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Ontario

hands-on social studies

An Inquiry Approach

Grade 3

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PORTAGE & MAIN PRESS

Winnipeg • Manitoba • Canada

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Portage & Main Press gratefully acknowledges the financial support of the Government of Canada as well as the Province of Manitoba through the Department of Sport, Culture, Heritage and Tourism and the Manitoba Book Publishing Tax Credit for our publishing activities.

Funded by the Government of Canada
Financé par le gouvernement du Canada | Canada

Hands-On Social Studies for Ontario
Hands-On Social Studies for Ontario, Grade 3
An Inquiry Approach

ISBN: 978-1-77492-201-9
Printed and bound in Canada by Rapido

1 2 3 4 5 6 7 8 9 10 11 12

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Getty Images

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PORTAGE & MAIN PRESS

www.portageandmainpress.com
Winnipeg, Manitoba
Treaty 1 Territory and homeland of the Métis Nation

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Introduction to *Hands-On Social Studies, Grade 3*

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 36 and 123), 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.

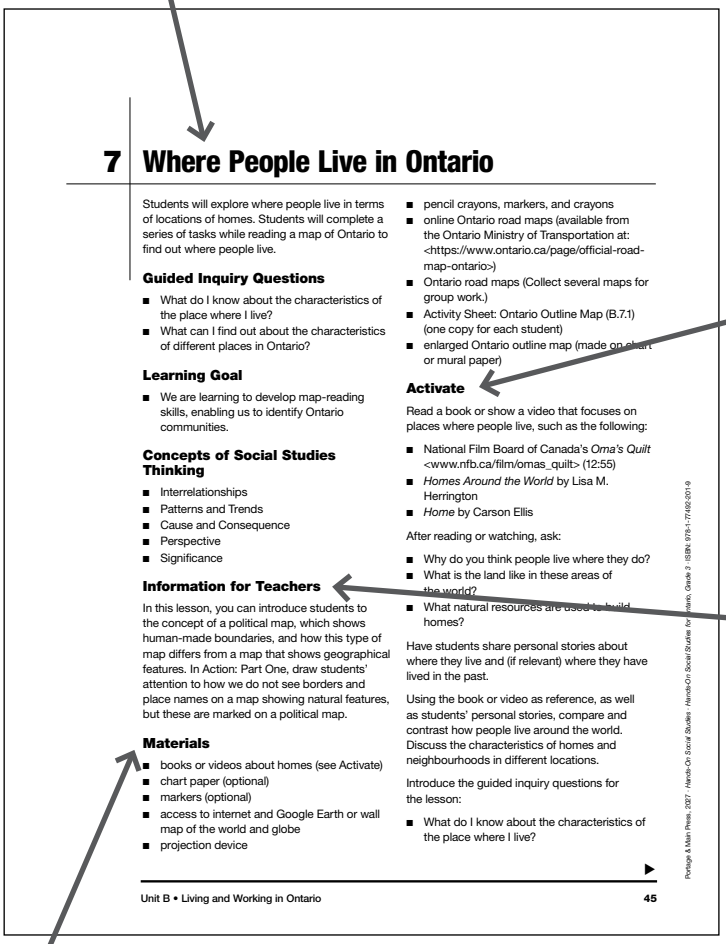
Lessons

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.



7 Where People Live in Ontario

Students will explore where people live in terms of locations of homes. Students will complete a series of tasks while reading a map of Ontario to find out where people live.

Guided Inquiry Questions
- What do I know about the characteristics of the place where I live?
- What can I find out about the characteristics of different places in Ontario?

Learning Goal
- We are learning to develop map-reading skills, enabling us to identify Ontario communities.

Concepts of Social Studies Thinking
- Interrelationships
- Patterns and Trends
- Cause and Consequence
- Perspective
- Significance

Information for Teachers

In this lesson, you can introduce students to the concept of a political map, which shows human-made boundaries, and how this type of map differs from a map that shows geographical features. In Action: Part One, draw students' attention to how we do not see borders and place names on a map showing natural features, but these are marked on a political map.

Materials
- books or videos about homes (see Activate)
- chart paper (optional)
- markers (optional)
- access to internet and Google Earth or wall map of the world and globe
- projection device
- pencil crayons, markers, and crayons
- online Ontario road maps (available from the Ontario Ministry of Transportation at: <https://www.ontario.ca/page/official-road-map-ontario>)
- Ontario road maps (Collect several maps for group work.)
- Activity Sheet: Ontario Outline Map (B.7.1) (one copy for each student)
- enlarged Ontario outline map (made on chart or mural paper)

Activate

Read a book or show a video that focuses on places where people live, such as the following:
- National Film Board of Canada's *Oma's Quilt* <www.nfb.ca/film/omas_quilt> (12:55)
- *Homes Around the World* by Lisa M. Herrington
- *Home* by Carson Ellis

After reading or watching, ask:
- Why do you think people live where they do?
- What is the land like in these areas of the world?
- What natural resources are used to build homes?

Have students share personal stories about where they live and (if relevant) where they have lived in the past.

Using the book or video as reference, as well as students' personal stories, compare and contrast how people live around the world. Discuss the characteristics of homes and neighbourhoods in different locations.

Introduce the guided inquiry questions for the lesson:
- What do I know about the characteristics of the place where I live?

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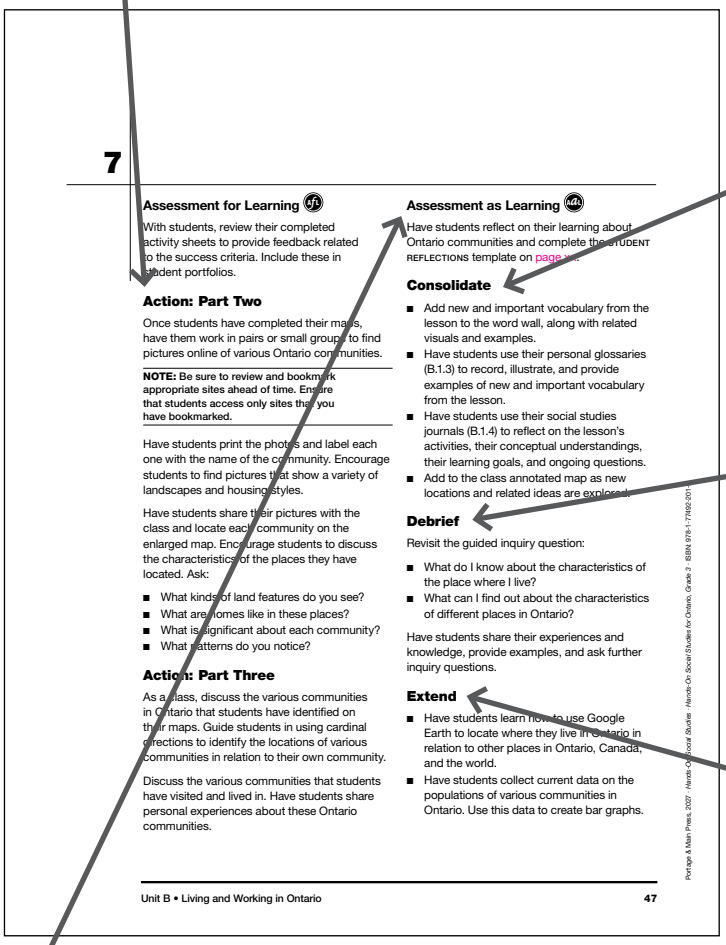
Activate
- Offers strategies to connect with prior knowledge and experiences related to the learning goals for the lesson, to establish a positive learning environment, and to set the context for learning.
- Includes questions that are a starting point, to be augmented by students' own questions and 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 195 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.



7

Assessment for Learning

With students, review their completed activity sheets to provide feedback related to the success criteria. Include these in student portfolios.

Action: Part Two

Once students have completed their maps, have them work in pairs or small groups to find pictures online of various Ontario communities.

