











## Program Principles

1. Effective social studies programs involve hands-on inquiry, problem solving, and decision making.
2. The development of students' concepts, skills, and attitudes form the foundation of the social studies program.
3. Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through active learning.
4. Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.
5. Children learn best by doing, rather than just by listening. The teacher, therefore, should focus on formulating and asking questions, rather than simply on telling. Teachers should also encourage students to ask questions. The teacher's major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.
6. Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.
7. The social studies program should encompass a wide range of educational resources, including nonfiction research material, historically accurate fiction, audio-visual resources, technology, as well as people and places in the local community (such as museums).
8. Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

## Program Implementation

### Program Resources

The ***Hands-On Social Studies*** is arranged in a format that makes it easy for teachers to plan and implement. Units are the selected topics of study for the grade level. The lessons within each unit relate to specific learning outcomes established in the *Western/Northern Canadian Protocol's Common Curriculum Framework for Social Studies (2002)*. Units are organized as follows:

**Books for Children and Web Sites:** The unit opens with a list of children's books and several annotated web sites that relate to the topic.

**Introduction:** This section introduces the topic of study. It provides a general outline for the unit, background information for teachers, planning notes, and relevant vocabulary words.

**Activities (Lessons):** The unit activities are organized into topics based on the specific outcomes. Each topic includes:

#### **Background Information for Teachers:**

Some activities provide teachers with content knowledge required to present the lesson. This information is offered in a clear, concise format and focuses specifically on the topic of study.

**Materials:** A complete list of materials required to conduct the main activity is given. The quantity of materials required will depend on how you conduct the activities. If students are working individually, you will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the items are for the teacher to use for display purposes, or to make charts for recording students'

ideas. In some cases, visual materials (i.e., large pictures, maps, sample charts, and diagrams) have been included with the activity to assist the teacher in presenting ideas and questions and encouraging discussion.

**Activity:** Each activity includes a step-by-step procedure – such as higher-level questioning techniques and suggestions – that encourage discussion, inquiry, decision making, and problem solving.

**Activity Sheet:** Reproducible activity sheets are designed to correlate with the outcomes of the activity. Many of these are used during the activity to record results of investigations. Others are used as a follow-up to the activities. Students may work independently or in small groups on these sheets, or you may choose to read through them together and complete them in a large-group setting. Activity sheets can also be made into overheads or large experience charts. Since it is also important for students to learn to construct their own charts and recording formats, teachers can use these activity sheets as examples of ways to record and communicate ideas about an activity. Students can then create their own sheets rather than use the ones provided.

**Extension:** Included are optional activities to extend, enrich, and reinforce the outcomes.

**Activity Centre:** Some topics have independent student activities that focus on the outcomes.

**Assessment Suggestions:** Throughout each unit, several suggestions are made for assessing student learning. Again, these assessment strategies focus specifically on the outcomes of a particular activity topic. Assessment is dealt with in detail in the next section of the *Hands-On Social*

*Studies* program. Keep in mind that the suggestions are merely ideas to consider – you may also refer to the other assessment strategies referred to in the next section, or use your own techniques.

## **Classroom Environment**

The classroom setting is an important component of the learning process. An active environment – one that gently hums with the purposeful conversations and activities of students – indicates that meaningful learning is taking place. When studying a specific topic, the room should display related objects and materials, student work, pictures and posters, maps, graphs, and charts made during activities, and summary charts of important concepts taught and learned. These visuals reinforce concepts and skills that have been emphasized during social studies activities.

## **Planning Units (Time Lines)**

Certainly, no two groups of students will cover topics and material at the same rate. Planning the duration of each unit 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, you may observe that the students are especially interested in one topic, and you may decide to expand upon it. The individual needs of your class should be considered – there are no strict time lines involved in the *Hands-On Social Studies* program. It is important, however, to spend enough time on every unit in the program so that students focus on all of the curriculum outcomes established for their grade level.

