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**Hands-On Social Studies for Ontario**

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

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

**Program Introduction**

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

**What Is Social Studies?**

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

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

**The Goals of Social Studies**

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

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

**The Inquiry Approach to Social Studies**

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

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

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

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

### Overall Expectations

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

### Concepts of Social Studies Thinking

The six underlying concepts of all social studies learning are:

1. **Understanding historical and spatial significance:** Students examine and identify the importance of something, whether it is an event, process, person, object, or location. The determination of significance is usually related to the impact on people or places.

2. **Cause and consequence:** Students evaluate how events and interactions affect society and/or the environment.

3. **Continuity and change:** Students compare and evaluate past and present events to determine how some things stay the same, while other things evolve or change over time.

4. **Patterns and trends:** Students examine characteristics and traits of environments to identify patterns and, over time, to identify trends.

5. **Interrelationships:** Students explore connections between natural and human systems.

6. **Perspective** (both historical and geographic): Students analyze and evaluate sources to identify whose perspectives are being represented, and to determine the importance of considering different perspectives when gathering information, data, and research.

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

### Big Ideas

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

### Specific Expectations

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

### Hands-On Social Studies Program Principles

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

- The development of students’ understanding of the concepts of social studies thinking, skills, and attitudes form the foundation of the social studies program.

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This page is part of the Hands-On Social Studies program by Portage & Main Press, designed to engage students in hands-on learning and social studies thinking. For more information, visit [www.portageandmainpress.com](http://www.portageandmainpress.com).
Children have a natural curiosity about the world around them. This curiosity must be maintained, fostered, and enhanced through inquiry and active learning.

Social studies activities must be meaningful, worthwhile, and connect to real-life experiences.

Teachers should encourage students to ask questions and should themselves model inquiry by formulating and asking their own questions. The teacher’s major roles in the social studies program are to facilitate activities and to encourage thinking and reflection.

Social studies should be taught in correlation with other school subjects. Themes and topics of study should integrate ideas and skills from several core areas whenever possible.

The social studies program should encompass a wide range of educational resources, including nonfiction research material, primary source documents and photos, audio-visual resources, technology, as well as people and places in the local community (such as the local neighbourhood, historic sites, museums, Elders, witnesses to historic events).

Assessment of student learning in social studies should be designed to focus on performance and understanding, and should be conducted through meaningful assessment techniques carried on throughout the units of study.

Program Implementation

Program Resources

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

The lessons within each unit relate directly to the expectations identified at the start of each unit (see pages 29 and 147), which complement those established in the Ontario Social Studies Curriculum document (2013). Units are organized as follows:

Curriculum Correlations

Four charts are included in this section:

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

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

Books for Students and Websites

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

Introduction to the Unit

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

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

Lesson Description

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

Information for Teachers

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

Materials

A complete list of materials and resources required to conduct the activities is provided. The quantity of materials required will depend on how teachers conduct the activities. If students are working individually, teachers will need enough materials for each student. If students are working in groups, the materials required will be significantly reduced. Many of the identified items are for the teacher to use for display purposes or to make charts for recording students’ ideas. In some cases, visual materials have been provided with the activity in the form of photographs, illustrations, maps, sample charts, and diagrams to assist the teacher in presenting ideas and questions and to encourage discussion. A black-and-white thumbnail reference is included in the appendix. Colour images of these thumbnails can be downloaded from the Portage & Main Press website (go to: <www.portageandmainpress.com/product/HOSSBANKGR3/}). Use the password ____ to access this free download.

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

Activating Prior Knowledge

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

Activity

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

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

In some lessons, inquiry guides are provided. These are to be used to model the presentation of content for students, and to ensure the generation of inquiry questions on specific topics. As with activity sheets, inquiry guides can be completed by individual students, pairs of students, small working groups, or projected and completed together as a class.
Consolidate and Debrief
Students are provided with ways to demonstrate what they have learned through consolidation and reflection. This process allows for synthesis and application of inquiry and new ideas.

