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Introduction to *Hands-On Social Studies*
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 in order to heighten their own curiosity about and understanding of the world around them.

What Is Social Studies?

According to the Saskatchewan Ministry of Education, “the purpose of Kindergarten to grade 12 Social Studies is to help students know and appreciate the past, understand the present, influence the future, and make connections between events and issues of the past, the present, and the future. Further, its purpose is to make students aware that, just as contemporary events have been shaped by actions taken by people in the past, they have the opportunity to shape the future. The ultimate aim is for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.”

Topics of Study in the Hands-On Social Studies Program

The outcomes of the grade 4 social studies curriculum (2010) form the basis of the Hands-On Social Studies program. As well, the program is designed to ensure that students are exposed to core concepts, skills, values and attitudes of an exemplary social studies program. The theme of social studies in grade 4 is “to help students understand how Saskatchewan came to be the dynamic province it is today.”

Curriculum correlations for each lesson can be found at the beginning of each unit.

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

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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**

*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 2010 Saskatchewan Curriculum: Social Studies 4. Units are organized as follows:

**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.

**Books for Students, Websites and Videos:** The unit opens with a list of books for students, videos (units 1 and 3), and several annotated websites that relate to the topic.

**Activating the Unit:** An introductory activity to spark the unit.

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

**Guided Inquiry Question:** This question, based on the curriculum, is meant to engage and motivate students to conduct further research on the topic. It is one about which information is readily available from a number of sources, yet well defined so that it remains manageable within the scope of the lesson. This is the starting point for discussions.

**Big Idea(s):** This is the concept (or concepts) that you want students to remember after the class is finished – the core understanding. The Big Idea relates directly to the curricular outcome being addressed by the lesson and should be the guidepost that you refer to as the lesson proceeds.

**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.

**Activating Activity:** Whether through the use of a KWHL chart (see page 35), concept map (or other graphic organizer), questionnaire, or class discussion, teachers should begin the lesson with an activity that builds upon students’ existing knowledge and skills. This enables students to think about their thinking and leads to increased comprehension of new concepts and skills while reinforcing previously learned material.

**Activity:** Each activity includes a step-by-step procedure – such as higher-level questioning techniques and suggestions – that encourages 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 students’ ideas, acquired knowledge, and research. 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.

Extending the Learning Activities: Included are optional activities to extend, enrich, and reinforce the outcomes.

Assessment Suggestions: Throughout each unit, several suggestions are made for assessing student learning. These assessment strategies focus specifically on the outcomes of a particular activity topic. Keep in mind that the suggestions are merely ideas to consider; you may also refer to the other assessment strategies described in the next section, or use your own techniques. Assessment is dealt with in more detail in the next section of the Hands-On Social Studies program.

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 (Timelines)
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 timelines 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.

Classroom Management
Although active learning is emphasized throughout this program, the manner in which these experiences are handled is up to you. In some instances, you may have all students working with materials and resources individually; in others, you may choose to use small-group settings. Small groups encourage the development of social skills, enable all students to be active in the learning process, and mean less cost in terms of material and equipment. Again, classroom management is up to you; 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 use a variety of skills while answering questions, solving problems, and making decisions. The following list provides some guidelines for teachers when encouraging students’ skill development in certain areas.

Communication

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

- Examining and discussing visuals
- Drawing pictures and labelled diagrams
- Reading and interpreting a variety of maps
- Making and labelling maps
- 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, and diagrams. Observation skills are developed by examining such visuals. In turn, students should be encouraged to draw pictures and labelled diagrams to communicate their understanding of concepts and ideas.

Mapping Skills

When presenting maps or when students make their own maps as part of a specific activity, there are guidelines that should be followed. Maps must always have an appropriate title that indicates the information being presented. On most maps, a compass rose is used to identify directions. Maps also include a legend, which describes the symbols used on the map. In addition, students should become familiar with the use of scale on maps to communicate relative area. Students should become proficient both in reading and in producing maps that include these components. Maps convey various types of information – geographical locations, physical land features, population, natural resources, vegetation, and so on. Students should be provided with opportunities to use, read, and construct a variety of maps in order to develop these skills of communication in social studies.

Graphs

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

- A bar graph (as on the next page) is a common form of communication. 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.

- A broken line graph (above right) is used to communicate data when measuring an object or event over a period of time. For example, a broken line graph may be used to present local daily temperatures over a period of one week.

- A pie graph (right) is used to present information about one particular object or event. For example, a pie graph can be used to indicate energy consumption in Canada.