Unit 1

**Geography of Canada**

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## Books for Children

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Canadian Heritage. *Symbols of Canada* (Rev. ed.) Ottawa: Canadian Heritage, 2002.

Gertridge, Allison. *Meet the Canadian Authors and Illustrators: 50 Creators of Children's Books*. Richmond Hill, ON: Scholastic Canada, 1994.

Harrison, Ted. *O Canada*. Toronto: Kids Can Press, 1992.

Kleitsch, Christel, and Paul Stephens. *Dancing Feathers* (rev. ed.). Toronto: Annick Press, 1988.

Kusugak, Michael. *Baseball Bats for Christmas*. Toronto: Annick Press, 1990.

Lee, Dennis. *Alligator Pie*. Boston: Houghton Mifflin, 1974.

Lee, Dennis. *Jelly Belly*. Boston: Houghton Mifflin, 1979.

MacKay, Kathryn. *Ontario*. Discover Canada series. Toronto: Grolier, 1991.

Montgomery, Lucy Maud. *Anne of Green Gables*. Toronto: Ryerson Press, 1955.

Sauer, Julia L. *Fog Magic*. New York: Viking Press, 1971.

Taylor, Barbara. *Maps and Mapping*. New York: Kingfisher Books, 1993.

Trottier, Maxine. *One Is Canada*. Toronto: HarperCollins, 1999.

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## Videos for Children

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- *Glorious and Free*: Overview of Canada and some symbols. Available through your local Canadian Heritage office or through Manitoba Education.
- *A Kid's View of Canada*: A nine-year-old boy takes a trip across Canada. He visits seventeen communities and interviews other nine year olds about Canada. NFB #9192-174

# Web Sites

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- **[www.school.discovery.com/homeworkhelp/worldbook/atozgeography](http://www.school.discovery.com/homeworkhelp/worldbook/atozgeography)**

Discovery School's A to Z Geography provides information on the land and climate of Canada's provinces and territories, as well as links to related articles.
- **[www.canada.gc.ca](http://www.canada.gc.ca)**

Government of Canada's home page: click on "About Canada" for maps, facts and history, Canadian symbols, and more. With links to provincial and territorial primary web sites.
- **[www.tctrail.ca](http://www.tctrail.ca)**

The Trans Canada Trail Site: includes the "Trail Story" (what it is, its route, benefits of the trail), a "Progress Report," photo stories, libraries, and much more.
- **[www.cln.org](http://www.cln.org)**

Community Learning Network: click on "Theme Pages" and scroll down to Famous Canadians. ("Theme Pages" are organized alphabetically. Click on the letter F for "famous" to begin your search.) An excellent resource for teachers.
- **[www.ec.gc.ca/envhome.html](http://www.ec.gc.ca/envhome.html)**

Environment Canada's Green Lane home page for Canada's regions, environmental issues, community resources, events, and weather watching.
- **[www.weatheroffice.com](http://www.weatheroffice.com)**

Environment Canada's Weather Office: click on "Sky Watchers," a program on weather for elementary school teachers and students.
- **[www.flora.org/globaled](http://www.flora.org/globaled)**

Global Education Network is an online directory of resources for use in the curriculum. Click on "Environment" (listed under "Categories") for links to Canadian Global Change Program, Canadian Wildlife Federation, David Suzuki Foundation, and many other environmental organizations.

# Introduction

In this unit, students will develop their understanding of Canada's provinces and territories. They will identify and locate the physical regions within the provinces and territories, and they will investigate the characteristics of these regions.

Integrated exposure to the concepts introduced in this unit will help to solidify students' understanding of the provinces and territories. Many of the activities rely on a large collection of pictures of Canadian landscapes. Some excellent sources of pictures and information are:

- calendars
- postcards
- magazines
- tourist brochures, pamphlets, and videos

A collection of road maps, community maps, wall maps, and atlases will also be of value during this unit.