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

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

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

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

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

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

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

Classroom Management

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

Social Studies Skills: Guidelines for Teachers

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

Communication

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

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

Visuals

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

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

Maps

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

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

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

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

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

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

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

Mapping activities should also include the use of geotechnologies. There are many digital websites that teachers and students can use to map and analyze communities and their characteristics (see Websites, pages 36 and 153).
Spatial Journals
A spatial journal, which is used in geography, is a type of annotated map. It is useful as a teaching and learning strategy for connecting text to maps. It is a visual representation, or map, that includes information relevant to specific locations. In its simplest form, the development of a classroom spatial journal might involve attaching sticky notes – with inquiry questions and answers (or interesting anecdotes related to the topic of study) – to a wall map. Map locations are numbered and correspond to numbers on the notes. The notes and locations are also connected with lines (which could be made of string or wool), as in the example below:

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

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

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

For example:

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<thead>
<tr>
<th>Occupation Tools</th>
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<tr>
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</tr>
<tr>
<td>Mrs. Zimmerman</td>
</tr>
<tr>
<td>Mr. Singh</td>
</tr>
<tr>
<td>Ms. Bautista</td>
</tr>
<tr>
<td>Mr. Easey</td>
</tr>
</tbody>
</table>

Ontario Communities

<table>
<thead>
<tr>
<th>Community</th>
<th>City</th>
<th>Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Kapuskasing</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Ottawa</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Sioux Lookout</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

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

Pictograph: A pictograph is a common form of communication used in the early grades. A pictograph has a title on one axis that denotes the items being compared. There is, generally, no graduated scale or heading for the axis representing numerical value (see page 10).
Bar Graph: A bar graph is also a common form of communication used in the early grades. Bar graphs should always be titled so that 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.

Vocabulary
Communicating involves using the language and terminology of social studies. This can be complex, because it often includes technical terms and words from many languages. Students should be encouraged to use the appropriate vocabulary related to the topics of study (e.g., community, province, country, culture, tradition, origin, urban, and rural). As well, teachers should use, and encourage students to use, vocabulary related to the inquiry model and spatial skills.

Vocabulary related to spatial skills includes the language of location. Descriptions of relative location use terms such as near, far, close, beside, above; as well as cardinal directions (north, east, south, west); and intermediate directions (northeast, northwest, southeast, southwest). Absolute location uses terminology that is not related to another location; for example, latitude, longitude, address, and postal code are examples of absolute location.
Students should use the vocabulary and terminology both orally and in written form, as appropriate to their developmental stages. Consider developing word walls and whole-class or individual glossaries whereby students can record the terms learned and define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.

**Geographic Definition**

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

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

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

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

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

**Research**

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

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

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

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

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

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

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

- **Establish learning goals from curriculum expectations:** Lessons include learning goals in student-friendly language that have been developed from curriculum expectations. These learning goals are to be shared with students and used to guide instruction.

- **Develop success criteria:** These descriptors are written in student-friendly language to help students understand what successful learning looks like. Criteria can be established by the teacher, using assessment task exemplars of student work, or by using the Achievement Chart from the Ontario Curriculum for Social Studies, grades 1 to 6 (page 16). Success criteria can also be determined in collaboration with students.

- **Provide descriptive feedback:** In conversation with students, identify what criteria they have and have not met, and provide any needed instruction. At this stage, teachers work with students to identify next steps to determine how students may improve. This may include differentiating instruction.
Assessment Plan

- Use information for peer and self-assessment: Students assess their own work and the work of others to determine what still needs to be done.

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

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

Assessment for Learning

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

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

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

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

- Anecdotal Record: To gain an authentic view of a student's progress, it is critical to record observations during social studies activities. The Anecdotal Record sheet, presented on page 18, provides the teacher with a format for recording individual or group observations.