NOTE: Be sure to review and bookmark appropriate sites ahead of time. Ensure that students access only sites that you have bookmarked.

Have students print the photos and label each one with the name of the community. Encourage students to find pictures that show a variety of landscapes and housing styles.

Have students share their pictures with the class and locate each community on the enlarged map. Encourage students to discuss the characteristics of the places they have located. Ask:

- What kinds of land features do you see?
- What are homes like in these places?
- What is significant about each community?
- What patterns do you notice?

Action: Part Three

As a class, discuss the various communities in Ontario that students have identified on their maps. Guide students in using cardinal directions to identify the locations of various communities in relation to their own community.

Discuss the various communities that students have visited and lived in. Have students share personal experiences about these Ontario communities.

Assessment as Learning

Have students reflect on their learning about Ontario communities and complete the STUDENT REFLECTIONS template on page xxx.

Consolidate

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

Debrief

Revisit the guided inquiry question:

- What do I know about the characteristics of the place where I live?
- What can I find out about the characteristics of different places in Ontario?

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

Extend

- Have students learn how to use Google Earth to locate where they live in Ontario in relation to other places in Ontario, Canada, and the world.
- Have students collect current data on the populations of various communities in Ontario. Use this data to create bar graphs.

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Unit B • Living and Working in Ontario 47

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.

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.

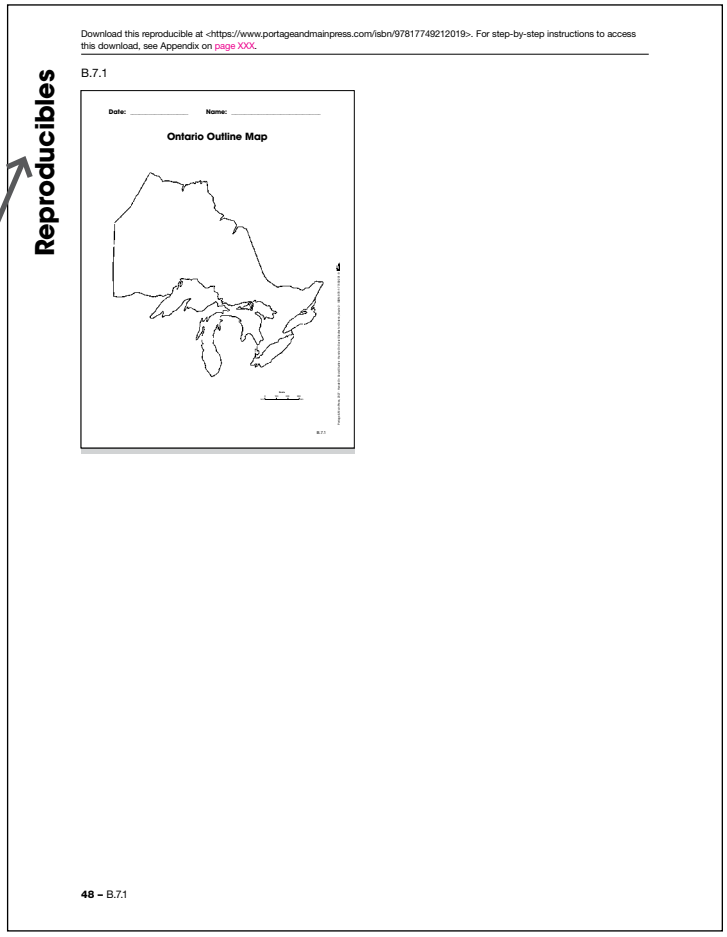
Extend
- Includes optional activities intended to extend, enrich, and reinforce the expectations.

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 20 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 195.
- 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.



Reproducibles

Download this reproducible at <https://www.portageandmainpress.com/isbn/9781774921201 9>. For step-by-step instructions to access this download, see Appendix on page XXX.

B.7.1

Date: _____ Name: _____

Ontario Outline Map

48 – B.7.1

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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.

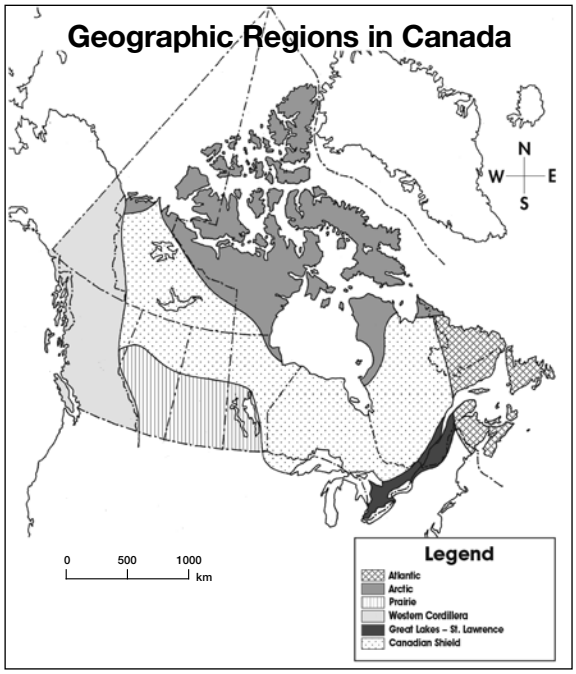
Maps

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

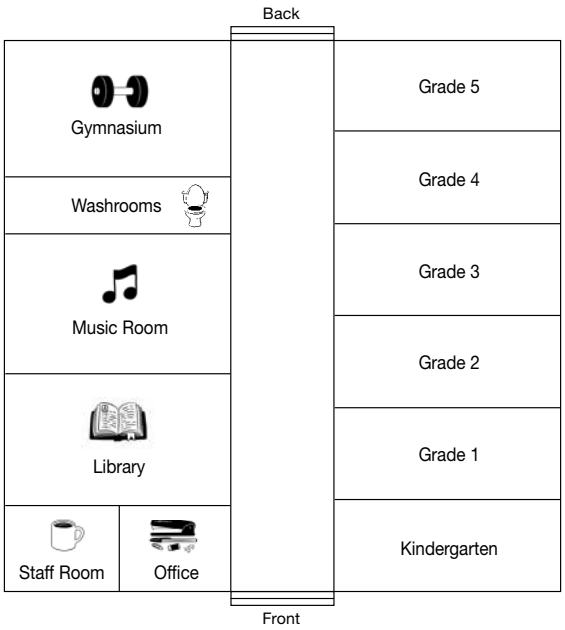
As students progress through the grade levels, they should become proficient in reading maps and in producing maps that include the above-mentioned components, as in the following example:

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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



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

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?

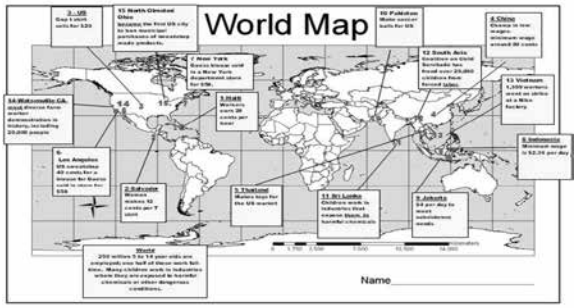
Expose students to accurate and authentic maps outlining traditional territories as well as local treaties to recognize and affirm First Nations, Métis, and Inuit Peoples' historic existence on these lands.

When possible, use geotechnologies (e.g., websites, apps) to map and analyze communities and their characteristics (see Resources for Students, page 42 and page 129).