Consider establishing a Canadian Corner in your classroom. Provide research material such as books and magazines, along with Canadian artifacts such as national and provincial flags and symbols, examples of minerals and rocks from the various regions, as well as Canadian coins and stamps.

## Information for Teachers

- **Magazines:** *Canadian Geographic* often contains information on place names in Canada. The magazine also has great photographs and often offers free maps.

*Up Here: Life at the Top of the World* is a magazine about Northern Canada. To order, phone 1-800-661-0861 or purchase at your local newsstand.

## Social Studies Vocabulary

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: *region, Canadian Shield, Atlantic Region, St. Lawrence-Great Lakes Region, Arctic Region, Prairie Region, Western Cordillera, physical feature, boundaries, province, capital, and territory.*

# 1 Ongoing Activities

**Note:** To develop a true Canadian connection, consider correlating this unit with other subject areas. Introduce the activities that follow at the beginning of this unit. Work on one or more of the activities daily to build on the concepts being introduced throughout the unit.

## Materials

- *Meet Canadian Authors and Illustrators: 50 Creators of Children's Books*, a book by Allison Gertridge
- index cards
- markers
- large basket
- pencils
- map of Canada
- library books
- Internet access
- television
- newspapers
- information sheet titled, "Multiple Intelligences: Some Famous Canadians" (included) (Make a photocopy for each student.) (1.1.2)
- graph paper (included) (1.1.3)

## 1. Canadian Authors and Illustrators

Use the book, *Meet Canadian Authors and Illustrators*, by Allison Gertridge, to make biography cards on Canadian authors and illustrators. Display one biography card each day. Have students locate the person's place of birth and current hometown on a map. These can be marked with a number and connected to a legend. Use the birthdate to calculate the person's age. Challenge students to locate the author's books or the illustrator's books in the library.

## 2. Canadian Settings

Start a Canadian book basket. As students read books, have them identify and discuss any Canadian settings that are in the book. Use the activity sheet to record information.

## Activity Sheet

### Directions to students:

Identify and describe the Canadian setting that is in the book you are reading. Use a new activity sheet for each setting you describe (1.1.1).

## 3. Read Across Canada

On a map of Canada, mark the approximate location of the Trans Canada Trail. Record the number of pages that students read in books written by Canadian authors. Count each page as one kilometre. Use the data to mark a trail across the country. Set reading goals based on arriving at specific locations on the trail.

## 4. Multiple Intelligence Biographies

The study of multiple intelligences is a major focus of educational research. Teachers can benefit from learning about the multiple intelligences: it helps them to understand the diversity of students' strengths and how to build on those strengths through their educational practices. Students can also benefit from learning about the multiple intelligences because it can help them to understand how they learn. This activity, therefore, benefits both students and teachers.

Distribute copies of the information sheet, "Multiple Intelligences: Some Famous Canadians" (1.1.2). Discuss the multiple intelligences and have students research the famous Canadians noted on this sheet. Then have students research a variety of other famous