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

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

Assessment as Learning

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

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

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

- interview one another to share their reflections on social studies
# Sample Rubric

**Social Studies Activity:** Mapping the Local Community

**Social Studies Topic:** The Local Community

**Date:** January 28

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<th>Rubric Score</th>
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<td>Appropriate Title</td>
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</tr>
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<td>Identifies Important Places</td>
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<td>Clear Symbols</td>
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<tr>
<td>Suon</td>
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</tr>
</tbody>
</table>
Unit 3A

Communities in Canada, 1780–1850
Introduction to the Unit

Throughout this unit, students will investigate the daily life and challenges faced by a variety of communities in Canada from 1780 to 1850. They will also explore how events in 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. The society and environment of 19th-century Canada and how they influenced settlement will also be explored.

As a culminating activity, 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

To provide hands-on learning opportunities for students, contact local pioneer museums, First Nations communities, and other resources such as local historians, curators, or Elders within the community, to support the activities in this unit. Many museums have artifacts, or replicas, to lend to schools, so contact your local museum to find out if they offer such a program. Collect a wide variety of artifacts from this time period, as well as photographs of such artifacts. Encourage students to bring artifacts from home as well.

To teach this unit effectively, students need access to a variety of reference books about communities in Canada during this time period (a list of suggested books is included on pages 33–35, and specific books are listed in the individual lessons).

Many of the lessons refer to sources that are found on the Internet, so securing Internet access via computers/tablets/Smart boards is strongly recommended.

Create social studies journals for students to use to record their activities, ideas, conceptual understandings, and learning goals. A template for a journal page is included at the end of the first lesson, on page 43.

Vocabulary Related to the Unit

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: Aboriginal, archives, artifact, conflict, climate, culture, First Nations, historical fiction, identity, Inuit, immigration, isolation, Lower Canada, Métis, multiculturalism, nomadic, perspective, racism, refugee, safe house, semi-nomadic, settlement, settler, slave, symbol, Underground Railroad, Upper Canada.

NOTE: Aboriginal Peoples of Ontario are the descendants of those original inhabitants of North America who lived in the area for thousands of years before the Europeans came. The term First Nations refers to Indigenous people in Canada, not including the Métis or Inuit. There are a number of First Nations within the province, each with distinct languages and cultures, including the Anishinabe, Haudenosaunee, and Cree. The Métis people are of mixed First Nations and European descent.

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

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

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

As well, students should be encouraged to use vocabulary related to spatial skills such as: map, globe, atlas, title, legend, relative direction (e.g.,
right, left, in front, behind), cardinal directions, symbol, scale, location, hemisphere, poles, equator, grid, model, community, city, province, territory, country, lake, river, body of water.

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

NOTE: A success criteria chart for the concepts of social studies thinking is included on page 31 to guide teachers in their focus of these concepts during this unit of study.

Throughout the course of this unit, students are encouraged to create a glossary to record new terminology, along with definitions and illustrations (see Template A: Glossary on page 42). As well, a social studies word wall can be created on a bulletin board or simply on a piece of poster paper, and posted in the classroom. On the bulletin board or poster, record the vocabulary that is introduced throughout the unit, along with related visuals, examples, and definitions. Ensure that the word wall is placed in a location where students can see and access the words.
Introducing First Nations Peoples

The purpose of this lesson is to introduce students to some of the different groups of First Nations peoples who lived in Canada, learning about their ways of life and the challenges that they encountered.

Guided Inquiry Question:
- Who were the First Nations peoples living in Canada?

Learning Goals:
- We are learning to use secondary sources to find information about First Nations peoples in Canada.
- We are learning what life was like for First Nations peoples living in Canada in the early 19th century.

Concepts of Social Studies Thinking:
- Continuity and Change
- Perspective
- Significance
- Cause and Consequence
- Interrelationships

Information for Teachers

In the Eastern Woodlands, two main groups of First Nations peoples lived in what is now Ontario: the Algonquian-speaking nations and the Haudenosaunee nations (Iroquoian speaking).

The Algonquian speakers were fishers, hunters, and gatherers. They lived in temporary dwellings, such as wigwams, and followed their food sources. Algonquian-speakers included the Algonquin, Odawa, Mi'kmaq, Cree, Anishinabe (Ojibway), Malecite, and Innu. They generally lived north of Georgian Bay.