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 ***Hands-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

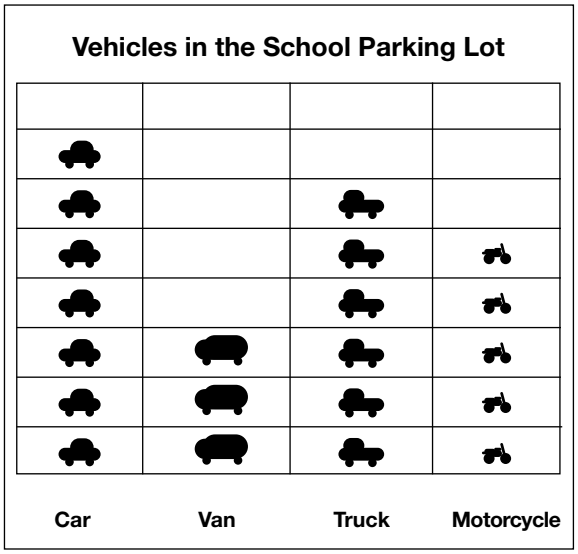
Graphs

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

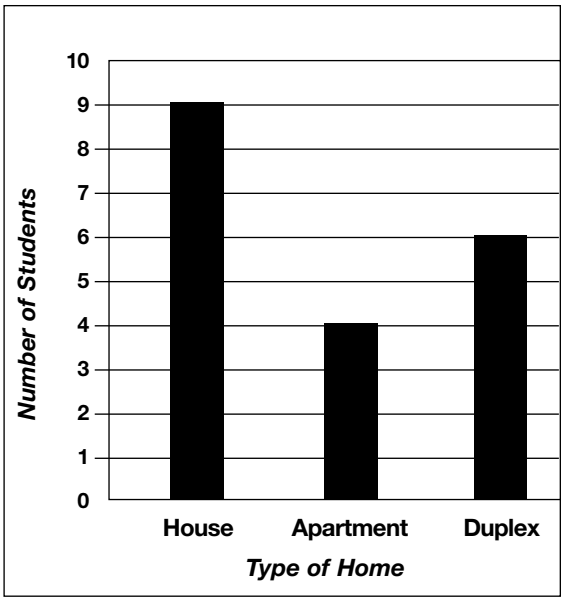
Pictograph: A pictograph is a common form of communication used in the early grades. A pictograph has a title on one axis that denotes the items being compared. There is, generally, no graduated scale or heading for the axis representing numerical value.

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Pictograph



Bar Graph



At the grade three level, students may also represent data using a concrete graph. Using the pictograph above as an example, students may use toy vehicles to represent the data, organizing them in a similar manner using columns and rows.

Bar Graph: A bar graph is also a common form of communication used in the early grades. Bar graphs should always be titled so the information communicated is easily understood. The title should be capitalized in the same manner as one would title a story. Both axes of the graph should also be titled and capitalized in the same way. In most cases, graduated markings are noted on one axis, and the objects or events being compared are noted on the other.

On a bar graph, the bars must be separate, as each bar represents a distinct piece of data.

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.

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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, 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 precontact 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 precontact? How might Indigenous Nations have governed or made decisions in these territories?)

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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 27, 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 27. 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 28 or the STUDENT REFLECTIONS template on page 28. 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 27, the INDIVIDUAL STUDENT OBSERVATIONS template on page 27, and the RUBRIC on page 27 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 27. 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 28.

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 25–26).

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 28. 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 29 and PORTFOLIO ENTRY RECORD on page 29 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 25–26.

A template for SUMMATIVE ACHIEVEMENT LEVELS is included on page 29 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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Anecdotal Record

Date: _____

Anecdotal Record

Purpose of Observation: _____

Student/Group	**Student/Group**
Comments	**Comments**
Student/Group	**Student/Group**
Comments	**Comments**
Student/Group	**Student/Group**
Comments	**Comments**

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Individual Student Observations

Date: _____

Individual Student Observations

Purpose of Observation: _____

Student: _____
Observations
Student: _____
Observations
Student: _____
Observations

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Sample Rubic

Sample Rubric

Social Studies Activity: Mapping the Local Community

Social Studies Topic: The Local Community

Date: January 28

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

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

SAMPLE

Rubric

Rubric

Social Studies Activity: _____

Social Studies Topic: _____

Date: _____

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

Student	Criteria				Rubric Score /4

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Assessment Templates

Rubric Class Record

Teacher: _____

Rubric Class Record

Student	Module/Activity/Date									
	Rubric Scores /4									

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Student Self-Assessment

Date: _____ Name: _____

Student Self-Assessment

Reflecting on My Learning

1. Social studies topic: _____
2. Social studies activity: _____
3. What I learned: _____
4. Diagrams, maps, or pictures:
5. I would like to learn more about: _____
6. I would like to improve: _____

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Student Reflections

Date: _____ Name: _____

Student Reflections

What I Did	What I Learned
Next Steps in My Learning	My Strengths and Challenges

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Family and Community Connections: Assessing Together

Date: _____ Name: _____

Family and Community Connections: Assessing Together

Family/Community Member's Name: _____

Draw a picture that shows what you have been learning in social studies. Work together to label your picture and describe your learning in words.

What do you like best about what you have been learning in social studies? And what would you like to learn more about in social studies?

What does your family/community member like best about what you have been learning in social studies?

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Portfolio Table of Contents

Date: _____ **Name:** _____

Portfolio Table of Contents

Entry	Date	Selection
1.		
2.		
3.		
4.		
5.		
6.		
7.		
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11.		
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18.		
19.		
20.		

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Portfolio Entry Record

Date: _____ **Name:** _____

Portfolio Entry Record

This work was chosen by _____

This work is _____

_____

I chose this work because _____

_____

_____

_____

_____

_____

Date: _____ **Name:** _____

Portfolio Entry Record

This work was chosen by _____

This work is _____

_____

I chose this work because _____

_____

_____

_____

_____

_____

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Summative Achievement Levels

Date: _____ **Name:** _____

Summative Achievement Levels

Student	Achievement Levels	
	Unit 1: _____	Unit 2: _____

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Unit A

Communities in Canada, 1780–1850

About This Unit

Throughout this unit of ***Hands-On Social Studies for Ontario, Grade 3***, students will investigate daily life for those living in a variety of communities from 1780 to 1850 in what would become Canada. This will include challenges faced by community members. They will also explore how events that occurred during this time period have influenced present-day Canada.

Students will use primary and secondary sources, as well as a variety of maps, to gather information about groups during this time period. Different societies and environments will also be explored, with a focus on how they influenced settlement.

In the culminating task, students will use their skills and knowledge to research an artifact from the time period and compare it to its modern-day equivalent.

Planning Tips for Teachers

- Collect a wide variety of artifacts from this time period, as well as photographs of such artifacts. Ensure that these items are culturally appropriate and authentic prior to incorporating them into your classroom. Many museums have artifacts, or replicas, to lend to schools to provide hands-on learning opportunities for students. Contact your local museum to find out if they offer such a program.
- Collect various 20th-century artifacts (used in Lesson 13). A thrift shop should yield many items (e.g., floppy disc, catalogue from hardware or department store, telephone book, rotary dial telephone, Walkman, Discman, filmstrip, slides, VHS tape, long-play record).
- Connect with local First Nations communities and other community members such as local historians, curators, Elders, Métis Senators, or Knowledge Keepers to support the activities in this unit. Connect with the Indigenous Lead or those responsible for Indigenous education in your district to find out what resources and supports (e.g., people, books, videos) are available before reaching out to specific individuals and/or communities.
- Collect a variety of reference books about communities in what would become Canada during this time period. A list of suggested books is included on pages xx-xx, and specific books are listed in the individual lessons.
- Preview websites before starting each lesson to ensure that they are still active and appropriate.
- Plan visits to local history and cultural museums, if possible.
- Be sure to keep all charts, posters, and student activity sheets and projects completed throughout the unit. These are often referred to in later lessons.
- Set up a social studies reading centre in the classroom, with a wide variety of fiction and nonfiction children's books about First Nations and early settler communities. Students can use the library for inquiry purposes as well as for specific tasks, such as book reports.
- Field trips provide an excellent opportunity to identify the importance of place. Use a map of the local area to identify the location of the land-based learning in relation to the school. This will help students develop a stronger image of their community and surrounding area. Many First Nations have land-use maps or land-use projects and staff that might help the class learn about Traditional Territories and land use.
- Have students create social studies journals to record their activities, ideas, conceptual

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understandings, and learning goals. A template for a journal page is included with the first lesson (A.1.2).