# 1

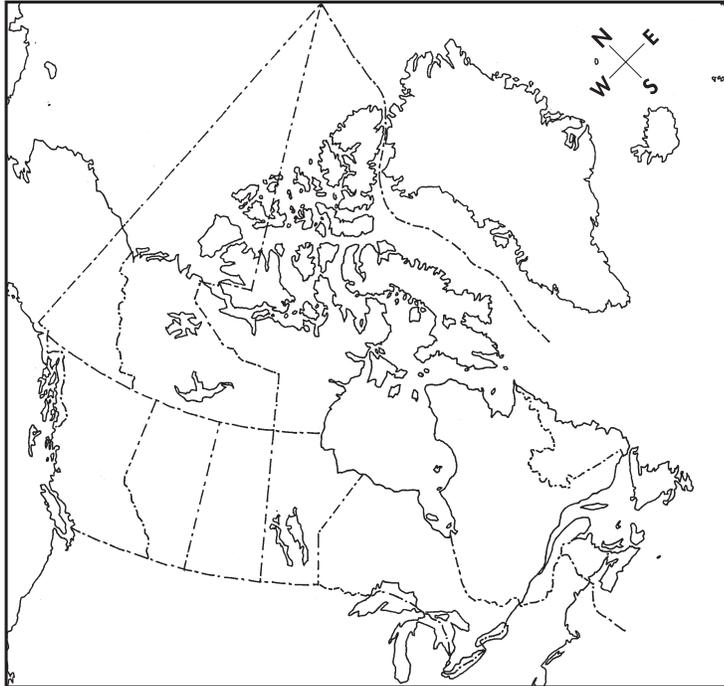
Canadians and write one-page biographies about them. Sort the biographies according to main intelligence strength. (Remember that many of these people will exhibit more than one intelligence. A dancer, for example, may be both bodily kinesthetic and musical rhythmic). Throughout this unit, challenge students to add other famous Canadians to each category.

## **5. How's the Weather?**

Select one Canadian community from each region of the country (or from each province and territory). With information from web sites, television weather channels, or the newspaper record daily temperatures in each community. Divide the class into working groups, and have each group graph the temperature in one of the communities (1.1.3). Discuss and compare the temperatures in these regions, using the graph paper provided.

# Canadian Settings

**Colour the setting location on the map:**



**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

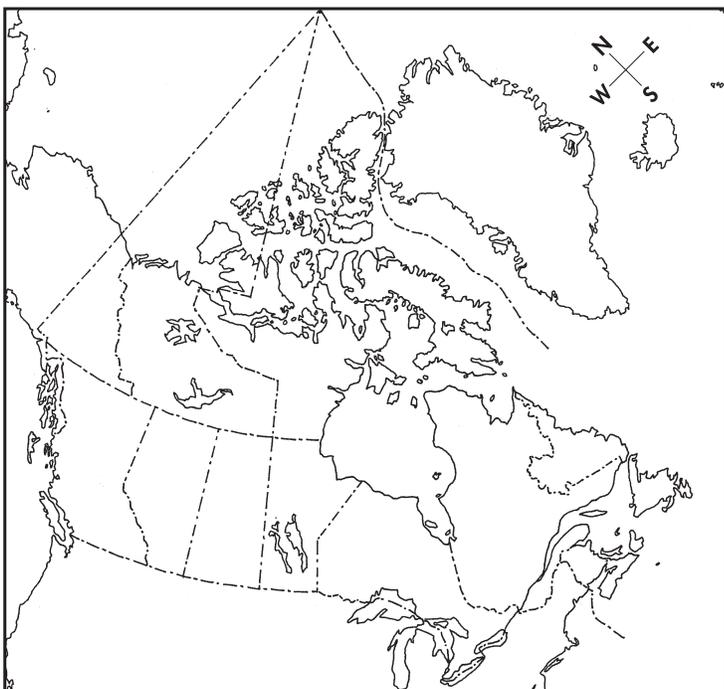
**Canadian Location:** \_\_\_\_\_

**Description of the Canadian Setting:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Read by:** \_\_\_\_\_

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**Colour the setting location on the map:**



**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Canadian Location:** \_\_\_\_\_

**Description of the Canadian Setting:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Read by:** \_\_\_\_\_

# Multiple Intelligences: Some Famous Canadians

## Verbal Linguistic

These people work with language.  
They are “word smart.” They include authors and comedians.

Examples:

Robert Munsch  
Carol Matas  
Michael Kusugak  
Peter Eyvindson  
Dennis Lee

## Mathematical Logical

These people are “number smart.”  
They include scientists and mathematicians.

Examples:

Roberta Bondar  
Frederick Banting and Charles Best  
Alexander Graham Bell

## Bodily Kinesthetic

These people are “body smart.”  
They include athletes and dancers.