## Charts

Charts require appropriate titles, and both columns and rows need specific headings. Again, all of these titles and headings require capitalization. Charts can be made in the form of checklists or can include room for additional written information and data.
Research

Research involves locating information from a variety of sources, organizing the information, and presenting information – either orally or in written form. For best results, teachers should always provide a structure for the research indicating questions to be answered, as well as a format for conducting the research. Suggestions for research guidelines are provided regularly throughout the Hands-On Social Studies program.

<table>
<thead>
<tr>
<th>Country</th>
<th>Northern Hemisphere</th>
<th>Southern Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>New Zealand</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Province/Territory</th>
<th>Land (km²)</th>
<th>Freshwater (km²)</th>
<th>Total (km²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yukon</td>
<td>478,970</td>
<td>4,480</td>
<td>483,450</td>
</tr>
<tr>
<td>Manitoba</td>
<td>548,360</td>
<td>101,590</td>
<td>649,950</td>
</tr>
<tr>
<td>Ontario</td>
<td>891,190</td>
<td>117,390</td>
<td>1,008,580</td>
</tr>
</tbody>
</table>

Language

Communicating involves using the language and terminology of social studies. Communication can be complex – 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., province, country, economy, resources, culture, feudal system). They should also be encouraged to use the vocabulary and terminology both in written form as well as orally. Consider developing whole-class or individual glossaries whereby students can record the terms learned, then define them in their own words. Glossaries can also include sketches, labelled diagrams, and examples.
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 their 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:

Assessment for Learning

It is important to assess student 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, you can help them make connections, and address any problem areas.

To assess students as they work, use the assessment for learning suggestions and questions provided with many of the activities. Questions focus on the lesson outcomes and are intended to promote higher-level thinking skills, active inquiry, and decision making.

While observing and conversing with students, use the anecdotal record sheet as well as 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 11, 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, they may consider using the individual student observations sheet, found on page 12. This blackline master provides more space for comments and is especially useful during conferencing, interviews, or individual student performance tasks.

Assessment as Learning

It is also important for students to reflect on their own learning in social studies. For this purpose, teachers will find a Student Self-Assessment sheet on page 16.

In addition, a Social Studies Journal sheet, found on page 20, encourages students to reflect on their own learning. Teachers can photocopy several sheets for each student, cut them in half, add a cover, and bind the sheets together. Students can then create title pages for their own journals. For variety, teachers may also have students use the blank back of each 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
- New social studies terminology

Student reflections can also be recorded in ways other than in writing. 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 outcomes at a particular point in time. It is important to gather a variety of assessment data to draw conclusions about what a student knows and can do. As such, consider collecting...
Unit 4

Resources and Wealth
Books for Students


Websites

- <www.aitsk.ca>
  Agriculture in the Classroom
  Saskatchewan: This website offers a variety of important resources, which are a great complement to this unit including:
  - “The Heart of Saskatchewan’s Past, Present, and Future: an instructional resource for grade 4 social studies”
  - “Agriculture Learning Kit”
  - “Foundations of Saskatchewan Agriculture”

- <www.saskmining.ca>
  Saskatchewan Mining Association. This website has some educational resources, including posters and lesson plans.

- <www.esask.uregina.ca>
  Encyclopedia of Saskatchewan. This website has detailed information on the history of Saskatchewan agriculture, mining, science, and innovation.

- <www.sasksettlement.com/>
  Saskatchewan Settlement Experience. This website features wonderful pictures and descriptions of farm life in the past.

- www.collectionscanada.gc.ca/lac-bac/search/images
  Library and Archives Canada. The LAC’s image collection has a number of historical photos of Saskatchewan. This URL takes you to the search engine of the Archives collection.

- <www.wdm.ca/saskinnovations.htm>
  Saskatchewan Innovation. This virtual exhibit from the Western Development Museum features many unique inventions that originated in the province.
### Curriculum Correlations