Indigenous Peoples, Knowledges, and Perspectives

In this unit, students are introduced to some of the diverse communities that lived in what would become Canada between 1780 and 1850, including First Nations, Métis, and Inuit communities. Lessons explore how Indigenous Peoples helped settlers survive, and how colonialism affected Indigenous communities. Students will also learn what life was like for Indigenous people, including children, during this period.

The curriculum specifically recommends that students learn to do the following:

- Compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities with the ways in which later colonial policies, including the residential school system, changed life in these communities
- Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement
- Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children
- Identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged, and explain how some of these agreements affected various Peoples and communities in that region and beyond

NOTE: Indigenous Peoples are the descendants of the original inhabitants of North America who lived on these lands since time immemorial, or as long as can be remembered, before the Europeans came. The term ***First Nations*** refers to Indigenous Peoples in Canada who are neither Métis nor Inuit. There are a number of First Nations within the province of Ontario, each with distinct languages and cultures, including the Anishinaabe, Haudenosaunee, and Cree.

The Métis emerged as a distinct People and Nation in the historic Northwest during the eighteenth and nineteenth centuries. Note that Métis is not used to describe every person of mixed Indigenous ancestry. Rather, a Métis person, according to the Métis Nation, "self identifies as Métis, is of historic Métis Nation ancestry, is distinct from other Aboriginal Peoples, and is accepted by the Métis Nation" (Source: "The Métis Nation: A Battered but Unbroken People," Indigenous Corporate Training, April 5, 2012. <https://www.ictinc.ca/blog/the-metis-nation-a-battered-but-unbroken-people>).

The Inuit are an original People from the Arctic and northern regions of Canada, Alaska, Russia, and Greenland. In Canada, Inuit Nunangat (the Inuit homeland) encompasses Nunavut, Inuvialuit (Northwest Territories and Yukon), Nunavik (Northern Quebec), and Nunatsiavut (Newfoundland and Labrador).

Vocabulary Related to the Unit

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

- *artifact, climate, colonization, conflict, culture, enslaved persons, First Nations, identity, immigration, Indigenous Peoples, Inuit, isolation, Lower Canada, Métis, migrate, multiculturalism, nomadic, perspective, primary sources, racism, refugee, residential school, safe house, secondary sources, settlement, settler, symbol, Traditional Territory, treaty, Underground Railroad, Upper Canada, wampum*

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

- asking questions
- gathering and organizing information
- analyzing and interpreting information
- evaluating and drawing conclusions
- communicating learning
- taking action based on learning

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

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

As well, students should be encouraged to use vocabulary related to spatial skills such as:

- *atlas, body of water, cardinal directions, city, community, country, equator, globe, grid, hemisphere, lake, legend, location, map, model, poles, province, relative direction (e.g., right, left, in front, behind), river, scale, symbol, territory, title,*

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

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

NOTE: A success criteria chart for the concepts of social studies thinking is included on page xx to guide focus on these concepts throughout this unit.

Have students start a personal glossary in which they can record new vocabulary, along with definitions and illustrations, introduced throughout the unit. A template for the glossary is found in lesson 1.

Also in lesson 1, start a word wall for the unit on a bulletin board, poster paper, 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/id1480794561>
- Mohawk <https://apps.apple.com/ca/app/speakmohawk/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>
- Oji-Cree <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 Compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe some of the changes between that era and the present day.	Continuity and Change; Perspective	The different communities in what is now known as Canada in the early nineteenth century influence the way we live today.
A2. Inquiry Use the social studies inquiry process to investigate some of the major challenge that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges	Significance; Cause and Consequence	Social and environmental challenges were a major part of life in all communities in what is now known as Canada in the early nineteenth century.
A3. Understanding Context Identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other.	Interrelationships	What is now known as Canada was already a multicultural society in 1800.

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Curricular Expectations

Overall Expectation	Specific Expectation	Lesson												
		1	2	3	4	5	6	7	8	9	10	11	12	13
A1. Application By the end of Grade 3, students will: compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe some of the changes between that era and the present day.	**A1.1** describe some of the similarities and differences in various aspects of everyday life of selected groups and communities living in Canada between 1780 and 1850	√	√	√			√	√		√				
	A1.2 compare what life was like between 1780 and 1850 in a few First Nations, Métis, and Inuit communities with the ways in which later colonial policies, including the residential school system, changed life in these communities		√		√									
	A1.3 compare some of the roles of and challenges facing people living in Canada between 1780 and 1850 with those in the present day, including people in a few First Nations, Métis, and/or Inuit communities		√								√	√		
	A1.4 identify some key components of identity in Canada today, including First Nations, Métis, and Inuit identity, and describe some of the ways in which communities that were in Canada between 1780 and 1850 have had an impact on this identity										√		√	

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Overall Expectation	Specific Expectation	Lesson												
		1	2	3	4	5	6	7	8	9	10	11	12	13
A2. Inquiry By the end of Grade 3, students will: use the social studies inquiry process to investigate some of the major challenges that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges.	**A2.1** formulate questions to guide investigations into some of the major challenges facing various groups and communities in Canada from around 1780 to 1850 and measures taken to address these challenges		√						√					
	A2.2 gather and organize information on major challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, and on measures taken to address these challenges, using a variety of primary and/or secondary sources		√				√	√	√	√	√			
	A2.3 analyze and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing various groups and communities, including at least one First Nations, Métis, or Inuit community, in Canada during this period, and measures taken to address these challenges						√	√		√				
	A2.4 interpret and analyze information relevant to their investigations, using a variety of tools	√	√	√	√	√	√	√	√	√	√	√	√	√
	A2.5 evaluate evidence and draw conclusions about some of the major challenges facing various groups and communities in Canada, including at least one First Nations, Métis, or Inuit community, during this period, and measures taken to overcome these challenges		√	√	√	√	√	√	√	√	√			√
	A2.6 communicate the results of their inquiries using appropriate vocabulary and formats	√	√	√	√	√	√	√	√	√	√	√	√	√

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Overall Expectation	Specific Expectation	Lesson												
		1	2	3	4	5	6	7	8	9	10	11	12	13
A3. Understanding Context By the end of Grade 3, students will: identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other.	**A3.1** identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program		√		√	√								
	A3.2 identify various settler communities in Canada during this period, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program			√			√	√		√				
	A3.3 identify some of the main factors that helped shape the development of settlements in Canada, including First Nations, Métis, and Inuit communities, during this period and describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life						√	√	√	√				
	A3.4 describe some of the major challenges facing communities in Canada during this period, including at least one First Nations, Métis, or Inuit community				√	√	√	√	√	√	√			
	A3.5 describe the impact of some different kinds of settlements on the natural environment and on any existing settlements						√	√						
	A3.6 describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children	√	√		√	√		√		√		√		

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Overall Expectation	Specific Expectation	Lesson												
		1	2	3	4	5	6	7	8	9	10	11	12	13
	A3.7 identify a few key treaties relevant to Indigenous people in their region during this period, including wampum belts exchanged, and explain how some of these agreements affected various Peoples and communities in that region and beyond					√								
	A3.8 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation					√			√	√	√			

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Concepts of Social Studies Thinking: Success Criteria

Concept of Social Studies Thinking	Success Criteria
Significance	■ I can identify some challenges that different groups or communities had around 1780–1850. ■ I can discuss (verbally, graphically, etc.) how a community in 1780–1850 was influenced by their geographic location (for example, proximity to water, climate). ■ I can show how and why this challenge was overcome by different groups and communities (for example, relationship with First Nations, the origins of settlers).
Cause and Consequence	■ I can explain how the members of a group or community dealt with the challenges that they faced (for example, settlers' dependence on First Nations medicine). ■ I can demonstrate how the group or community adapted to their natural environment. ■ I can use my understanding of the challenges the people of this time faced to determine possible solutions.
Continuity and Change	■ I can make links between past communities and current communities and how historic communities have influenced Canadian identity. ■ I can explain why something changed in a historical community or stayed the same over a period of time. ■ I can determine what I think is the most important change and/or the most important thing that stayed the same in an early community.
Interrelationships	■ I can explain the relationships that existed between two or more early communities and the impact they had on one another. ■ I am able to identify relationships that exist between early communities and the natural environment that they were developed within. ■ I can determine how relationships amongst early communities and between early communities and the environment could be either helpful and/or harmful.
Perspective	■ I can gather a variety of information and analyze a source to determine different perspectives on the challenges an early community faced. ■ I can use a variety of perspectives to successfully analyze how an early community dealt with the challenges they faced. ■ I am able to compare and contrast how different groups may view and interpret an early community in Ontario.