Examples:

Evelyn Hart  
Clara Hughes  
Wayne Gretzky  
Elvis Stoyko

## Visual Spatial

These people are “picture smart.”  
They include artists, cartoonists,  
and cartographers.

Examples:

Lynn Johnston  
William Kurelek  
Daphne Odjig  
Group of Seven  
Lazlo Gal

## Musical Rhythmic

These people are “music smart.”  
They include singers and musicians.

Examples:

Fred Penner  
Celine Dion  
Susan Aglukark  
Shania Twain

## Interpersonal

These people are public figures.  
They are “people smart.” They include politicians, teachers, and actors.

Examples:

Pierre Elliott Trudeau  
Adam Beach  
Phil Fontaine  
Michael J. Fox  
Adrienne Clarkson

## Intrapersonal

These people work alone with their ideas.  
They are “self smart.” They include spiritual leaders and self-made people.

Examples:

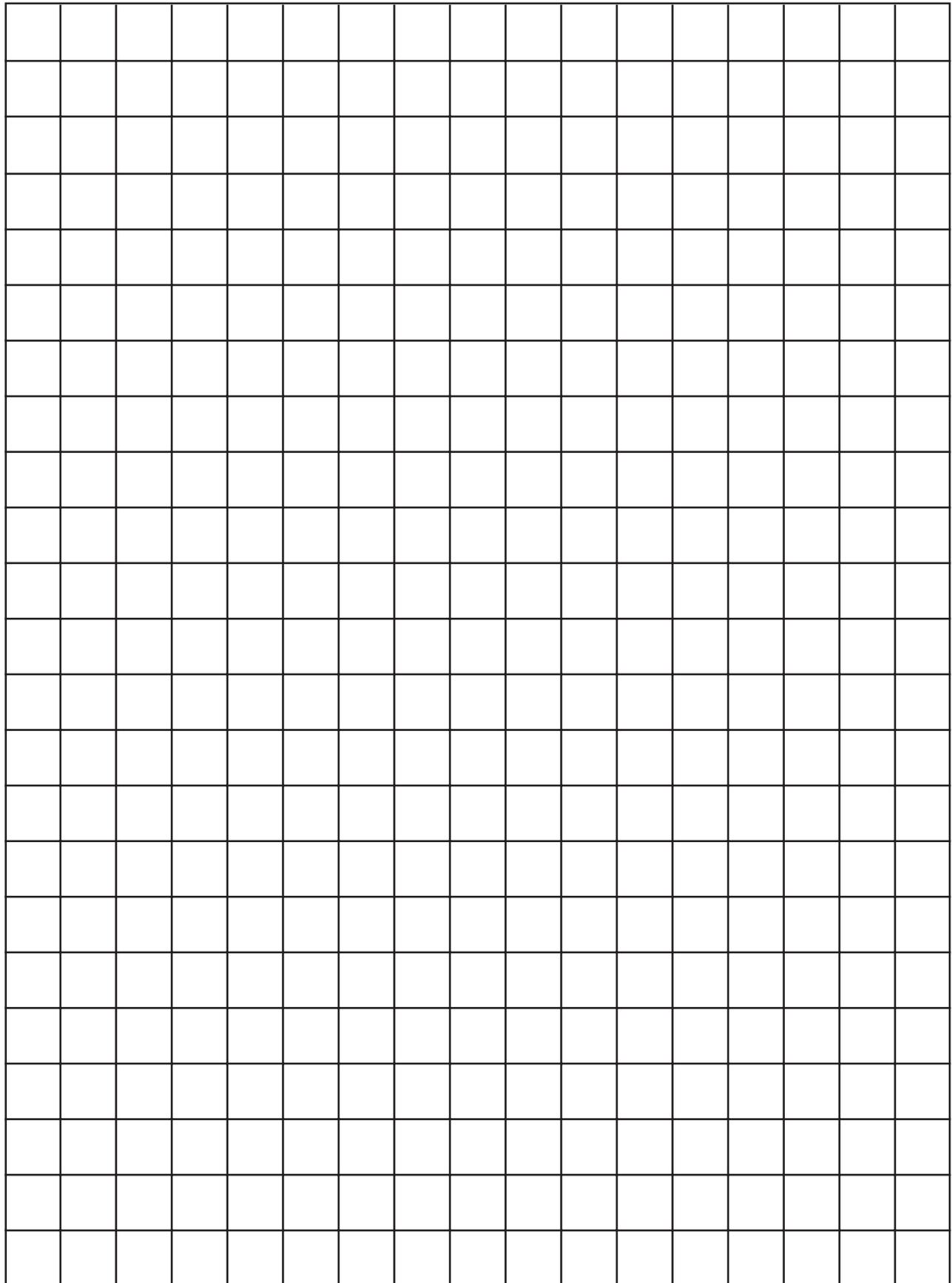
Chief Dan George  
Conrad Black  
Terry Fox

