of Activity Sheet: Investigating Roles and Responsibilities (A.5.1).

Provide students with the following directions:

- Record the role your group is exploring. Then, record your ideas about the responsibilities and consequences of actions related to this role.

With their groups, have students brainstorm ideas about the responsibilities and consequences of actions related to the role. Have students record their ideas by completing the cloze sentences.

Then, have each group create a poster to present their ideas. Provide each group with poster paper and art supplies (e.g., pencil crayons, markers, crayons). Have them title the poster with the name of the role, and then draw pictures to show their responsibilities in that role.

After students have completed the activity, have each group share their work with the class. Provide opportunities for students to respond and ask questions.

Action: Part Four

Begin a class discussion about responsibilities that students enjoy and responsibilities that they dislike. Use the following questions to prompt discussion:

- Which of your responsibilities do you enjoy? Why do you enjoy it?
- Like Christopher, do you have a responsibility that you do not like? Why do you not like doing it? (e.g., feeding the dog; cleaning up their room; watering the plants at school; composting)
- Do you think it is an important job? Why?
- Could you change how you do it to make it more enjoyable? How could you change it? (e.g., time of day; who you do the job with; a different way of doing the job)
- Who could you talk to about making a change to this job?

Assessment as Learning AaL

Have each student complete an Exit Ticket (A.5.2) to reflect on the roles and responsibilities that they think are especially important in their lives. Ask students to write and illustrate about these roles and responsibilities.

Consolidate

- Add new and important vocabulary from the lesson, including *responsibility*, to the social studies word wall, along with related visuals and examples.
- Have students use their pictionaries (A.1.3) to record, illustrate, and provide examples of new and important terminology from the lesson.

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- Have students use their social studies journals (A.1.4) to reflect on the lesson's activities, their conceptual understandings, and their learning goals.
- Add to the class annotated map as new locations are discussed, especially those relating to roles and responsibilities.

Debrief

Revisit the guided inquiry questions:

- What are my responsibilities in my community?
- What could happen if I did not meet my responsibilities?
- How do my various roles and responsibilities help shape who I am?

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

Extend

- Have students write letters to Itah Sadu, author of the book *Christopher, Please Clean Up Your Room!,* to ask questions about the characters in the story.
- Introduce students to Venn diagrams. As a class, create a Venn diagram to compare the book and NFB video of *Christopher, Please Clean Up Your Room!* Have them identify similarities and differences between the book and the video.

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A.5.1

Date: _____ **Name:** _____

Investigating Roles and Responsibilities

Role to investigate: _____

Group Members:

_____

_____

In this role, I _____

because _____

_____

In this role, I _____

because _____

_____

In this role, I _____

because _____

_____

In this role, I _____

because _____

_____

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A.5.1

A.5.2

Date: _____

Exit Ticket

Name: _____

Which roles and responsibilities are most important in your life?

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A.5.2

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. Download the digital resources for this book, including the image banks and reproducibles, using the instructions below. You may return to this link to download the desired files until a new edition is available for pre-order.

1. Go to the Portage & Main Press website at <**https://www.portageandmainpress.com/Books/H/Hands-On-Social-Studies-for-Ontario-Grade-13**>.

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2. On the product page, select the button labelled Download Digital Resources. A new page will appear, requesting a password.
3. Type the password **xxxxxxxxxx** into the password field. The password is case sensitive, so be sure to use the correct capitalization.
4. Select Submit. A new page will appear, listing the download options for this book.
5. Click Retrieve Your Download to download the digital resources, including the image banks and reproducibles for this book.
6. Save the file to the desired location on your computer.

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

Unit A

Lesson 5: Roles and Responsibilities



1. Composting



2. Making the bed



3. Raking leaves



4. Tidying the classroom



5. Feeding animals



6. Washing hands



7. Taking the garbage out



8. Using the toaster

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About the Contributors

Jennifer E. Lawson, PhD, is the creator of the Hands-On series published by Portage & Main Press. As senior writer and editor for the series, she has contributed to more than 50 publications for teachers and students. Jennifer provides professional development workshops for educators locally, nationally, and virtually, and is a Workplace Wellness Advisor. Her most recent book is a collective effort called Teacher, Take Care: A Guide to Well-Being and Workplace Wellness for Educators. She is also one of the founders of Mission to Mexico, an organization that supports schools in some of the most impoverished communities in Puerto Vallarta, Mexico. Throughout her extensive career in education, Jennifer has worked as a classroom teacher, resource and special education teacher, consultant, principal, university instructor, and school trustee. She lives with her family in Winnipeg, Manitoba.

Kellie Ierullo (she/her/hers) has been an educator with the Toronto District School Board for over 20 years, including as a classroom teacher, special education teacher, and now as a teacher-librarian, technology chair, and science/STEM lead educator. Kellie is passionate about helping teachers engage students through meaningful coding and STEM activities and encouraging students to move beyond navigating technology to creating it for themselves. Kellie lives in Woodbridge, Ontario, with her family.

Jerica Fraser is a Rotinonhsión:ni (Kanien'kehá:ka) educator. Throughout her career, she has focused on anti-racism and anti-oppressive education not only in her classroom, but in the education system as a whole. She writes and collaborates on Indigenous-focused curriculum and workshops as well as courses for educators. She has her Master's in Education with a focus on social justice and Indigenous health studies. Jerica is passionate about learning and reclaiming the languages of her grandparents and graduated from the Mohawk Language and Culture program at Tsi Tyónnheht Onkwawén:na and Queen's University. She looks forward to continuing her learning and teaching Kanien'kéha in the future.

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