Source: Ontario Elementary Social Studies Teachers Association

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Cross-Curricular Connections

Lesson	Subject				
	Language	Math	Science and Technology	The Arts	Health and Physical Education
1 Launching the Unit: Communities in Canada From 1780 to 1850	√			√	
2 Introducing First Nations Communities	√			√	
3 Upper Canada and Lower Canada	√				
4 Indigenous Worldviews and the Impacts of Colonization	√				
5 Treaties	√				
6 Climate, Landscape, and Settlement	√			√	
7 Settlers and the Land	√		√	√	√
8 Interactions Between the Early Communities in Upper Canada and Lower Canada	√			√	
9 Comparing Communities and Their Challenges	√				
10 The Underground Railroad	√			√	
11 Comparing the Lives of Children From First Nations and Early Communities to Present-Day Children	√	√		√	√
12 Canadian Identity	√	√		√	√
13 Culminating Activity: Investigating Artifacts	√			√	

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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 based on traditional stories reference the Indigenous community they came from and state the individual who shared the story and gave permission for the story to be used publicly. 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

The Train, Jodie Callaghan (Second Story, 2020).*

Shin-chi's Canoe, Nicola I. Campbell (Groundwood Books, 2008).*

Shi-shi-etko, Nicola I. Campbell (Groundwood Books, 2005).*

Unspoken: A Story From the Underground Railroad, Henry Cole (Scholastic, 2012).

Two Row Wampum (Strong Stories Kanyen'keha:ka series), Michelle Corneau (Strong Nations, 2016).*

Treaty Words: For as Long as the Rivers Flow, Aimée Craft (Annick, 2021).* Educator Guide available at https://www.annickpress.com/content/download/69380/919992/version/1/file/Treaty+Words+Educator+Guide.pdf

Alex Shares His Wampum Belt, Kelly Crawford (Union of Ontario Indians, 2017).*

Dakota Talks About Treaties, Kelly Crawford (Union of Ontario Indians, 2017).*

The Giving Tree: A Retelling of a Traditional Métis Story, Leah Marie Dorion (Gabriel Dumont Institute Press, 2009).

Métis Camp Circle: A Bison Culture Way of Life, Leah Marie Dorion (Gabriel Dumont Institute Press, 2019).*

Relatives With Roots, Leah Marie Dorion (Gabriel Dumont Institute Press, 2011).*

A Family Tree, Staci Lola Drouillard (Clarion Books, 2024).*

This Land, Ashley Fairbanks (Crown Books for Young Readers, 2024).*

Africville, Shauntay Grant (Groundwood Books, 2018).

A Walk on the Shoreline, Rebecca Hainnu (Inhabit Media, 2020).*

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

The Birdman, Troon Harrison (Red Deer, 2018).

Indigenous Ingenuity: A Celebration of Traditional North American Knowledge, Deidre Havrelock and Edward Kay (Christy Ottaviano Books, 2024).*

Métis Like Me, Tasha Hilderman (Tundra Books, 2024).*

Sweet Clara and the Freedom Quilt, Deborah Hopkinson (Knopf Books for Young Readers, 2015. (ebook)

Miya Wears Orange, Wanda John-Kehewin (HighWater, 2025).*

Not My Girl, Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (Annick, 2014).*

When I Was Eight, Christy Jordan-Fenton and Margaret-Olemaun Pokiak-Fenton (Annick, 2013).*

Bread for Words: A Frederick Douglass Story, Shana Keller (Sleeping Bear, 2020).

Settler Life in Canada: Homes, Joy Kita (Beech Street Books, 2019).

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Settler Life in Canada: School, Joy Kita (Beech Street Books, 2019).

Harriet Tubman, Barbara Kramer (National Geographic Kids Readers, 2019).

Before They Were Famous: Harriet Tubman, Stephen Krensky (Crabtree, 2025).

My Street Remembers, Karen Krossing (Groundwood Books, 2025).

Henry's Freedom Box, Ellen Levine (Scholastic, 2016). (ebook).

Mii maanda ezhi-gkendmaanh / This Is How I Know, Brittany Luby (Groundwood Books, 2021).*

It's Time for Berries!, Ceporah Mearns and Jeremy Debicki (Inhabit Media, 2023).*

Movers, Shakers, History Makers: The Canadian Black History Book of Rhymes, Akilah Newton (Big Dreamers, 2021).

The Story of Harriet Tubman, Christine Platt (Sourcebooks, 2020).

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

On the Trapline, David A. Robertson (Tundra Books, 2021).*

When We Were Alone, David A. Robertson (HighWater, 2016).*

The Kids Book of Black History in Canada, Rosemary Sadlier (Kids Can, 2024).

Giving Thanks: A Native American Good Morning Message, Chief Jake Swamp (Lee & Low Books, 2017).*

William Still and His Freedom Stories: The Father of the Underground Railroad, Don Tate (Peachtree, 2023).

In Disguise on the Underground Railroad: A Graphic Novel Biography of Anna Maria Weems, Myra Faye Turner (Capstone, 2024).

Box: Henry Brown Mails Himself to Freedom, Carole Boston Weatherford (Candlewick, 2022).

Righting Canada's Wrongs: Africville (2nd ed.), Gloria Ann Wesley (James Lorimer, 2019).

If You Traveled on the Underground Railroad, Ebony Wilkins (Scholastic Press, 2022).

laget hiyt toxwum/Herring to Huckleberries, ošil (Betty Wilson) (HighWater, 2025).*

Settler Life in Canada: Clothes, Anita Yasuda (Beech Street Books, 2019).

Settler Life in Canada: Food, Anita Yasuda (Beech Street Books, 2019).

Websites

- **https://www.twinkl.ca/teaching-wiki/the-climate-regions-of-canada**
  Twinkl: "What are the Climate Regions of Canada?": Facts about each climate region, including a map.
- **https://kids.nationalgeographic.com/history/article/the-underground-railroad**
  National Geographic Kids: "The Underground Railroad," by Tonya K. Grant: Detailed overview, including a map and archival paintings.
- **https://www.thecanadianencyclopedia.ca/en/article/underground-railroad**
  The Canadian Encyclopedia: "Underground Railroad," by Natasha Henry-Dixon: Detailed overview including a map and archival materials.