#### Social Studies Correlations

<table>
<thead>
<tr>
<th>RESOURCES AND WEALTH: Outcomes and Indicators Grade 4 Social Studies (for a more detailed document, see <a href="http://www.edonline.sk.ca">www.edonline.sk.ca</a>, Saskatchewan Education site, grade 4 social studies curriculum)</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.</strong></td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>a. List the challenges and opportunities climate presents for residents of Saskatchewan.</td>
<td>4.1</td>
</tr>
<tr>
<td>b. Determine safety measures necessary for living in the Saskatchewan climate</td>
<td>4.1</td>
</tr>
<tr>
<td>c. Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes</td>
<td>4.1</td>
</tr>
<tr>
<td>d. Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.</td>
<td>4.1, 4.2</td>
</tr>
<tr>
<td>e. Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans.</td>
<td>4.2</td>
</tr>
<tr>
<td>f. Research past and present technologies used to withstand the Saskatchewan climate.</td>
<td>4.3, 4.8</td>
</tr>
<tr>
<td>g. Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.</td>
<td>4.3, 4.8, 4.9</td>
</tr>
<tr>
<td>h. Graph the typical energy consumption in Saskatchewan for an average year, and investigate energy efficient technologies being developed in Saskatchewan.</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>RW4.2 Investigate the importance of agriculture to the economy and culture of Saskatchewan.</strong></td>
<td>4A, 4.3, 4.6, 4.7</td>
</tr>
<tr>
<td>a. Identify and locate various types of farms in Saskatchewan.</td>
<td>4.3</td>
</tr>
<tr>
<td>b. Research production practices of various types of crop and livestock farms.</td>
<td>4.7, 4.8</td>
</tr>
<tr>
<td>c. Identify various farm stewardship practices (e.g., how farmers care for the land, animals, water supply, natural vegetation, and air quality).</td>
<td>4.6</td>
</tr>
<tr>
<td>d. Compile an inventory of Saskatchewan agricultural food and by-products.</td>
<td>4.5, 4.6</td>
</tr>
<tr>
<td>e. Identify agricultural products used in daily life in Saskatchewan.</td>
<td>4.4</td>
</tr>
<tr>
<td>f. Trace the steps of a food product from the farm to the plates of consumers, and identify the various careers that contribute to this process in the agriculture and food-processing industries.</td>
<td>4.4</td>
</tr>
<tr>
<td>g. Analyze the significance of Saskatchewan agricultural commodity exports to the province.</td>
<td>4.5, 4.6</td>
</tr>
<tr>
<td><strong>RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.</strong></td>
<td>4.3, 4.5</td>
</tr>
<tr>
<td>a. Represent on a map the major resources in Saskatchewan.</td>
<td>4.3, 4.7</td>
</tr>
<tr>
<td>b. Locate on a map the major industries in Saskatchewan.</td>
<td>4.3, 4.5</td>
</tr>
<tr>
<td>c. Identify the natural resources and industries found in the local community, and analyze their impact upon the community.</td>
<td>4.4, 4.5</td>
</tr>
<tr>
<td>d. Illustrate the goods made from the major natural resources, the consumers of those goods, and the export destinations.</td>
<td>4.4, 4.5</td>
</tr>
<tr>
<td>e. Differentiate between primary and secondary industry.</td>
<td>4.4</td>
</tr>
<tr>
<td>f. Examine the environmental impact of the development of natural resources on the local community, the province, and the world.</td>
<td>4.6</td>
</tr>
<tr>
<td>g. Describe the impact of technological innovations originating in Saskatchewan on the global community</td>
<td>4.9</td>
</tr>
</tbody>
</table>
## Cross-Curricular Correlations

### SCIENCE

<table>
<thead>
<tr>
<th>HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities.</th>
<th>4.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.</td>
<td>4.2</td>
</tr>
<tr>
<td>a. Recognize and discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.</td>
<td>4.2</td>
</tr>
<tr>
<td>i. Categorize human activities by the effects they have or may have on habitats and communities.</td>
<td>4.6</td>
</tr>
<tr>
<td>g. Investigate how both scientists’ and traditional knowledge keepers’ knowledge of plant growth and development has led to the development of agricultural methods and techniques (e.g., tillage, hydroponics, nutrient management, pest control, crop rotation, companion plants, and plant breeding) that affect habitats and communities.</td>
<td>4.6, 4.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RM4.2 Assess how human uses of rocks and minerals impact self, society, and the environment.</th>
<th>4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Identify objects in their local environment that are made from rocks and minerals (e.g., nickel, table salt, pottery, cement, carvings, brick, jewellery, bicycle, nutrients, battery, copper wiring, soda can, plumbing pipe, and sidewalk).</td>
<td>4.9</td>
</tr>
<tr>
<td>d. Suggest alternative materials that could be used to create everyday objects or propose new uses for rocks and minerals.</td>
<td>4.9</td>
</tr>
<tr>
<td>k. Assess their own and their family’s impact on natural resources based on their current lifestyle</td>
<td>4.4, 4.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RM4.3 Analyze how weathering, erosion, and fossils provide evidence to support human understanding of the formation of landforms on earth.</th>
<th>4.2, 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Discuss practices and techniques (e.g., mulching, crop rotation, strip farming, windbreaks, terracing, and sediment basins) for minimizing and controlling erosion locally and in communities around the world.</td>
<td>4.2, 4.3</td>
</tr>
</tbody>
</table>
1 Introduction to the Unit