The other main group was the Haudenosaunee. This included the Five Nations of the Haudenosaunee (Iroquois) Confederacy: the Mohawk, Onondaga, Seneca, Oneida, and Cayuga. In 1722, the Confederacy became known as the Six Nations when the Tuscarora joined. Other Iroquoian-speaking peoples were the Wendat (Huron), Petun (Tobacco), Neutral, and Erie. They were farmers. Their homes, longhouses, were large and communal. Longhouses were made by covering a tunnel-shaped frame of saplings with thick pieces of bark. Down the centre was an open space with a row of cooking fires. The Six Nations lived in areas around Lake Ontario and the St. Lawrence in what is now southern Ontario and upstate New York.

NOTE ABOUT NAMES: Most names that we have historically used for Indigenous peoples are not the names that the people used themselves. For centuries, the European version of their names appeared in documents and maps. The term used by many Indigenous groups means “the people” or something similar. The word Eskimo, for example, is no longer used. It has been replaced by Inuit (meaning “several people”) or Inuk (meaning “one person”). The members of the League of the Iroquois refer to themselves as the Haudenosaunee (meaning “they are building a longhouse”). The Huron refer to themselves as Wendat (meaning “peninsula dwellers”). Since European names have been so widely used, but are gradually being replaced by Indigenous names, students should know that different terms can refer to the same people, and will vary based on the text and the time in which it was produced.

Materials
- Image Bank: First Nations Communities (See appendix, page 253. Print full-page copies of the colour images.)
- Activity Sheet A: See-Think-Wonder (A.2.1)
- wall map of Canada
- Inquiry Guide: First Nations Peoples of Ontario (A.2.2) (3 pages)
- Activity Sheet B: Research Frame (A.2.3)
Activity Sheet C: Comparing Past and Present Settlements (A.2.4)
- print and online resources about First Nations peoples (See pages 33 and 36 for suggestions.)
- chart paper
- markers
- projector

Activating Prior Knowledge
Project one of the pictures from Image Bank: First Nations Communities. Provide each student with a copy of Activity Sheet A: See-Think-Wonder (A.2.1). Have students discuss the image and complete the first row of this sheet.

NOTE: This process can also be modelled for students by creating an enlarged version of the activity sheet to complete during class discussion.

Project the remaining images, discuss, and have students record their ideas on Activity Sheet A.
Refer back to the questions on Activity Sheet A throughout the lesson.

Activity Sheet A
Directions to students:
Examine each picture. Describe what you see, what you think, and what you wonder about for each picture (A.2.1).

Assessment for Learning
Observe students as they examine and discuss the images, and record their ideas.

Activity: Part One
Ask students:
- Who were the first people to live in Canada?
Introduce the term First Nations peoples. Ask:
- Why do you think they are called First Nations peoples?
- Are First Nations peoples still living in Canada today?

As a class, discuss that these peoples were the first people to live in Canada, which is why they are called First Nations. Ask:
- Do you think that different First Nations groups lived all over Canada?
- Do you think they lived in the Far North, on the Prairies, along the Pacific and the Atlantic coasts, and throughout all other regions of Canada?
- What else do you know about First Nations peoples?

Discuss students’ prior knowledge and any questions they have about the First Nations peoples of Canada.

Provide each student with a copy of Inquiry Guide: First Nations Peoples of Ontario (A.2.3). Focus on the first page of the guide. Have students examine the picture and record their observations. As a class, review the jot notes, and have students generate their own inquiry questions, based on these jot notes.

Use the wall map of Canada to identify the areas in which these First Nations groups lived.

Activity: Part Two
Focus on the second and third pages of the inquiry guide. Introduce the two main groups of First Nations peoples that lived in what is now Ontario, the Algonquian-speaking peoples and the Haudenosaunee, or Iroquois. 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 Algonquian people? The Haudenosaunee, or Iroquoian people?
- What different nations belonged to these groups?
- Where did they live?
Tell students that their inquiry questions will be the basis for research on the two different groups. As a class, identify categories to research. You may guide them to the following categories: location, food, shelter, clothing, transportation. Students will add at least two of their own questions, as well.