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- **www.ducksters.com/history/civil_war/underground_railroad.php**
  Ducksters: "Underground Railroad": Overview of facts that connects to a 10-question quiz.
- **pathways.thinkport.org/about/about1.cfm**
  Pathways to Freedom: What was the Underground Railroad?: Information, maps, instructions for creating a quilt block, and more.
- **https://greyroots.com/black-history-grey-county**
  Grey Roots Museum & Archives: Black History in Grey County: Overview of the history of Black settlement in Grey County, Ontario.
- **https://www.thecanadianencyclopedia.ca/en/article/elgin-settlement**
  The Canadian Encyclopedia: "Elgin Settlement," by Shannon Prince: Overview of the history of the Black settlement in Southwestern Ontario.
- **https://www.thecanadianencyclopedia.ca/en/article/colonialism-in-canada**
  The Canadian Encyclopedia: "Colonialism in Canada," by Karl S. Hele: Overview of French and British colonialism, including its effects on Indigenous Peoples.
- **Canadian Council on Learning (Aboriginal Learning Knowledge Centre): Indigenous education models:**
  First Nations: https://firstnationspedagogy.com/CCL_Learning_Model_FN.pdf

  Métis: https://firstnationspedagogy.com/CCL_Learning_Model_MET.pdf

  Inuit: https://firstnationspedagogy.ca/CCL_Inuit_Holistic_Learning_Model_EN.pdf
- **https://www.thecanadianencyclopedia.ca/en/article/wampum**
  The Canadian Encyclopedia: "Wampum," by René R. Gadacz: Describes wampum and their importance to treaties and alliances.
- **https://treatymap.yellowheadinstitute.org/map/**
  Yellowhead Institute: The Treaty Map: Shows treaty territories in what is now known as Canada, distinguished by the era in which the treaties were established.
- **https://www.snpolytechnic.com/research-resources/resources?page=3**
  Six Nations Polytechnic Indigenous Knowledge Resources: Videos and articles about a range of topics connected to Indigenous cultures, knowledges, and perspectives.

Videos

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

- **https://earthtotables.org/essays/life-in-the-longhouse/**
  Earth to Tables Legacies: "Life in the Longhouse" (24:19).
- **https://www.youtube.com/watch?v=QqN-4naM5JI**
  Super Simple Sheets: "Exploring Canada's Climate Zones" (5:37).
- **www.historicacanada.ca/content/heritage-minutes/underground-railroad?media_type=41&**
  Historica Canada Heritage Minutes: "Underground Railroad" (1:02).

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- **https://www.youtube.com/watch?v=SVaK9rAV32A**
  CBC Kids: "Treaties with Indigenous peoples in Canada, explained" (5:54).
- **https://www.youtube.com/watch?v=ByzAfNXUbEQ**
  nysmuseum: "What is Wampum?" (3:21).
- **https://www.youtube.com/watch?v=WCu3fEO2GvY**
  Anishinabek Nation: "Isaac on Wampum, Part 1" (1:43).
- **https://www.cbc.ca/player/play/video/9.6419691**
  CBC News: "Wampum belts: The first treaties in North America" (10:00).

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1 Launching the Unit: Communities in Canada From 1780 to 1850

To set the foundation for inquiry throughout the rest of the unit, this lesson asks students to interpret and categorize artifacts and images from this time period. Take this opportunity to assess students' prior knowledge about communities in what would become Canada from 1780 to 1850.

NOTE: The phrase "what would become Canada" is used throughout these lessons to accurately reflect the time period of 1780 to 1850, as it was prior to Confederation.

Guided Inquiry Question

- What information can I learn by analyzing artifacts and pictures?

Learning Goal

- We are learning to develop historical vocabulary to describe specific objects, events, and people.

Concepts of Social Studies Thinking

- Continuity and Change
- Perspective
- Significance
- Cause and Consequence
- Interrelationships

Information for Teachers

In this lesson, students work in groups to create a word splash to describe artifacts and images from First Nations and settler communities. Before teaching this lesson, check in with your school board's Indigenous Education Lead and/or those responsible for Indigenous education to ensure that the artifacts are appropriate, authentic, and not sacred in nature. Focus on highlighting items that illustrate Indigenous Knowledges, tools, and technologies. Remind students that artifacts are objects made by humans throughout history and into the present day. Artifacts include tools, art, and structures such as houses, and can be studied to gather information about culture and history.

A word splash is an activating strategy that encourages brainstorming, categorizing, and sequencing words. Brainstormed words are written in different-sized fonts, colours, and positions across a page, as in the example below:



Materials

- Video: "Life in the Longhouse" at <https://earthtotables.org/essays/life-in-the-longhouse/> (24:19)
- artifacts from local First Nations communities (e.g., arrowheads/projectile points, snowshoes, pottery, maple syrup)
- Image Bank: First Nations Communities (1780–1850) (See appendix, page xx. Print full-page copies of the colour images.)
- artifacts from settler communities (1780–1850) (e.g., washboards, tools, irons, cooking utensils)
- Image Bank: Settler Communities (1780–1850) (See appendix, page xx. Print full-page copies of the colour images.)
- chart paper
- markers
- student dictionaries
- Template: Glossary (A.1.1)
- Template: Social Studies Journal (A.1.2)
- projection device

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Activate

As a class, watch the following video, which provides information about the Haudenosaunee (People of the Longhouse), focusing on how longhouses were constructed and the characteristics of longhouse society.

- "Life in the Longhouse" <https://earthtotables.org/essays/life-in-the-longhouse/>

Discuss the video, focusing on students' observations of materials, tools, and processes used to construct a longhouse. Also discuss daily life of the longhouse society, focusing on food, clothing, tools, and activities.

Record the term *artifact* on chart paper. Ask:

- What do you think an artifact is?
- Can you use the term in a sentence?
- Can you find examples of artifacts in the classroom?

Have students share their ideas about the term's meaning. Add these to the chart paper. Use student dictionaries to help co-construct a class definition for the term.

Organize the class into working groups. Provide each group with chart paper, markers, a few artifacts, and images from Image Bank: First Nations Communities (1780–1850) and Image Bank: Settler Communities (1780–1850). Have students examine and discuss the artifacts and images, brainstorm words to describe them, and record their words as a word splash.

NOTE: Consider modelling this process for the class using one artifact or image.

Introduce the guided inquiry question:

- What information can I learn by analyzing artifacts and pictures?

Assessment for Learning

Observe students as they work together to create their word splashes. Focus on their background knowledge and their ability to describe the artifacts and images.

Action

Have students share their word splashes with the class. Ask:

- How are the artifacts and images similar?
- How are the artifacts and images different?
- Are some of the images similar to life today?
- Based on these artifacts and images, what do you think we will be learning about in this unit?
- What do you know about this topic?
- What would you like to know?
- How could we find the answers to your questions?

As a class, create a KWHL chart to record students' ideas. For example:

Communities in Canada From 1780 to 1850			
K What do we know	**W** What do we want to know	**H** How can we find out	**L** What have we learned

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Throughout the unit, refer back to the KWHL chart, to record new understandings and inquiry questions as they arise.

Assessment for Learning

Focus on students' ability to articulate what they know about the topic and to generate inquiry questions. Use the ANECDOTAL RECORD template on page xx to record results.

Consolidate

- As a writing activity, have students complete the following statements to review the activities they have done. For example:
  - To answer my questions, I will need to _____.
  - In the pictures, I saw _____.
  - I think this artifact was _____ because _____.
- Create a word wall for this unit. Add new and important vocabulary to the word wall, including *artifact*, along with related visuals and examples.
- Have students create personal glossaries to record, illustrate, and provide examples of new and important terminology. Template: Glossary (A.1.1) is included at the end of this lesson for this purpose.
- Have students create social studies journals to record their activities, ideas, conceptual understandings, and learning goals. Print several copies of Template: Social Studies Journal (A.1.2) for each student, add a cover, and bind the sheets together. Have students create title pages for their journals. Students can use the blank reverse side of each journal page for other reflections. For example, have students draw or write about:
  - new social studies challenges
  - favourite social studies activities
  - real-life experiences with social studies
  - mapping skills and concepts

Assessment as Learning

Have students share their responses with a peer, explaining their selections and thoughts.

Debrief

Revisit the guided inquiry question:

- What information can I learn by analyzing artifacts and pictures?

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

Extend

- Plan a field trip to a museum that displays artifacts from the local community's early days.

NOTE: Land-based learning, such as field trips and nature walks, is an excellent opportunity to identify the importance of place. Use a map of the local area to identify the location of the land-based learning in relation to the school. This will help students develop a stronger image of their community and surrounding area. Many First Nations have land-use maps or land-use projects and staff that might help the class learn about Traditional Territories and land use.