## Naturalist

These people are “nature smart.” They include geographers, chefs,  
and zoologists.

Examples:

David Suzuki  
Ken Kostick  
Robert Bateman



# 2 Where in the World Is Canada?

## Materials

- globes
- chart paper
- markers
- wall map of the world
- other wall maps (e.g., country, provincial, and territorial maps)
- student atlases

## Activity

Divide the class into working groups, and provide each group with a globe. Provide time for the students to examine and discuss the globe, then ask:

- What is this?
- What does a globe show us?
- How is water represented on the globe?
- How is land represented on the globe?

Now challenge each group to find Canada on the globe. Have the students use their index fingers to trace around the country's boundaries, using the colour as a guide. Ask:

- What continent is Canada part of?

Have the groups trace around North America, identifying the countries on the continent.

Now have the students locate the compass rose on the globe. Explain that this symbol is used to show direction. Review the cardinal directions using the globes. For example, ask:

- What ocean is east of Canada?
- What continent of south of North America?
- What is the most northern country on the globe?
- What ocean is west of Canada?

Provide each group with chart paper and markers to record, in written form, their best description of Canada's location on the globe. Encourage them to use cardinal directions as well as other countries and bodies of water for reference.

Once all groups have completed the activity, display their descriptions for all students to discuss. Review each description, and encourage students to assess its clarity in describing Canada's location in the world.

Following this discussion, create a class description of Canada's location in the world, and record this on chart paper.

Now display the wall map of the world. Ask:

- What is this?
- How is a map similar to a globe?
- How is a map different from a globe?

Focus now on the features of the map itself, such as the title, compass rose, and distance scale. Explain that these are always used on maps so that the information presented is clear. Have students look at other wall maps (country, provincial, territorial) to note that these same features are seen on these maps as well.

Once again, have the students describe Canada's location in the world.

Distribute the student atlases, and have the students locate a map of the world. Provide each student with the activity sheet (1.2.1). Have them use the atlases as reference to complete the activity sheet. Begin by having the students locate Canada in their atlas, then have them locate Canada on their activity sheet map. Have them select a colour for the country, shade it in, and complete the legend. Also have the students use the atlas to label the bodies of water surrounding Canada.

## Activity Sheet

### Directions to students:

On the world map, label and colour Canada. Complete the legend. Also label the bodies of water surrounding Canada (1.2.1).

# 2

## Activity Centre

Have several globes and maps of the world at the centre, along with index cards. Have the students write descriptions of the relative location of various countries in the form of riddles. For example:

- I am an island country south of Florida and east of Mexico. What country am I?

## Assessment Suggestions

- Observe students as they work together with the globe to describe Canada's location in the world. Use the Cooperative Skills Teacher Assessment sheet on page 14 to record results.
- Have students complete a Cooperative Skills Self-Assessment sheet on page 16 to reflect on their ability to work together.

Date: \_\_\_\_\_

Name: \_\_\_\_\_

# The World