We are all part of the natural environment, largely as users of its resources. These resources are extracted from the natural world through primary industries and processed through secondary and tertiary industries. Farms also use the natural resources of soil, water, and air to produce crops and animals. Farms provide us with much more than the food we eat; many products we use in our daily lives contain animal and/or plant by-products.

The development of natural resources drives the Saskatchewan economy and affects our community, environment, and culture. Saskatchewan is largely an export-based province and consists mainly of primary production industries. Saskatchewan is a world leader in innovation and technology and Saskatoon is a hub for agricultural research and biosciences.

Planning Tips for Teachers

Since it is not possible to bring all types of plants, animals, and resources into the classroom, you will need to collect a variety of pictures to represent many of these entities. Magazines, calendars, and the Internet are all good sources for pictures.

Collect a variety of images to cover all of the unit’s themes: agriculture, mining, and climactic events. You will use these photos in an introduction to the unit.

Contact local organizations, such as agricultural organizations and mining associations for photos and other resources (for suggestions, see websites list on page 181). As well, look for images of historical farms at archives and museum sites listed.

Consider arranging fieldtrips to local farms or forestry sites. For information, contact the Agriculture in the Classroom organization nearest to you (there is more information about this resource on the websites, page 181).

Ensure that in addition to the suggested books listed on page 180, students have access to history and geography books, as well as a good atlas and historical atlas.

Vocabulary Related to this Unit

Throughout this unit, teachers should use, and encourage students to use, vocabulary such as: climate, technology, innovation, environment, pioneers, agriculture, stewardship, sustainability, resources, economy, nomad, mining, forestry, livestock oil extraction.

Teachers are encouraged to create a Word Wall on a bulletin board or piece of poster paper, and record new vocabulary as it comes up in the unit. Students can also create their own glossaries as they learn new terms. See Student Glossary sheet included with unit 1 on page 29.
4A

Activating Unit 4: Resources and Wealth

The purpose of this activating lesson is to explore the following curriculum goal and outcomes:

**Goal:** To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment, and contribute to sustainable development.

- RW1. Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
- RW2. Investigate the importance of agriculture to the economy and culture of Saskatchewan.
- RW3. Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

**Materials**
- Photos related to the unit (see Planning Tips for Teachers, page 184)
- Chart paper and markers
- Activity Cards 4.A.1: Sort and Predict Cards
- Cardstock
- Scissors
- Student dictionaries

**Activating Activity**
Tell students that they will learn about the resources and wealth of the province of Saskatchewan, as well as the challenges of climate that the people who live there have faced and continue to face. They should think about all they know about these subjects, and be prepared to share what they know with the class.

**Activity 1**
Display the photos that you have collected that are related to this unit (see Planning Tips for Teachers, page 184). Ask students to look at the pictures, and think about what they all of have in common. Also have them think about what the content of those photos mean to people living in Saskatchewan.

On chart paper, construct a KWHL chart with the heading “Resources and Wealth,” as below.

<table>
<thead>
<tr>
<th>Resources and Wealth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong> What we know</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Ask students:
- What resources does Saskatchewan have in its natural environment?
- What are the challenges that our environment presents?
- What do you know about agriculture and its importance to the province?

As students answer, record the things they know in the left column of the chart.

Then, ask students what they want to learn more about, and record this information in the second column.

As students share, discuss ways they could find more information devoted to these subjects.
Encourage students to think of a wide variety of ways to learn new ideas and to answer questions. For example:

- Guest speakers
- Fieldtrips
- Videos
- Websites, blogs
- Library resources
- Resources from home (books, artifacts, family experts)
- Letters to experts
- Making observations
- Photography

Record all students’ ideas in the third column of the chart. Explain to students that as they explore and learn about these things, they will record their ideas in the fourth column of the chart.

Display this chart in a visible area of the classroom for reference throughout the unit.

**Activity 2. Sort and Predict**

Before beginning this activity, photocopy onto cardstock Activity Cards 4.A.1: Sort and Predict Cards. Each small group of students will need one set of cards. Cut out the 16 word cards in each set.