Identify whose Traditional Territory the school is on, as well as the treaty territory of the location for the field trip (if different) using one of the following resources:

- Ontario First Nations Maps: <https://www.ontario.ca/page/ontario-first-nations-maps>
- Maps of Indigenous Communities in Ontario: <https://www.sac-isc.gc.ca/eng/1635957754306/1635957787562>
- First Nations Profiles Interactive Map: <https://geo.sac-isc.gc.ca/cippn-fnpim/index-eng.html>

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- **The First Nations and Treaties Map of Ontario as an Instructional Resource: An Educator's Guide: <http://www.edu.gov.on.ca/eng/indigenous/the-first-nations-and-treaties-map-of-ontario.pdf>**
- **Yellowhead Institute's Treaty Map: <https://treatymap.yellowheadinstitute.org/map/>**

Land acknowledgments vary from region to region. Use the land acknowledgment developed by your school board.

- Once students are familiar with this land acknowledgment, have them work towards adding individual reflections to the acknowledgment that focus on action and a commitment towards reconciliation. For example, commitments can include:
  - ways to take care of the land and the people for future generations
  - educating others about whose lands they are on and local treaties
  - starting a school initiative to clean up the school community
- Have each student complete a book report on a book of their choice from the social studies library using Template: Book Report (A.1.3). Book reports help students learn to summarize information and learn about the importance of bibliographic information. Note that book report assignments are as valuable for nonfiction as they are for fiction.

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Download these reproducibles at <https://www.portageandmainpress.com/isbn/9781774922019>. For step-by-step instructions to access this download, see Appendix on page XXX.

Reproducibles

A.1.1

Date: _____ **Name:** _____

Glossary

Word	Definition	Illustration
Word	**Definition**	**Illustration**
Word	**Definition**	**Illustration**
Word	**Definition**	**Illustration**

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A.1.1

A.1.2

Social Studies Journal

Today in Social Studies, I _____

I learned _____

I would like to learn more about _____

Social Studies Journal

Today in Social Studies, I _____

I learned _____

I would like to learn more about _____

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A.1.2

A.1.3

Date: _____ **Name:** _____

Book Report

Title: _____

Author: _____

Illustrator/Photographer: _____

What is the book about? (Write and draw a picture to describe the book.)

_____

_____

_____

_____

_____

_____

_____

What did you learn from the book?

_____

_____

_____

What questions do you still have about the topic of the book?

_____

_____

_____

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A.1.3

2 Introducing First Nations Communities

Students will investigate some of the First Nations communities who lived in and/or visited areas in what would become Ontario between 1780 and 1850, learning about their ways of life and the challenges they encountered.

Guided Inquiry Question

- Who were the First Nations communities living in what would become Ontario between 1780 and 1850?

Learning Goals

- We are learning to use secondary sources to find information about First Nations communities in what would become Ontario.
- We are learning what life was like for First Nations communities living in what would become Ontario in the early 19th century.

Concepts of Social Studies Thinking

- Continuity and Change
- Perspective
- Significance
- Cause and Consequence
- Interrelationships

Information for Teachers

The main groups of First Nations peoples who lived in what is now commonly referred to as Ontario are the Anishinaabe (Omàmiwininiwak or Algonquin), the Haudenosaunee (Kanien'kehà:ka or Mohawk), the Mushkegowuk (Cree), and the Anisininew (Oji-Cree). The Anishinaabe and Haudenosaunee predominantly lived in the southern regions, while the Mushkegowuk (Cree) and Anisininew (Oji-Cree) lived in the northern regions.

It is important to teach students about the distinctions between these groups to highlight their unique communities and cultures. For example, the Anishinaabe were traditionally fishers, hunters, and gatherers. They lived in temporary dwellings, such as wigwams, and followed their food sources. The Anishinaabe includes the Odawa, Chippewa, Ojibway and Saulteaux, Oji-Cree, Mississaugas, Algonquin, Nipissing, and Potawatomi Nations.

The Haudenosaunee's Traditional Territory is around Lake Ontario and upstate New York. However, during this time period their communities saw great movement, which pushed them farther into what is now commonly referred to as Ontario. The Haudenosaunee includes the Five Nations of the Haudenosaunee Confederacy: the Mohawk, Oneida, Onondaga, Cayuga, and Seneca. In 1722, the Confederacy became known as the Six Nations when the Tuscarora joined. Other First Nations communities were also present in this region, including the Wendat (Huron), Petun (Tobacco), Neutral, and Erie Nations. They were farmers and lived in semi-permanent communities. Their homes, similar to those of the Haudenosaunee, were large communal longhouses. Longhouses were made by covering a tunnel-shaped frame of saplings with thick pieces of bark. There was an open space down the centre of the longhouse where there was a row of cooking fires.

At times, the lessons in this unit will focus on particular First Nations communities. However, it is important to include local communities and/or Nations to reflect the unique histories of the lands on which students are living and learning.

NOTE: Most names that have historically been used for Indigenous Peoples are not the names that the Peoples used to describe themselves. For centuries, the European version of their names appeared in documents and on maps. Often the term used by Indigenous groups to describe themselves means "the people" or "the people of a particular place"; for example:

- ***Inuit*** **(meaning "several people") or** ***Inuk*** **(meaning "one person")**

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- ***Haudenosaunee*** **(meaning "they have an extended house" or "People of the Longhouse")**
- ***Wendat*** **(meaning "peninsula dwellers")**

Students should know that since European names have been so widely used, but are gradually being replaced by Indigenous names, different terms can refer to the same peoples. It is important to use the names that Indigenous Peoples use for themselves and to avoid using texts that include outdated terms.

Materials

- Image Bank: First Nations Communities (See Lesson 1)
- maps of First Nations communities (see Action: Part One)
- Inquiry Guide: First Nations Communities of Ontario (A.2.1) (3 pages; one copy for each student)
- Activity Sheet: Research Frame (A.2.2) (one copy for each student)
- Activity Sheet: Comparing Past and Present Communities (A.2.3) (one copy for each student)
- resources about First Nations communities (See pages xx and xx for suggestions.)
- chart paper
- markers
- projection device

NOTE: Ask students to keep all of the activity sheets they receive in this lesson, as they will be used in later lessons.

Activate

Project one of the pictures from Image Bank: First Nations Communities. On chart paper, make the following table:

What do you see?	What are you thinking?	What are you wondering about?

As a class, discuss the image. Ask students to describe what they see, think, and wonder. Record their ideas on the chart; alternatively, students can make their own copy of the chart on blank paper to record their ideas.

Project the remaining images, discuss, and have students record their ideas in the chart. Refer back to these throughout the lesson.

Introduce the guided inquiry question:

- Who were the First Nations communities living in what would become Ontario between 1780 and 1850?

Assessment for Learning

Observe students as they examine and discuss the images and record their ideas.

Action: Part One

Introduce the term *First Nations* to the class. Ask:

- Why do you think they are called First Nations?

As a class, discuss that these Peoples were the first people to live on these lands (who are not Métis or Inuit), which is why they are called First Nations. Ask:

- Where do you think that different First Nations communities lived in what would become Ontario between 1780 and 1850?
- Do you think they lived in the Far North?
- What else do you know or want to know about First Nations communities in Ontario?

Discuss students' prior knowledge and any questions they have about the First Nations communities in what would become Ontario in the decades preceding Confederation.

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Ask students:

- Who were some of the First Nations communities in our region?
- Which First Nations communities do you think are still living in Ontario today?

Provide each student with a copy of Inquiry Guide: First Nations Communities of Ontario (A.2.1). Focus on the first page of the guide. Have students examine the picture and record their observations in point form. As a class, review the jot notes, and have students generate their own inquiry questions, based on these jot notes.

Use maps of specific First Nations communities that are local to your area, such as the Map of Indigenous Communities in Ontario <https://www.sac-isc.gc.ca/eng/1635957754306/1635957787562>, or a decolonized map, such as The Coming Home to Indigenous Place Names in Canada Map <https://canadiangis.com/indigenous-place-names-canada-map.php>, to identify the areas in which these First Nations communities lived between 1780 and 1850 and, in many areas, continue to live.