Discuss where students might find the answers to their questions.

**Activity: Part Three**

Divide the class into pairs or working groups, and provide each student with a copy of Activity Sheet B: Research Frame (A.2.3). Review the research frame, and explain to students that they will select a First Nations group and learn more about how the people lived long ago, and then they will complete Activity Sheet B. 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?

Focus on the sections of the sheet labelled “My Question.” Have students share some of their questions about First Nations peoples 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 search, looking only for the information needed. Suggest that they record their research in jot notes (point form), and remind them to record the names of books and other sources they use.

Model the research process, using a chart-sized replica of the activity sheet and one of the reference books for a particular First Nations group. Flip through the book, looking for pictures and titles related to the research headings. Record relevant ideas in point form on the chart.

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

**Activity Sheet B**

Directions to students:

Use the research frame to make jot notes about the First Nation you have selected to learn more about. Record two of your own questions, and answer them through research. Also, record your sources of information (A.2.3).

**Assessment for Learning**

Observe, and conference with students during the research process. Use the Individual Student Observations sheet on page 19 to record results. Provide descriptive feedback during the conference.

List the success criteria for presentations on the Rubric on page 21. Have the groups/pairs give presentations to the class based on their research. Record results as students share their oral presentations. Provide feedback, and have students identify next steps in their learning.

**Assessment as Learning**

Have students use the success criteria as they work through their research and present their findings through oral presentations.
Consolidate and Debrief

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

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

- Who are the two major groups of people that lived in Ontario?
- What do you know about these peoples?
- Where did they live?
- How were the two groups different?
- What types of homes did they live in?
- How did they survive on the land?
- What were the challenges they may have faced?
- How was life for these peoples different from life in our community today?

Provide each student with a copy of Activity Sheet C: Comparing Past and Present Settlements (A.2.4). Have students reflect on their learning by completing the activity sheet. Once they have completed the sheet, discuss, as a class, the similarities and differences between early First Nations settlements and their local community.

Activity Sheet C

Directions to students:

Use the chart to compare early First Nations settlements with your community today (A.2.4).

Extending the Learning

- Revisit the KWHL chart from lesson 1 as students gain new understandings and pose new guided inquiry questions.
- Add new and important vocabulary from the lesson to the social studies word wall, along with related visuals and examples.
- Have students use their personal glossaries to record, illustrate, and provide examples of new and important terminology from the lesson.
- Invite local First Nations peoples to share information about their culture with the students.
- Take students on a field trip to visit a local museum or conservation area that features a display of First Nations artifacts.

Assessment for Learning

Review student activity sheets to identify students’ growing knowledge and their own inquiry questions.
## See-Think-Wonder

<table>
<thead>
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<th>What do you see?</th>
<th>What are you thinking?</th>
<th>What are you wondering about?</th>
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</tbody>
</table>

**SAMPLE PAGES**

See-Thought-Wonder, A.21 - 49
First Nations Peoples of Ontario

What do you observe in the picture?

- Two main groups of First Nations peoples lived on the land around the Great Lakes and the St. Lawrence River, in what is now Ontario.
- They are the Algonquian peoples and the Haudenosaunee (Iroquois).
- 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.
- Both groups had their language and a way of living off of the land.

What questions do you have about First Nations peoples?
The Haudenosaunee

What do you observe in the illustration?

- Haudenosaunee (Iroquois) lived south of Georgian Bay, around the Great Lakes.
- They were mostly farmers who lived a more settled life than the other First Nations groups.
- 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.

What else would you like to learn about the Haudenosaunee?
The Algonquians

What do you observe in the illustration?

- The second major group of First Nations peoples was the Algonquians.
- They lived to the north of Georgian Bay and the Great Lakes.
- They were hunters and gatherers.
- In the winter, families travelled and hunted together.
- Because they needed to follow the animals they hunted, their homes were portable wigwams.