Divide the class into small groups of students. Have the groups go through the word cards and set aside any words they do not know. Have them place words they do know in another pile.

Following the sorting, tell students to use the words they know to help them predict what they will be learning about for the rest of this unit. Have students also go through the words they do not know and try to figure out their meanings, or have them look up the words in their dictionaries. At the end of the unit, ask students to revisit their predictions to find out how well they did.

**Extending the Learning**

- Begin a Word Wall to display new vocabulary introduced throughout the unit.
- Distribute to students copies of Activity Sheet 1.A.1: Student Glossary, from unit 1, page 29. Have students begin unit glossaries, in which to record new vocabulary.

**Student Glossary**

1. Pick three words from the KWHL chart or Word Wall for this unit.
2. Record the words in the left column of the table below, one in each numbered box. It might also be helpful to record the unit and lesson number in brackets after each word. In the box opposite each word, record your own definition for that word.

<table>
<thead>
<tr>
<th>Word (unit, lesson)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Sort and Predict Cards

<table>
<thead>
<tr>
<th>climate</th>
<th>technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>innovation</td>
<td>environment</td>
</tr>
<tr>
<td>pioneers</td>
<td>agriculture</td>
</tr>
<tr>
<td>stewardship</td>
<td>sustainability</td>
</tr>
<tr>
<td>resources</td>
<td>economy</td>
</tr>
<tr>
<td>nomad</td>
<td>mining</td>
</tr>
<tr>
<td>forestry</td>
<td>livestock</td>
</tr>
<tr>
<td>oil extraction</td>
<td>adaptation</td>
</tr>
</tbody>
</table>
Saskatchewan Climate – Good or Bad?

In this lesson, students consider how the climate in Saskatchewan affects different people.

**Guided Inquiry Question:** How does our climate affect our daily lives?

**Big Ideas:** The same climate can be both a challenge and an opportunity, depending on the person and the situation. Climate influences our lives to a great degree.

**Background Information for Teachers**

*Climate* is the pattern or cycle of weather conditions, such as temperature, wind, rain, snowfall, humidity, and clouds, and including extreme or occasional conditions, over a large area, averaged over many years. (*Weather* refers to the conditions at a particular moment.)

Factors that affect climate include:

- Where on earth a place is located
- Local land features, like mountains
- The type and amount of plants, like forest or grassland
- The nearness of large bodies of water, prevailing winds, and human activities, like burning fossil fuels, farming, or logging.

**Materials**

- Map of Saskatchewan
- Activity Sheet 4.1.1: Opportunities and Challenges of Saskatchewan Climate
- Student dictionaries
- Chart paper and markers

**Activating Activity**

Review with students what climate means. Have them share their background knowledge of the term and record their ideas on chart paper. Then, have them compare their ideas to dictionary definitions. Create a class definition for the term climate.

Ask students to describe the climate in their area. Now use the map of Saskatchewan to identify several locations throughout the province. Have students compare the climate in the area where they live to what they know about the climate in the other locations.

**Activity**

Divide the class in pairs, and distribute Activity Sheet 4.1.1: “Opportunities and Challenges of Saskatchewan Climate.” Ask students to record, on their activity sheets, the challenges and opportunities the Saskatchewan climate presents for the following people:

- You
- Parents/family members
- Farmers
- Hockey players
- Miners
- Hunters and trappers
- Construction workers
- Mechanics
- Fishers.

Discuss, and have students share their findings. On chart paper, create a chart of students’ compiled ideas. Ask:

- Do you think people today face as many climate challenges as people did many years ago?
- Why does the climate affect certain people more than others?

**Extending the Learning**

Discuss how different people need different climates for their jobs or recreational pursuits. For instance, have students create artwork around the theme “A Perfect Climate for...” They could then select a person, job, or hobby to portray. For example, a perfect climate for an ice fisher or snowmobiler is...
very different from the perfect climate for a farmer or cyclist.

- Together with students, add to the KWHL chart you started at the beginning of the unit, and add any new vocabulary to the Word Wall.

- Have students add new vocabulary to their student glossaries.
## Opportunities and Challenges of Saskatchewan Climate

<table>
<thead>
<tr>
<th>Role</th>
<th>Challenge</th>
<th>Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents/family members</td>
<td></td>
<td></td>
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<tr>
<td>Farmers</td>
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<td>Hockey Players</td>
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<td>Miners</td>
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<td>Hunters/Trappers</td>
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<td>Fishers</td>
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