Action: Part Two

Focus on the second and third pages of the inquiry guide. Introduce the main groups of First Nations communities that lived in what would become Ontario.

Have students examine the pictures and record their observations. As a class, review the jot notes, and have students generate questions they may have about these two groups. For example:

- What do we already know about the Anishinaabe? The Haudenosaunee? Or a specific Nation or community whose lands your school currently sits on?
- What different Nations belonged to these groups?
- Where did they traditionally live?
- How did they survive on the land?
- What did they eat? Did they hunt, harvest, fish, and/or trap?
- What type of shelter did they live in?
- What kinds of challenges did they face?
- How did they address these challenges?

Discuss with students that their inquiry questions will be the basis for research on these two different groups. As a class, identify categories to research, including location, food, shelter, clothing, transportation, practices, and inventions. Have students add at least two of their own questions, as well.

Discuss where students might find the answers to their questions, and ensure that appropriate resources are being used for research. Connect with the Indigenous Education Lead and/or those responsible for Indigenous education in your district to find out what resources and supports (e.g., people, books, videos) are appropriate and available.

Action: Part Three

Describe to students the two main sources of information: *primary sources* and *secondary sources. Primary sources* are records of information that were created during the time that an event happened or by a person who actually experienced the event. These include original documents (e.g., speeches, diaries, manuscripts, letters, newspaper accounts), creative works made at the time (e.g., paintings, plays, film, music), and artifacts (e.g., tools, dishes) used at that time.

Secondary sources are works in which the author interprets, analyzes, or summarizes events based on the study of primary sources (e.g., textbooks, stories, magazine articles, encyclopedias, biographies).

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As a class, have students co-construct their own definitions for these terms and record them on chart paper.

Organize the class into pairs or working groups. Provide each student with a copy of Activity Sheet: Research Frame (A.2.2). Review the research frame, explaining to students that they will select a First Nations group, learn more about how this community lived, complete the research frame, and prepare to make a presentation to other groups. Ask:

- How could you find the information needed to complete this sheet?
- Where could you look for information?
- Can you get this information from pictures, illustrations, and photographs? How? How might you ensure that this information is accurate, authentic, and unbiased? (For example, use First Nations community websites and videos created by First Nations community members. Avoid using artwork as historical fact, government websites that highlight colonial narratives, or Wikipedia, which may misconstrue or misinterpret historical information.)

Focus on the sections of the sheet labelled "My Question." Have students share some of their questions about First Nations communities and record two questions that they would like to answer through research.

As a class, discuss how to use the various references to conduct research. Encourage students to use the research frame to organize their research, looking only for the information they need (outlined in the chart). Suggest that they record their research in jot notes (point form) and remind them to record the names of the sources they use.

Model the research process, using a chart-sized replica of the research frame and a reference book or website for a particular First Nations community or a specific Nation. Look through the book or website for pictures and titles related to the research headings. Record relevant ideas in point form on the chart.

This is a good opportunity to discuss how groups might choose their community or Nation. Have them first review some of the resources, examine the First Nations Map of Ontario (or alternative), and use their own background knowledge to come to a consensus on which community or Nation they choose.

Give each group no more than a few references to examine. Remind students to look specifically for information about the First Nations community or Nation they have selected. Circulate among the student groups as they work, providing guidance and direction.

Assessment for Learning

Observe students and conference with them during the research process. Use the INDIVIDUAL STUDENT OBSERVATIONS template on page xx to record results. Provide descriptive feedback during the conference.

List the success criteria for presentations on the RUBRIC on page xx. Have the groups make presentations to the class based on their research. Record results as students present. Provide feedback, and have students identify next steps in their learning.

Action: Part Four

Have each group meet with another group to share their research findings.

Then, as a class, review what students have learned about First Nations communities. Ask:

- Who are the First Nations that lived in what would become Ontario between 1780 and 1850?

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2

- What do you know about these communities?
- Where did they live?
- How were these groups different or distinct?
- What types of homes did they live in?
- How did they survive on the land?
- What are some of their inventions?
- What were the challenges they may have faced?
- In what ways is life for these communities different from life in our community today?

Provide each student with a copy of Activity Sheet: Comparing Past and Present Settlements (A.2.3).

Have students reflect on their learning by completing the activity sheet, using the chart to compare First Nations communities in the early nineteenth century to your community today. Once they have completed the sheet, discuss, as a class, the similarities and differences.

Consolidate

- Revisit the KWHL chart from lesson 1 as students gain new understandings and pose new inquiry questions.
- Add new and important vocabulary from the lesson, including *First Nations*, *primary source*, and *secondary source* to the word wall, along with related visuals and examples.
- Have students use their personal glossaries to record, illustrate, and provide examples of new and important vocabulary from the lesson.
- Have students use their social studies journals to record their activities, ideas, conceptual understandings, learning goals, and ongoing questions.

Debrief

Revisit the guided inquiry question:

- Who were the First Nations communities living in what would become Ontario between 1780 and 1850?

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

Extend

- Connect with the Indigenous Education Lead and/or those responsible for Indigenous education in your board to:
  - Invite local First Nations Elders/ Knowledge Keepers and/or community members to share information about their histories, territories and culture with the students.
  - Take students on a field trip to visit a local museum or conservation area that features First Nations histories and content.

NOTE: As with all land-based learning activities:

- **Identify the importance of place. Use a map of the local area to identify the location of the land-based learning in relation to the school**
- **Identify on whose Traditional Territory the school is located, the Traditional Territory of the location for the land-based learning, and the traditional names of both places.**
- **Incorporate land acknowledgments using local protocols.**

See lesson 1 for more information about land-based learning and land acknowledgments.

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A.2.1

Date: _____ **Name:** _____

First Nations Communities of Ontario



- Two main groups of First Nations peoples lived on the land around the Great Lakes in the St. Lawrence River region, in what is now Ontario and upper New York State.
- They are the Anishinaabe (Omàmiwininiwak or Algonquin) and the Haudenosaunee (Kanien'kehà:ka or Mohawk).
- Rolling hills and valleys where they lived were covered with birch, elm, and maple forests. There were many lakes, rivers, and streams.
- Climate was warm in the summer and cold in the winter.
- Each group had their own language, governance (way of making decisions), and way of living off the land.

What questions do you have about First Nations communities?

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A.2.1

A.2.1

Date: _____ **Name:** _____

The Kanien'kehá:ka (Mohawk)



What do you observe in the illustration?

- Kanien'kehá:ka (Mohawk) traditionally lived around the Mohawk River Valley in what is now known as Upstate New York, Southern Quebec, and Eastern Ontario along the St. Lawrence River.
- They were mostly farmers who lived a more settled life than the other First Nations communities.
- They remained in one area for as long as the land had the resources they needed.
- Their homes, called longhouses, were large enough for several related families to live in together.
- During the American Revolution and increased settlement, the Kanien'kehá:ka were forced out of their territories.

What else would you like to learn about the Kanien'kehá:ka?

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A.2.1

A.2.2

Date: _____ **Name:** _____

The Omàmiwininiwak (Algonquin)



What do you observe in the illustration?

- The Omàmiwininiwak (Algonquin) traditionally lived in the Ottawa River Valley and adjacent territories around what is now known as Eastern Ontario and Western Quebec.
- They were hunters and gatherers.
- Throughout the seasons, families travelled and hunted, fished, trapped, and harvested together.
- Because they needed to follow the animals they hunted, their homes were portable wigwams.

What else would you like to learn about the Omàmiwininiwak?

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A.2.2

Date: _____ **Name:** _____

Research Frame

Name of First Nation: _____

Where They Lived	**Homes**
Food	**Clothing**
Transportation	**My Question:** _____
My Question: _____	**Sources**

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A.2.3

Date: _____ **Name:** _____

Comparing Past and Present Communities

Think about early First Nations communities and your own community. Describe how they are the same and how they are different.

Compare:

_____ **and** _____

are similar because they both:

-
-
-
-

Contrast:

_____ **and** _____ **are different because:**

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A.2.3