What else would you like to learn about the Algonquians?
## Research Frame

**Name of First Nation:**

<table>
<thead>
<tr>
<th>Where They Lived</th>
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<tr>
<th>Sources</th>
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</table>

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**My Question:**

---

---
Comparing Past and Present Settlements

Think about early First Nations settlements 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:

__________________________
__________________________
Appendix: Image Banks

Images in this appendix are for image bank photos referenced in the lessons. Corresponding full-page, high-resolution images can be printed or projected for the related lessons, and are found on the Portage & Main Press website at: <www.portageandmainpress.com/product/HOSSBANKGR3/>. Use the password OURONTARIO3 to access the download for free. This link and password can also be used to access the reproducibles for this book.

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8. Under Order Details, click the link for your download.
9. Save the file to the desired location on your computer.

NOTE: This is a large file. Download times will vary due to your internet speeds.
Lesson 1: Launching the Unit: Communities in Canada from 1780 to 1850

First Nations Communities (1780–1850)

1. An Iroquois longhouse village
2. An Anishinabe campsite
3. A Dene summer camp
4. A Plains camp

Image Credits:
1-4 – David Morrow

Settler Communities (1780–1850)

1. Lower Bytown, Ottawa, by Philip John Bainbrigge
2. Ontario Homestead
4. Settler's Log Cabin, by Cornelius Krieghoff

Image Credits:
1 – Library and Archives Canada / C-002163
2 – Library and Archives Canada/Peter Winkworth Collection C-151587
3 – Library and Archives Canada/C-040048
4 – Library and Archives Canada/C-00518
Lesson 2: Introducing First Nations Peoples
First Nations Communities

1. An Iroquois longhouse village
2. An Anishinabe campsite
3. A Dene summer camp
4. A Plains camp

Image Credits:
1-4 – David Morrow

Lesson 4: Climate, Landscape, and Settlements
Landscapes of Various Settlements

1. Mohawk settlement, Bay of Quinte: Long Reach Bay of Quinte, 1830, by Thomas Burrows
2. English settlement: Aylmer (Upper Canada), by W.H. Bartlett, 1841
3. French Settlement: Lake St. Charles near Quebec, by M.E. Bowen
4. African Canadian settlement: Elgin Settlement, c. 1850 (near present-day Chatham)
5. Loyalist settlement in the Niagara Region: Mrs. Tice's Farm on the Mountain near Queenston, by Elizabeth Posthuma Simcoe
6. Mennonite Settlement: Farm of Noah S. Shantz, Waterloo County
About the Contributors

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

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

Kristin Rogers is an elementary school teacher in Toronto with a variety of teaching qualifications and classroom experiences. She has taught from kindergarten to grade 8 during her 15 years with the Toronto District School Board. She integrates the curriculum into her classroom to provide an enriching, inquiry-based program.

Ethel Johnston is a retired geography teacher and educational consultant from the Toronto District School Board. She has taught in the Faculty of Education at York University, and was a member and past president of the Toronto Geography Teachers’ Association, executive member of the Ontario Association for Geographic and Environmental Education, and past president of the Ontario Geography Consultants’ Association. She has been a presenter at a number of education conferences and has contributed to textbooks as a writer and reviewer. Her atlas for primary students, My World: An Elementary Atlas, is used across the country.

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

Tina Jagdeo, BAH, BEd, MA, is the Learning Strategies Coordinator of the Wernham West Centre for Learning at Upper Canada College in Toronto. In this role, she teaches boys from kindergarten to grade 7 to help them understand and develop strategies for their unique learning profiles. She enjoys leading school-based workshops on best practices in literacy, mathematics, differentiation, and social and emotional learning. Tina has co-written two workbooks, Centred for Learning, volumes 1 and 2, on how to create inclusive learning environments.

Lara Jensen, BEd, BA, BPHE, has been a classroom teacher, specialist teacher, ICT integrator, curriculum coordinator, and librarian for the past 18 years at K–8 schools in Canada, Germany, and Switzerland. She holds a certificate in Outdoor and Experiential Education and has worked to incorporate inquiry-based teaching and learning into every classroom. Lara has conducted teacher’s workshops on topics such as mathematics, literacy, international-mindedness, and inquiry.